

NEWS LINK

The Landau Forte College Newsletter

Summer 2003

Sportsmark Success!

This year, Landau Forte College has successfully been awarded the prestigious Sport England Sportsmark Award and the Football Association Chartermark, in recognition of the provision and commitment to Physical Education and College sport.

Sportsmark is a national accreditation programme, which sets a range of challenging targets. It is awarded to schools and colleges that have policies for and practices for the provision of a well-balanced Physical Education programme and for developing an extra-curricular programme that offers a range of opportunities to students, enabling young people to progress from school sport to sport in the community.



The FA Charter Standard Schools programme supports schools and colleges at all levels that are keen to use football as a medium to deliver both Physical Education, and develop extra-curricular opportunities for boys and girls of all ages and abilities. It recognises coaching and leadership, college-community links, out-of-college-hours learning, inclusion and raising standards in teaching and learning.



Other findings of the awards established the following:

- Sixteen activities offered at Key Stages 3 and 4.
- Accredited opportunities, including GCSE PE, GCSE Games, AS and A2 Level PE, Junior and Community Sports Leaders Award.
- Over 45% of boys and 35% of girls participate in the extension programme.
- Engages in national initiatives.

- Strong links established with local and national junior and secondary schools as well as community clubs and associations.
- Opportunities for community sport clubs to make use of college facilities.
- Provides educational visits and activities including special guests and coaches.
- Students achieve district, county, regional and national honours.
- Strong inter-division competition is established.
- Forty-two teams represent the College and participate in over 150 fixtures, in local and national leagues, and competitions entered.

Speaking as PE Curriculum Leader, I must add that news of both of the awards has given the College a real sense of achievement. PE and Sport has always had a high priority in College, but this recognition by Sport England and the Football Association gives us special credence that we can shout about. We aim to provide all our students with the opportunity to be involved in sport and have an enjoyable and satisfying experience in doing so, whatever their level of ability. The next aim is to achieve Sportsmark Gold.

N Maddock



The U14 Netball Team take on Thomas Telford

Principal's Message



The year 2002-2003 marked the 10th Anniversary of Landau Forte College, a significant milestone in our short history. At Christmas, we held a celebration for staff and governors, past and present, and, in the Summer, a celebration event for current students, past students, parents and friends of the College. In January, a conference of Governors and Senior Staff focused upon the future development of the College. Over the years, we have developed a distinctive culture and ethos where:

- enthusiasm, hard work and commitment are valued and bring rewards;
- self-esteem, self-confidence and self-discipline are developed;
- self-respect and respect for others are valued;
- students develop and become independent learners;
- students experience and celebrate success;
- students acquire skills, knowledge and understanding; they become well-qualified, adaptable, capable and employable people who can contribute successfully to a modern and rapidly changing society.

Whilst maintaining the culture and ethos and tackling some of the challenges with which we are faced, we have identified six key priority areas for further development:

1. Ensuring that effective learning consistently permeates all three phases of the College i.e. KS3 (11 - 14 years), KS4 (14 - 16 years) and Post-16 education.
2. Review the structure of the curriculum - particularly at Key Stage 4, with the intention of more fully meeting the needs of the approximately 1 in 5 students currently not gaining at least 5 A* - C grades at GCSE and Applied GCSE.
3. Further improve the use of data for the assessment of learning and individual target setting; to be used more extensively within parent and student reporting and data consultation processes.
4. Further improve our use of Information and Communication Technology in Learning - improving access to on-line learning resources and information, ICT used as a tool for motivation and for promoting high-quality independent and collaborative learning within and beyond the College.
5. Further develop our partnerships with Business, Industry and the wider community to further enhance learning.
6. Continue to contribute to the training of teachers through both the Graduate Teacher Programme and Initial Teacher Training programmes with Higher Education providers.

Clearly, there are other matters to address and there is much detail to develop to meet the challenges

outlined above. The overriding principle must be that we generate the circumstances, maintain the environment and create the opportunities that enable each individual student to maximise his or her abilities, interests and aptitudes, so that he or she can progress successfully into the world of work or further or higher education.

As the Summer approaches, there are many important events to look forward to and much has happened during the year. I hope you will enjoy reading about some of those events in this edition of Newslink.

Many students will receive the results of their public examinations later in the summer. Many people, including staff and parents and, of course, the students themselves, have contributed to their impending success. Also, during the summer break, the college ICT system will be upgraded. This will see Windows XP operating across the network, improved communications software, faster PCs across the College, with PC work areas in each of the curriculum areas. In Science, laptop computers will be piloted within teaching and learning, accessing data, resources and software via the radio wave network. Of course, the true value and importance of the ICT investment will only be realised if the focus is upon learning and not on the technology itself.

The Swipe Card system will be replaced from the start of the new academic year with a new Smart Card system giving improved security, greater flexibility and efficiency. All students and staff will be issued with a new card. College facilities, including restaurant, library and information centre, photocopying, vending services and the college shop, will be accessible with the card. A Smart Card lost or stolen will be more easily cancelled and all transactions undertaken with the card can be logged by the ICT system and reported upon.

We have Martin Jervis (Mathematics), Wendy Brewer (English), Chris O'Connell (Science), Katherine Marriott and Paul Cawley (both Business Studies) leaving the College at the end of the academic year. I would like to wish those staff well and thank them for their contribution to the growth of the College. I am delighted to say that we have successfully recruited new staff. We have made some significant changes as to how we shall operate some classes, particularly at Key Stage 4 in Mathematics, English and Science, where average group size will be twenty students. Clearly, we are hoping that the increased interaction between students and tutors will have a positive effect on raising standards even further.

I would like to offer my thanks to all of the staff for their hard work and commitment, to the students for their individual and collective efforts, to you as parents and carers, governors and friends from the business and wider community, for your invaluable support.

If you would like to contribute your thoughts or share your views on our future plans for the College, then please write to me; I would be pleased to hear from you.

Stephen Whiteley
Principal



Space Age



Miss Foster in a space suit wearing Jim Lovell's gloves

On the 24th of May, 2003, I joined 50 other tutors from schools across the UK on a week's placement at the Kennedy Space Centre, in Florida. Working with the Education Team at NASA's Space Education Centre, I was able to find out the answers to many of my own questions, as well as those I'd been given by Year 8 students back at College.

The opportunities provided by the Education Team at Kennedy were second to none and their enthusiasm was contagious, turning me into quite a 'space fan'. Over the four days at the Kennedy Space Centre, we visited all aspects of the NASA space programme in Florida and were fortunate enough to access high-security areas that tourists are not allowed to enter.

On our first day, we were based at the Space Centre where we learnt about aeronautics, space travel and some of the history of NASA. I also had an extraordinary opportunity to try on a genuine space suit and the gloves of Apollo 13 astronaut, Jim Lovell.



Saturn rocket

The following day was probably the busiest but most exhilarating day of my life. We started off at the Vehicle Assembly Building, where the shuttles are assembled, and we were able to go inside and talk to some of the engineers. From there, we went onto one of the Shuttle launch pads. We were the first visitors given access inside the perimeter fence since September 11, 2001.

We then rushed back to the Education Centre to meet Brian Duffy, mission commander with over 40 days experience in space. Hearing him speak about his feelings and experiences was truly breathtaking. For me, the combination meeting such an amazing man and seeing the launch pad up close was probably the most awe-inspiring part of the entire week.



