

The Fountain

Sawston Village College's Termly Magazine


Sawston
Village College
Spring 2022
Issue 68



Above: The Junior Choir led by Miss Irwin performing at the West Road Concert Hall in the school's first annual concert for two years.

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Annual Music Concert at West Road Concert Hall

On Friday 25 March, after an absence of two years, the Music department was once again able to return to the stage of the West Road Concert Hall to hold their annual concert. The event showed a huge range of performances from bands, orchestras, ensembles, and choirs from across the school. It was, as always, an incredible night to see and hear so many of the school's musicians perform and, as usual, the concert hall was packed full. This year a livestream was also offered which enabled friends and family from further afield to enjoy the night.



Central to the show were the performances from the school's larger orchestras and bands such as jazz band, who kicked off the show with a bang, junior and senior band, and string orchestra. Other particular highlights of the evening were the Samba band, who even performed a piece from an ex-SVC pupil, and the Madriguys with their entertaining accompanying dance routine. The Year 11 GCSE group also surprised the audience when their serious plainchanting morphed suddenly into Astley's 'Never Gonna Give You Up'!

The evening would not have been such a success without the committed and hard work of the Music department (Miss Irwin and Mr Cragg) and the school's dedicated team of peripatetic music teachers, as well as both pupils and teachers helping backstage. It has been a long time waiting for the chance to embrace the school's musical talents back at West Road, and the combined buzz from performers and audience alike showed how much we were all ready to see Sawston Music back in action!

Jenny Leggate, Year 11

Aldeburgh Young Musicians

AYM, standing for Aldeburgh Young Musicians, is a programme run by Britten Pears Arts for musicians aged 10-18. AYM has the opportunity to collaborate with each other and with professional musicians on residential courses throughout the academic year, producing a range of pieces in many different genres. Each AYM is different - we have all learnt in different ways and have a preferred style - but we explore anything and everything outside our comfort zone to gain a broader musical knowledge and experience. The time I've spent at AYM has been amazing; I started as a classically-trained musician who was incredibly scared of performing, but now I can improvise and perform happily. There are quite a few people who cannot read music who go to AYM as well. If you wish to apply, there's an application form followed by two auditions. If you'd like more information, you can visit <https://brittenpearsarts.org/take-part/artists/aldeburgh-young-musicians>. Generous scholarships are available. Please come and find me if you have any questions.

Lizzie Chamberlain, Year 11

Welcome



We are very fortunate to have a strong Senate whose team ethos has been particularly impressive this year. Our Senate are our senior pupils who lead various fora: arts, ethos, wellbeing, international, eco, sports, and amnesty. They lead projects and support the development of leadership skills of some of our younger pupils. *The Fountain* is produced by them, led by Nina, under the expert direction of our exceptional Arts Development Manager, Lesley Morgan.

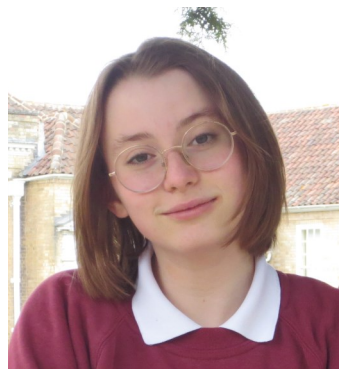
As they near the end of their time in office, we can reflect on their significant contribution to the life of the College and thank them for upholding our values of community, ambition, respect and endeavour. When the annual Senate photograph was taken this term, you could see the pride written on their faces. This is their school, and we are deeply proud of them.

The talents of the wider pupil body can be seen in the pages of this magazine but the full extent of pupils' opportunities is hard to capture in such a format. This week saw the launch of our latest club, the Marvel Club, run by and for enthusiasts of the genre. The room was abuzz with activity and their joy in sharing their passion with like-minded souls was palpable. We can all marvel at what young people can achieve.

'But a thing isn't beautiful because it lasts. It's a privilege to be among them.' (Vision – Avengers: Age of Ultron)

Mr Russell, Principal

Welcome from the Pupil Editor



Hello, and welcome to the spring edition of *The Fountain* magazine. I am Nina, the Pupil Editor of *The Fountain*, and this is my last edition! This term, again, has offered lots of opportunities across the school, from drama trips to West Road, many sporting events, and different

event weeks. Coming up to Easter, I hope that everyone has a well-deserved break, and enjoys reflecting on a fulfilling and fun term. Before I leave, I wanted to say thank you to everyone who has contributed to *The Fountain* while I have been editor. My time working on this magazine has genuinely been one of the best things that I have done at Sawston - it has been so worthwhile - I have learnt so much, and been able to speak with and learn more about lots of people, including teachers for Staff in the Spotlight! Thank you to Ms Morgan, who has helped me for the last year! I wish the new editor all the best of luck and will look forward to continuing to read future editions of our magazine.

Nina Davis, Year 11 and The Fountain Pupil Editor

Greetings from the Heads of Senate

Over this term we've had lots of activities and events going on in school. One of my personal favourites was the pupil vs teacher basketball match as it brought lots of different members of the pupil body together and gave us all something to look forward to. I've really enjoyed my time being part of the Senate because it's given me an insight into different aspects of school life. I am excited to see who takes over next and wish them all the very best.

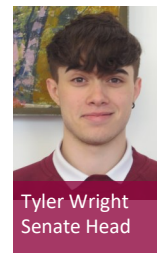
Keli Darkwa, Year 11 and Senate Head



Keli Darkwa
Senate Head

During my time in this role we've had many different events take place across the school, and one of my favourite has to be the Sports Week organised by the Sports Forum. It brought out the teachers and pupils' competitive sides while also raising money for a good cause and, most importantly, everyone had a good time. I'm now interested to see what our successors bring to the role. Good luck!

