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Photography by Jason Lock & CHS



Cheadle Hulme School



The First Word.

Welcome to the latest edition of Ed. - our magazine for CHS parents.

“We need people who think with the creative side of their brains – people who have played in a band, who have painted... it enhances symbiotic thinking capabilities; not always thinking in the same paradigm, learning how to kick-start a new idea, or how to get a job done better, less expensively.” - Former Flexibility & Performance Global Lead at GlaxoSmithKline, Annette Byrd.

Harnessing the “creative side of the brain” isn’t solely the responsibility of the ‘creative’ subjects: Music, Drama, Art, Design & Technology. Creativity is a learning skill developed in every classroom at CHS, from Maths to Business Management, and in this edition of Ed. we explore how that happens and why we believe it is so important.

In the lead article, our Director of Technology, Mr Luke Dunn outlines how teaching to pre-defined curricula is no barrier to nurturing students’ creative skills. He wants students to ask “Why?” more often and seeks to arm them with the tools, opportunities and courage to work in a creative way.

In the Creativity Talking Heads section, our staff together with a parent and Old Waconian, explain what creativity means to them.

We gain more staff insights in our regular LearnEd section before finding out about our



latest fundraising appeal to regenerate CHS’s iconic creative space, Holden Hall.

Former Graphic Designer and Junior School Teacher, Mr Kevin Offord takes us through a page of his diary, and we hear about the books, films, music and artwork which has inspired some of the CHS community in My Life in the Arts.

Steve Jobs once said “It is in Apple’s DNA that technology alone is not enough – it’s technology married with liberal arts, married with humanities, that yields us the results that make our heart sing.” Deputy Head (Teaching & Curriculum), Mr Lee Richardson explores the concept of ‘disruptive technology’ further in KnowlEdge, where he discusses the creativity and flexibility students need,

to be successful in a time of rapid technological change.

A PwC Global CEO survey in 2012 revealed that “Organisations struggle to harness creativity and innovation due to a skills gap – they do not know how to develop and encourage creative thinking.” Here at CHS, we are helping students develop the learning skills needed to plug that gap, delivering a fully employable workforce for the future.

I do hope you enjoy this latest edition of Ed. and that you will continue to send your comments and feedback to the editorial team at ed@chschoool.co.uk.

With warmest regards,

Lucy Pearson



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There isn’t a single subject in the Infant & Junior School which doesn’t have a creative element to it. Our pupils develop a breadth of creativity through the open learning environment cultivated by our expert teachers.

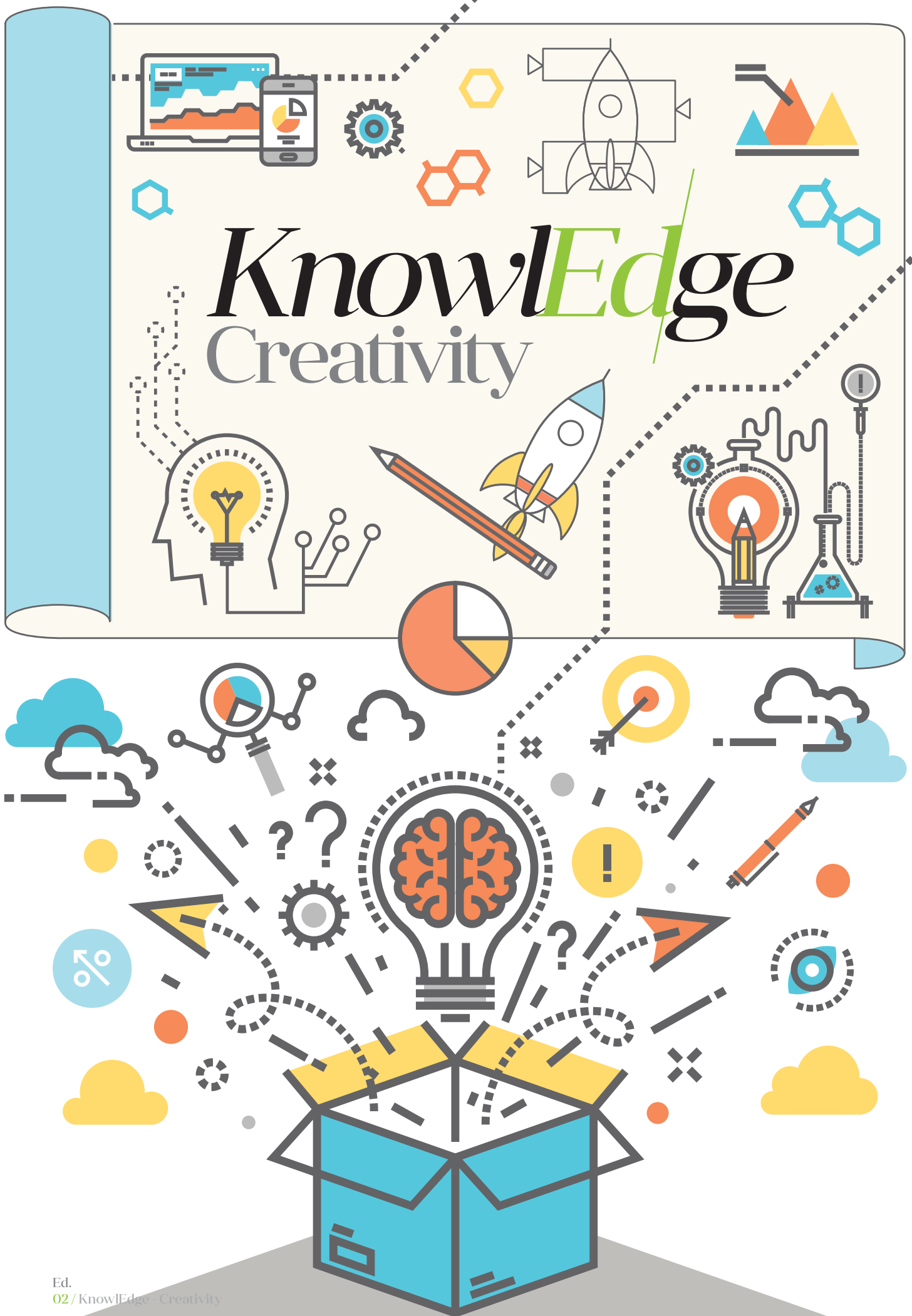
Children need to build the confidence to experiment with their innate curiosity and creativity; they need permission to ‘have a go’ and trust in the safety net of the classroom.

