

Tadcaster Grammar School

NEWSLETTER

MAY 2021



Be Your Best Self



2021-22 Head students are announced.

A huge congratulations to Year 12 students Claudia and Molly who both successfully interviewed for the position of Head Student. The girls will take up their position for one year in which they will represent the school and become the voice of the students.



Molly and Claudia tell us why they wanted this pivotal role and what it means to them.

Throughout my time at Tadcaster Grammar School, I have always held the vision of being a Head Student, and via the myriad of possibilities that the school has provided me with, I have tried to gather the necessary credentials. Persistence, diversification, communication and engagement are key aspects of roles I have previously held, and now is the time that I can reinvest the skills I have gathered back into TGS, the place I first had such shaping opportunities. I am honoured to have been given such a pivotal role and I want to earn the

respect of my fellow students by being a genuine mouth piece for the student body. Being approachable is a goal I desire, I want students to be able to contact me without feeling patronised and disregarded. I have a genuine drive to use my experience to install my energy into creating beneficial change. My intentions for the role can be summarised into the following.

Accessibility: *Student Leadership opportunities should be available to all student who wish to be involved.*

Desirability: *The role of Student Leadership should balance responsibility with privileges and incentives.*

Accountability: *Staff and Head Students should be held accountable and responsible by the student population.*

Equitability: *All students should have their views accordingly represented, and be influential in school-wide decisions. I am so grateful to have the capabilities and support that allows me to change our community. True passion is truly the most important quality I feel that a Head Student should possess. **Molly***

*I have always really enjoyed my time at Tadcaster Grammar School, it has given me so many skills and opportunities that I am thoroughly grateful for, so I would love to contribute back towards the school and its community. I also believe I have some great ideas for improvement within the school focusing especially on wellbeing and inclusion as well as the environment. **Claudia***

In Brief

Team French Update - catch up with the French department

Bella Returns - Our school dog returns to help the whole school

National Reading Quiz - a Year 7 team compete in the Yorkshire heat of the National Reading Champions Quiz.

Team Art Update - Check out the amazing work from students'

Fundraising -Student Raises £100

Field View Update

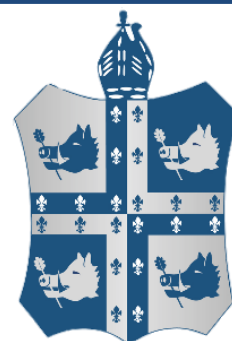
Where are they now? We catch up with ex students to find out what they are doing now.

Careers advice

A word from the Head

Extra Curricular Sport returns

Farewell to Years 11 and 13



TEAM French

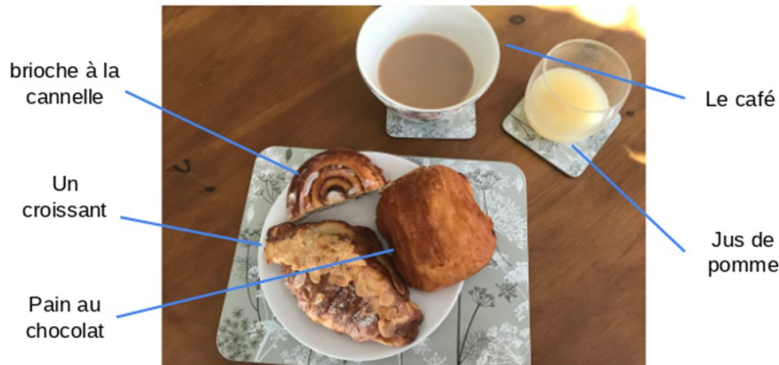
Here we catch up with the French Team to find out what students have been working on :

Le petit déjeuner à la française

Year 8 students have been exploring the different aspects of a French breakfast and breakfasts in French speaking countries through completing a series of challenges.

Our Language Ambassadors (A Level French students) looked at the students' work and wanted to praise the students who went above and beyond with creativity and really pushed themselves when it came to writing in French. Here is a snapshot of some of the tasks completed.

