



# King Edward VII School



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## NEWSLETTER March 2021

Welcome to the second School newsletter of 2020-2021.

Since the last newsletter in December 2020, the country entered into its third national lockdown at the start of January 2021 in response to the Coronavirus pandemic (COVID-19). King Edward VII School was on familiar territory and moved quickly and seamlessly to implement all the contingency plans to maintain students' access to high quality, online teaching and learning via Google classroom and business continuity for the School. Students, parents, carers, staff and governors have been incredible in terms of their hard work, commitment, support for the School and community spirit.



The School continues to make excellent progress in so many areas, undeterred by the pandemic, as documented in this edition of the newsletter. Be impressed by the historical details and global dimensions of the opening article 'Intoxicating Spaces'. Be galvanised into action by the information on modern day slavery on page 3, international period poverty on page 22 or the Green Impact for Health Toolkit on page 23. Enjoy the many successes of our students and staff this term.

We hope you enjoy reading the articles in this edition of the School newsletter.

If you would like to keep up to date about the School on a regular basis, please follow us on Twitter: [twitter.com/KESSheffield](https://twitter.com/KESSheffield).

If you have an article that would be of interest to our School community, please email it to [jjackson@kes.sheffield.sch.uk](mailto:jjackson@kes.sheffield.sch.uk) for consideration.

Warm regards  
Linda Gooden  
Headteacher

### IMPORTANT DATES—subject to confirmation in light of COVID-19

- Easter holiday - Friday 2 April - Friday 16 April 2021 - School closed
- Monday 19 April 2021 - School reopens after the Easter holiday
- Monday 3 May 2021 - May Bank Holiday – School closed
- Thursday 20 May 2021 – Year 8 Parents' Consultation Evening
- May Half Term break - Monday 31 May – Friday 4 June – School closed
- Tuesday 15 June 2021 – Year 6 Information Evening
- Thursday 1 July 2021 – Summer Music performance
- Friday 9 July 2021 – Sports Day
- Friday 16 July 2021 – Last day of term
- Tuesday 7 September 2021 - School reopens after the summer holiday

# Our Students

## Intoxicating Spaces

Since autumn 2019, alongside fourteen other KES Sixth Form students, I have taken part in Sheffield University's "Intoxicating Spaces" research project. This has been a fascinating experience, allowing my classmates and I to explore the historical impact of new intoxicants on urban spaces from 1600 to 1850. The project spans the UK, Sweden, Germany and Netherlands and will culminate (hopefully!) in students from all four countries meeting in Amsterdam, to discuss our work and explore the project further.



Firstly, we were introduced to the project at a session at the university. Here we discussed our own understanding of intoxicants and began planning our projects. Next, we visited Mansion House in York and the Victoria and Albert museum in London with students from Thomas Rotherham College. Both trips were brilliant bonding experiences and helped to bring the history we studied alive. Further, as well as historians, we were able to meet filmmakers, artists and archival staff who provided a different and engaging approach to learning.

I used 'Intoxicating Spaces' as an opportunity to produce an Extended Project Qualification (EPQ). KES gave students the option to take an EPQ in autumn of Year 12 and it has been a significant part of my Sixth Form experience since. EPQs allow students to develop study skills, pursue their own interests and bridge the gap between school and university-level work. I have found the experience of researching and writing very rewarding and I feel it's helped me mature as a student. So far, I've produced a 7,000 word essay and a log to record both my successes and mistakes, allowing me to learn from the process. The supervisory system in place for EPQ students at KES mirrors dissertation supervisions at universities, making the leap to university seem much less daunting!

My EPQ explores the impact of Victorian beliefs surrounding gender, class and alcohol on women's use of urban drinking spaces. I first gained historical context of Victorian societal beliefs, before looking at how these beliefs came to dictate women's behaviour through both moral and legal pressure. Finally, I analysed the resulting patterns in drinking habits, initially between men and women, and then between women of different classes. Despite Intoxicating Spaces primarily being an historical project, I've been given the freedom to approach the topic from a geographical perspective by exploring themes of mobility, power and urbanity and feminist geographies. The project has pushed me to research philosophy and economics as well: I've enjoyed the challenge of reading Marx, Engels and Samuel Smiles. Additionally, my EPQ has involved aspects of my geography, history and politics courses and has helped me to explore the relationship between the three subjects, allowing me to adopt an interdisciplinary approach.

## Our Students

On the 27th of January, 2021, KES students attended a virtual student conference with the European students and a variety of guest speakers. This was a brilliant afternoon and it was great to interact with and learn from students and academics across Europe and the US. Two of us gave presentations to the seventy people who attended. This was nerve-wracking and was complicated by presenting virtually. That said, it was exciting to share my research and I gained valuable presenting skills.

The Intoxicating Spaces project has been a highlight of what has been a unique Sixth Form experience! I've found that particularly during lockdowns it's been something I can focus and enjoy working on. The project also featured in my personal statement and I was questioned on it during my successful Oxford university admissions interviews. Most importantly it's been really enjoyable. The group of us from KES have become close over the past eighteen months, particularly on the eight hour round coach journey to and from London. I'd like to thank Mr Harland and Mr Bryson for their commitment to the project, and for putting up with our awful singing (sorry!) and also The University of Sheffield for offering us such a unique opportunity. We've gained confidence, made friends and been given the space to push our interest in history. I speak for all of us when I say, it's been a lovely way to end our time at KES.

Anna Williams – P16Gg

### Healthy Hampers for Survivors of Modern Day Slavery

Did you know?

More than 40 million people are trapped in Modern Day Slavery around the world, 13,000 of them in the UK. 70% of victims of this deplorable trade in humans are women.

**The Snowdrop Project**, based in Sheffield, helps survivors of Human Trafficking to move on from their past and build new lives.



A group of Sixth Form girls at KES is working with the **Sheffield Soroptimists** to support Snowdrop in their work. Healthy Hampers is a project which will provide a basket/starter kit for a British meal for women who have been trafficked, sold and abused and are trying to build a new life here. The kits will include recipe cards, ingredients and basic utensils for a meal, which will not only help feed the women and their children but should also make them feel welcomed and supported by our community. Together with the Soroptimists we hope to be able to provide twenty Healthy Hampers once a month for at least a year. This is an ambitious goal which we need your help to complete.

Snowdrop has already helped hundreds of women. Help us, help more.  
Keep your eyes open for fundraising opportunities in the future!

Learn more about the Soroptimists here: <https://sigbi.org/sheffield/> and the Snowdrop Project here: <https://snowdropproject.co.uk/>

Lola Middleton-Welch, Y12

# Our Students

## Cutlers' Ambassadors

The Better Workers Better Learners' programme is inspired by The Company of Cutlers and delivered for Engineering and Manufacturing by The Work-wise Foundation.

The programme is designed with input from employers and provides young people who apply to go on the programme with the knowledge, skills and aptitudes they will need to be successful in the world of work.



Each year a group of young people go through an application process to become ambassadors and participate in the programme from Year 9 through to Year 11. The current Year 11 ambassadors started the programme in 2018 and have just completed and are due to graduate in the spring.

During that time, they have experienced a range of activities, experiences and employer encounters which have enabled them to develop a range of personal skills and attributes that will stand them in good stead for the future, either staying on in education and going to university or becoming an apprentice.

Their experiences have ranged from team building days with the army to visits and projects at Kelham Island Industrial Museum and Elsecar Heritage Centre, to solving real business problems with companies like AESSEAL plc and Tinsley Bridge Group, plus visits to workplaces such as Liberty Steel. They have helped organise events such as the Get up to Speed with STEM event at Magna and have had chance to meet and impress employers at events like the 'What Employers Want Conference'.