Men at work on the new Italian section of the International Space Station, Raffaello

The day was finished off with a visit to an enormous planetarium and a view of Jupiter and its moons through a giant telescope at the observatory. Over the remaining two days, we saw the Italian components of the International Space Station being prepared for launch, visited the Saturn V Centre and went on a fantastic tour of Cape Canaveral's historic launch sites.

As well as finding out a wealth of information, we were able to share ideas with other tutors from a range of schools and subject backgrounds.

Students will be able to spot NASA resources appearing in their Science sessions in Years 8 and 11 and at Post-16. This was a truly exhilarating



Shuttle launch pad at Kennedy Space Centre

experience and really was a once-in-a-lifetime opportunity to speak to educators, scientists, engineers and astronauts who live and work with the space programme; it can only be described as the highlight of my career to date.

L Foster

Our Questions Answered by NASA

What qualifications do you need to become an astronaut?

(Aniqa Shah 8L3; Sukhvinder Dhamrait 8L1; Luke Siena 8L1)

A Bachelor's degree in Engineering, Biological Science, Physical Science or Mathematics, three years of related professional experience and a further degree is also desirable.

Is it cold in space?

(Rachael Greasley 8L1)

Temperature extremes are a huge problem in space. The sunlit side of objects in space, at Earth's distance from the Sun, can reach 120° C, whilst the shaded side can plummet to less than -100° C.

Do you explode or implode in space if you are not wearing a space suit?

(Kai Greenwell 8L1)

Lack of air pressure is a huge problem in space. In the vacuum of space the air inside your lungs would immediately rush out. Gases dissolved in your body fluids would expand and push solids and liquids apart. Your skin would expand like an inflating balloon. Bubbles would form in your blood and prevent it transporting oxygen or nutrients to your cells. Fragile tissues, like your blood capillaries and eardrums, would rupture. You would be unconscious in less than 15 seconds.

A Successful Year for Young Enterprise



Elements: (left to right) Denise Wong, Sanjivan Sidhu, Ricky Tank, Rachael Notisce, Karan Dhanoya, Rupinder Bola

Throughout the year, two Year 12 groups have been selling a wide range of products, such as candles, mugs, greetings cards and glow sticks. Participation in the scheme enables students to experience the ups and downs of running a business.

The groups, Zest and Elements, entered the Young Enterprise competition, which involves students from all over Europe. The aim is to set up a company and then develop, manufacture and sell a range of products both in and outside of College.

Both groups were fortunate to get to the regional final, which was held at Pride Park Stadium. Only four other companies reached the regional final. Entrants were judged on the quality of their presentation and on the professionalism of their company stall. Elements was announced as worthy winner, and went through to the next round, while Zest also

did extremely well to get to the regional finals.

As a participant in Young Enterprise, I know that we have all gained valuable experience from the scheme, and we thank Mr Knibbs and Mrs Williamson, along with our Business Advisors, for their steadfast support throughout the year.

David Holmes, Year 12



Zest: (left to right) Nina Richardson, Chris Brown, Jennifer Petrie, Faye Nixon, Ashley Clarke, Simon Dutton, Oi-ki Chau, David Holmes, Will Goring, Eleanor Priestnall

Any Questions?



The Panel: (left to right) Jacqui Lait, Lord Watson, Nick Clarke, Anne Peacock (Producer), Marc Roche, Margaret Beckett

Rural Affairs; Jacqui Lait, MP for Beckenham and a member of Iain Duncan Smith's front bench; Lord Watson, a Liberal Democrat peer who specialised in the relationship of the EU and the US, and, finally, Marc Roche, London correspondent of the Paris newspaper, 'Le Monde'.

On March 7, 2003, Landau Forte College was the location for the popular current affairs radio programme, 'Any Questions?', presented by Nick Clarke on BBC Radio 4. The panel consisted of: Margaret Beckett, MP for our own Derby South and Minister for the Environment, Food and

The main topic of the evening was undoubtedly the escalating international tension over the War in Iraq. There were many differences of opinion and both sides of the argument were well represented, most notably by Margaret Beckett and Marc Roche.

Members of Landau Forte College's tutorial staff also joined in the debate, including Mr Kay, who asked the panel if it agreed with him that '...a European Union foreign policy is an unworkable aspect of the Maastricht Treaty'.

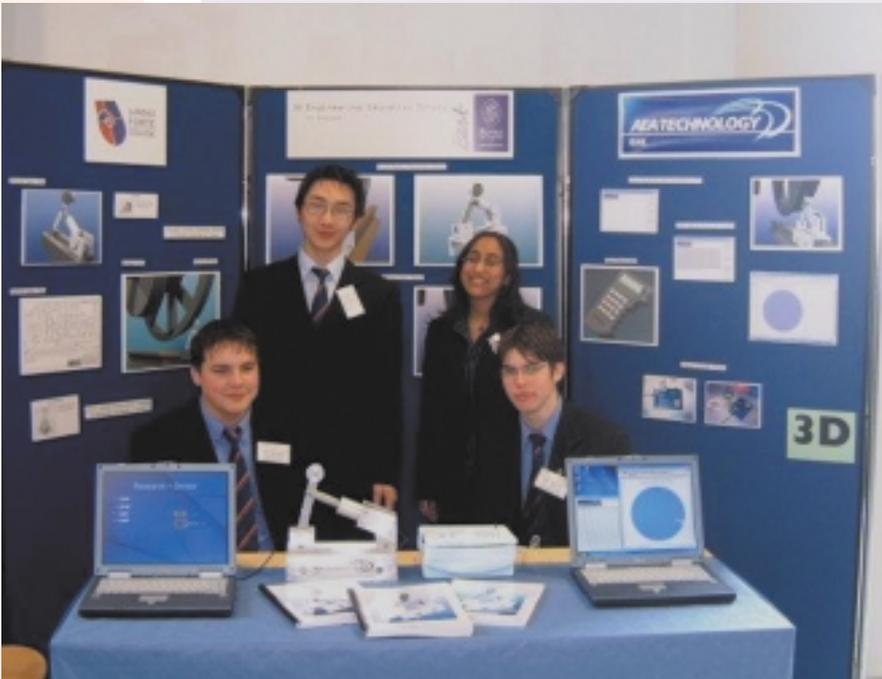
The evening was thoroughly enjoyable to watch and very amusing at times, particularly the comments of Marc Roche, who added a lot of humour to the night.

Simon Harvey, Year 12

Curriculum

Young Engineers on the Right Track

This September, the Engineering Education Scheme was launched for the second year running and a team of four students was hand-picked to represent the College nationally. The team consisted of Jimmy Wang, Safiyah Hashim, Timothy Keely, and myself, who are specialists in different areas of the curriculum, including Physics, Mathematics and Technology.



The winning team: Joel Sainsbury, Jimmy Wang, Safiyah Hashim and Timothy Keely

AEA Technology Rail, who we were to work with throughout the duration of the project, chose the team. They provided us with essential equipment, advice and two engineers: Martin Bone and Michael Crosby. The project itself was to design and produce a device to test

for damage on a train wheel and record the data. After hours of brainstorming, research, drawing and evaluating, a final design was chosen and off we went to Loughborough University to produce our design.

Every day was highly challenging and all members put a great deal of effort into completing the product on time. We were rewarded with free meals and large amounts of Coca-Cola and coffee to keep our caffeine levels sky-high! The experience at Loughborough gave the whole team an insight into what Engineering is like outside of College and it improved the team's confidence in the project a great deal.