Tyler Wright, Year 11 and Senate Head



Tyler Wright
Senate Head

Update from the Senate Forums

sports forum

This term we have been really busy organising a Sports Week to fundraise for Comic Relief. We started the week off with 'Beat the Goalie' which had an amazing turnout. We then gave pupils a chance to go on the wobble, and the KS3 pupils then showcased their skills in a dodgeball tournament. We finished the week off with a KS4 pupil vs staff basketball match, in which the teachers claimed victory! In total we managed to raise just over £103, which was amazing - a massive thank you to everyone who took part! We look forward to May when we hope to have a colour run for all pupils, so keep your eyes open for more information on this! **Owen and Charlotte, Co-Chairs of the Sports forum**

international forum

This term has been very successful for our Forum. We launched a set of slides that explored the different Christmas and New Year's celebrations around the world at the beginning of term and, more recently, we produced two films where staff detailed their experiences of other cultures. We now look forward to the summer term when we plan to revamp the countries of origin and language display. **Josh and Molly, Co-Chairs of the International forum**

arts forum

We have done many projects throughout the year, including Arts Week, which was a huge success, and we got everyone doing something creative! We included a wide range of arts - from music making, to origami, to story writing and dancing! We are planning to finish off the year with an open mic night, which will be a nice way for people to showcase their talents. **Oren, Eira and William, Co-Chairs of the Arts forum**

ethos forum

This term in Ethos Forum we launched another shoebox appeal for CHS, and mentor groups have been busy making Easter baskets filled with food goodies so that the residents can learn to cook delicious food in their cooking workshops. We are also planning an afternoon tea fundraiser for the Year 11 prom which will involve pupils from KS4 baking for the staff - fingers crossed for some nice weather! **Charlie and Tiana, Co-Chairs of the Ethos forum**

wellbeing forum

Before Christmas, we thought it was vital to inform pupils about how to maintain their own mental wellbeing over the holidays, as well as those around them. One of our most recent projects has been celebrating LGBTQ+ History Month, where pupils found out about pioneers in the LGBTQ+ movement, like Marsha P Johnson, as well as people in current popular culture who identify as LGBTQ+, like Stephanie Beatriz who voices Mirabel in Encanto. Come along to our next meeting in the Walnut Gallery to discuss new ideas and current projects! **Noah and Daniel, Co-Chairs of the Wellbeing forum**

animal eco forum

We aim to raise awareness of issues that affect our plants, and to make a difference in our school environment. This year, we have been busy working to create a school garden for everyone to enjoy. **Eliza, Nathan and Phoebe, Co-Chairs of the Eco and Animal forum.**

amnesty forum

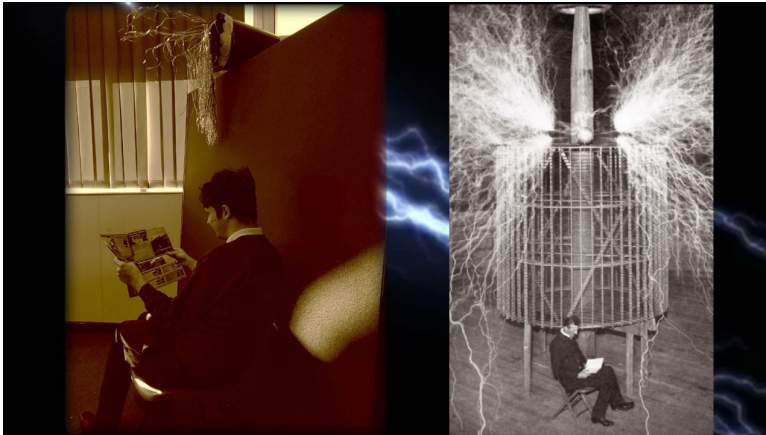
In the Amnesty forum we look at events happening around the world and how they are affecting human rights. We have been working on a bulletin presentation to highlight current issues. **Harun and Sunchi, Co-Chairs of the Amnesty forum.**

Science Week

We launched our celebration of British Science Week on 14 March by putting out a call to mentor groups to recreate a scientific discovery or iconic photograph. Mr Koria and Mr Barnett led the way with their impression of Watson and Crick, complete with Miss Grogan's knitted DNA.



We had some fantastic entries, but the overall winners were MH11 with their recreation of an 1899 photo of Nikola Tesla.



In addition to activities and quizzes during mentor time, pupils came along to the Science department each lunchtime to make rocket cars, soap-powered boats and to perfect their paper aeroplane design. We also looked at a variety of slides under the microscope and checked the heart rate of daphnia. Well done to everyone who took part, and especially the Science teachers and technicians for all their hard work.

As part of Science Week there were Science activities at lunchtimes. I went along to all the activities! The first one was making rockets, and we made two different types. We made air-propelled rockets from a rod of paper, two



straws, two sticks and four milk carton caps. The other rocket was balloon powered. We made this by taping two straws to a piece of cardboard and putting sticks in the straws so we could put on the wheels. Finally we put the balloon on. All the activities were fun. Thanks to the Sawston Village College Science department!

Olesky Gustaw, Year 7

For Science week, I went to have a look at some slides under a microscope. I saw cells and some amazing structures.

On Friday, I made a paper aeroplane at the aeroplane design session. When we tested the planes, mine flew the furthest and won!

Ong Ziyu, Year 7

English Language Speaking Assessment

GCSEs should be banned because of exam pressure

Imagine your children suffering from anxiety just from the thought of sitting their GCSE exams.

Children should be enjoying school. They should be socialising with friends and family and should be excited to go to school but, instead, exam pressure hits them, and their mood changes from their being a happy person to an anxious and stressed person. They hide themselves in their room because they don't want their parents worrying, or they stop eating as much as normal as anxiety is making them lose their appetite.

Teenagers should be happy. They should be enjoying their school life and enjoying their education but, instead, they get mentally drained from it and dread going to school, and each day is like a mission.

Do you really want your children going through this horrific time in their lives? Of course you don't and, because of this, I think GCSEs should be banned. Let me give you a few reasons why...

The first reason I think GCSEs should be banned is because in 2021 it was recorded that over 75% of students had experienced stress or anxiety over exams, which is a very large percentage of teenagers being affected by stress or anxiety that can impact their mental health massively and which could have an impact on them in the long term. 48% of students struggle to sleep because of anxiety and stress from exams and school pressure. This is also impacting their school day most likely as they are probably tired at school from not getting enough sleep, which means the information they are learning isn't going into their



heads as well as it should be. Another reason is that people from a lower class background may find it harder as their parents might not be able to afford the tutoring they need to help them pass their exams to then go to the college they want to go to.

Another reason I think exams should be banned is because of teenagers' social development. Their social development is being impacted from having the pressure of exams. Teenagers' social life is being limited. I think this because teenagers can't go out as much because they have revision to do or homework to catch up with, or because parents are not letting their children go out as they need to do revision, which means they can't socialise with friends. Sometimes they might not even be able to go somewhere with their family because they have GCSEs coming up. I personally had to stay home multiple times during our November mocks. I had to revise or catch up on homework that I had needed to hand in that week as I hadn't had time to complete it as I had been really busy at home.

Counter argument

GCSEs started in 1986. Many people would say that GCSEs are the best way to test students' knowledge and the fairest way too as everyone around the UK has to sit GCSEs and they have done so for 36 years, so if there wasn't a problem before, why would there be one now? But in reality many students have proved to do better in class than in exams because in class they don't have the exam pressure on them. I personally do a

lot better in class than I do in exams and I know my peers would say the same.

In conclusion GCSEs are old. They negatively affect mental health and teenagers' social lives, and students do a lot better in class than in exams because of exam pressure so, because of this, I think GCSE should be banned.