We have been so impressed with how they have grown in confidence and matured during the two years. They have worked really well as teams solving problems and overcoming hurdles and have impressed the employers and business leaders that they have encountered.

We get to know all the ambassadors really well on the programme and feel very proud, as should they, of how they have developed as individuals and become real ambassadors, particularly with the difficulties of recent times, their determination to complete and achieve should be applauded. They have been a pleasure to work with and we will miss them all, but we are sure they will succeed with whatever their future plans.



John and Janice

John Barber

CEO and Chair of Get Up to Speed with STEM Steering Group



## Our Students

### Cutlers' Ambassador voice – Amy Linford

During my time as a Cutlers' Ambassador, I have had one of the best experiences of my life. Every part of it has been exhilarating and opened my eyes to so much of the world today because this programme is so much more than an engineering scheme. We have completed activities from exploring Kelham Island and being captivated with the mechanics of the world's most powerful stationary steam engine, to meeting with the army (be the best) for a team-building day. We were divided into teams with other ambassadors from all over Sheffield, Doncaster and Barnsley and were instructed to work through the challenging tasks that had been assigned.



Ambassadors are asked to give up some of their time during school holidays. In the February half term 2020 we went on a trip to Doncaster Rovers Football Stadium. During the day we were told about the club's history, different job roles within the club, the important role of club sponsors and their integral part in keeping the club functioning at all levels.

We were given the opportunity to participate in activities such as football associated games, Kahoot quizzes, tour around the stadium and grounds and fun timed challenges. The day finally finished with a reward assembly and even though I was terrible at all the challenges, I still got an award (£20 One4all gift card) because I tried and I did not give up. That day I learned that not giving up is one of the best skills you can have and that is just one of the amazing life skills this programme teaches you.

This programme has been a positive experience for me. Personally, the passport has not changed my preferred job choice, but that doesn't mean that in any way it has been a waste of time. It has changed the way I think about the world of work and those essential life experiences that work alongside it. The experience, knowledge and life skills I have gained are tremendous.

The passport has intrigued my brother into wanting to apply to do the BLBW (Better Learners Better Workers) programme and he now wants to become a car engineer. I couldn't be more grateful for the non-stop support that has been given to me along the way. Support from John, Janice and Sarah, the businesses I've visited and for the teachers who have helped organise and provide items for the trips. A big thanks goes to Mr Creasy for the generous supply of McDonald's after an exhausting day of fun challenges/presentation! He even drove us to the events and back from them and miraculously made every trip more exciting than the last.

### Cutlers' Ambassador voice – Charlie McCarthy

I am Charlie McCarthy and I've been participating in the Cutlers' Ambassadors programme since 2018. I have thoroughly enjoyed the course throughout its many interesting and engaging challenges, projects and trips. I particularly enjoyed the visit to Liberty Steel in early 2020. We were given a tour around the huge steelworks, watched demonstrations of machines and the processes inside the main factory.

In participating in the passport, I feel I have learnt many new



## Our Students

skills that will be a real benefit to my further education and career aspirations, many of which I would not have come across without the opportunities the course has given me. I have also been introduced to a multitude of career options because of the strong theme of engineering the award focuses on, including the medical, aerospace and environmental sectors of engineering. Overall, I have had an amazing experience on the Cutlers' programme and look forward to finalising the award soon.

Throughout my whole experience of the Cutlers' Programme, I have learnt valuable life skills that will help me in the future. This programme has helped me increase my confidence, my communication skills and my time management. As well as this, I have met some lovely people along the way who have supported and encouraged me on my journey. The staff that you work alongside are extremely considerate and passionate to teach young students about engineering.

On the programme, there are several day trips to engineering industries, such as Magna and old rail sites, which are extremely informative - especially if you want to go into engineering. Throughout the programme also, the competitions that you will enter will spark your creative flair and will push you out of your comfort zones to create innovative and thoughtful products (the prizes are worth it too!).

As well as focusing on engineering, the staff work endlessly to help you with practical skills too such as job interviews and different jobs that are best suited for you within engineering.

Covid-19 has impacted the programme for this year's current Year 9s, but hopefully we'll be able to offer the passport to the current year 8s and recruit ambassadors when they start in Year 9.

### Mr Creasy - Cutlers' Ambassador Coordinator

I have been privileged enough to be involved with the Cutlers' Ambassadors Programme over the last four years. I have seen how the programme has positively impacted the ambassadors from when they start to when they finish. It is an opportunity for the ambassadors to see how businesses run on a day-to-day basis and how they could see themselves within the business.

The opportunities to visit different Sheffield engineering businesses has opened the ambassadors eyes and helped them decide on what part of the business they'd like to work in, leading on from school.

The passport programme is open to Year 9 students that wish to become Cutlers' Ambassadors for a year and gain a valuable link to engineering. The final piece to the passport is for the successful ambassadors to receive their passport in the impressive Cutlers' Hall.

Last year was the first cohort of ambassadors collecting their passports at the Cutlers' Hall – received from the Headteacher, Linda Gooden.



## Our Students

### British Physics Olympiad Success



In November, four Year 13 students sat the British Physics Olympiad (BPhO) Round 1 Paper - a challenging 2 hour 45 minute paper using a problem solving, mathematical approach to Physics.

The results came back earlier this term and we had one student - Kian Moshiri - qualify for the next round, which is the selection for the British Team in the International Physics Olympiad Competition. This meant that he came in the top 100 students in the country.

He said, "Taking part in the BPhO has been a fun way to explore some of the applications of physics not covered in A-level. The questions really challenge you to think and combine your knowledge of different areas of physics in new ways. I also like how there's a lot more of the mathematical side of physics than in the A-level, which makes it a great thing to do for anyone considering studying physics or something related at university."

At the time of writing Kian will have just sat Round 2 - well done to all the students who took part.

Mr White

### Senior Maths Challenge

The pandemic has not stopped our students taking part in maths competitions!

In November, 78 students from Years 11, 12 and 13 took part in the Senior Maths Challenge. In February, the Intermediate Maths Challenge for Years 9, 10 and 11 took place online. 55 students took part from their homes.



United Kingdom  
Mathematics Trust

Kian Moshiri in Year 13 took part in the British Mathematical Olympiad Rounds recently. This competition is for the brightest maths students in the UK as well as lots of international schools around the world. In Round 1 he scored 29 out of 40 for a Distinction and qualification to round 2. In Round 2 Kian scored 22 out of 40 which placed him joint 11th overall in the competition. A truly phenomenal achievement!



Mr Harvey

### Sheffield Wednesday Football Academy

Isaiah Powis, a Year 8 student at King Edward VII School, is a registered academy player at Sheffield Wednesday Football Club. He attends training and games several times a week at their training complex and is a talented footballer and athlete. Players follow a life skills programme as they progress through the Academy which includes expectations for good behaviour, a strong work ethic and achieving targets at school.

Isaiah says, "There's a lot of things we do in the Academy which are not always linked to football. Sometimes we do different sports to help us understand the fundamentals when playing a team sport. The bits that I enjoy are going to training and match days because I get to play my favourite sport and bond with my team. Also, while I'm in the match or on the side lines, I can learn things as well, so when I get in the game I can put the stuff I learned to use. And sometimes I get to go to watch the first team play, and I get to train in the stadium!"



We wish Isaiah continued success in this exciting endeavour!

## Our Sixth Form

### Oxbridge Offers

Ten students from King Edward VII School are holding conditional offers from Oxbridge this year. These students will now be working hard with the support of teachers and families to achieve their offers of grade A and A\* at A Level.