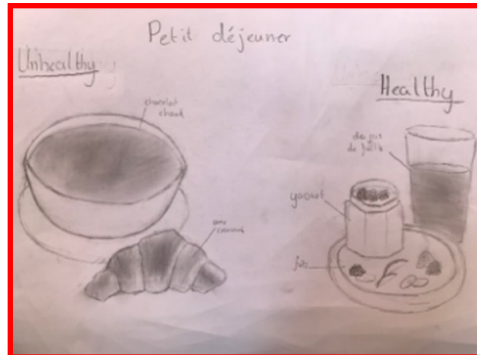
Labelling a breakfast table



Research breakfast in a French speaking country (Algerian breakfast)



Healthy and unhealthy breakfast



Drinking hot chocolate from a bowl



Musique Maestro!

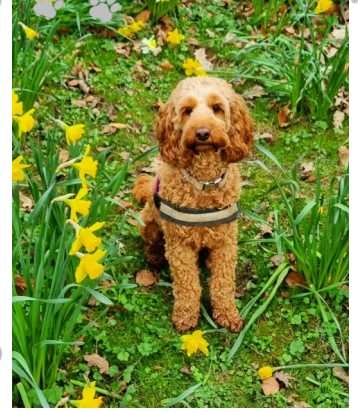
During our third lockdown, the French department invited a member of the French Ministry of Culture to run a workshop after school on French music. The students worked on being creative and writing rhymes in French. Madame Lakraa from the London French Institute was really impressed by the number of students who joined in, especially after a hard day of remote learning and their boundless enthusiasm.

Journée Internationale de la Francophonie

To celebrate the Journée Internationale de la Francophonie that takes place on 20th March, students were invited to enter the Grand Quiz on the French speaking region of Canada, le Québec.

Well done to all the students who completed this national challenge after school and scored very highly in this cultural quiz that was all written in French.

BELLA to Return



"The quickest and biggest hit that we can make to improve mental health in our schools and to make them feel safe for children, is to have at least one dog in every single school in the country," said Sir Anthony Seldon.

The rationale to have a 'School Therapy Dog' was to have a dog that the students could interact with and also be of benefit to the students' social and emotional educational development. Research shows that interacting with animals has the potential to provide many positive benefits to children's wellbeing.

Now that things are beginning to look a little brighter, Bella, our school dog, will be on a gradual return from FURLough.

Bella will be based in Miss Ward's office in the first instance. Over time we hope that she will have a pastoral role for the whole school. Bella will hopefully play her part in improving wellbeing, confidence and self esteem in our young people, in particular our most vulnerable learners.

Parents of any students in prolonged or regular contact with Bella will be informed. Should you have any questions regarding Bella and her role in school please contact Miss Ward (v.ward@tgs.starmat.uk).



National Reading Champions Quiz

are all members of the Year 7 Book Club. The TGS team did tremendously well,

On Thursday 6th May Tadcaster Grammar School entered a Year 7 team into the Yorkshire heat of the National Reading Champions Quiz.



The Reading Quiz, organised by the National Literacy Trust and sponsored by the ALCS (Author's Licensing and Collecting Society) took place live online for the first time. Thirty-one schools took part in the Yorkshire heat of the competition, with the winner going through to the national final on 24th June 2021. Our group of five students (four in the team and one for admin support/acting reserve)

coming sixth, only a handful of points behind the winning school. There were ten rounds, each with ten questions. Topics ranged from 'Opening and Closing Lines of Books' to 'Villains', with each team choosing a 'joker' round where they could score double points. The students' knowledge was amazing, and they were keen to help each other when the answer was on 'the tip of their tongue'. A very enjoyable

afternoon was had by all, with a half time break of fruit juice and chocolate bars to keep us going. One of our team members takes up the story.

How was it set up?

It was set up on a Zoom meet and on a Word document (someone was talking to us on Zoom and we answered the questions on the Word document). We had one bonus round where we got

double points. Our choice for this round was Myths and Legends.



How hard were the questions?

The questions ranged from very extreme to actually quite easy, for example in the 'myths and legends' and 'odd one out' topic there were many questions that we knew but on some of the other topics we needed to think about them before we could tackle them and sometimes (but hardly ever) we didn't get them at all but we always tried our best!

The outcome

The outcome was that we managed to seize 6th place with 59 points which was an incredible accomplishment and was only a few points away from the top score !!!