Lucy Newbery, Year 11



Staff in the Spotlight - No. 1

**Mr Wallace,
Deputy Principal**

When you were younger, what did you want to be when you grew up?

Teaching is definitely something that was always a consideration. When I was young, I had some vague idea about becoming an Engineer and building bridges in Africa. To this day, I'm still not sure why I thought Africa was in particular need of bridges. I got as far as studying Maths and Physics at A' Level but, in the end, my love of History won out.

What are your main hobbies or interests?

I have a relatively young family and so much of what little free time I have is taken up with them. I try to catch up with friends whenever I can and I absolutely adore reading.

What's your most embarrassing moment?

I recently asked a friend when her baby was due. She wasn't pregnant. That was pretty awkward!

What's your favourite part of your job?

There's a saying that you never cross the same river twice. Even if you stand still, the water underneath continues to flow. In that sense, schools are like rivers with pupils flowing through them each year. As a parent, I have the pleasure of seeing two young people develop and grow. As a teacher, I get to experience that a thousand times over. Every day, in every classroom and in every interaction, I have the privilege of spending time with the most entertaining, inspirational and, at times, infuriating individuals that you could ever wish to meet. That's why I am 25 years in and would not change it for the world.

If you didn't have your current job, what would you like to be doing?

I imagine that there is a bridge somewhere that needs building.

Around Sawston 1

Photographs
by **Oliver
Matthews,**
Year 11



Arts Ambassadors undertake Print Project for Library

We have been working with Anna McMahon, Library Development Officer, to look at potential projects to create an artwork for the public library in the new Sawston Community Hub. We decided to make banners for the library, working with professional print artist Ricki Outis, and to have this project take place in the three local schools. Sawston was first to get started, where the artist worked with the Year 8 Arts Ambassadors, who would then later go on to help at Bellbird and Icknield Primary Schools, who would also take part in the project.

Neri Emerson, one of the Year 8 Arts Ambassadors, writes about the project below:

‘At Sawston Village College, we have a team of Arts Ambassadors. These Year 8 pupils help promote the Arts around school. Just before I became an Arts Ambassador, I was chosen to open the new Sawston Library with Lily. The new library is really great, but there’s a very large empty wall that needs some decoration. Working with the library, our school organised a project to make screen-printed banners for the library. On 14 March, the Year 8 Arts Ambassadors enjoyed collaborating with a screen-printing artist on one of these banners, themed around forests and the sky. My design included some dandelion and sycamore seeds floating on the breeze. We look forward now also to helping at the primary schools (Icknield and Bellbird) to make two more banners for the library.’



The Arts Ambassadors show off Icknield pupils' banner.



The banner produced by Sawston pupils.

Cambridge Coding Competition



Some pupils who recently took part in the Cambridge Coding Competition write about their experiences below:

The purpose of the trip was to attend the inaugural Cambridge Coding Competition. 8 people from SVC attended - split into two groups of four, and there were also other schools, such as The Perse, St Faiths (who won the competition), Impington Village College, and King's Ely. Before attending the competition, I had done quite a bit of coding before, in Python, Scratch and C.

Advice for people attending next year:

- do some Python before attending the competition.
- don't spend too long on one question.

All in all, I enjoyed the trip, and I would recommend the experience to others.

Wensea Lee, Year 8

On 22 March, Rotary Club of Cambridge held a Coding Competition at Cambridge University. In this competition several schools were split into two teams of four, and were given two Raspberry Pis (mini computers). In these groups, we were tasked with completing a number of questions, increasing in difficulty. These questions were to be answered using Python (the programming language we used). I found it very interesting as the questions had a mixture of maths and coding. Although I haven't had too much experience of coding using Python, the mathematical side to it made the questions approachable from different perspectives. If you are thinking of going next year and you are into Computer Science, I highly recommend you do.

Blake Wollston, Year 8

The Cambridge University coding competition was a combo of great coding and even more excellent teamwork. We arrived at the site and shortly after began our task. We were given 42

puzzles to solve with Python, ordered from the easiest to the hardest. In keeping with the Sawston spirit, the team I was in had a go at the hardest first! It was lovely that the competition was quite relaxed, and I am very pleased to say that my team never took a short cut, always putting our coding skills to the test so... if you get the opportunity to do this in the future, say 'yes'!

Emma Russell, Year 8

There were 8 of us in two teams. We had a quick lecture and then split into our groups to tackle the challenges. There were around 25 challenges, ranging in difficulty, and we spent the whole morning completing as many as we could. After a hard morning we had lunch while the scores were being counted. We didn't win, but we all had a great day - it was fun, we learned a lot and worked well as a team. Overall, it was a good experience that I would do again and I would recommend it to any budding Year 7 for next year's competition.

Alex Westwick, Year 8

There were 8 of us from Sawston who joined the competition, which tested our knowledge of coding with Python against many other schools. For the competition we had to answer questions using Python as a calculator to figure out the answer. This meant that there was lots of maths and also a lot of coding which I specifically found difficult since I did not know much about Python to begin with. But, luckily, you worked in pairs so if you were stuck you could get help from your partner. The best part was when each pair helped each other because it was very helpful and fun to see how the other teams were getting on. Even though I found it difficult, the trip was great and I would recommend it to people if they were confident with Python.

Grace Ormerod, Year 8



Creative Choices - Industry Day at Cambridge Junction

Some Year 10 and 11 Drama pupils recently visited Cambridge Junction for one of their biannual Creative Choices Industry Days. This provided us with an insight into the huge range of career paths within the arts, as well as exposure to what happens behind the scenes at a venue. We were able to pick two workshops from options such as Sound Design, which included an exciting opportunity for those drama and tech pupils who also had an interest in music. The workshop was led by expert sound technicians



and designers, and pupils were able to experiment with different microphones attached to drum kits, and learn about frequencies and sound boards.

Another option we were offered was a physical theatre workshop run by the

co-artistic director of the visual, physical and collaborative theatrical group, GymJam, Will Townsend. We explored how to use different parts of the body to control how we moved throughout the space, which assisted a smooth transition into emerging characters. The workshop was inspiring and gave all who participated an innovative technique for creating a character which can now be applied throughout the GCSE Drama course.

There was also an opportunity to delve into lighting design; the first part of the workshop was led by a lighting technician who gave us accounts of the staging he had lit for various festivals and performances. He took us through using lighting controls to light up a stage with creative colours and spotlights



and we also learned about the set up before and during a show. We also learned about the different kinds of lights that can be used at any time behind the scenes. The second part of the workshop took us up onto the lighting grid right above the stage. We were able to walk across the mesh and manually move around the lights, creating shapes and patterns onto the staging area below.