The fully-functional and accurate product was a result of all the time and effort that we spent working on the project. But the hard toil was not over, as we still had to produce a report and create a presentation for the celebration day at Ford College, in Loughborough. The presentation day was more successful than we anticipated and our team achieved higher marks than the regional average in every category.

As part of our recognition for the project, each of the team members received a Crest Award based on our individual work, on all areas of the task. This was an excellent achievement for the individual participants and for the College. As part of the team, I felt we exceeded expectations throughout the duration of the project. We had produced an accurate working device, a lengthy, detailed report and a very good presentation, for which we were all rewarded.

It was an amazing experience and it was highly enjoyable. As a result of the successful project, we have entered the Young Engineers for Britain Competition and have gained a place in the regional final; we now hope to go forward to the national final to be held later this year. We will keep you posted about our achievements.

Joel Sainsbury, Year 12

Junior Maths Challenge

In the sequence which begins '2, 3, 5, 10, ...' each number after the second is the sum of all the previous numbers in the sequence. What is the 10th number in the sequence?

A 47 B 170 C 640 D 1280 E 2560

Turn to page 19 for the answer.

Curriculum

Mathematics Information Evening: KS3 and KS4



Year 7 students guide a parent through one of the many activities

On February 5, many parents came to discover more about their child's mathematical education. They had a chance to trial some of the curriculum activities on offer and, throughout the evening, some 60 very dedicated students helped us to involve all of the visitors.

The old favourites like 'Countdown' and mental arithmetic tests challenged parents, students and tutors alike.



Parents discuss the curriculum with students and staff

The Year 7 'Frogs' project was an attraction, as were Year 8 students explaining their joint statistical project with Kirk Hallam Community Technology College, entitled 'Getting to know you'. Pythagoras and pi featured in the activities for Year 9.

The practice coursework tasks of 'OXO', which uses 3D 'Connect 4', and 'Cables', which involves area calculation, showed parents the standard of knowledge needed for GCSE Mathematics. They also had a chance to see the mini-projects we do on mobile phone tariffs, the London Eye and the collecting of statistics.

Information was conveyed about all year groups, on student guides, assessment, grouping structures and extension materials. A booklet explaining these aspects was available; if you were unable to attend the Information Evening and would like to receive a booklet, then please e-mail or write to Jean McGregor at the College, with details of your child's name and personal tutor. (mcmgregor@landau-forte.org.uk)

It was a fun night where many parents joined in with and enjoyed the Mathematics. Thank you to everyone who participated, especially Mr Andrews and the Mathematics Team.

Kangaroo Challenge!

We had some Kangaroo Challengers this year, for the first time. Very well done to Kyle Foulds, Year 9, and Alex Fletcher, Year



Kangaroo Challenge winners, Kyle Foulds and Alex Fletcher

11, who won the opportunity to participate in the International Mathematics Challenge after doing so well in the UK Intermediate Mathematics Challenge, in February. They were awarded the level of Merit for their efforts in the Kangaroo Challenge. Congratulations!

In the UK Junior Mathematical Challenge, we had a record number of entrants and a record number of certificates: 3 Gold, 13 Silver and 24 Bronze. Well done to Year 7 and 8 participants!

R Pioli

Fair Trade at Trade Fair

May 17 saw the culmination of Trade Fair 2003. All Year 8 students were members of companies working across the curriculum to create products for this year's theme of 'Gardens'.



Demonstrating the product

The work put in by the students every year is immense. This includes the planning and manufacture of the companies' products at the start of the year in Technology and the introduction of other subjects during Term 4.



The companies present their wares

Then comes the day of the Trade Fair itself, where real companies send representatives to judge and 'buy' the products.

At this year's Trade Fair final, the judges were greeted by each company's public relations director and were given Fair Trade refreshments. They were then guided into the theatre to visit the student companies (with many diverse names such as 'Shrub Shoulders', 'Evolution' and 'Gardenezia') to allocate votes to the high-quality products. Parents and governors were also present to support the students.

Representatives from some businesses attend the event regularly such as Rolls-Royce Plc, Derby Evening Telegraph and Edwards Geldard Solicitors, but this year also saw the introduction of new visiting companies such as Pinelog Ltd, Patterns Derby and BMI Baby. The student company with the most orders is declared the winning team. Other prizes are awarded for the best theatre plan and company portfolio, as well as a new addition to this year's competition: best company website.

There were many positive comments from the visitors, including:

"The overall enthusiasm and cheerfulness of the students was exceptional."

Mr Torkington of 'Claret BK':

"A pleasure to attend. The students were very knowledgeable."

Mr J Kirkland, Governor

This year's winners were announced in Gathering on June 3, following a video diary of the Trade Fair. 'Pumpkin Patch' won both the best website (awarded to Christopher Wragg) and company portfolio. The Forte winners were 'Greenday Enterprises' and the Landau, and overall winners, were 'Sahara Sunset'.

Although it takes a vast amount of work from staff and students, the success of the Trade Fair is secured by the representatives from visiting businesses, whose further support we look forward to next year, where the subject will be 'Time'.

David Holmes, Year 12

Curriculum

A Day at the Zoo

The day was worth waiting for. The bus journey was uneventful, the weather was warm and sunny, no one was ill and no one got lost. This may have been because an exchange visit was offered for students who did not behave!



Kayleigh Fletcher's winning photo of a seal

Twycross Zoo is home to large cats, rodents, canines, reptiles and birds, as well as many primates, including homo sapiens as day visitors.

The students were given a Science lesson on animals, adaptation and food chains, and every student from Year 7 came equipped with their appropriate notebook and pencil, ready to list as many species as they could find. The lists were extensive and

in some cases the students learned the animals' Latin names as well as common names! The students also made notes on one particular animal that they found to be interesting. This was followed up with research in their subsequent science lessons to complete the 'Zoo Project'.

The zoo visit has taken place for many years, and, although it can be time-consuming to organise, once again it was a major success. Miss Rooney commented that the success was

largely down to the Year 7s themselves, as they: 'made the day go smoothly because they were so enthusiastic and well-behaved!'

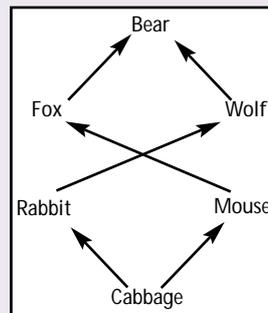
J Priestnall and M Rooney

After the zoo visit, a Year 7 student described her experiences of the day:

At Twycross Zoo we learnt about a variety of topics such as adaptation, habitats, food chains and food pyramids.

Adaptation is how an animal evolves to its surroundings, so, for example, a polar bear has hollow skin, which they use to keep them warm, and chameleons change colour to blend into the background, to help them catch their prey.

We learnt that a creature's habitat is the place where it lives. It is in these dwellings that the animals bring up their babies and that these



Food chain diagram by Daniel Foy, Year 7

Food chains and pyramids are systems that are made up of different animals, which eat other animals lower down in the food chain. We found out that if any of the animals in the food chain disappear then every animal is affected in some way.

Going to the zoo was really informative. It was not just about standing around all day taking photographs and staring at the animals, it was about learning and understanding. Overall, it was a really rewarding experience.