The ten students are hoping to study Materials Science, French and Spanish, Biomedical Sciences, Law, Chemistry, Geography, Mathematics, English, History of Art and Natural Sciences. This is indicative of a wide range of strong departments at KES with inspirational teaching.

We sent a total of 58 early applications – Oxbridge, Medicine, Dentistry and Veterinary Science – up from 38 last year. With support from Georgia Deeney our Year 13 Pastoral Manager, we have forged links with Magdalen College (Oxford) and Lady Cavendish College (Cambridge). These colleges have worked hard to support our applicants.



UNIVERSITY OF  
CAMBRIDGE

### Progression to University

This year 269 of our Year 13s submitted applications to UCAS for a place at university – our highest number ever. Although universities have until May to reply, many students have received back offers. All of our Year 13s will be working hard to get those grades in the summer.

The students have benefited from our Post 18 Transition Programme including meetings with tutors, remote workshops to support writing their applications, remote Open Days at the colleges and detailed feedback from our Post 16 Team to improve their personal statements.

### Applications to Sixth Form

King Edward VII School continues to be the most popular Sixth Form in Sheffield. We have had just over 700 applications for a place in the Sixth Form. 300 Year 11 students from other schools put us as their first choice and have been offered a place. We also have a strong cohort of our own Year 11s hoping to stay with us.

We would like as many King Edward VII School students as possible to join the Sixth Form and to be part of our success. With over 600 students in the Sixth Form we are able to offer 37 different courses across a range of BTECs, A Levels, AS levels and GCSEs.

### Support for students in lockdown

We have been pleased to have been able to supply all students in need of IT kits with a loan laptop to ensure they could access their remote lessons during lockdown. Attendance at lockdown lessons for Post 16 students was between 90 and 94% - similar to face-to-face lessons in the autumn. All students had regular support from the Pastoral Team with e-mail, telephone contact or home visits as appropriate.

We have made extensive use of Google classroom to support students during lockdown and help with Post 18 progression. There are now some very full, well-organised topic folders on



## Our Sixth Form

the whole year group pages where students can find a large amount of careers information and guidance. Careers support has continued through lockdown with students able to book online meetings with our internal and external Careers Advisors.

### Outreach Schemes – Raising aspirations and supporting transition to Higher Education

Deciding whether and where to go to university – and what subject to study – are big choices to make. We work directly with the Outreach Team at the University of Sheffield and Sheffield Hallam University, both of whom have created a wide range of excellent, student focused programmes and events that develop and support students and teachers from sixth form centres.

King Edward VII School has a long standing 'special relationship' with both universities in our home city and this year we are pleased to report nearly 40 King Edward's students have accessed the Realising Opportunities and Discover programmes.

Realising Opportunities (RO) is a unique collaboration of leading, research intensive universities including Sheffield, who work together to promote fair access and social mobility of students from groups underrepresented in higher education. The Discover programme provides sustained support to participants throughout Year 12 and 13 in raising aspirations and exploring Higher Education study. As well as general workshops and events, the programme is split into six subject and career pathways that offer a unique experience and specialist support. The US in Schools Mentoring programme places current University of Sheffield students into local schools/colleges to work as mentors with a targeted group of young learners. The programme is designed to provide direct support for young people from backgrounds that are underrepresented in Higher Education and have the academic potential to progress to university.

Alongside the many Post 18 transition strategies we employ in School, including guest speakers, workshop visits, HE and Apprenticeship Fairs, careers advice, application support through Unifrog and mock interviews, there are tailored, sustained, outreach schemes to support those considering a career in medicine, dentistry, law, arts and humanities, and STEM. Indeed, the Realising Opportunities Scheme benefits all subject areas with a widening participation focus.

Particular congratulations are due to those who applied successfully earlier in the year and are already involved.

Detailed information can be found at these addresses:

<http://www.realisingopportunities.ac.uk>

<https://www.sheffield.ac.uk/outreach/post16>



**Sheffield  
Hallam  
University**

## Our Staff

### Pattern & Push Project - Mr Merrison

At the back end of 2020, I was asked to help create a project that we ended up calling “Pattern & Push”. The project, funded by the Police and Crime Commissioner for South Yorkshire (more specifically the Violence Prevention Unit) aimed to reduce violence in Sheffield and surrounding areas, and engage young people between the ages of 13 – 39 in exciting music-based workshops and activities. The project took on the structure of a competition where applicants would audition and those that were successful would be enrolled on to our online Zoom Masterclasses, focusing on lyric writing, musical performance and guidance on the music industry and being an artist in 2021. Upon reviewing the auditions that were sent through to us, I noticed that our very own Ann Odawa in Year 10 had submitted her video (you can watch it here <https://youtu.be/0sjRS4ue-JY>). Over 100 rappers and singers submitted an audition to Pattern & Push and, of those, only forty made it through to the next round of online Masterclasses. Ann was one of the forty!

Ann took part in six weeks of Zoom Masterclasses which ran for an hour on a Saturday and Sunday lunchtime. These classes were led by myself, Coco (rapper/producer from Sheffield) and Danae Wellington (singer/songwriter from Sheffield). Ann was selected to join Danae’s group and throughout the weeks the contestants had the opportunity to be mentored by the artists, who would help guide them through each session, where they learned about – writing structure, the use of similes and metaphors within rap, performance styles, stage presence, life as an artist in the music industry and the business side of being an artist. The contestants had tasks set for them every week, and had to come back the following week and present to the rest of the group what they had been working on – an opportunity to showcase their talent under varying circumstances.

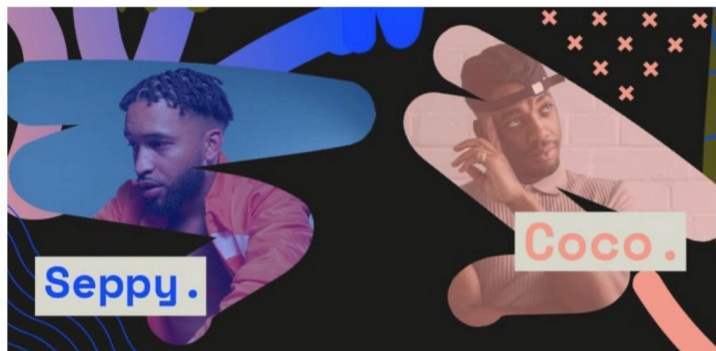


Seppy - part of the duo Deuxes - added: “The young people in our city have bags of talent, but just need the push to really take it seriously! Knowing that I’m able to do that for someone else is really exciting and I can’t wait to see what comes from being part of this!”

There is said to be ‘loads of great talent coming in’ so far but there is a final push to get more young people involved with the project which has positive messaging at its core.

Those interested should record a short video or audio clip of themselves and upload it to YouTube or other similar platform.

We also had the pleasure of having our Masterclasses joined by some special guest speakers who told of their own experiences and imparted some of their expert knowledge on the group. Guests included: Otis Mensa – rapper, author and Sheffield’s first Poet Laureate. Bries – rapper, author, educator. Sheffield and KES’s very own Toddla T – BBC Radio 1 DJ, producer, songwriter. Sarah Carley – Manager for Radio 1 DJ Annie Mac, Festival



Rappers Coco and Seppy will be guiding young people through the competition.

## Our Staff

booking agent. Steve Edwards – songwriter, vocalist. Eliot Kennedy – Grammy Award winning and Golden Globe nominated songwriter/record producer.

The final week of the Masterclasses saw the contestants present their final performances to a panel of guest judges and mentors. These performances required contestants to include everything they had learned in the Masterclasses, with the hope of impressing the judges and getting through to the final eight contestants in the competition.