By Finlay Helliwell

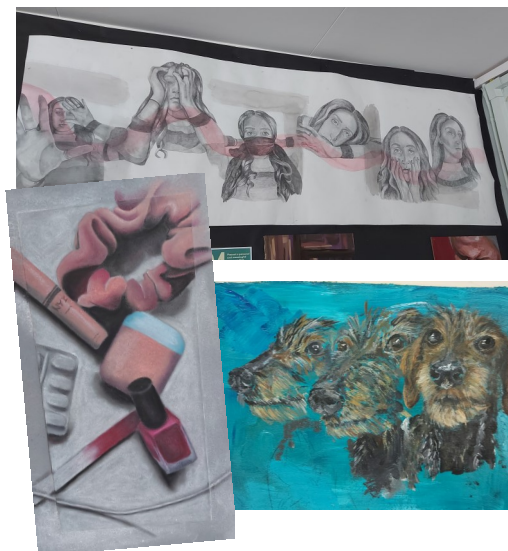


Our amazing artists have been very busy creating outstanding work.

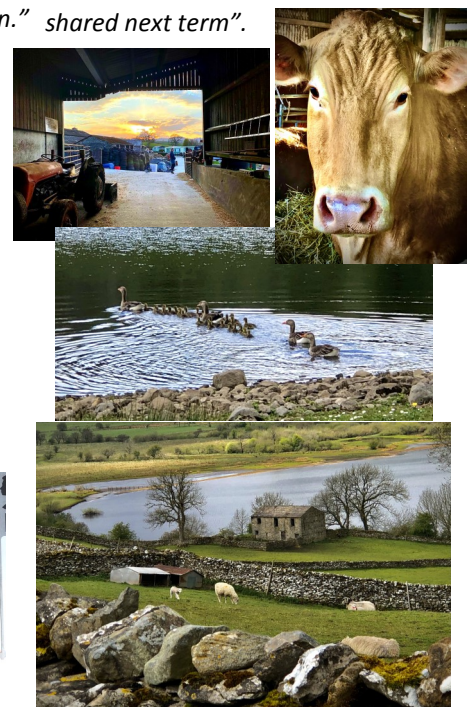
Year 12 and Year 13 have been working on their coursework.

"We are extremely proud to present a small sample of the incredible work that students in Art have produced this year. They have worked incredibly hard to overcome the challenges of remote learning to drive forward their ideas and create some highly ambitious outcomes. We look forward to presenting the work of all students in the not too distant future via our new Art Website. Keep a look out for the details coming soon."

"This term students were invited to 'Get Creative' in the form of a range of musical, dramatic and artistic competitions. The deadline for the photography competition, 'Nature', isn't until the end of term but here is a very small selection of the wonderful photographs that have been brightening my inbox over the last few weeks. Winners will be announced and shared next term".



"Students in KS3 have been reflecting on their heroes from the past 12 months whilst generating designs for a National Stamp competition launched by Royal Mail. There are some fantastic prizes on offer... will we have any winners? - We will wait and see!"



Curriculum Team Leader for Art Mrs Lattimore tells us what's been happening in the Art department:





Fundraising

Year 11 student Morgan-Mai has worked hard over the past two years on the VLS course, to gain her ASDAN Certificate of Personal Effectiveness qualification. She has completed 5 Key Skills, which have developed her skills in research, presenting, taking ownership of her own learning, discussion and working with others. Her final challenge was to complete a task that would develop her skills in problem solving.

All students were given a choice of 6 different problems that they could solve and Morgan-Mai chose to raise money for the school, to add to previous fundraising to buy a summer house for the garden at Field View. Morgan-Mai had lots of ideas but soon realised that due to Covid-19 restrictions, she would need to go back to the drawing board. After exploring several ideas and looking at how she could overcome the problem of making her fundraising Covid secure, Morgan-Mai settled on a final plan!

Morgan-Mai spoke to a family member and managed to secure a prize of a personalised video message from 'I'm a Celebrity' 2020 star and Radio 1 DJ Jordan North. She then organised a number square and advertised her fundraising event to staff only through email. Staff have bought squares and been asked to drop the exact money into a tub, which has also been quarantined.

Morgan-Mai managed to sell all her squares and raised an incredible £100. The winning ticket has been drawn out and the winner is Mrs Clarke.