Kaylie Scattergood, Year 7

Liam Fox, Year 7, gives us a diary account of the trip:

- 09:30 am The coaches departed from College and everybody was very excited.
- 10:15 am The coaches arrive at Twycross Zoo. Everybody was really excited about exploring the zoo.
- 10:30 am We have a free half an hour to look around and take pictures of the animals.
- 11:00 am We had a talk about the zoo from an expert, which was very informative. He showed us a frog, a snake and a tropical tarantula.
- 11:30 am We walked around for another hour trying to investigate the species to put on the list.
- 12:30 pm Lunch-time.
- 01:45 pm Everyone got time to research their chosen animal.
- 02:30 pm Everyone climbed onto the coach and set off back to College



The photo of this cheeky gorilla came in a close runner-up

Curriculum

Broadening Horizons



Simon, Hannah and Robyn at the BMI call centre



A perplexed Simon listens in on a call

In early February, three intrepid travellers, including myself, Robyn Jeffrey (Year 9) and Mr Kay, went to visit Hannah Korobowicz, who had left College three years ago and now works at the BMI call centre at East Midlands Airport. She was a successful student at GCSE, who particularly enjoyed studying German and then Spanish at College. These language skills are now vital in her work.

On arrival at BMI, we learnt that Hannah's job was to answer calls from various international locations. These included speaking to many different people from places as close as England, but as far afield as Germany, Amsterdam, Paris and Spain.

Hannah was very enthusiastic about learning languages, and said she would 'advise it to anybody', as it has opened up many opportunities to her. She told us that Landau Forte had 'helped [her] to learn a language', and given her the confidence to use computers. She is now building on the Spanish skills acquired at College by taking part in a course run by BMI, which is open to everyone, from the cleaners to the managers.

After speaking with her, we then got a chance to listen to a phone call from abroad, which I, being language-less, received with mixed emotions. As I sat down, I could feel a sense of humiliation sweep over me, partly because I couldn't put the headset on, but mostly because the person on the other end seemed to be talking gobbledygook. Mr Kay appeared to be nodding in an understanding fashion, and so, too, was Robyn, whereas I looked confused.

From this experience, I take away with me the advice that learning a language, in Hannah's words, 'makes you feel less rude', but also that languages are becoming more and more important as the world becomes a smaller place. Mr Kay was certainly impressed: 'You never seem to see the end result when you're sitting in a languages' classroom, but, sitting in the call centre, everything came together.'

Hannah told us that it was never too late to learn a language, as BMI offer six-day language courses. However, I'm not sure how easy that would be, and suspect that learning a language is a process that you should be committed to, as Hannah seemed to be. I'm sure that she will thrive in the 'cultural mix' that is the BMI office and wish her the best of luck for the future.

Simon Davis, Year 13

Living Life the German Way

In February, a group of nine students from Year 12 chose to complete their Work Placement abroad in Germany. A foreign placement allowed us to improve our knowledge of the German language, learn more about life and culture in Germany and visit Derby's twin city, Osnabrück.

Setting off from Nottingham's Broadmarsh Centre, it was a twenty-three hour bus journey through London, Calais, Amsterdam and finally to Osnabrück. The bus journey itself was not uneventful, and many of us came back with varied views of our time in both London and Amsterdam.

The placements themselves were in a range of organisations, including placements in the town hall, local school and community centre, and a dance school. Once settled in, we undertook many different tasks; whether it was translating German documents into English or helping to lead children in activities, we always had something to be getting on with.

For example, I had the opportunity to work with underprivileged children at a community centre, where we ran a host of activities

including Kegeln (German bowling), a disco and various sports competitions.

As well as this, we had the opportunity to further experience the German way of life by staying for the fortnight with German families. By living in family homes, we were able to experience the highs and lows of German food (the best bakeries on Earth), music and television.

We weren't subjected to work all of the time, though, and found many opportunities during the fortnight to meet up and share our experiences. In the middle weekend, we all met up for a day in the city of Bremen, whereby we were able to visit the historic Altstadt, take lunch in one of the city's many cafés and, as strange as it may sound, go on a tour of a chocolate museum.

As if this wasn't enough for one weekend, we were up bright and early the next day and off to the Osnabrück Eishalle (ice skating arena) to test our skating talents (or indeed the lack of them) to the limit. Other visits included a tour of Osnabrück, culminating in a coffee-shop lunch and an afternoon of high street shopping.



Year 12 students tuck in at a German bakery!

Shaun Maskrey, Year 12

Curriculum

Native Wit

Once again, Landau Forte students have benefited greatly from the support and encouragement of native-speaking language assistants. Here, we get the low-down on the assistants' impressions and aspirations.



Name: Frédéric Nevers

Where are you from? I'm from Dijon in France.

What differences, cultural or otherwise, have you noticed between Derby and your hometown?

Dijon is as big as Derby. In Derby, or England in general, things happen earlier in the day.

For example, in the evenings we go out earlier in England. At work it's different as well. The relationships between people, between tutors, and even in shops with managers, are different. The people here are nicer than in my country. They are more relaxed and don't take things too seriously.

How does this placement fit in with your career plans?

I wanted to be a teacher but I didn't know if I wanted to teach adults or children. I definitely want to teach children now because it's really good to work with them. I really enjoy it.

How has your experience been?

Really, really good. I think all the staff welcomed us really warmly. The students are nice and the relationship you can have with them is not like we can have in France. It's more relaxed once again.

What do you plan to do next?

I want to teach French so I've applied for a PGCE, which is the qualification you need to become a teacher in England. I have applied for that at Nottingham so I have an interview soon. I don't know what's going to happen. If I'm accepted, I will stay in England. If I'm not, who knows?



Name: Markus Lapper

Where are you from?

I'm from Germany, from Bavaria, near Munich.

How does this placement fit in with your career plans?

I want to become a teacher and teach English and Economics. I now have to go back to university to finish my teacher training.

Why have you chosen Landau Forte?

I haven't chosen Landau. It is through an Organisation called the British Council and they sent me here.

How has your at Landau experience been?

Very, very good. It was a warm welcome, the people were nice, and most of the students are. It was a very good experience.

What do you plan to do next?

Finish university. I have one year left.

Lianne Hannigan, Year 12

Nottingham Trent University Partnership



20 years ago, one-in-eight students went to university; today, over one-in-three progress into Higher Education. In 2001, Nottingham Trent University (NTU) had the highest rate of graduate employment in the UK, and this year has been working with the College to promote Higher Education among our students, across the years.

Soon after the Year 7 started at the College, NTU sent representatives to the Year 7 Curriculum Evening to give parents an early opportunity to question university students about the benefits of Higher Education for their children. Many parents found it useful and helpful to look at the long-term options available for lifelong learning.

In January, faculty staff and students spent a lesson with Year 7, taking part in awareness-raising activities. There were quizzes and puzzles and a chance for pupils to talk to the students about

university life. The event was a good motivator and enjoyable for all.

In early April, it was our turn to visit NTU. Undergraduates hosted Year 9 students from the College. Activities ranged from subject taster sessions and problem solving, to question and answer sessions. The day tuned the students' attitudes to education and motivation in a positive manner. Soon after, university staff worked with our Year 11 students to improve their revision planning and examination techniques.

The 'continual presence' strategy to promote Higher Education, broaden horizons and improve motivation has developed an ongoing partnership between the College and NTU, which we are looking to extend and develop.

David Williams, Year 12

Curriculum

Students Receive Lesson In Life



Some of the participants in the World's Largest Lesson

Many people fail to consider that numerous children across the world have no opportunity of receiving a quality education, and therefore cannot reap all the benefits that education provides.