Mrs Barbara Bottoms
Head of Infant & Junior School

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KnowlEdge

Creativity





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*You can't teach
creativity, but you can
give students the tools,
opportunities and
courage to work in
a creative way.*

”
*Mr Luke Dunn,
Director of Technology*

The ability to think around a subject, develop creative solutions and find new ways to approach common problems are all desirable qualities that will impress employers and universities alike. Creativity is a marketable skill.

Developing creativity is a core part of our Thinking Skills Curriculum. But what is it? And why is creativity such an important skill for learning and for life?

Mr Luke Dunn, CHS's Director of Technology, is a firm believer in blurring the boundaries between art and science to encourage creative thinking in the classroom. His academic background in art, mathematics, design and architecture, coupled with a passion for technology and a love of creating music, has led to a style of teaching that is multi-disciplinary, collaborative and, above all, creative.

“I've always been drawn to creative projects,” says Luke Dunn. “I'm interested in the creative process - whether you're painting a mural, creating a computer program, writing a song or making a chair it's the same process - researching, understanding parameters, finding solutions and evaluating your product's performance. It's about learning to use the tools or equipment available to you in an interesting way to solve a problem or meet someone's needs.”

Luke Dunn believes that the key to developing creativity in the classroom is to move away from expecting students to merely absorb and regurgitate facts and encourage them to apply what they know to real-world scenarios through problem-based learning and creative projects. “For me creativity is about having the time and space for self-discovery and even failure,” says Luke. “We set projects that are quite open-ended so students have the freedom to explore and try new things. Obviously, we're working to a set curriculum and, ultimately, within the guidelines set by exam boards, but I think it's important to strike a balance - give them the parameters then encourage them to find their own way through it.”