FIELD VIEW UPDATE

By Mrs Heneachon and Mrs Clark

Over in Field View Hub, we have been busy working on various practical projects, in particular, beginning the transformation of the Field View garden. Our Year 11 students have made amazing contributions to its evolving design, utilising their skills and interests in woodwork and landscaping.



We would like to say a massive thank you for the range of resources that were so kindly donated to Field View by the former school gardener and members of our Learning Support Team. They are certainly being put to good use with the projects. Our Year 9 students have also been joining in the creativity as part of our collective Helping the Environment topic. Recycling wooden pallets into garden planters and decorative signs. Some of the photographs showcase the fabulous ideas being put into action by the students.



The staff in Field View Hub would like to take the opportunity to say a huge thank you to our students (you all know who you are) for their acceptance, kindness and humour that has still enabled Field View Hub to have a sense of togetherness even during our restrictions and separated year bubbles. You truly are fabulous!!

The next big ventures for Field View Hub include an outdoor classroom and developing the Woodland area near the building to create a well-being walk for the whole school.



Where are they Now?

Join us as we catch up with ex students to find out what they are doing now

EXPLORING the UNIVERSE



We have been lucky to catch up with ex TGS student, Dr Claire Davies, who is an Astrophysics Researcher at Exeter University. Claire is a Post Doctoral Research Fellow in the Astrophysics Group at the University. She uses high angular resolution observational techniques to study how young stars and their planetary

systems form and evolve. The Astrophysics Group is one of the largest groups in the UK studying stars and planets, with a wide variety of observational, theoretical and numerical programmes. Claire attended TGS between 2000 and 2005, before staying on in the 6th form until 2007.

Were you a good student?

Yes, in general I was a good student. I tended to get good grades in most subjects...maybe with the exception of Music and Drama where I struggled with the performance side of things. I had to work hard for the marks I got though. That was something I feel the school recognised and encouraged: I would often receive commendation awards for my work ethic and conscientious nature.

What is your profession now and what attracted you to it?

I'm employed by the University of Exeter where I work in their Astrophysics Group as a Research Fellow. The "Research" part of my job title means that I'm paid to do original scientific research (rather than lecturing) while the "Fellow" is kind of an 'olde worlde' term which acknowledges the fact I've received a doctorate in my research field. I was attracted to this line of work during my undergraduate degree where I found that a lot of the material I was being taught did not have definitive conclusions.

What are you proudest of in your career?

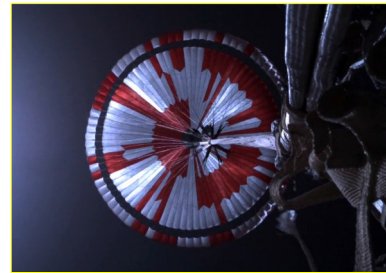
Out of everything I've done so far in my career, I'm most proud of a talk I was invited to give at York Astronomical Society a few years ago. They wanted to hear about the work I was doing for my PhD at the time on stellar angular momentum evolution. My family are all based locally around Leeds and a fair number of them came along – there was so much support in that audience and it filled me with so much pride.

You are one of the many LGBT+ people who came of age during the era of Section 28, a law passed in 1988 by a Conservative government that stopped councils and schools "promoting the teaching of the acceptability of homosexuality as a pretended family relationship." How did this make you feel?

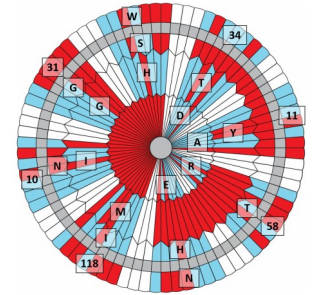
Yes, I "came out" to my mates in year 11 after I'd realised I was gay a few years earlier. At the time, I wasn't aware of any policy that was preventing teachers from talking about LGBTQ+ identities. The silence just made me feel that it wasn't considered appropriate to discuss. It all left me feeling that my sexuality was something to keep hidden and that it would somehow be unprofessional for me to be perceived as anything other than straight in professional spaces. I feel fortunate that there's been progress in the 18 years since Section 28 was repealed and I'm now comfortably "out" at work. There's even an annual conference in the UK for LGBTQ+ professionals and students working/studying in science, tech, engineering, maths and medicine.

What do you value most and why?