The World's Largest Lesson aimed to increase awareness of this unfortunate situation, which is particularly relevant for girls. Some girls remain at home for religious reasons or because of family attitudes. Many parents do not believe that women should be educated, or need

their daughters to go to work for extra financial assistance.

The World's Largest Lesson was organised by several organisations, including UNICEF and Oxfam, in order to encourage more fortunate young people to acknowledge the plight of those less fortunate. Over 200 students took part in the event, all eager to participate in the breaking of the record, along with several other schools in the UK.

Year 7 student, Tashana Yorke, said: "It was interesting, because we learnt something we wouldn't learn in our usual lessons."

Leanne Warner, Year 12

Castle Building Competition



'Some of the participants in the Castle Building Competition 2003' From Left to Right - Lewis Aldridge, Gregory Hills, Ben Wilton, Hannah Povey, Sarah Chesterman

This year's Castle Building Competition again saw a high standard of entries. This annual competition challenges students in Year 7 to build a model of one of the types of castle which they study in history. There are two types, both built by the Normans: the wood and earth Mott and Bailey and the more substantial Square Keep.

As you can see from the photograph, both types of castle were well-represented this year. It was clear that a huge amount of effort had gone into building them, leaving the judge, Mr Whiteley, with a very difficult decision!

There had to be a winner, though, and this year's is Hannah Povey for her very detailed Square Keep model. This shouldn't overshadow the achievements of all the other participants. If you'd like to go and judge for yourself, a selection of the models is on display in the Information Centre.

D Searle

A Day at the Beach



Holderness provides a picturesque backdrop to the field trip

Landau Forte College's Year 12 Geography students recently went on a trip to the beach; not to build sandcastles (unfortunately) but to collect data for their AS Level Geography coursework.

On Wednesday 16 April, students and tutors alike donned shorts and sunglasses to measure infiltration rates, pebble sizes and distribution. The trip to the Holderness coast, which is an area famous, ever since Roman times, for loss of villages to the sea, provided a vital opportunity for students to

display their individual knowledge on landforms. Everyone agreed that the field trip proved to be a productive and useful day out.

The students have recently undertaken the AS Level examinations and are in the planning stages of a second piece of personal coursework for A2. This study allows students to have individual projects and covers a wide range of potential topic areas.

Future trips for upcoming AS students include a trip to Dovedale and a possible residential study visit.

Nigel Black and Carolyn Gaunt,
Year 12



Remembering Beth Shalom



Students place stones in memory of children who lost their life in the Holocaust

In 1933, Adolf Hitler came to power in Germany. Between the time he came to power and the time he died at the end of the Second World War, in 1945, Hitler and his Nazi followers had murdered somewhere in the region of six million Jewish people, in what they referred to as the Final Solution. It is this mass genocide that we now refer to as the Holocaust.

It is hard to understand how many people 'six million' actually is. The Beth Shalom Holocaust Centre, near Newark, tries to help students realise this by showing them a book containing a dot for each Jew murdered by the Nazis, that is, a book filled with six million dots. To put this figure into another context, it is just over 27 times the population of Derby.

On the 29 and 30 April, the College took the Year 9 students to visit Beth Shalom Holocaust Centre. Beth Shalom aims to provide an historical glimpse into this human tragedy, and to ask questions about its relevance to contemporary society. Beth Shalom is a way of showing that if the victims' wasted lives are to have any meaning at all, we must not only learn about what happened, but also learn from it.

Students visit the centre's exhibitions and rose gardens. Each rose is dedicated to a person who died in the Holocaust. They also place a stone in the garden to represent each Jewish child murdered. However, the centre will need the current number of visitors each year for the next fifty years if they are to

place enough stones for the total number of children killed, alone: 1,500,000.

Finally, the students listen to Rudi Oppenheimer, who was in the Bergen-Belsen concentration camp, and Lise Vincent, who escaped on the last Kindertransport to leave Germany in 1939. The Holocaust survivors also answer any questions the students may have.

The Year 9 students all agree that this was a very interesting visit, in which they learnt a lot more about how ordinary people were affected by the Nazis and by war throughout Europe.

"Speaking with Lise, a Jewish woman who escaped persecution by coming to England, will stay with me for a long time."

Sophie Evans

"I thought placing the stones to represent all the children who lost their lives was a very thoughtful idea."

Ainsley Butler

"Talking to Lise was a very good experience that helped me to learn a lot more about how the Jews were treated in the Holocaust."

Carla Bolstridge

Lianne Hannigan, Year 12

Leading the Way



The Community Sports Leader Award is a training course designed to give people over the age of sixteen skills in leading groups in sporting and recreational activity. Seventeen post-16 students participated in the course this year, taking advantage of the opportunity to enhance their curriculum vitae. The Junior Sports Leader Award is similar but is adapted to include students in Year 11. There was an outstanding response to this as 54 students participated in the JSLA, who all passed successfully.

Both awards are an ideal first step towards gaining National Governing Body coaching qualifications and promote the work of volunteers in British sport.

It encourages participants to take responsibility for others, to develop organisational and communication skills and, above all, increases the confidence of people for whom leading groups in sport is a new experience.

The Community Sports Leader Award is divided into eight units of work. Each candidate must complete all eight units, including the Voluntary Leadership Experience, to the satisfaction of the Course Director in order to qualify for the Community Sports Leader Award.

The eight units are:

- Organisational Skills
- Safety in Sport

- Know Your Friends
- Fitness for Sport
- Leagues and Competitions
- Improvisation of Activities
- Games and Activity Experience
- 10 Hours Voluntary Leadership Experience

Throughout the course, learning takes place through practical experience. The majority of sessions are practical in nature and written work is used to reinforce knowledge and understanding. Candidates are assessed verbally throughout the course and are observed leading practical sessions, including a moderation day which took place at Meadow Farm Community Primary School. The students independently planned and led a session involving a class of Year 6 students. Their success was evident as they had captured the attention of every student and had all involved in the rounders games they had adapted, and, of course, every student left with all limbs attached!

The students thoroughly enjoyed the experience and have encouraged others to take advantage of this award. The award has helped particular students realise that working with children and event management is the career path they would like to follow in the future.

K Smith

Prose Corner

In something of a departure for Newslink, we take a break from our usual display of poetry, to share with you some of our best narrative writing. In this edition, we have chosen the work of a Year 12 student, who was given the task of writing a magazine short story that would be suitable for a teenage audience. The piece deals with some of issues that many students may experience as they come to the end of their school or college career.

J Grant

"School is the best time of your life..." Yeah, yeah - you've heard it all before, haven't you? You're in Year Eleven, sixteen, independent, a grown-up. You can hardly wait until the day you step out of those gates that kept you imprisoned for the last five years, for good. You think that your Presentation Evening is just an express ticket to 'having a laugh' with your mates. The evening dresses and suits, they cramp your style, don't they? I thought so, too. I had been tugging at the straps on my dress all night, fidgeting in my chair, nibbling my finger nails. The heat inside the gym was unbearable, and the pungent reminder of Year 8 feet did little to add to the atmosphere.

The clicking and flashing woke me up; they had started giving out the NRAs. Mums and dads were armed, like cowboys from one of those bad westerns, with camcorders and cameras.

I shuddered at the thought of my parents clambering for a good view with that brick of a polaroid they had the nerve to call a camera. The line of students was shrinking fast and the front of the queue raced towards me. My name was called. My turn had come.