Unfortunately, Ann didn't get through to the final stage, but contributed and performed brilliantly throughout. Her mentor Danae, along with the guidance from the special guests, have helped to improve different aspects of her artistry and she now has an increased knowledge of what it takes to be an artist navigating the music industry.

The project is currently in the recording stage, where the final eight contestants get to professionally record a track at the legendary MU Studios (in-house producer/engineer Martin Gregory Smith - Prince, Bombay Bicycle Club, William Orbit, Groove Armada, Richard Hawley, Jarvis Cocker, Gomez, UFO). Once the tracks are finished, the contestants will then perform their tracks in our live Push Broadcast Event – live from Hope Works (renowned live music venue in Sheffield) in front of a panel of judges.

The overall winner of the competition will be selected by the judges and will win a professional music video that will be put on the biggest Urban Music Platform in the UK (GRM 3.7 Million Subscribers). The artist will also be broadcast on local and national radio stations (BBC Radio Sheffield, BBC Radio 1xtra), as well as having their track pitched to A&R/record labels for a potential single deal.



Pattern & Push is still in its infancy and has so far shown huge potential in the impact it is having with the young people involved. These types of projects give young people a creative outlet where they are able to learn and express themselves, build connections and be part of a community of people who are all on a similar journey. Who knows where this might go, and which KES students may be involved in the next round!

If you would like to know more about Pattern & Push you can check out all the latest info at <https://www.patternandpush.com/>.

Well done, Mr Merrison!

Mr Merrison (left) - Pastoral Behaviour Manager

## Our Staff

### 3000 Push-Ups in 30 Days - Mr Creasy

I managed to complete the challenge a few days earlier than expected. I can assure you I have plenty of witnesses. I have completed sets outside the School canteen, with other members of staff, at the back of the Art room, in the staff room, in my office, in the kitchen at home as well as in the bedroom and lounge. Basically anywhere flat! I'm glad to have helped raise some money for the Teenage Cancer Trust and look forward to the next challenge.

**Thank you for all those that donated, I raised £325!**

Mr Creasy (Pastoral Manager)

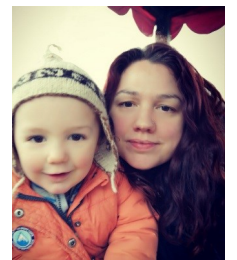
Fundraiser for Teenage Cancer Trust

Fabulous, Mr Creasy!



### Miss F Walker - Careers Adviser and CPD Coordinator

The School would like to say congratulations to Miss Walker, our Careers Advisor, who has completed her Level 7 Post Graduate Careers Award with the University of Warwick through a combination of distance and virtual learning.



The Career Education, Information and Guidance in Higher Education (CEIGHE) programme is designed to help provide creative and effective career support. The programme is informed by a range of international and national benchmarks (Gatsby) and characterised by a distinctive focus on the integration of theory and practice. OFSTED require Careers Advisers in schools to have, at minimum, a Level 6 qualification, and that the Information, Advice and Guidance (IAG) provided is effective, impartial and prepares students for future success in education, employment or training.

It is wonderful to confirm that King Edward VII School more than meets these requirements and the careers staff are here to support our students on their future journey, whatever that may be.

Well done, Miss Walker!

## Our Staff

### King Edward VII School has its very own Fire Fighter - Mr Lowe!

Whilst we were all involved in online learning and in lockdown, Mr Lowe, our very own Computer Science Teacher, was doing something very different; he was training to be a Fire Fighter.

Mr Lowe undertook intensive fire service training for the South Yorkshire Fire and Rescue Service. His training was split up into three sections: Firefighting, RTC (Road Traffic Collisions) and BA (Breathing Apparatus) training. For the firefighting training it involved using ladders and the hoses to put out basic fires and responding to emergencies that could occur. The RTC training involved lots of cars, some heavy machinery and a planned way to extract casualties using the many techniques that were taught. The most intensive of all the training was the BA training. This involved being trained not only on how to wear the breathing apparatus, but also how to carry out a search and rescue in a fire situation.



Mr Lowe said, "The training was intense and hard, as was the selection process. I really enjoyed the training as it gave me the skills needed to undertake my new role as part of the Fire Service Crew. The firefighters I trained with were great and I really enjoyed the team ethos that was promoted."

Don't worry, Mr Lowe will not be leaving us! He will be doing the role in addition to his teaching commitments at KES. I am sure you will join us in wishing him well in his new role.

If you have an interest in joining the Fire Service, I am sure that Mr Lowe will be happy to have a chat with any students about the selection process and the training he undertook.

You can also visit <http://www.syfire.gov.uk/> for further information.

<http://www.syfire.gov.uk/wp-content/uploads/2019/11/Firefighter-Recruitment-FAQs.pdf>



Well done, Mr Lowe!



## Our Staff

### Mr T Hall – HR and Cover Manager

I joined the School nearly three years ago as the Cover Manager. This involves managing day to day cover and staff absences. During this time my role has developed and I am now involved in recruitment, HR and guide staff to wellbeing support.

I was given the amazing opportunity eighteen months ago to build on my Business and Finance Degree by completing the Institute of Leadership and Management Level 4 Diploma in School Business Managers course.



The Level 4 Diploma is designed for the aspiring school business professionals and allowed me to gain or improve my skills in:

- Managing school resources more efficiently and effectively
- Evaluating the nature of school business operations within the school
- Gaining knowledge and skills in all aspects of the ISBL Professional Standards

I focused on four units:

- Leading Support Services in a School
- Finance in a School
- Procurement in a School
- Human Resource in a School

I feel this course has helped me develop my knowledge of how a School operates. With my previous working career being in the corporate Health and Wellbeing sector, I have had to adapt and learn how a School runs on a daily basis. This course has given me an excellent insight into the inner workings of all areas of the School, from purchasing materials, managing staff, to how the funding system and budgets are allocated. All of this new knowledge allows to be more effective and efficient in my role.

Brilliant, Mr Hall!

### Lockdown Song

Mrs Machan, our amazing music teacher, and her 8 year old daughter, Lucy, wrote and recorded a song called Lockdown during —yes you guessed it!

It was written during the first lockdown in 2020 but was updated in 2021 to reflect the ever-changing Covid landscape.

Radio Sheffield heard about the song and Mrs Machan and Lucy spent time talking to Toby Foster about the song and, for Mrs Machan, her life as a teacher over the past year. What a fantastic legacy!

Well done, Mrs Machan and Lucy!



# Our School

## Red Nose Day 2021

Autograph, our catering company at Lower School, offered to make us some RED NOSE DAY buns so we could safely offer a bake sale in School within the current Covid guidelines. These were very popular and sold out very quickly each lunch time.

Thanks to everyone's contributions we raised £100.42; £63 from the bun bake sale and the rest from the spare change challenge.



Mrs Asquith-Richardson (Librarian, who sold the buns, on the left) and Mrs Gillott (Catering Manager).



## Our School

### Lower School Catering Team

Autograph, our catering team at Lower School, are always looking for ways to provide rich and varied menus to our students and staff. Here they talk about how they develop their menus and how they adapted their support to the School - and their own staff - during the Covid pandemic.



### Menus and Development

Our nutrition team and central chefs, use feedback from sites, staff and customers to put together menus for secondary schools. Once a draft has been created, the nutrition team and chefs will review the menus to ensure they are compliant with legislation. New recipes are created and tested, ensuring portion sizes are correct and that all ingredients meet Autograph's Additives Policy and Nutrition and Health Policy. The School Food Standards are not decided by Autograph or the schools but are part of UK government legislation that state the requirements for food that can and cannot be served in schools. All our menus are designed to meet these standards. We offer bespoke menus to pupils with specific dietary or allergen needs, making sure that their menu will mirror the main menu where possible, ensuring all pupils have access to a balanced meal during the day.