The isolation of this past year has provided me with a lot of time for self-reflection. I've always felt like I've had the opportunity to explore something on my own (or at least separately from people I know well) and I knew already that I valued that freedom. What I had overlooked before this past year is just how much I value being able to share and discuss what I find with my family and friends. Their shared enthusiasm (and their grounding when I risk getting ahead of myself) is invaluable to me.



View of Perseverance's parachute as it descends

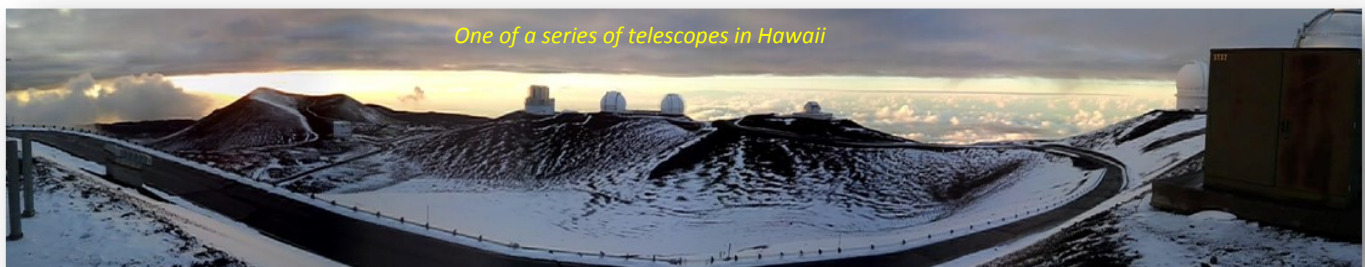


Parachute message decoded
"Dare Mighty Things"

What are your thoughts on NASA's Perseverance Rover as it looks for life on Mars?

I remember sitting in a science class at TGS and learning that the Beagle Mars lander had crash-landed or otherwise failed so, first and foremost, I'm overjoyed for the Perseverance team at NASA that the landing of this probe was a success. The funky parachute was developed and manufactured at a high-end, bespoke textiles factory in Tiverton. So a little piece of Devon is now on Mars! Have you cracked the coded message on the parachute yet?

One of the things the team will be looking for is fossilised evidence of life having once existed on Mars. Unfortunately, it's unlikely that such life is still present on Mars. The landing site of the Perseverance Rover is believed to have been a river bed or the shore of a large lake. If the team do find evidence that life existed on Mars, that would be really cool! It has the potential to inform us about how life could have originated on Earth and may help us in the quest to answer the age-old question of "are we alone in the Universe"?



One of a series of telescopes in Hawaii

Where are they Now?

CONCEPT TO REALITY



Ex TGS students Tom and brother James along with friend Matt decided to go it alone and set up an independent creative agency.

Founded by Tom 'What started as me on my own working from a friend's office has evolved into a trusted studio in the centre of Shoreditch, London, that creates and delivers large-scale campaigns for the likes of Nike, Dr. Martens, Barbour, Champion, New Balance and ClassPass.'

When did you attend TGS and were you good students?

Tom - I am the eldest and finished in 2006 with Matt being the youngest he finished in 2010 as for being a good student, no not really. Well, I was in some areas but I had problems applying myself to subjects where I didn't feel like I was strongest. I was in trouble a lot for being loud but ended up with good grades and had broadly good relationships with my teachers, some of which, like the Headmaster at the time, Geoff Mitchell ended up being early champions of my entrepreneurship and supporting my t-shirt brand via a small donation made possible by the schools status as a business and enterprise college. That was a huge confidence boost.

James - I was in trouble quite a lot. I had quite a few "he's bright but he doesn't apply himself" comments. I think my Mum is glad that I've turned out alright so far.

Matt - I'd like to think I was a pretty good student. I had a few run-ins but had a great Head of Year in Mrs Weatherill who kept me out of trouble.

Did you enjoy your time at school? What is your favourite memory?

Tom - I did, some of the friends I made at school are still my friends now, three of which were groomsmen at my wedding.

What is your profession now and what attracted you to it?

Tom - Along with James and Matt, I run Breaks - the small creative agency I founded in 2015. We're based in London and it was started after I spent time working at a larger agency and I wanted to work with brands I cared about. Matt and James joined shortly after and we run it together, each good at different things, there

is no way I could do it without them. I was attracted to it by accident, I had finished a stint working at Red Bull in their Field marketing team and got a job working for a digital agency. I loved the work, it changed constantly, it was never the same and I enjoyed the executional side of it, bringing ideas to life for clients. Eventually, I decided I wanted to do that on my own terms.