"I'm not bothered," I thought to myself, with

the bravado I had dragged up from some corner of my being; but that's when it hits you. From the moment you step on the stage and are motioned towards the outstretched hand, your stomach begins to somersault like a Russian gymnast. Thoughts of trying to avoid tripping up, and making a complete fool of yourself, are zapped away. Numb and confused, you tentatively make your way back to your seat.

That can't be it. My entire school career over. It felt like the end of a film, when the credits are scrolling up the screen. A montage of memories flashed in front of my mind's eye: Christmas discos; end of term parties; Alex, the class clown, falling of his chair each French lesson; then, it was as if the overture had died out.

Slowly, I made my way out of the gym and felt a cool, crisp breeze against my face. I never went back to that school; years have now passed and it's my turn to say, "School is the best time of your life." Believe me, enjoy it while you can. Sooner or later, the time will come for you to move on, but you will always carry your experiences, wherever life takes you.

Stacey Mugridge, Year 12

A Night to Remember



Junior Musical Performer of the Year: Charlotte Hampton



Senior Musical Performer of the Year: Bima Herz



Junior Dramatic Monologue Winner: Stephanie Pardner



Senior Dramatic Monologue Winner: Kira Howard

It takes a lot of determination, hard work, confidence and pride before you find the courage to get-up in front of an audience and perform. This is especially true of the Musical Performer of the Year and the Dramatic Monologue Competition. Every performer in the competition deserved to be on stage in front of friends and family. Each one has shown real talent, real energy and real courage.

The Musical Performer of the Year was judged by Kevin Holgate, one of our peripatetic teachers, and Jasdeep Sidhu, who won the Junior Musical Performer last year. Miss Archer and Victoria Harrison judged the Dramatic Monologue Competition. The judges were all impressed with the performances and all commented on how hard it was to decide. Thank you to all of our judges for their time and expertise.

Junior Musical Performer of the Year: Charlotte Hampton

I chose to perform 'The Scottish Jig' on piano. I selected this piece because I like its quick pace and energy, it is a fun tune which I enjoy playing. I hoped that this would show in my performance.

Senior Musical Performer of the Year: Bima Herz

The piece I played on the piano was 1st Arabesque composed by Debussy.

I spent a long time developing the intricate passages of the piece to enable me to convey the full range of expression with confidence. It was important to me that this piece was able to grow on the audience and communicate with them.



The Dramatic Monologue Competition: Rebecca Wilson, Phaedre Holmes, Chantelle Archer, Steven Kew, Stephanie Pardner, Kira Howard, Daniel Notisce

Junior Dramatic Monologue Winner: Stephanie Pardner

My monologue was called 'Schizophrenic Mum'. I wrote it myself based upon a story in a book I was reading about a woman who was coming to terms with her schizophrenia. I found this woman interesting and thought that a monologue based upon her experiences would be different and challenging to perform on stage.

Senior Dramatic Monologue Winner: Kira Howard

My monologue was called 'Habitual Future'. I wrote it myself and based it upon a magazine article I had read about a girl who had lost her sister due to gang violence. I had to put myself into the character's shoes and tried to think about how I would react if I were her. It was a hard piece to write because the emotions are so powerful and I wanted to stay true to the feelings of the character.

Judge and Junior Musical Performer of the Year 2002: Jasdeep Sidhu

The judging of the Musical Performer of the Year was one of the hardest decisions I have ever had to make. It was clear that all the performers tried their best and put in the determination and commitment required.

During the adjudication the audience was entertained by The Singers, the B-flat Posse, Honk and Simon Smith. Congratulations to everyone who took part in the Musical Performer of the Year and the Dramatic Monologue Competition 2003.



Musical Performers of the Year: Danielle Taylor, Charlotte Hampton, Claire Vasey, John Ryde, Katy Appleby, Daniel Notisce, Christopher Wragg, Alfred Wilson, Laurissa Hamilton, Carolyn McCrone, Bima Hertz

Arts

Anne Frank's Light Shines On

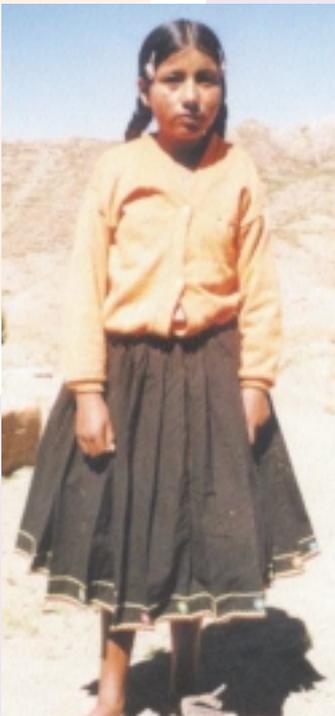


The Singers performed at the opening ceremony of the Anne Frank Exhibition in June. They presented an arrangement of 'My Little Light' taken from our music drama 'What If', a setting of a poem featured at Beth Shalom, the Holocaust Centre near Nottingham. 'What If' was written in response to the Youth Theatre's visit to Dachau Concentration Camp in 2001.

A Coffey

Singers at the opening ceremony

Josefina - One Year On

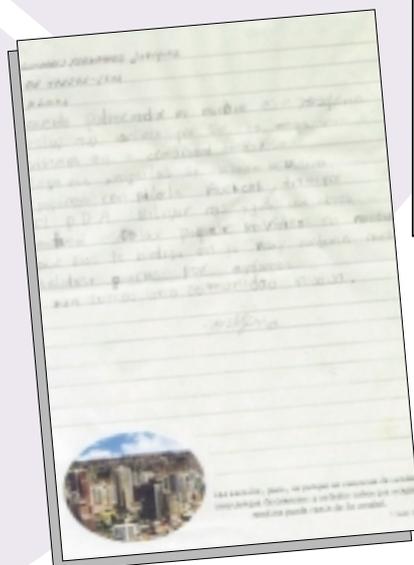


Josefina Fernandez

The music drama we produced at Derby Cathedral last July marked the beginning of our sponsorship of Josefina Fernandez, who lives Bolivia. Since then, we have exchanged letters and pictures, and Josefina's community has benefited from our financial support. We have sent £250 over the past year, a small amount on the grand scale of things, perhaps, but it does make a difference. We hope to match this amount over the coming year.

Here is Josefina's latest letter with a photograph sent to us by World Vision. The photograph does not reflect Josefina's letter or Annual Report, which are generally positive.

We shall be asking World Vision to capture some aspect of Josefina's life in any future picture.



Josefina's handwritten letter of thanks...

TRANSLATION	Visión Mundial
NAME: _____	GUTIERREZ FERNANDEZ, Josefina
ID No. _____	172262 - 2636
Dear sponsor,	
My name is Josefina and I am very happy for being your friend.	
We live in a community called Kalkisa, I have my friend and her names is Agustina and I play with ball and dolls and spinning top.	
Bolivar project help us with school supplies and Christmas presents. May God bless you and we send you greetings.	
Thank you for helping us. forgot to tell you that my community is new.	
Love,	
Josefina	
Jve	
	
Blessed are the merciful: for they shall be called the children of God MATTHEW 13	

...and the translation

Josefina's progress report tells us that she attends a Qualifications Centre and enjoys sport and music. More information about our sponsored child, and how you might want to help Josefina, will be on display at our 10th Anniversary Celebration in July.