### COVID-19

During COVID-19, we were able to continue to offer a menu to the King Edward VII Lower School students and teachers, whilst following the guidelines above. In January, we had planned to serve the standard design secondary school menu, consisting of daily main meals, fresh vegetables and hot puddings, along with some great hot and cold snack offers. During this period we also offered the School our service for Free School Meal Hampers to be made up and sent home to those students eligible for a Free School Meal. We were in a good position where our development team were able to work with the Lead Association for Caterers (LACA), who represent over 3,300 different organisations and individuals, all dedicated to ensuring that school students get the benefits from a healthy, nutritious school lunch. We produced three different hamper menu options that could be used by the School.

Autograph continue to ensure the catering team are coming into a safe environment. We have updated our Health and Safety procedures and encourage Hands-Face-Space in line with national guidance. We are also supporting them with any anxiety they may have returning to work with a dedicated helpline number.

### The Catering Team - Keep Going!

Once schools were closed in January, all of our team apart from the manager, Mrs Gillott, were added to the furlough scheme, but this didn't mean we would stop our service to the students at King Edward VII Lower School, so a new plan was devised. We decided, along with the School, to give these students a paired down version of the hot food menu, enabling them to still receive a daily hot and balanced meal, including a pudding, sandwich and drinks option. This has been served to around sixty key worker/vulnerable students per week over January, February and into March.



## Our School

As we welcomed students back to School from 8th March, we reverted back to our standard designed secondary menu, hot and cold snacks and Pasta King offer. Our new spring/summer menu is ready to go from 19th April and it will be available on the School's website. Our catering team returned on the 8th March and a full service resumed, keeping our students fed throughout the year!

### Theme Days and Promotions

To keep the catering offer fresh and exciting for students and staff, we run theme days and promotions throughout the year, and we wanted to keep this momentum going during COVID-19. So, on the 11th February we held a Chinese New Year themed menu. This included a variety of main meals and Mrs Gillott decorated the counters. On the 23rd February we held a Pancake Day, offering freshly made pancakes with a choice of sweet toppings running alongside the main menu; both offers were well received by both students and staff. Autograph and King Edward VII School believe it is important to keep to the 'norm' as much as possible during these difficult times, so will continue to roll out new and fresh theme day/promotions. These will be advertised in advance. Enjoy!



Chinese New Year



Pancake Day

Thank you to the Autograph Catering Team!

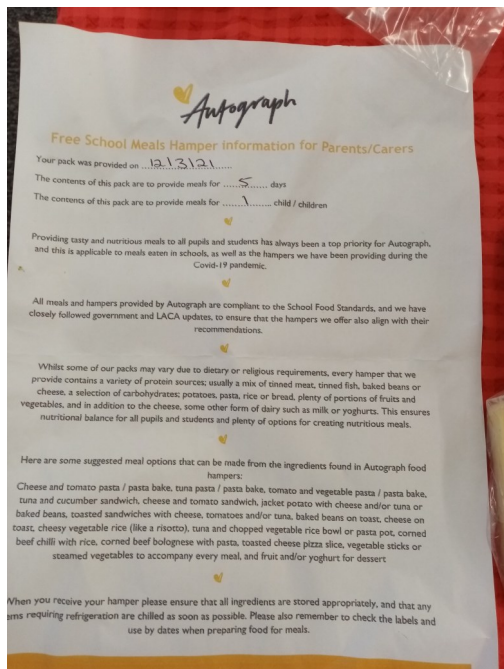
## Our School

### Free School Meal Hampers during Lockdown

Providing tasty and nutritious meals to children and young people has always been a priority at Autograph and this includes the hampers that were provided to families during the COVID-19 pandemic and the national lockdowns.

All meals and hampers provided were compliant with the School Food Standards and the Lead Association for Caterers (LACA) recommendations. Whilst some varied due to dietary requirements, every hamper included a variety of protein sources, a selection of carbohydrates, plenty of fruit and vegetables, and in addition to cheese, some other form of dairy product. This ensured a nutritional balance for all students and plenty of options for creating nutritional meals.

In addition, suggested meal plans were also provided to ensure families were able to make nutritional meals from the ingredients provided.



### Face Shields

When B Braun, a medical company based in Sheffield and keen supporter of local and regional charities, found themselves with a surplus of face shields last month they decided to donate them to various good causes in Sheffield. Fortunately for us that included King Edward VII School!

Our thanks go to the company for their generous donation.



# Our School

## Our Catering team celebrate Spring

March is a wonderful time in the growing season; it produces an abundance of fruit and vegetables helped by the warmer temperatures and longer days.

To mark this magnificent month, our catering team at Lower School baked some delicious vegetable-based cakes including Beetroot, Parsnip and Butternut.

They also made the dining room look egg-stra special by adding some egg-celent decorations and baking some egg-quisite buns and biscuits.

Egg-ceptional!



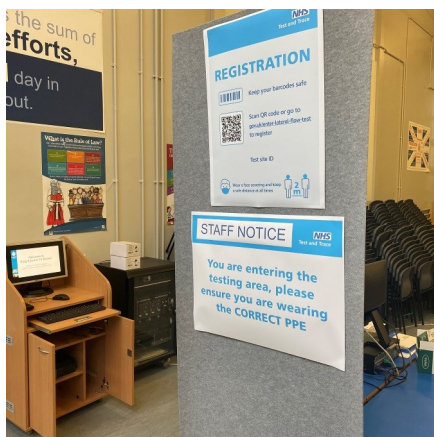
# Our School

## Student COVID-19 Testing at King Edward VII School

In line with the government's plans for all students to return to school on Monday 8th March, the gym at Upper School and the hall at Lower School were set out and fully equipped to test our students safely and efficiently.

Volunteers, including parents, a small number of staff from School and from supply agencies were recruited to service the testing programme.

All students are now back in School receiving lessons within the classroom.



## Our School

### An Alternative Work Experience

Our Careers Department at King Edward VII School is always thinking of innovative ways to engage students in work experience opportunities or to learn more about real working environments, mental health and well-being.



With this in mind, the School invested in Medic Player, a streaming service that provides access to a wide variety of award winning TV shows, documentaries and more aimed at any person aspiring to, or currently studying towards, the fields of medicine, dentistry, nursing, midwifery, paramedicine, radiotherapy, physiotherapy, biomedical science, pharmacology or life sciences. There are a variety of TV shows tailored towards everybody on their clinical journey.

Some of our Post 16 students have made use of this resource during the pandemic and watched videos such as Post Mortem Live and 24 Hours on the Ward. Congratulations in particular to Post 16 students Maria Makmahi and Seree Smith who completed the following online virtual work experience and provided high quality reflections on their experiences:

- 24 hours on the ward
- Ectopic pregnancy
- Post Mortem Live
- Trauma
- Mental Health
- ECG (Operating Theatre Live)
- Diabetes



BBC "INCREDIBLE & COMPELLING"  
INSPIRED 162,000 STUDENTS  
WORKED WITH OVER 2300 SCHOOLS IN THE UK

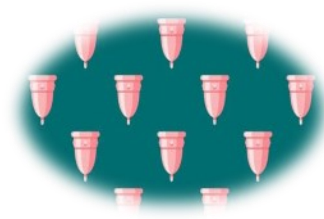
WATCH NOW | MEDIC  
PLAYER  
MEDICPLAYER.COM



## Our School



### International Period Poverty



More than 12 million refugees have little to no sanitary protection, leaving many having to resort to tearing off strips of clothing to create make-shift pads.