The final choice of workshop was held by spoken word artist Desree Gumbs-Carty. Pupils were asked to write down thoughts, feelings and things they felt made themselves individual. They were then invited to write poems about things that frustrated them. The exercise helped them to craft their negative feelings into works that could be shared with others.

We were then taken around Cambridge Junction on a tour through all the stages, dressing rooms and other exclusive backstage areas, which really immersed us into what it would really be like to work, perform or volunteer at a theatre.

Finally, at the end of an enjoyable and informative day, we had a 30-minute Q&A with those that work in the arts industry. We

discussed entry routes and career paths into the arts, as well as hearing individual stories from industry professionals which further

opened our eyes to the prospect of working within the arts, on top of the already inspiring workshops we had participated in throughout the day.

Anna Clark, Year 10



Staff in the Spotlight - No. 2



Ms Goodbrand, Head of English

When you were younger, what did you want to be when you grew up?

I really wanted to be a vet when I was younger. I was obsessed with animals and even volunteered at a veterinary practice during Y10 and Y11. I didn't get the grade I needed first time around in my Physics GCSE and so chose different subjects (to the three Science A levels I was planning to take) and took a different path.

What are your main hobbies or interests?

I love reading non-fiction and fiction. I try to always have at least two books on the go. I discovered Audible in lockdown so I love to listen to books too as part of my week. I love the theatre and live music. Travelling and experiencing different cultures and different people is also a passion. I spend a lot of time with friends dotted all over the country too and have three sons who take up a lot of my time when not at work.

What's your most embarrassing moment?

Teaching embarrassing moments include trying to play it cool in my first year of teaching with a Year 9 class. I tried to sit on the desk, leaned too far back and fell backwards behind the desk. No one laughed and just sat in silence staring at me. I let them out early just to avoid looking at the class again. The older you get, the less

embarrassed you get, I think. Most of my embarrassing moments are when I was younger. I am not so concerned with what people think of me anymore; it's one of the best things about ageing.

What's your favourite part of your job?

That's a hard question; I really like lots of bits. I love my subject so I love talking and thinking about literature and how different novels, plays and poems are still relevant today irrespective of when they were written. I love watching students who didn't read become avid readers and realise the joy and power reading gives. Watching students make progress is a thrill. Being part of a team of teachers is always joyous too; laughing and sharing time with colleagues who are passionate about the subjects they teach is crucial for me.

If you didn't have your current job, what would you like to be doing?

Either training teachers or writing in some capacity (I wanted to be a theatre critic at university). Or a world leader. I've always kept my vaulting ambition quiet though.

Around Sawston 2

Photographs
by **Oliver
Matthews,**
Year 11



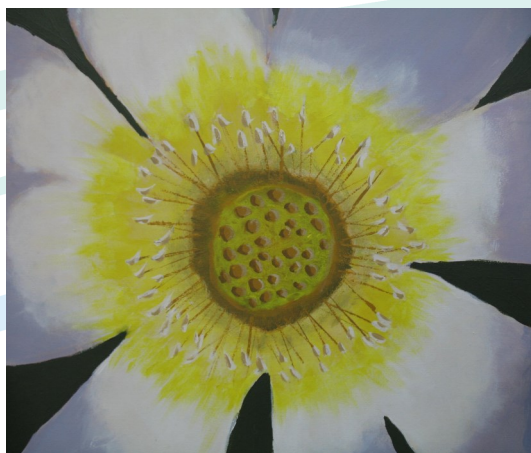
Sessions in acrylic painting in the Art department

In the first sessions of the acrylic painting sessions, we learned about different techniques and how to use colour effectively, such as using stippling or sgraffito. Mrs Day also taught us about warm and cool colours, and how to choose colours that complement each other and go together well.

For our main piece, we were each given a large canvas, with pictures of frogs and plants drawn on by Mrs Day. To begin with, we applied a coloured ground over the entire canvas. This was to create a good background and also because it contrasts with the colours that we later put on, so we all used either yellow ochre or fluorescent pink acrylic paint. In the sessions after that, we added plants and foliage in the background, before moving on to closer objects in the foreground. Acrylic paints allow you to layer different colours over each other, which many other types of paint do not. This helps to make sure that you don't leave blank gaps. We did a lot of work on adding different shades of colours in certain places to ensure that the finished painting did not look "flat" because we wanted to show distance and layers between the different elements of the piece effectively.

Sophie Abell, Year 9

Here are some of the paintings completed by the pupils who did the sessions. They will now be hung up around school.



Staff in the Spotlight - No. 3



Miss Hobourn, Deputy Head of Languages

When you were younger, what did you want to be when you grew up?

The truth is, I've always wanted to be a teacher ever since I can remember. Most of my family are teachers and they all tried to convince me to be something else, especially my Auntie, who is a headteacher, but no one could stop me, and I managed to fulfil my dream. I don't regret it one bit and love every aspect of my job!

When I was younger, I thought I could be a school teacher by day and a dance teacher by night, but I soon realised I would have no time to do both!

What are your main hobbies or interests?

Anyone who has been in my lessons must wonder why I move around a lot when I teach. This is because I absolutely love to dance and cannot sit still when I listen to music. I have attended years of dance classes - ballet, tap, jazz, hip hop, ballroom dancing, reggaeton, zumba - and I have also choreographed musical shows in different schools around the world. I also like photography and travel. Every holiday, I try and have a mini city break away somewhere and I never forget my camera! Learning languages and about different cultures is also another passion of mine!

What's your most embarrassing moment?

I don't really get embarrassed that easily anymore. I used to be so shy that even saying 'yes' in the register at school was embarrassing for me, but I guess one embarrassing moment was when I fell into a pond in a zoo. I was leaning in far too much, lost my balance and fell in!

What's your favourite part of your job?

I love so many aspects of my job, but I would say that my favourite part is my students. I love interacting with them daily, learning from them, helping them to understand what I am teaching them, seeing them succeed, and it always makes me so happy when they see the connection between what they are learning and their own lives. Furthermore, I enjoy sharing my passion of languages with them. Something else I must add is that every day is different and you never know what funny comments a student might come up with in a lesson. You certainly do keep me on my toes!

If you didn't have your current job, what would you like to be doing?

That's a tough question because I really do like my job and I can't think of anything else I would rather do. However I would say, if I won the lottery, I would love to travel the world and be able to meet new people and discover new wonders of the world. I am currently competing with my sister to see who has been to the most countries in the world. She is a lot younger than me and I am only winning by two countries, so I guess I need to continue travelling so that I can keep winning!

The Waiting Room

"Welcome to the waiting room, please remain seated and patient until our associate gets to you."