A Coffey

Sports Report

PE Round Up

SPORTSPERSON OF THE MONTH AWARD

Congratulations to the following students, who have been awarded the shield in recognition of their achievement in their chosen sport throughout the year:

August	Gregory Babbs	Year 11	Football
September	Kayleigh Fletcher	Year 7	Gymnastics
October	James Jones	Year 9	Football
November	Richard Jackson	Year 9	Swimming
December	Amy Spencer	Year 11	Cross Country
January	Aimee Booth	Year 12	Cross Country
February	Steve Hanson	Year 10	Badminton
March	Jasdeep Sidhu	Year 8	Rugby
April	Chantelle Smithen	Year 9	Tag Rugby
May	Clare Lambert	Year 12	Gymnastics
June	Faisal Iqbal	Year 9	Cricket

INDIVIDUAL SPORTING ACHIEVEMENTS

Congratulations to the following students who have gained representative honours in their respective sport:

Rugby Union	Charlie Woodward, Year 11, has been selected to represent the Notts,Lincs and Derbyshire U16s and will be touring Australia this summer.
Badminton	Steve Hanson, Year 10, has been selected to represent Derbyshire.
Athletics	Aimee Booth, Year 12, Martin Taylor, Year 10, Lucas Brooks, Year 10, Alex Spurling, Year 9, and Megan Mellor, Year 8, will all be representing Derby West.
Cricket	Craig Lewin, Year 8 has been selected to represent Derbyshire.
Basketball	Samantha Sutton and Sarah Rowe, Year 8, have been selected to represent the East Midlands. Mitchell Coventry, Year 8, attended East Midlands trials.
Gymnastics	Clare Lambert, Year 12, attended the Regional finals whilst Heidi Dickson, Year 8, Holly Dickson, Year 10, and Rebecca Abbott, Year 7, will be representing their club in the European Club Acrobatics Championships in Portugal.

Tennis	Robbie Davy-Cripwell, Year 11, attended the Wheelchair Tennis International Junior Tournament in France.
Cross Country	Aimee Booth, Year 12, has been selected to represent the English Schools.
Netball	Sarah Guy, Year 11, Suzie Cunningham and Emma Wheatley, both Year 10, have been selected to represent the Derbyshire squad.

TEAM SPORTING ACHIEVEMENTS

Football	Year 8 boys have won the District league, unbeaten all season. Year 9 boys were runners up in the District league.
Badminton	U16 boys won the Derby City badminton league. U16 girls were joint winners of the Derby City badminton league.
Basketball	Year 8 boys made it to the semi-finals of the County Knockout Cup Year 7 boys won the Derby City District Competition U15 girls made it into the County Knockout Cup Quarter finals
Golf	The College entered the Junior Golf Championships, which as held at Kedleston Golf course, and came fifth out of fifteen. Matthew Jones, Year 13, Samuel Glossop, Year 12, and David Clemens, Year 9, raised over £200 for the British Heart Foundation.
Rugby	The Year 8 boys were county runners up in the Derbyshire Emerging Schools festival, played at Matlock. The girls U14s entered the Tag Rugby competition and as a result will be representing Derby West in the Derbyshire Youth Games.

BASKETBALL 'SLAM DUNKS' AT LANDAU FORTE COLLEGE

Significant achievements were established with the college basketball teams this year. With regards to the boys, the Year 7 and 8 teams won the Derby City Schools mini tournament on one occasion each. Meanwhile, the Year 8s progressed further than any other team previously, to the County Cup semi-finals, only to lose out to the eventual winners.

The girls entered the U14 County Cup in which they progressed to the quarter-finals, as well as participating in numerous friendlies for U14s and U15s. As a result, two Year 8 students will be representing the East Midlands and some are attending the Basketball Camp School of Excellence during the Summer.

Slam dunks:
the college basketball
players



Sports Report



Landau Forte College Staff Football Team

STAFF FOOTBALL

It's been a long time coming, but the first staff football match was played on Friday 9 May versus Chellaston School at Mickleover Sports Ground. After weeks of strict dieting and training, the staff were completely focused. On a bright and breezy day, the match kicked off and the battle began. Chellaston took the lead despite Mr 'the Cat' Jarrett's valiant effort in trying to prevent the opener. Chellaston doubled the lead and made it two nil. However, a cleverly planned move down the left resulted in Mr Bellamy scoring the Landau opener. The 'workaholic' midfielders of Mr Rowe, Mr Knibbs, Mr Bugg and Mr Bellamy resulted in two goals being scored by Mr Rowe, to take the lead 3 - 2. During half time, the energy drinks were gratefully received, whilst tactics and strategies were discussed with anticipation. Chellaston scored another two goals, now taking the lead 4 - 3. Added pressure by the 'super sub', Miss Holland, and the two 'snipers', Mr

Campbell and Mr Coffey, resulted in Mr Bugg being fouled in the area and produced a penalty in which Mr Campbell gracefully converted. The 'Arsenal' back four of Mr Robson, Mr Maddock, Mr Doody and Mr Frost dug in and held their positions, despite enormous pressure from Chellaston. The game ended in a draw, which was a fair reflection of the game. A big thanks to our match official, Miss Smith, photographer, Mr Webb, and camerawoman, Miss Aherne.

RUGBY KICKS OFF AT LANDAU FORTE COLLEGE

For the first time in the College's history, the Year 7 and 8 boys entered the Derbyshire Emerging School's Festival, which was held at Matlock RFC, in February. It was a very tough and competitive day in which our students 'did the College proud'. The Year 7 boys came in fourth, whilst the Year 8 were runners up, narrowly losing in the finals to Tupton Hall School.

N Maddock, K Smith, M Rowe and P Holland



The Under 14 Tag Rugby Team

TAG RUGBY

Always looking to expand our repertoire of sporting interests, we had an U14 Tag Rugby team represent the College in the first-ever Derby festival. After the initial shock of, "Aaagh! Someone's running after me for the ball! If I throw it anywhere and run in the opposite direction, everything will be fine!" the girls settled down. Having only had a couple of practices, the girls played extremely well. There were some

notable individual performances from Year 9 students, Chantelle Smithen and Sarah Huddleston. (Even though Sarah, on one occasion, ran past the try line, continued off the pitch and calmly placed the ball on the ground, thinking she'd scored a try!) Although it was cold and windy, the girls kept to it and were runners-up. To put the icing on the cake for a fantastic debut into TAG Rugby, all of them were asked to represent Derby West in the Derbyshire Youth Games on Saturday 28 June.
K Smith

Student Sporting Profile

I started gymnastics when I was 7 years old and joined Derby City Gymnastics Club. The main gymnastics I do is called Sports Acrobatics, which involves performing balances with a partner. My Sports Acro partner is John, who is now 16. We have been working together for 4 years.

In 2001, we represented East Midlands at the British Championships held in Stoke and we won the bronze medal. In April last year, we represented East Midlands again, but this time at a higher level, and we won the gold, which made us British Champions. In July, we are travelling to Lisbon, Portugal, to represent Great Britain in Gym Naestrada 2003, where we will be joining representatives from many other countries in performing a large gymnastics display.

Sporting hero - Damien Walters because he is one of my coaches. He is a member of the British Tumbling squad, who recently won a bronze medal in Russia.

Training Schedule - I train 6 days a week, sometimes 7. Each session is 2-3 hours long. I also have to travel to Nottingham and Alfreton sometimes to train. Any spare time I have, I like to practise at home.

Fixtures / Competitions - We take part in lots of displays at different Carnivals each year i.e. Oakwood, Chaddesden, etc. We have recently performed in London and Middlesbrough.

Other Sports - I belong to Caroline Green School of Dance. We are currently learning a dance to perform at the Royal Albert Hall in April.