James - I'm the Operations Director at Breaks, which probably sounds like the least glamorous role of the three of us, but I genuinely enjoy it. A lot of what I get to do is problem solving, such as improving the ways that the team can work together or implementing processes which reduce things "slipping through the net" to name a few. Prior to this my first job after University was as a web developer at an agency in Leeds which included a lot of problem solving, usually in creative ways. I worked with a really great team, but hit the ceiling of progression within the company fairly quickly, so the next logical step was to join Tom and give it a shot at running our own company. I still do a fair bit of development work for our clients and other agencies to keep my "work brain" motivated.

Matt - I'm the Creative Director of the business so get to be involved in all areas of our work, determining how campaigns look, how they work, how they sound and even smell. I enjoyed German classes when I was at school, and in some ways that led me to where I am now. After an unfulfilling stint at university I ended up moving to Germany at age 19, to a city called Mannheim, famous for techno and its Turkish population (great food).

Whilst there I did an applied course at a local school designing liveries for lorry firms. Not that glamorous but I learnt a lot of the skills that I now use day-to-day. I came back to the UK unemployed and unsure what to do but remembered a conversation I had with a friend, John Randall, another TGS graduate and honestly one of London's best graphic designers, who told me there was a job I might be interested in called a 'Creative' where brands and agencies pay you for your ideas. After a few unpaid internships and a few months of living on friends' floors, I had a full-time role in the creative team of a London agency.

Who was your greatest mentor?

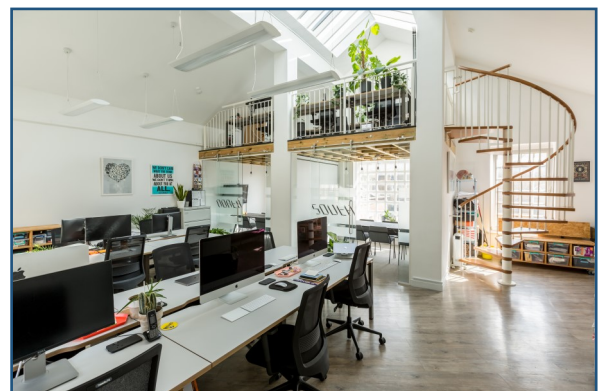
James - One of the directors at my first job, an agency in Leeds where a couple of other TGS alumni have worked, has given me a lot of advice for my career and still continues to do so. I still speak to him on an almost daily basis.

Tom - Likewise with James, I'm very lucky that over the years, various people I've worked with have mentored me and taught me pretty much how to run a business. You need people to give you another angle on a problem, and to help you learn from their mistakes and vice versa.

My view is that you should always listen to as much advice as possible, loads of it won't be right for you, but you need to give yourself as much information as possible to be able to make decisions. I still always go with my gut, but I like to think that I'm going with a well-informed gut.

Matt - Kind of echoing what they've said, and I know it's a cliché, but choose a boss and not a job. Particularly when you're starting out. I've worked with a lot of different people but I can honestly say you learn the most from people you care about - the sort of people you share interests with or who you'd gladly share a drink with. If you're going to spend 50+ hours a week working (and you most likely will) you might as well have the blessing of doing it with people you admire.

Breaks Agency Office



Tom - It's funny how those conversations with mates lead to jobs like that. When I moved down to London from Newcastle I slept on my mates floor for 6 weeks until we got a flat together. I started in the most junior position in the agency I was working at but now count the founders of that place among my mentors for me and my work with this business.

We're very lucky that we get to spend every day with the team we have, it's an often used maxim that the people make the work but in our case, we get to do incredible work too.

What are you proudest of in your career?

Tom - That we've been able to build a company from the ground up, on our own terms, with almost no money (£6k I'd saved from various freelance ventures) and turn it into a proper legitimate enterprise that employs fourteen people and works with some of the world's biggest brands.

James - we did it in our own way too, we pooled all of our good and bad experiences at other agencies, binned the bad ones and concentrated on the good ones. We have a really low staff turnover and we really try and make it a brilliant place to work.