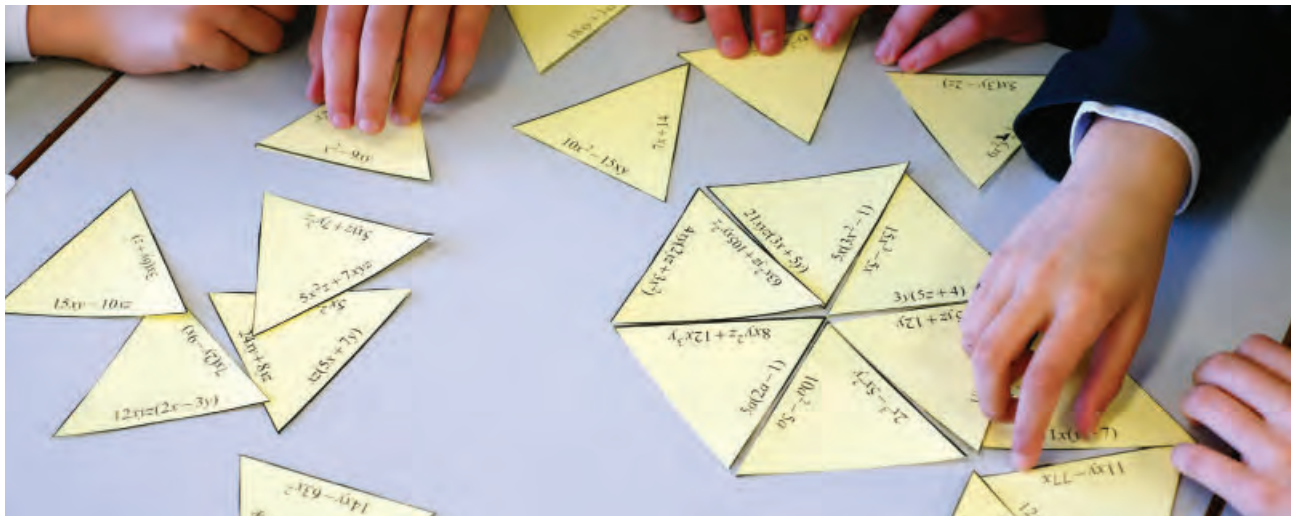
In an educational climate where so much emphasis is placed on exam results, how do schools reconcile the need for academic 'rigour' with the desire to encourage creative thinking? Luke Dunn thinks that the two are not mutually exclusive and, in fact, strict guidelines can be a spur to even greater levels of creativity.

“Bolt out of the blue ideas from nowhere are actually very rare,” he says. “Sometimes having to work within tight parameters can produce the most innovative responses. You can be incredibly creative and disruptive in your thinking if you have constraints to work within. Just look at The Beatles making *Sgt Pepper* - the technical limitations drove the innovation there. At School we're working within the boundaries set by exam boards; in the world of work you might have constraints around budget or time or technology. I think it's important that the way we work in school reflects real life as much as possible.”

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*I've always been drawn to creative projects...
It's about learning to use the tools or equipment
available to you in an interesting way to solve a
problem or meet someone's needs.*

*CHS Director of Technology,
Mr Luke Dunn*

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The concept of ‘disruptive thinking’, which has been responsible for huge changes in the way corporations work and has led to the formation of many entrepreneurial companies that challenge the status quo, has been gaining ground in academic circles in recent years.

In an article for Forbes.com, Lisa Bodell, CEO of global innovation consultants Futurethink describes disruptive thinking as the ability to ask uncomfortable questions that don’t have easy answers. These questions, she says “usually begin with ‘how,’ ‘which,’ ‘why’ or ‘if’ and are specific without limiting imagination. For example, traditional, linear thought would easily lead to this question: ‘Who has an idea for improving our product/service?’

Lisa continues, “Disruptive thinking, however, would go something like this: ‘If we hosted a forum called ‘How our products and services suck’, what topics would be on the main stage?’ An equally effective version is: ‘Which two things could our competitors do to render our product/services irrelevant?’”

“I want students to be disruptive in their thinking,” says Luke Dunn. “The most important word for me is ‘why?’. If I tell students something is made from aluminium, anyone can learn that and remember that. What I want is for students to ask why it is made from aluminium, what the pros and cons of this are, what other material we could use. You have to have the confidence to open Pandora’s Box and field

anything that comes your way and get some good discussions going. That kind of friction is healthy.

“There are times when we want students to ‘just learn’ something, and there are times when we want them to think outside the box – and this mirrors the world

outside the box, who are adaptable, who can communicate, collaborate, and be original. We know this is what industry wants yet we still have this largely Victorian education system that doesn’t hold creativity in equal esteem and treats schools like a production line. The ability to recall facts and

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I want students to be disruptive in their thinking. The most important word for me is ‘why?’.
 ”

of work. Sometimes you have to follow the procedures; sometimes you’re expected to come up with a different solution. As a school we want to encourage creativity and disruptive thinking but within the normal school constraints - part of the skill of being a disruptive thinker is knowing when and where it’s appropriate.”

So, if organisations are increasingly looking to disruptive thinkers to take their businesses forward, surely this should be reflected in the national curriculum, to ensure students leave school with the skills required for the future workplace?

“I think there is an institutional bias against that way of thinking and learning in schools,” says Luke Dunn. “Employers are screaming out for people who can think

follow instructions is easier to assess. It’s more challenging to assess students on their creativity. There is a disconnect between what employers and society want and what our education system views as ‘rigorous’.

“Independent schools are often very traditional in their outlook so it is to CHS’s credit that it is embracing and fostering those skills; it sees the value of creativity in all subjects and is really passionate about new ways of thinking and working. It’s what drew me to the School.”

In the future, the ability to think creatively may become even more vital. As technology becomes more sophisticated, Artificial Intelligence (AI) will undoubtedly replace many human roles in society.