In India, 23% of school children drop out of school when they start to menstruate, however, with access to sanitary towels, school dropout rates drop by 90%.

In rural Nepal, the practice of Chhaupadi is still prevalent. Menstruators are banished to huts for the duration of their period and this has claimed the lives of many as those cast out are exposed to dangerous conditions in poorly ventilated huts.

Period poverty affects millions throughout the world, and with fundraising and education, we can improve the lives of people suffering from a lack of sanitary products and the stigma of periods. That's why a group of girls from KES are working with the Sheffield Soroptimists to raise awareness and money for the cause of period poverty internationally, especially as the pandemic has depleted the resources of charities working in places such as refugee camps. There are many charities that work to supply sanitary products and break the stigma of periods in refugee camps and countries such as India which we hope to support because nobody should suffer, sacrifice their education or be shamed by their family for menstruation.

We hope to start some fundraising projects to help reduce international period poverty soon so look out for opportunities to help our cause!

If you want to know more about the work of Sheffield Soroptimists you can visit their website: <https://sigbi.org/sheffield/>

## English as an Additional Language at King Edward VII School

Our yearly training event for 130 University of Sheffield PGDE students took place on Monday 19th January 2019, this time conducted remotely. The event was prepared and run by Mrs A Wheadon (KES) and Mrs S Davies (formerly KES, now University of Sheffield) and was focused on preparing student teachers for working with EAL students in their classrooms.

It began with a short quiz on the linguistic make up of our country and region, which was followed by a presentation on the nature and needs of EAL learners as well as the suggested strategies for specifically tackling difficulties at different stages of second language acquisition.

Despite the new format, the session was met with good response, with many students taking the opportunity to engage in discussion and the two planning activities, including the use of student background information and detailed support advice from the session.

## Our School

### Year 12 students and the Green Impact for Health Toolkit

To support students who are unable to undertake work experience, Dr Honey Smith - one of King Edward VII School's governors - has been able to offer prospective medical students an alternative way of obtaining some engagement in the medical profession. Seven of our Year 12 students snapped up this opportunity and are working under the tutelage of Dr Smith and a medical student, supported in School by Mrs Deeney, Post 16 Pastoral Manager.



Dr Smith's work involves supporting GP practices to roll out the Green Impact for Health Toolkit (the GP equivalent of Eco -Schools!) and through this work has been able to provide prospective medical students some insight into the wider determinants of health and how to address them.

This knowledge will offer an opportunity for the students to talk at interview about the wider determinants of health, the climate crisis as a health issue, and the NHSE plan to reach net zero for its direct emissions by 2040, of which this project is a part.

Should COVID restrictions allow, the students may also be able to visit some GP practices to deliver some of the objectives and gain some insight into the workings of General Practice.

### Spring Daffodils

Spring has been marked at King Edward VII School with the arrival of our first daffodils. These were planted on the front lawn during winter by Mr C Jarvis, a member of our Premises Team. Our thanks go to him for this lovely sight!



## Our School

### Science Chick Project - Mr Fehler, Second in Science

On the 3rd of March, 20 eggs were delivered to King Edward VII Lower School Science Department in an incubator as part of a project organised by Eggucation. The eggs settled into Lab 3 just before the majority of the students returned to School after two months of online learning.

The Year 7 students received weekly updates on their development as Mr Fehler was able to 'candle' the eggs. Candling is a process where one can see inside the eggs using bright light; through videos of this students were able to see the chick embryos grow and then begin to move – all as they developed within their eggs.

The week before the chicks were due to hatch, Deb Howe (from Eggucation) delivered a lesson via Zoom to all Year 7 students in their Science lessons where they learnt about how the eggs had been fertilised and how the incubator worked. The students were also able to ask all sorts of questions about the chicks.

The chicks hatched on Tuesday 23rd and Wednesday 24th March – out of 20 eggs, 14 hatched successfully.

Over the course of the following week all Year 7 and Year 8 classes (and a couple of lucky Year 9 classes) were given the opportunity to handle the chicks following strict instructions for the safety of the students and the chicks.

The chicks and all the equipment were collected from the School on the 1st April to return to the farm they had come from.

Mr Fehler





## Our School

### Action Tutoring

For the last seven years, the School has worked with Action Tutoring, a national education charity supporting young people to improve their grades by pairing students with high-quality volunteer tutors. The charity partners with primary and secondary schools across the country providing groups of tutors, who have been carefully assessed and trained, to support students on a weekly basis with their English and Maths tuition.



Action Tutoring was founded in 2011 by the current CEO, Susannah Hardyman. Having seen first-hand the difference tutoring could make, Susannah set about establishing an organisation that could make the benefits of tutoring available to every child, not just those whose families could afford it, through the use of volunteers. From supporting just a handful of students in London on those initial programmes, the charity has grown from strength to strength and now provides tutoring, both face to face and online, to over 3,000 pupils across the country.

This year the School has expanded the number of Year 11 students that have been involved in the scheme with 60 students accessing the after school sessions in English and/or Maths. Due to the pandemic, the tutoring sessions have had to be adapted with students staying in School to access online sessions rather than face to face teaching. Following the most recent lockdown, a further change to the scheme was needed with the tutors providing online sessions which the students could access from home. We are very proud of how our Year 11 students have adapted to these changes and they have made excellent progress in these sessions. Their attitude has been fantastic throughout and there has been a high level of attendance to all the sessions. It has been great to see the extra confidence the students have gained from their involvement in this extra learning, and we feel it has a very positive impact on their progress this year and beyond.

Rachael Galletly, Programme Coordinator, gave this glowing report about our students:

“I have been so impressed by the positive work ethic of King Edward VII School's Year 11s. Since October, students have been attending either their Maths and/or English sessions with their online tutors and it's been great to see fantastic working relationships being built. I receive so much positive feedback from tutors about how wonderful it is to work with students from King Edward VII School. I was very concerned when a third lockdown was announced that the fantastic progress that was being made was going to be severely disrupted. I was wrong. With the move to home-based, online lessons, we actually saw an increase in attendance and the levels of engagement were a joy to observe. I would like to thank all the parents and carers of Year 11 students on our programmes for their help and ongoing support in getting the home-based sessions running smoothly. But, most of all, I'd like to thank the students themselves for their hard work and resilience. Well done!”

The scheme will continue for the Year 11s until May half term and following this we will be opening it up for Year 10s to access in the summer term.

Mr Kennedy, Key Stage 4 Leader

# Our School

## Donations

We would like to thank Intelligent Facility Solutions for their generous donation of:

- 6 x 100ml fill push button liquid soap dispensers
- 4 x 1.1L auto gel dispensers with four portable stands
- 2 x mini-power zone air and surface purifiers (on loan)

The soap dispensers will be fitted in the School over the Easter holidays and the four 1.1L auto gel dispensers with four portable stands are already in use at the student entrance at Upper School and at the main entrance at Lower School.