Matt - Look Mum, we built an advertising agency!

What do you value most and why?

Tom - My relationships with my family and friends, as when you're down (and believe me, you will be) they're the ones who'll be there to pick you up. You're not an island.

James - The same as Tom, having a solid group of friends (the majority of which I know from TGS). Also helps that most of them also run their own businesses or are fairly senior within their roles, so there is a lot of good (or questionable) advice to be shared.

Matt - Right now being 'bored and employed' It's all you can hope for. Sounds like a complaint but many of us are genuinely in an incredibly fortunate scenario where our primary frustration with the lockdown is boredom.

University and she's still made it to us and is doing incredible work.

James - I started off as a self-taught web developer, but when I was in school I didn't realise it was a viable career option. My advice would be that you never know which hobbies you can turn into a career, so if you find something you enjoy there is a chance you could turn that into a job.

Tom - I agree with James too, I got here through BMX and skateboarding, putting on small events, printing t-shirts, making zines. Doing all these things for love and the benefit of your community and the people around you led me to my Red Bull job, and then to where I am now. All of this is going out and following your passions, the money will follow.

Matt - Mine's super straightforward. Do more of the things that make you uncomfortable. You only learn about yourself and what you want from life by forcing yourself into unusual, uncomfortable, and sometimes even unhappy, situations. Try everything once.



If you're launching a new trainer or collection, we're often the guys who are creating the launch campaign.

CONTACT US

Are you an ex student of
Tadcaster Grammar
School?

Or...

Do you know an ex student who
maybe interested in sharing
their life experiences since
leaving the school?

If so, we would be delighted to
hear from you.

Please contact us via

telephone- 01937 833466

email- h.lawson@tgs.starmat.uk

or r.miller-noble@tgs.starmat.uk



Planning ahead and supporting
your child's future aspirations.

The Parent Perspective Podcast

"The Parent Perspective" is an exciting new 8-part podcast series for parents and carers, helping to support careers advice and guidance. [Subscribe](#) on your preferred platform today to be ready for the first episode in early June!

Free Careers Advice Resources For Parents

<https://targetcareers.co.uk/parents-and-teachers>

<https://successatschool.org/advice/parents>

<https://www.careerpivot.org.uk/parent-zone>

Virtual work experience opportunities for students 14+

Virtual work experience, also referred to as online, remote or digital, provides young people with the opportunity to gain experience in the workplace, develop their skills, boost their employability and explore new industries and job roles. Opportunities available for half term and summer holidays for further information visit the following sites.

<https://www.speakersforschools.org/experience-2/vwex/>

<https://www.springpod.co.uk/virtual-work-experience-programmes>

Can YOU help?

Do you work in dentistry, healthcare, medicine or veterinary?

Do you have a spare hour to talk to Year 12 students about your career and the impact Covid-19 has had on your profession?

We have a number of students in Year 12 applying for Dentistry, Medicine and Veterinary who aren't able to engage with sector related work experience at present. If you are interested and would like further information please contact Mrs Lawson 01937 833466 ext 279 or email h.lawson@tgs.starmat.uk



What advice would you give to your younger self?

Tom - Don't worry about following 'traditional' routes. Was university right for me? Maybe not. Did I need to go? Probably not, but I didn't realise there were options and I wish I'd figured things out sooner. One of the brightest young stars at Breaks didn't go to

EXTRA CURRICULAR

Great news! Extra-curricular sport has returned



Monday nights we had over 60 students from Year 7 at the extra curricular clubs.



Thursday night was Year 8's turn, with another great turnout.



Why Extra-Curricular Sport Is A Must.

Extra curricular sport can help students develop their focus, psychological stamina and an ability to deal with a variety of situations.

Extra curricular sport is a fantastic opportunity to teach students to go beyond their comfort zone and to explore hidden talents they didn't know they possessed.

With each new extracurricular activity attended, the more students will socialise with their peers outside of the classroom setting.

Extra curricular sport offers students a chance to break away from everyday school life so they can recharge their batteries and top-up their motivation for when they return to studying.

School Uniform



Tadcaster Grammar School students wear their uniform proudly. We believe it shows that they are a member of our school community and that it is one with the highest of standards. The uniform promotes positive behaviour and supports the staff in the classroom and around the school. It reflects the school's heritage and supports the equality principles that lie at the heart of a gender neutral uniform.