The message kept repeating in the same monotone voice over and over until Julia was at breaking point. It was like waiting at a train station. The same monosyllabic toned voice repeating over and over even though the messages are meaningless because your train won't arrive for another hour.

Julia stared at the white walls of the room. For some reason she couldn't see where the floor ended and the walls began, so who could say that there were even walls there to begin with? It's not like there was anything else to look at. The only other defining features of the room were the chairs for the visitors (four in total), the desk Julia was sitting at, a computer that was probably older than she was endlessly playing solitaire, and the fax machine.

It was a slow day at the waiting room. There weren't any special events or celebrations, and Julia guessed that no-one was feeling particularly reckless that day. Most people would say that that's a good thing, but to Julia, it just meant hours of staring into the void until her shift was over. After all, it was her job to monitor all the people who had just died and figure out where they were supposed to go. It made good money too.

But just as Julia was about to start rambling to herself again or play some solitaire or stare into the void, a little girl appeared in the waiting room.

The girl looked around seven or eight, Julia couldn't tell. She couldn't have been older than that. The girl wore a white nightgown that went up to her ankles, and had mousy brown hair that draped over her shoulders and threatened to cover her eyes too. Burn tissue that looked fresh covered her arms and bare feet that were caked in mud.

Julia entered the girl's pin into the fax. Each pin for it was

generated as the visitor entered the waiting room, and it was unique for every person. Common variations for pin numbers included career, age and cause of death. Julia anxiously waited for the fax to print. Just like the computer, it was probably older than she was. You could cut the tension with a knife. A child couldn't go to hell, could they? It was extremely unlikely, but she'd heard from older workers that in extreme cases...

...
The fax was still printing. The only sound that could be heard was the sound of the speakers repeating the same line on loop...

...
Finally, a message appeared on the fax machine's tiny screen.
"Error-" Error!? Could this kid be so bad that she needs to go to some other place altogether!? Julia didn't have training for that!
"Out of cyan,"

...oh
Julia rummaged through her desk drawer. She had one more ink cartridge left. She'd have to go get more after her shift was over. Julia took out the used cartridge and put the new one in. The fax printed in a lot less time now that it had proper ink. Julia took out the newly printed on sheet of paper and began to read.

Most of the stuff on the file was fairly normal, or as normal as it could get here.

"Name: Maya Elmsworth

Age: 8

Time of death: 5th February 2032

Cause of death: House fire"

Julia skimmed through the rest of the file. Most of it wasn't that important. She just skipped to the bit that mattered.

"Afterlife of destiny: Hell."

Oh. Oh no.

Julia couldn't just send this girl to hell, could she? Even if she deserves it, she's just a kid!

Emmeline Lock, Year 7



Blue Peter Badge for Music

I've been learning the flute for 18 months: I've just done Grade Two, I'm in Flute Choir and Junior Band. I played in the West Road Concert. I recently received my Blue Peter Badge for Music. I sent in a photograph of myself playing the flute and explained why I enjoy music. The badge was designed by Ed Sheeran. (Anyone under 16 can apply for a Blue Peter Badge - there are many different types. It gets you free entry to various places of interest.)

Zara Williamson, Year 7



Drama Trip: *Private Peaceful* at the Cambridge Arts Theatre

The Cambridge Arts Theatre website tells us:

The Peaceful brothers, Tommo and Charlie, have a tough rural childhood facing the loss of their father, financial hardship and a cruel landlord.

Their fierce loyalty to each other pulls them through, until one day they both fall for the same girl. And then the Great War comes.

Set against the epic backdrop of WWI, we join 18 year old Private Tommo Peaceful in the trenches as he takes us on a journey through his most cherished memories and tells his story of courage, devotion, family and friendship.

Award-winning Private Peaceful was shortlisted for the Carnegie Medal, won the Red House Children's Book Award and the Blue Peter Book Award. Acknowledged by Michael Morpurgo (War Horse, The Butterfly Lion) as his favourite work, this thrilling new ensemble retelling by Simon Reade and directed by Elle While, explores the lengths a young soldier will go to, to fight for what is right.



We, the GCSE Drama classes, went to watch *Private Peaceful* in the Cambridge Arts Theatre on Thursday, 17 March. The play was a wonderful interpretation of the book by Michael Morpurgo, and we all thoroughly enjoyed it.

The set was made beautifully, and with the sound and the tech, we all felt as if we were there with the characters. It was really fun and moving and had some of us sobbing! It has been so good to watch live theatre again as a class.

Oren Pilowsky Bankirer, Year 11



Designs in DT

Year 10 pupils were set the challenge of designing and making a sustainable children's toy, considering also how such a toy could instil sustainable values, and support children's cognitive development and learning skills, as well as conform to the design process. Pupils came up with fantastic and innovative ideas, two of which are featured here.

For this project I needed to create an environmentally friendly, educational toy. I used recycled beech from a chest of drawers and curtain lining for the mat. My design is a fun and creative game that teaches young children to build their own nutritional picnic lunch.

Lauren Broome, Year 10

For my Year 10 project, I decided to create a sustainable children's shape sorter that would help a young child to learn how to understand shapes and also how to look after the environment. To make the crate I used plywood and recycled beech that used to belong to an old set of drawers.

Tilly Broome, Year 10

Design by Lauren Broome

Design by Tilly Broome



Staff in the Spotlight - No. 4



Mrs Wagstaff, Lead Practitioner in Maths

When you were younger, what did you want to be when you grew up?

From when I was about 8 until I went to university I wanted to be a barrister, specialising in either family law or human rights. I chose my A-levels with that in mind, and started my law degree with every intention of going on to become a lawyer. It was only at that stage that I realised I really didn't enjoy studying law and definitely wanted to do something non-law related after graduating!

What are your main hobbies or interests?

Choral singing. I joined a church choir when I was at primary school and have never looked back! It's given me lots of opportunities over the years, like singing at the Royal Albert Hall and St Paul's Cathedral (among others) and going on

choir tours to France, Italy, Germany, Estonia, Slovenia... I've also been on BBC Songs of Praise and sung in a concert inside Birmingham Prison! Other than that my main hobby is playing board games - my husband and I have a collection of around 900 games which pretty much fills every bit of space we have in our house!

What's your most embarrassing moment?

I'm quite clumsy, so embarrassing moments happen fairly regularly... But one that stands out is from when I was working as a waitress while I was at sixth form. A customer ordered a cocktail (so far so good), and I found out the hard way that I hadn't shut the shaker properly when I ended up pouring the whole thing over myself! The worst bit about it was that this happened right at the beginning of my shift and I couldn't go home to change without leaving them short-staffed, so I had to keep working for the rest of the evening in a damp, stained shirt.

What's your favourite part of your job?