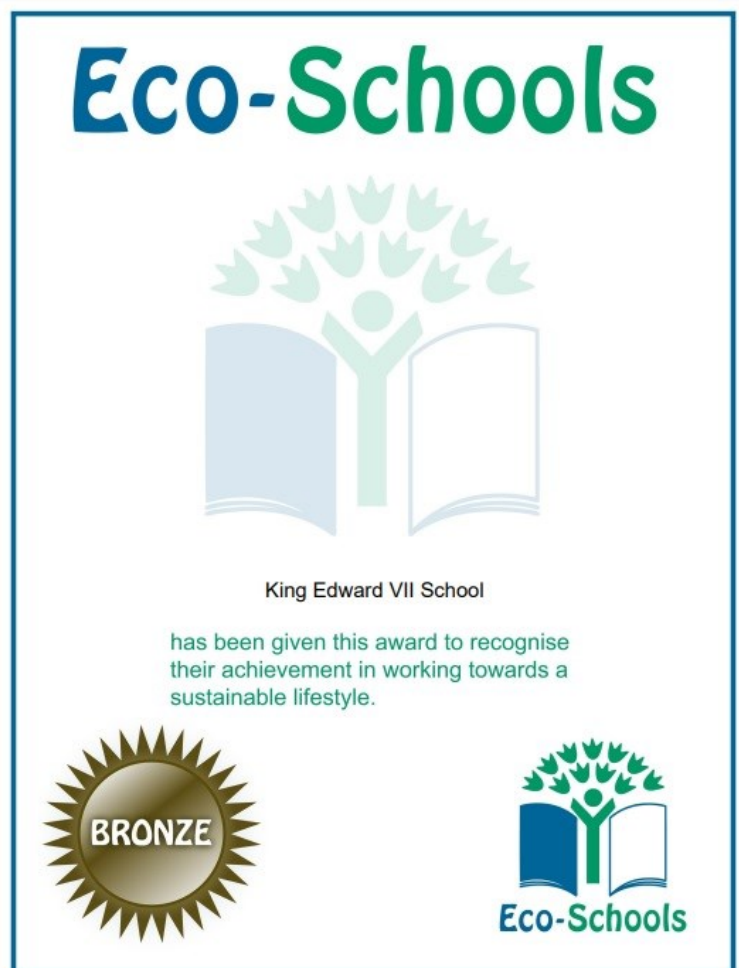
## Eco-Schools Bronze Award

Well done to King Edward VII Eco Committee on achieving the Eco-Schools Bronze award!

Students from both Upper and Lower School sites have undertaken an environmental review of the school and subsequently voted on the areas they wanted to improve.

A plan of action was devised from which students volunteered to take on various roles to achieve the targets. This is a fantastic example of what can be achieved by working together!

The next target is to achieve the Silver Award.



# Old Edwardians and Young Edwardians

## Defibrillators

The Old Edwardians' Association is committed to supporting the School, its staff and students in a variety of ways utilising the funds raised by direct debit and perhaps more particularly through the Annual Dinner in order to do so.

This is the case particularly when there are important pieces of equipment required which fall outside the normal day to day budget opportunities of the School.

Assistance has often been provided by the Association in support of extra curricular activities and recently the lack of access to an Automatic External Defibrillator on the School premises was identified as being an issue of concern.

Sudden coronary illness is no respecter of age or gender and the speed with which first aid assistance can be rendered can often mean the difference between a happy or tragic outcome.

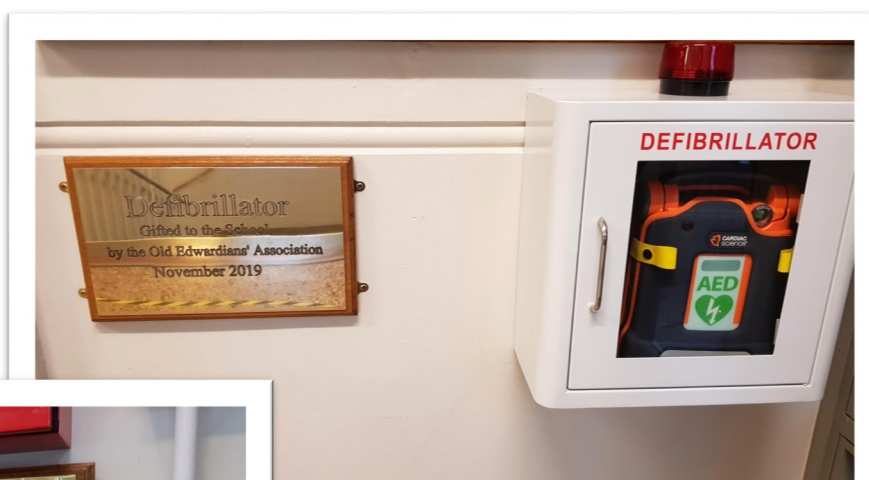
An automatic external defibrillator is a device that enables a high energy electric shock to be given to the heart of someone who is in cardiac arrest. This high energy shock is called defibrillation and it is an essential part in trying to save the life of someone who is in cardiac arrest.

Obtaining and siting such a defibrillation device in an accessible position in both the Upper and Lower Schools means that immediate medical assistance can be accessed in the case of a cardiac emergency.

The Old Edwardians' Association is very pleased to have funded the two defibrillators that are now in place at the School.

Mr John Parr (1968-75)

President



Upper School



Lower School



# Old Edwardians and Young Edwardians

## Obituaries

### David Vincent Fletcher

David Vincent Fletcher was born on the 27th April 1941 to Margaret and Vincent Fletcher in Sheffield. As a boy he attended Carrfield County Junior School until sitting the eleven plus examination in 1952 and as a result attending King Edward VII School.

David remained at the School until the completion of his A levels and then went to work for the Sheffield City Water Board as trainee civil engineer.

After only a couple of years with the Water Board he then went into business with his father-in-law as a vehicle garage owner at Basegreen, Sheffield, later followed by the then Totley Bridge garage on Abbeydale Road South in Dore where he remained until the late 1990s when he retired at the age of sixty five. Several years ago David suffered a severe stroke which badly affected his eyesight rendering him nearly blind.

David was married to Joyce for over fifty years and leaves behind him Joyce and two children, Rachel and Richard. David was a very happy and contented man who visited the School with his next door neighbour, also an Old Edwardian, to rekindle old memories only a few years ago.

The Fletcher Family

### Gerry Bates

It's with great sadness that I have to write that my very dear friend, of 53 years, Gerry Bates died on the 21<sup>st</sup> November 2020. Gerry was a fine singer, musician, dancer, dance caller, folk club and Folk Train organiser and gianteer, "a Folk Master".

Gerry (b 1942, Sheffield) was absolutely central to the local folk scene; for the past 60 years being a pioneer of the Folk Revival in this area. He was involved with most of the folk clubs in the city from the early 60s through to the 90s. In the early 60s he was responsible for starting and running one of the early folk clubs at The Queen's Head, Scotland Street with his brother Paul and friend Pete Civico. In the late 60s he helped start and run the Traditional Club at the Grapes on Trippet Lane. Later he became involved in the running of the Hefts and Blades club, firstly at the Highcliffe and later the Brincliffe Oaks. The club carried on the format started by Malcolm and Jenny Fox at the (Owd Towler Club) Cannon Hall, Sheffield, moving away from purely song clubs which had dominated the city for over two decades to a song and dance club. Gerry was central to the club's great success: he sat on the organising committee, compared and sang on a regular basis, played bass in the



Photo: Anne Smith

## Old Edwardians and Young Edwardians

### Obituaries continued

band, called the dances and provided and set up the sound system which was no small feat most Sundays!

Gerry was a competent musician, played bass in a number of local dance bands: Hefts and Blades club band and around the South Yorkshire area with friends Mike Wild, Doug MaCullum and Pete Civico also as the Hefts and Blades Band. He was also a musician for the Sheffield City Morris team and its dance band which organised ceilidhs for local charities.

Gerry took on the running of the monthly Folk Train with the Northern Rail and Hope Valley and High Peak Transport Partnership until his dementia got the better of him a couple of years ago. It is still a great success today running once a month on the last Tuesday from Sheffield Midland Station (19.14pm), providing a mixture of music, song and dance for passengers travelling from Sheffield to Edale and then in the Edale Rambler pub before returning on the 9.28pm. Over the years many groups, bands and dance teams have performed thanks to Gerry's management making it a great success.