[Click here for the 2021/22 Price list](#)

Time To Focus Now On The Year 6 Transition

As they've progressed up through primary school, Year 6 students have become big fish in a small pond and are now ready to move on to the next stage of their life: to make new friends, develop their knowledge and learn even more life skills.

[Here](#) you will find everything you need to know to help you prepare for starting Tadcaster Grammar School in September.

Please watch our Key Staff videos where you'll be able to hear from the Year 7 Leader and Pastoral Leader along with other key members of staff.



Be a STAR Governor

Our vision is to create outstanding education within our schools to enable every young person to realise their full potential.

The STAR Multi-Academy Trust is looking for motivated individuals to join the Local Governing Bodies of our high performing schools.

Being a governor is a substantial but rewarding role, one that will allow you to develop new skills and networks, as well as use your existing skills and experience to deliver improved outcomes for children and young people.

Support and training for this role will be provided.
Please visit the STAR MAT website for an application form

<https://web.starmat.uk/governance/governor-information/>

A Note from the Head

Our last newsletter was published back in February; what an eventful time we have had since then. This has included our reopening post-lockdown, in-school Coronavirus testing and Year 11 & 13 assessments in advance of centre assessed grades for summer amongst many other unprecedented activities. All the school staff have worked tirelessly to ensure all students have access to a full curriculum, even though we still find ourselves working in year group bubbles. Our students have been magnificent throughout; we are so proud of them. I'd also like to take this opportunity to thank all parents/carers and relatives for your fantastic support of the school over the last few months. I remain very grateful for this which has allowed us to keep the school fully open and ensure the safety of students, staff, families and the wider community. We have frequent reminders that the pandemic is still very much with us nationally and even locally, so your continued vigilance is much appreciated.

And so we start looking forward to, and planning for, the new academic year starting in September. We will be led by Government guidance, although I hope very much that we will be able to return to an 'unbubbled' school which will allow all students access to all our fantastic facilities. Since the pandemic started we have learned a massive amount about what students favour for their school day and how to organise the school for optimised learning and wellbeing which we need to capitalise upon. Thank you to the parents who contributed to the recent consultations sent out in my update earlier this month. As a result of these (and after taking the views of students and staff) please be advised that from September 2021 we will move the end time of the school day to 3.05. We are also investigating the on-going use of split lunch times to maximise the availability of our catering offer and to give students quality down-time. This will also ensure queuing time for food is significantly reduced allowing even more time for extra-curricular activities at lunchtime. In addition, we intend to continue to use the on-line method for parents' evenings (when parents and carers would normally meet their child's class teachers).

This newsletter is a fitting reminder of some of the wonderful work which is mainstream in our school community. As usual, it is only a snapshot through a keyhole and so much else will have happened unrecognised. I hope you enjoy it.

Regards,

Andrew Parkinson
Headteacher

FAREWELL



This week we said our fond farewells to our Year 11 and Year 13 students.

Like earlier year groups before them, the Year 11 class of 2021 were sent off in style with a celebration assembly, to mark what may be their last day at Tadcaster Grammar School, featuring, of course, some old and embarrassing school photographs.

It seems incredible that it was five years ago that students sat in the hall listening to the Headteacher talk about their time at TGS, the amazing education they would have and the special experiences that they would be able to enjoy.

We know that the students have missed out on some important moments that

define the end of school life, and whilst it is very disappointing that they are ending their time with us in this way, it is important that we do not allow the last year to define the last five years.

Whilst all of those rites of passage are important, we hope that we have left both Year 11 and Year 13 students with other special memories that make them smile whenever they think of their time with us. Whether it be a school visit, dressing up for non uniform day, performing in a show or listening to an inspirational speaker, our aim has always been to give our students the best quality education alongside a range of experiences that will prepare them for life. We hope that they take what they have learned with us and use it to shape their future. There will always be times when life tries to knock you off course and slow you down, try to not let the knocks stop you from realising your dreams.

Good luck and best wishes to all Year 11 and Year 13 students from everyone at Tadcaster Grammar School.

Behind you,
all your memories.
Before you,
all your dreams.
Around you,
all who love you.
Within you,
all you need.