It's hard to choose - I love my job! Things like seeing pupils work hard and then having that "ooh, I get it now!" moment, helping them to make progress and enjoy maths lessons, getting to know the fantastic individuals in my classes and mentor group and sharing in their successes, the day-to-day conversations and interactions outside of the classroom... Teaching is an intense job and of course it can be challenging, but there is never a day when I don't feel incredibly lucky and privileged to be working with such amazing and talented young people.

If you didn't have your current job, what would you like to be doing?

Not sure! I quite like the idea of being a pilot so I'd probably give that a go, or I'd go back to university and do another degree (most likely in languages - I loved A-level German so I'd like to pick that back up and possibly learn another language as well).

Year 10 pupils Ellen Arthurs and Izzie Allanson are currently completing their Gold Arts Award, having successfully completed their Silver Awards last year. For one section of the Gold Arts Award they are required to form and communicate a view on an arts issue. Here are their final essays following their research.

Is it acceptable for an able bodied person to play a disabled person?

The issue I have chosen to research is around a question based on disabled representation in the arts and the trickier aspects of being inclusive and giving everyone equal opportunities. I chose to research this issue because I think representation is a very important part of the arts. I chose to limit my research only to disabled representation in the arts because I think people with disabilities are massively under-represented and it is a field that I want to broaden my knowledge in. However “the arts” is a huge area so I have chosen to focus on drama/acting only. My research doesn’t zoom in on a particular type of disability because I wanted to look at disabilities in general. I am defining a “disabled person” or someone with a disability as someone limited by a physical, mental, cognitive or developmental condition. I am defining an “able-bodied” person as someone with no physical, mental, cognitive or developmental condition (so although neurodivergent people are largely classed as able-bodied, for this essay I am classing neurodivergence as coming under a mental condition and am therefore classing neurodivergence as a disability). Here I am exploring two different responses to this question with two different reasons for each. I will then conclude with my viewpoint and how it has changed through my research.

A common response to my title question is no; many people think that an able-bodied person cannot play a disabled person under any circumstances because there aren’t enough disabled actors. There are many fewer disabled actors than able-bodied and many fewer roles for them to play; able-bodied people can play any role they like, but for many disabled actors there are only a few roles available. Unemployment rates among disabled people are also much higher (in 2020 in the UK the general unemployment rate was 4.6% and among disabled people it was 8.6%). Therefore they would argue that it is unfair for an able-bodied person to take a

disabled role because of the limited access to jobs for disabled people.

Another factor leading many people to respond with no to this statement is the misrepresentation of disabled characters when played by able-bodied actors. A good example supporting this is Sia’s movie *Music*. The main character is a non-verbal autistic teenager called “Music”, played by the neurotypical actress Maddie Ziegler. Many people were excited for this to be released, but were incredibly disappointed when they realised the ableist perspective it was created from. No research was done into how to correctly represent autistic people and Sia fired the autistic actress she originally cast as “Music” because she found it too challenging to work with someone non-verbal. Ziegler ended up with the role and was criticised massively for her “offensive” and “mockingly exaggerated” pretend displays of tics and meltdowns.

Overall many people would argue that a disabled character should always be played by a disabled actor because it will be more accurate and will support the disabled community more. Alternatively, others may believe that anyone should be allowed to play any character. They might argue that only being allowed to play a character you are similar to destroys the point of acting because acting is all about pretending to be someone you’re not. In addition, many disabled people would prefer to be treated the same as able-bodied people and so they would argue that giving them special access to roles/characters undermines their talent as actors/ability to get the roles unassisted.

Some people might also argue that able-bodied people can play disabled people in a respectful way if enough research is done and enough thought is put into it. A good example of this working well would be a well-known Netflix show called *Atypical*. The main character is an autistic teenager called “Sam Gardner”, played by the neurotypical actor Keir Gilchrist. The show also auditioned both autistic and non-autistic people for the role of Sam, and when they eventually settled on Gilchrist, many people were worried about the show being offensive to autistic people. However, when it was released, the show was widely praised for being inclusive, accurate and moving. Described as likeable, educational and realistic, I think this is a very good example of how an able-bodied/neurotypical person can play someone disabled/neurodivergent and as long as they let everyone audition and definitely do lots of research, the end result can be appropriate and respectful.

Before my research my view was that an able bodied person should always be allowed to play a disabled person because there should be equal opportunities for everyone. However, through my research I have learned how different people have abused this option to create pieces of media that are both damaging and offensive to disabled people. I have also come to realise how much higher unemployment rates are for disabled people. However, I still can't find anything wrong with an able-bodied person playing a disabled person if the disabled person was capable of playing them. Overall, however, through my research my view has changed quite a lot.

After my research my view is now that a non-disabled person can only play a disabled person if they could both play each other. For example, someone who doesn't use a wheelchair shouldn't be allowed to play a wheelchair user because the wheelchair user is physically incapable of playing the person who doesn't use a wheelchair. However, a neurodivergent person can play a neurotypical person because in most cases it can work both ways: they are both physically capable of playing each other. Many people agree with my view: acting is to pretend to be someone you're not and saying you can only play the person you were born as destroys this concept.

If someone without a disability is going to play someone with a disability then there are certain conditions I think they should meet. First of all, you should audition both able-bodied and disabled actors to give them all an equal chance for the role. Second of all, you should do copious amounts of research and interviews into the disability you are trying to represent to check you won't spread misinformation and that people with this disability are comfortable with being represented in this way. And finally the performance should be respectful and meaningful - e.g not including any slurs, stereotypes or mocking/exaggerating disabilities in any way. I think if companies/directors aren't willing to meet these criteria then they should not be allowed to cast an able-bodied person as a disabled character.

Overall, my response to this question is that a non-disabled person can only play a disabled person if they can both play each other. I have considered the evidence on either side, but I don't think either of the arguments are completely convincing, so I have created my own argument as a solution. Arguing that you can only play the person you are born as defeats the purpose of acting and tries to achieve equality by restricting everyone, regardless of ability, as to what roles they can play. However, arguing that able

bodied people should have access to all roles where disabled people have limited access is also unfair; so I think I have found a middle ground that gives everyone the same access to roles. My research has been massively influential over my views and I have learnt a lot.

Ellen Arthurs, Year 10

Did theatre companies get enough support during the pandemic to ensure their survival?

When I was told I needed to write an essay on an arts issue, one thing I had wondered about during the past year was how theatres had ensured their survival during the pandemic and so I decided to look into this.

Lockdown prevented theatres from operating because they require large crowds of people to gather in a confined space which is not possible with the threat of contagion. Owing to this, ticket sales dropped by 92 %, as seen in an article from the Guardian by Chris Wiegand published on 19 March 2020. However, this was unavoidable as people could not go out as productions, galleries and concerts were all cancelled. Recovery funds were essential to keeping the theatres afloat and eventually reopening, as this important part of society was a beacon of hope for actors that things would return to normal.