Quite often performers have difficulty finding room because it is so well attended.

He was an excellent dancer: starting with The Sheffield University Morris and Rapper Team in the early 60s, The Grenoside Sword Dancers from 1972 and the Sheffield City Morris Men from 1976 onwards and he kept dancing/playing up to last year. He also became central to the development of the Sheffield Giants which were commissioned and presented to the city after the Student Games in 1992 and helped to carry and dance them around the UK and Europe.

But of all the many talents he had it was his singing that gave me the most enjoyment. He had a fine baritone voice and loved singing traditional chorus songs, although my favourite was Bring Us a Barrel which of course was written by the wonderful Keith Marsden. It was his rich rounded tones that introduced me, to folk music with such lovely songs as The Holy and the Ivy, We Shepherds are the Best of Men, The Old Dunn Cow, Babes in the Wood and many more.

Like most of us on the folk scene Gerry had another side to his life and had many interests and hobbies. He loved good food and cooking. Sheffield City Morris had just the one tradition i.e. dancing outside the Cathedral on New Year's Day followed by a carol singing session in a local pub afterwards: at present the Gardener's Rest. We would leave the pub at 2.00pm and head to Gerry's for a feast of curry provided by Gerry and Judith. This always consisted of onion bhajis, pakoras, samosas, and always four curries that he handmade and took a couple of weeks to prepare and followed with an assortment of sweets (my favourite, brandy snaps filled with cream) made by Judith. This soon became as much a part of the team's calendar as the actual dance until dementia sadly distanced him from his cooking skills a couple of years ago.

He was passionate about trains and railways. On graduating from Sheffield University with a degree in Electrical Engineering in 1963 he became a British Rail trainee and spent the rest of his working life at their Research Centre at Derby where he eventually became a Chartered Electrical Engineer (MIEE) before retiring in 1996. He worked on projects in Britain and abroad, often to do with instrumentation to identify faults and ensure safe working. His work on the electrical systems of the West Coast main line after a series of serious failures, lead to joint

# Old Edwardians and Young Edwardians

## Obituaries continued

authorship of a paper which was awarded the IEE Ferranti Prize.

Another great love of his was walking, which he did on a weekly basis, after retirement, with the WEA Walking Group and a group of friends and family. He especially loved the Lake District around Chapel Stile where Judith's family had a beautiful house (Silverthwaite) for many years and we spent many a memorable weekend with his family and ours.

It is easy, when lost emotionally writing about a departed friend, to neglect the most important aspect of their life. Not only was Gerry a fine a friend as one could wish for but more important a fine caring human being (socialist) who could always be relied upon for support. His departure has left a massive hole in the local folk scene; especially the ranks of Sheffield City Morris, Grenoside Sword Dancers and the Sheffield Giants and on behalf of all our thoughts go out to his wife Judith, son Joe and daughter Emily.

These are not times for gatherings,  
we're all looking out for the end  
But when this is all over, I promise you  
we'll drink to your memory my dearest  
friend.



Credit: Harry Johnson Photography

## Kenneth Creese

Ken was born in India, near Peshawar (now in Pakistan) where his father was in the army. He travelled with his parents between Pakistan and India as his father moved from one cantonment to another, and went to the army primary schools. In 1938 he came back to the UK for secondary schooling, where he lived with his Auntie May and her family in Sheffield for the next nine years. He was awarded a place at King Edward VII Grammar School and left after winning a state scholarship for his Higher School Certificate results.



He opted to do his National Service before going up to university, and in December 1947 joined the RAOC in Aldershot for basic training. Ken was not keen to pursue a military career, but he was delighted when he was given the chance of a spell in Germany with the BAOR, when he was based in Ahlhorn, near Bremen, mostly doing clerical work in the guard room. At least it gave him the opportunity of seeing something of the country whose language he had learned to love at school, inspired by his refugee teacher, Eva Paneth.

## Old Edwardians and Young Edwardians

### Obituaries continued

In September 1949, he was released a couple of months early to take up his place at Trinity Hall, Cambridge, to read Modern Languages. On graduation in 1953 he joined Lloyds Bank as a trainee, but after a year decided it was not for him, and after a few months' supply teaching he was appointed to the staff of Calday Grange Grammar School in West Kirby, Cheshire.



Ken introduced the teaching of German into the school and also spent one evening a week teaching adults, where he first met me! In the sixties, when the 'language laboratories' were all the rage in the United States, he was encouraged by his headmaster, Eric Hawkins, to apply for a bursary from a Liverpool shipping line, for help to fund a five-week trip to the States. In July 1963, he flew to the US to begin his tour of several universities where he was introduced to the new language teaching method. This led him, together with a close friend and colleague, Peter Green (also an Old Edwardian), to produce a German course book which attempted to exploit language labs in secondary schools.

In 1965, after teaching for four months in Hamelin, when the family exchanged homes with a teacher from the Schiller Schule, Ken returned to Calday. The inspirational Eric Hawkins had already moved on to the up the Language Teaching Centre at the new University of York. Change was in the air, and in the autumn of that year Ken took up the post of Lecturer in German at Hockerill College of Education, Bishop's Stortford, Hertfordshire.

He was again lucky to have a remarkable principal at Hockerill, Alice Eden, and enjoyed his next thirteen years, when he was able to introduce German into the new degree courses offered in the last few years, before Hockerill College, like many others, fell foul of the cuts to teacher training and closed down in 1978.

In 1979 Ken gained an MSc in Political Sociology at London University, and after five years at Chichester College of Technology (which he admitted was not the happiest time in his life) he became a lecturer in German at Leeds Polytechnic, hence the family's move from the south coast to Harrogate. In 1988 he opted to take early retirement, which meant we were able to do a little more travelling (Canada, China, India, South Africa, the USA and more frequent trips to the continent) and to pursue our interests in art, music, and family history, before he was diagnosed with Parkinson's Disease in 2011. We were married for sixty very happy years, and I and the whole family miss him very much.

Kenneth died peacefully at home on 25th April 2020 surrounded by his family.

Diana Creese

# Old Edwardians and Young Edwardians

## New Mental Health Reform Legislation

Matt Hancock, the Health Secretary, recently spoke on the BBC about the new Mental Health Reform Legislation, explaining that it was as a result of extensive work by Professor Sir Simon Wessely and praised his commitment.



Professor Sir Simon Wessely attended King Edward VII School from 1968 -1975 and is now Professor of Psychological Medicine at King's College London, President of the Royal College of Psychiatrists, a consultant psychiatrist at King's College Hospital and at the Maudsley Hospital, where he practices liaison psychiatry. Professor Wessely's principal research interests are the nature and treatment of medically unexplained symptoms and syndromes, clinical epidemiology and military health.



He has published more than 650 peer reviewed academic papers in these fields and has received over £20million in research funding.



As well as being Head of the Academic Department of Psychological Medicine at King's College London (to 2014), he has founded or co-founded research units focusing on chronic fatigue syndrome, gulf war illnesses, clinical trial methods and military health.

As a result of his research work he has been appointed as a Foundation Senior Investigator for England's National Institute for Health Research, he serves on numerous government committees for the Department of Health, Cabinet Office and Ministry of Defence and he sits on the World Health Organisation work group for stress-related disorders.

## Student Success

Oliver Herrington, an ex-student of King Edward VII School has done amazingly well at Rafters, a double AA Rosette, Michelin listed restaurant in Sheffield. After working there for almost two and a half years he will be moving on to study culinary arts at university in September.



Oliver returned to our School, cooking for the Old Edwardians dinner in May 2019, as part of a group from Sheffield College that planned, prepared, cooked and plated the exquisite food for all the guests. We would like to wish him every success in the future.