Pinnacle of career - When John and I won the gold in April 2002 and became British Champions.

College Achievements - Performed with the Junior Dance Club in the Devised Work competition. Sports person of the month for September. Qualified as part of the school team in the Zonal Round of the National School Trampoline Competition, in Essex, in January.

Club Achievements - Over 30 medals (bronze, silver and gold); Gymnast of the year - 1998 Tumbling Regionals - silver 2001, bronze 2002.

Sports Acro - 3rd at British Championships 2001, 1st at British Championships 2002, shield for the Hardest-working Pair, 2003.

Future Aspiration - I would like to be either a sports teacher or a gymnastics coach when I am older.

Kayleigh Fletcher, Year 7



Sports Report

Duke of Edinburgh's Award



A Bronze group trek through the sunshine on their assessed Expedition

On May 18, five groups of Bronze Award beginners arrived at College in the early hours of the morning - well, 8:45am! When we arrived in Hartington, we were full of energy and ready to go. Little did we know what we were in for! The first day, we were heading to the village of Wetton. We had been walking for no more than fifteen minutes, when the heavens opened. Out came the waterproofs; not a good start to the day! We still carried on, in spite of the rain, which didn't dampen our spirits, just our clothes!

After taking a slight 'detour' we were getting wet and tired and the idea of getting to the campsite with a nice hot meal was sounding very appealing! We got to the campsite and collapsed on the ground, then we realised that a tent might help! Our tent went up quickly and easily; unfortunately, for the other group members, the wind had picked up taking their tent with it!



So much easier when there's not a gale force wind!

The next morning, we were hoping for an early start; however, 4:30am was not on our agenda! At least this gave us plenty of time to wake up properly, get the tents down and TRY to pack our bags again! The second day the weather was far better than the day before. This motivated us even more and made the day go more quickly.

On the second day, despite getting lost, we managed with the aches, pains and tiredness better than we expected! Even though we made it to Hartington last, we still felt that we'd achieved a great deal!

The weekend's walking had been a great success and we only managed to get lost once, which was a plus! Thanks to the weekend, we were all prepared for the real Expedition which was only round the corner.

Overall, the Duke of Edinburgh experience was fantastic and we thoroughly enjoyed it. We had a great time and would do it again any day, but maybe not tomorrow; we need time to recover!

Jessica Roberson, Year 9

Most students will agree with me that the Expedition is the most demanding part of the Duke of Edinburgh's Award, but this only fulfills a quarter of the requirements to complete the Bronze Award. You also have to participate in an aspect of Physical Recreation - basically, any sport you could possibly think of, from cricket to curling. This helps you keep fit and lets you out on beautiful summer days!

Another commitment of one hour a week is required for a Skill, which is usually a hobby and can even be something you already enjoy doing; playing the keyboard, learning a language or, for the more cultured among you, basket weaving!

The last section is called Service. This involves giving up 60 minutes of your week to help the local community. You could help to coach a team, or work in a charity shop.

So, for a relatively small amount of time, you gain a huge array of life-changing experiences!

Chris Woods, Year 9

Dressing Up



Tizzy and I competing in our music national finals

I have ridden and owned horses all my life. My grandmother bought me a pony when I was 2. We went through the Pony Club and competed successfully in many disciplines. Six years ago, I had a nasty accident while eventing which resulted in my face being rebuilt and my cheek bone is held together with a metal plate. So, with a new horse,

Darley Dancer (Tizzy for short), we tried our luck at dressage and have been very successful competing at Affiliated Dressage, in conjunction with the British Dressage Association.

As with all sports, you start at the bottom level and work your way up. You get points if you achieve a score over 60% in any test and when you get a certain number of points you move up to the next level. We have reached the National Finals for the first three levels over the last three years. We came 13th in the Prelim, 3rd in the Novice and 11th in the Elementary to music.

We train with a well-known trainer every Saturday and I ride five or six times every week. Tizzy and I are about to move up to the next level, as we now have 152 points and have won over 140 rosettes. After that it will be time to wear a top hat and tails - my big ambition for the future.

J Boothroyd

Moving On



Mr Andrews in party mood!

"Never expect things to happen simply because of what skills you may or not have. Make things happen, and when they do, people will be rightly proud of your success."

Mr Andrews

Last term saw the departure of Mr Raymond Mark Andrews, a member of the Mathematics Team and of the college community for seven successful years.

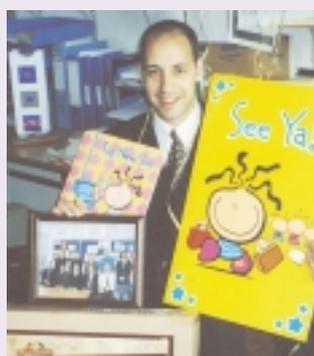
Mr Andrews was a Newly Qualified Teacher when he joined the College in 1996, shortly after receiving his PGCE, having been very impressed by the college site and 'immediately sold by the ethos and environment'. He was very well-received, and swiftly established himself as a unique tutor.

Mr Andrews considered that he would be remembered as a 'quiet, unassuming, hardworking tutor', though the truth lies only in the latter! Mr Andrews made a great impression on the students and staff, not least through his persistent efforts to encourage those taught by him to achieve their potential. He knew exactly when it was appropriate to use humour to aid the teaching, and when a more serious approach would be of greatest benefit the students.

We have received correspondence that he is well and settling in to his deservedly new role as Head of Mathematics in Friesland School, at Sandiacre. He says that in some ways it is a world away to the CTC system in Landau Forte College. He is pleased, though, that he still belongs to a Mathematics department that

shares the passion of teaching as much as he does. We considered Mr Andrews not only a Mathematics tutor, but a mentor who offered us the direction to strive to achieve as highly as possible.

Despite the sense of loss at Mr Andrews' leaving, we see it as a contribution to the whole



The end of an era

education community that other schools now have the opportunity to experience such high-quality teaching. We wish Mr Andrews the very best of luck, hoping that he uses his experience at Landau Forte College to his advantage, enriching the lives of others as he has ours. Full of character, his dynamic approach to teaching is well-renowned. He is and always will be a credit to the College, and he will be dearly missed.

M. Bima Herz, Year 12

Life After Landau

It is always fascinating to hear from former students. Just four years after leaving Landau Forte College, Wendy Morgan has successfully completed a degree course at the University of Nottingham, and has settled into being a nutritional formulator for Nestle Purina Pet Care, where she alters and creates new recipes and even travels abroad, giving presentations to other formulators.

Wendy arrived at Landau Forte College in 1992, the first year of our operation, and remembers clearly that in those days: 'there was much more space than when I left in 1999'. She recalls that during her time at the College she discovered the importance of teamwork and that she: 'learnt a lot about being both a team leader and a member of a team.'

After achieving three A Levels in Biology, Chemistry and Mathematics, she completed a

BSc (Hons) degree in Animal Science, which she found very rewarding. Her current employment involves: 'developing initial ideas, trialling it in the factory, adapting the product and seeing it on the shelf in the shop.' Seeing the fruition of such long-term projects must be extremely satisfying.

Wendy concluded that her time at the College: 'helped me to work the long hours that my job involves. It is important to have structure but it is important to adapt to new environments and ways of working.'

We hope she has inspired the students of Landau Forte College to use the opportunities given to them and to try as hard as they can to achieve their own aspirations.

Debbie Hill and
Nina Richardson, Year 12

Answer to Junior
Maths Challenge

C 640

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