Before researching this, I was aware that certain companies, in better financial state than others, had taken to displaying their work in a way that wasn't widely seen before. For example: The National Theatre set up The National Theatre at Home, a streaming service that offers a variety of plays (pre-recorded before Covid) available to watch anytime. Viewers can have a monthly subscription paying £9.99, or pay for individual plays. I knew this as my family and I had watched some performances via subscription. Another streaming service that I found out more about was Marquee TV. This offers a variety of performances from ballet, theatre opera, concerts, orchestras (all pre-recorded). Viewers can pay £8.99 per month or pay for the overall year. However, I wondered how small companies kept going. For my research I looked into the Art Council England, newspaper articles

and other streaming services.

While planning this essay, I also considered the question 'Why is theatre important?' and spoke to some people to see if they shared my view of why it is important. Theatre is so much more of a collaborative experience than sitting at home watching a movie or TV. It reaches to our creativity and interaction with other people which for us as humans is vital. It is also something that we have watched and participated in for thousands of years. Storytelling has been a vital part of entertainment for millennia. If theatres hadn't survived the pandemic, we would have lost that tradition, there would be no outlet for the pain that the pandemic has caused, and many jobs would have been lost. It could be argued that theatres did get enough support during the pandemic. In an article from The Guardian during 2020, Rufus Norris says that 'On 5th July, the Government announced a £1.57bn recovery fund to protect arts, culture and heritage from the devastating effects of coronavirus. Of that, £500m will be distributed as emergency grants to organisations by Arts Council England, with a further £270m as loans'. This means that smaller companies, not just big well-known theatres, but local ones as well were all allowed to apply to loans to pay for Covid testing and essentially build their companies back up, as well as offering support to young actors. In April 2021 a further £400 million in government grants and loans were given to more than 2,700 organisations as part of a wider £1.2 billion fund. So, during the first stages of the pandemic, theatres faced devastating losses, but as the country tried to get back to normality more was being done

to save/ help theatres and companies.

However, an argument against this, that theatres didn't get enough support during the pandemic, comes from a news article detailing that theatres faced catastrophic impacts from lockdown with at least £630m of losses. This brings us back to our point that ticket sales dropped by 92%. All of these factors, combined with the loss of jobs in theatres, from actors to management to cleaners, who are mainly self employed or on temporary contracts, have no guaranteed income - people who faced a dramatic change to their jobs - rely on other people to buy tickets and donate money to get paid. For most actors self-tapes became the new way to audition. However, even if they did get the job, circumstances would be a lot different from before. For example *Around The World in 80 Days* at The Theatre Royal in Bury St Edmund's this month, was performed with a socially distanced audience as a three-man show instead of a full cast. However, self-tapes didn't hinder some actors who landed main roles in big shows and had career changing opportunities.

So in conclusion, I believe that so much more should have been done in the early stages of the pandemic so it didn't get to a point where millions of pounds were needed to save theatres and protect people's livelihoods and careers. Yes, now theatres are getting support to return to normality but I don't think they should have been cast aside for a year as it put thousands of jobs at risk, as well as risking the vital creative outlet that is the theatre.

Izzie Allanson, Year 10



When the Chips are Down

For a further part of their Gold Arts Award, Izzie and Ellen undertook to put on a play - *When the Chips are Down*, an ambitious project. Izzie wrote and produced the play, while Ellen designed the costumes and did the props and make-up.

They recruited a Year 7 cast and put on their play over two nights to sell-out audiences.

On the next page, some of the Year 7 cast reflect on their experiences of taking part in this play.



Below, the Year 7 cast of “When the Chips are Down” write about their experiences of taking part in this production.

I am writing to share my experience of acting as a main character in the show “When the Chips are Down”.

I auditioned for the role in mid December. My role as Elise, one of the three best friends that work together throughout the play, was announced straight away. I was really shocked and utterly overjoyed but as soon as I was presented with my script and I saw all my lines (roughly 150) I immediately felt daunted at the huge challenge I had just taken on.

Throughout Christmas I practised my lines but I still had a long way to go. With rehearsals twice a week, and with the help of Izzie Allanson, who was amazing and the reason we learned our parts, I soon progressed to learn many of my lines. But with the show date ever nearer, there was increasing pressure to master our roles and pull it off on show night.

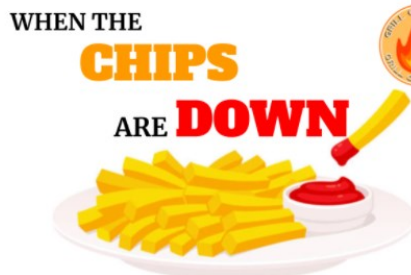
On the day, with all of our costumes, make-up and scenery ready - all made by Ellen Arthurs - we were ready to perform. With Emily on the lights, Lola and Anna backstage and Ms Morgan filming, we were ready. Izzie did her opening speech and, as the curtains pulled back and the lights went on, it felt more real than ever before.

I have to admit, we messed up loads but we covered it up and, I think and hope, that no one noticed. At the end I couldn't believe I'd pulled it off and was honestly in disbelief.

It felt great, and on Thursday it went even better. At the end I was overwhelmed with emotions. We'd done it! But it was the end of the tale. We hope to perform on another stage together but, until then, we'll go our separate ways. Bonded together by the best of experiences, with the best of people.

I'd like to thank Izzie Allanson and Ellen Arthurs for making this all possible, Lola, Emily and Anna for helping along the way and of course for the whole cast whose amazing acting brought us through.

Sara Berri, Year 7



WELCOME TO GRILL OF THE DAY:

Ann Santos.....	Isobel Brogan
Taz Malik.....	Jaime Milano
Elise Sampson.....	Sara Berri
Michael Bascon.....	Abigail Topliss/ Chloe Smit
Mark.....	Oscar Nielsen
Emily.....	Chloe Sims
Police Person 1.....	Faith Osinowo-Hughes
Police Person 2.....	Emma Griffin

Written/ directed.....	Izzie Allanson
Costumes.....	Ellen Arthurs
Lighting.....	Emily Facerova
Stage hands.....	Anna Clark/ Lola Cootes

I had a wonderful experience working and rehearsing with all my friends (fellow actors). It has helped me grow my confidence a lot. In the show I played a character called Ann, one of the main three characters in the show. I think if I had the chance I would do it over and over again and so, once again, I'm so thankful for this opportunity.

Isobel Brogan, Year 7

My experience of drama has been absolutely amazing since I started acting for the play “When The Chips Are Down”. Honestly it all started with me looking for anything that would let me express myself in a way that was different from my normal life. Drama has always been a big part of my life as I used to watch lots of musicals and play along when there was a piece I liked.

This opportunity was just perfect for what I was looking for and, when I got accepted, I couldn't believe my luck. Although I didn't have one of the bigger parts, I got to be the complete opposite of who I am, which is fun: like when I'm lying dead on the floor with a sword sticking out of me.

To those who don't feel confident in acting in front of a big audience, it is absolutely fine to be worried. I was positively shaking when I first went on stage, but when I started to get into the show, I got the hang of being a mean-looking gangster. To everyone who hasn't tried acting, please have a go someday. You might like it.

Oscar Nielsen, Year 7

My name is Jamie Milano and I participated in this play because ever since I was little my parents and my teachers told me I was a natural-born performer. The people who told me that actually meant it as a joke... but I took it one step further. The role I had in this play means a lot to me, and to my family too. I always felt like acting, and performing has somehow always been in my blood. I hope that this passion - acting - will always remain with me. Hope you enjoyed the show!

Jamie Milano, Year 7

The tale of Princess Saora and the Knights of Dìonous

Once upon a time, in a land a bit like ours, but wilder and more colourful, there lived twins. Their names were Rukylda and Betolf. At 13 years old they were part of the junior Knights of Dionous and had been sent out to travel the lands which they had sworn to protect.

Together, they had to bring back a map of their journey, a friend, and a special gift for the Head of the Knights. Betolf had hand-drawn a map of the Bitheam lands, a group of islands, each with a different climate, centred around a small island with a ruined castle, made of wood polished until it sparkled, and with gold domes. They were also with a friend, a young elk called Yurisson, who Rukylda had rescued from a frozen forest stream. The last thing they needed was a special gift.

All three of them were in a rowing boat heading for the last island hoping to find something special enough. When they arrived, it was a rocky, desert island that sank in the middle so they could not see what was on it from the shore. Yurisson stayed on the boat saying that the hot sand hurt his hooves. Cautiously, Betolf and Rukylda navigated their way to the middle, scrambling down the rocky slopes. In the centre there was a pool of lilac water next to a small, red, clay temple.

It was deserted, so the two of them went to look inside. It was a ruin with holes in the roof and a layer of sand on the floor. There was a small jade statue of some kind of animal. Kneeling on the floor, Betolf began to leaf through a large book while Rukylda bounced impatiently on the balls of her feet. Eventually, he came to a page with a large sketch of a creature with a lion's body and an eagle's wings and head. A griffin! It was decided that this statue was their gift and they set off towards home.

Once they had come before the Head of the Knights and been awarded their 'Novice Knight' badges, Yurisson left for home and Rukylda and Betolf continued to work towards their 'Intermediate Knight' awards. Then, one day, the Head of the Knights received a letter from the young Princess Saora inviting him and two of his younger knights to dinner. Much to their astonishment, the Head chose Rukylda and Betolf and he decided that he would give the statue of



the griffin to the princess to thank her.

The princess's castle was quite small and had been built on an island not far from the king and queen's castle, but it was beautiful, having been decorated by river sprites with colourful creatures and plants. The princess served cloud-berry buns, deep ocean spaghetti, with a sweet, spicy volcano sauce, and snow-fluff pie. It was a delicious meal and afterwards the princess talked to the twins about all she had learned about the land because she was to rule it. So they were both happy to present her with the shining statue, and she promised to always treasure it.

And so Rukylda and Betolf carried on with their knight training and had long happy lives. Meanwhile, Princess Saora grew old, became queen herself and had children. She decided to give her precious statue to her youngest child, Aoibh.

And so the jade statue of a griffin was passed down through the family, with each new generation discovering a different power it held because it was an ancient stone that had held many secrets and stories even before Rukylda and Betolf had found it and because stories hardly ever begin at the beginning and never end at the end. Which is where I'm going to have to leave this one, but I think you can guess who Princess Saora's descendents are.....

THE END

Elsbeth Dwyer, Year 8



Girls Football Report

In the three Year 8 and 9 girls football matches we have played this half term, we have won all of our fixtures! We dominated every game from start to finish, scoring lots of goals (in total 16) and being solid at the defence. We all grew stronger as a team, working hard and putting in maximum effort.

Top performers were Bea White who showed tremendous leadership in the back line, keeping her players in order. Bryony and Imsy marshalled a well-disciplined and hardworking midfield. Keely Cole demonstrated excellent technical ability weaving in and out of defenders to create scoring opportunities for others. Lastly, player of the season goes to Libby Unwin, scoring over 10 well deserved goals in three matches! Although not everyone's names have been mentioned, every player contributed 100% effort to an outstanding girls' football team, led by Mr Walsh who has

brought our team together finding us fixtures and team tactics that have helped us to improve. We have one more game left this season and we have high hopes for playing in the National Cup next year. Well done everyone!

Ines Lao-Sirieix and Imsy Butler-Burd, Year 8

Year 10 pupils work with 'Healthy Chinese Cuisine' ambassador

Pupils recently made Hoisin Chicken/Tofu, working with the 'Healthy Chinese Cuisine' ambassador from London. Here's what they thought of the experience:

Emily Facerova: "My Hoisin chicken tasted very nice, and it was simple to make. I won chopsticks and a cookbook in the competition."

Prachi Patel: "I really enjoyed learning about the delicacies and origins of Chinese cuisine as it was very interesting. I also liked learning about Chinese traditions because it was quite nice to be educated about different cultures."

Toby Cockerill: "I enjoyed being able to try out and use a new type of sauces. This allowed for more flavours and tasted lovely afterwards."

Emily McCunn: "I liked watching the PowerPoint and it was interesting learning where the sauces and other ingredients came from originally."



Sawston Village College in the Community

Sawston Village College is delighted to run an Adult Learning programme, Sawston Sports Centre and Sawston Cinema for the community. Please check the relevant website for current updates.



**Sawston
Adult
Learning**

Sawston Adult Learning

Please check www.sawstonadultlearning.org for up to date information.
You can also email community@sawstonvc.org.



**ANGLIAN
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Sawston Sports Centre

Please check www.sawstonsports.com for up to date information. You can also email mwilson@sawstonvc.org and follow Facebook: <https://www.facebook.com/SawstonSportsCentre> and Twitter: <https://twitter.com/SawstonSports>.



SAWSTON CINEMA

Sawston Cinema

Please check www.sawstoncinema.org.uk for up to date information.
You can also email cinema@sawstonvc.org.

Sustainable Storage Solutions from Year 9 in DT



Well done Year 9s!
We love these stylish
boxes.
What do you think?



**Sawston
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Ambition
Aim high



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Be kind



Endeavour
Work hard



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