“We’re not surprised that a computer can beat the best human chess player,” says Luke Dunn, “but it would still be surprising, unsettling even, if a robot could create a piece of music or art as well as a human being, as true creativity is considered to be a uniquely human attribute. The workers of the future need to be able to do something that robots can’t do and championing creativity is a step towards achieving that.”



Creative Curriculum

At CHS, creativity isn't just encouraged in subjects such as Art, DT and Drama. By encouraging students to reflect on their learning, work collaboratively, problem-solve and think differently, creativity is embedded throughout the curriculum, enhancing everything from reading to running.

Maths

There is a real push towards problem solving in Maths at CHS. Part of that is the creative process of choosing how to approach a problem, selecting the appropriate mathematical formula, trying it, possibly failing and trying again. Rather than saying here's five equations to answer, we say here's a real-world problem, choose the maths techniques that you think are most likely to work.

Example: Students are given a picture of a huge handprint. Drawing on their skills in estimation, area and measuring, they have to work out the height of the giant.

Science

Creative thinking is an important part of the Science curriculum. Students are expected to use their knowledge of scientific processes and the equipment that's in the lab to solve practical problems in a creative way.

Example: Students are given a bucket of filthy water and asked to get a beaker full of drinkable water from it. This could involve testing the water to identify its components, purification processes and using a microscope.

PE

As well as practical sports lessons, students learn about the muscle groups, types of exercise and how physical activity affects different types of people, and are expected to apply that knowledge creatively. Multiple solutions are acceptable to show that there is no right or wrong way to approach the task.

Example: Students are given the role of personal trainer and asked to design a circuit training session to suit a particular client.

Computing

Programming is not always considered a rich subject for creativity, but designing algorithms or finding ways to solve coding problems requires lateral thinking to find the best solution.

Example: Students are asked to tackle a broad variety of computational problems of increasing complexity. They have to draw upon their understanding of computer science and programming languages to design and develop algorithms that run as logically and efficiently as possible. As with all languages, there are always numerous, creative ways in which a solution can be reached.

LearnEd



Mr Martyn Mancey-Johnson
Senior Operations Manager

I was Operations Manager in a number of universities before CHS.

I started out in higher education managing academic operations. I used to run along the CHS lands all the time but I never really realised the School was even there! I think it's a hidden treasure, with a "wow" every day I come to work.

I really identified with the Waconian Values when I took up my role.

I have a strong set of principles and "integrity" is one of my own personal values. You can have a reputation but you have to be consistent with it. I'm driven by a sense of accomplishment; my philosophy is to find solutions to problems.

It's easy to keep doing things the same way.

Being a Gemini I am naturally creative and excited by new ideas. If you don't try something you've never done before, you don't know if it's right for you. My son says

"I can't" but I say "...yet!" - our family rule is to try new things.

Sunday is my favourite day.

It's the only day we get a lie-in... but with a four year old that means 7am! It's a day for pottering around the house doing jobs, going for a bike ride and making the most of family time.

In the world of Operations, you have to be flexible.

One hat doesn't fit all; you need to be creative when designing processes to make things work for everyone. In a place like CHS, this is especially true; there's so much going on all the time.

I enjoy being able to contribute to creativity in the classrooms.

From the way rooms are designed to digital technologies. Research shows that movable furniture stimulates creativity in students. It allows teachers to be creative in the way they deliver the curriculum.

Adopting a child is an experience that has changed me a great deal.

We always knew we wanted to be adoptive parents, but there's a gruelling and in-depth process you have to go through to be approved. They dig in to your identity and personal views. Through it, you develop a great deal of self-awareness and strength as a couple.

Job interviews are a breeze!

Once you've been through the adoption assessment process, walking into an interview feels so different.

You have to be resilient every day in my role.

You need a very thick skin. I sometimes need to make decisions that aren't popular with everyone. It's important to stick to your guns for the greater good of the School.

I speak Welsh.

When I was 12 years old we moved to Wales, where I went to a Welsh speaking high school. I was part of an intensive language learning programme which was a character-building experience. It taught me too that passion and commitment are vital to learning.

I'd tell my younger self that it's all going to be OK.

I'm still the same person I was then; I thought I needed to change but I didn't. Just be yourself!

Family moments are what I treasure.

My photos all used to be very precious to me but in the age of digital cameras, all my treasured memories can be stored on my iPad.

“
Passion and
commitment
are vital to
learning.
”

Four members of staff share their life lessons with Ed.



Mrs Vickie Gardner
Drama and English Teacher

After I left Drama School, I wanted to be a teacher.

I went back to university as a mature student to complete my PGCE, which was a real pleasure. It was a great learning experience in a lot of ways.

Life isn't simple; you have to be flexible.

There's a lot of pressure to take one defined path but you can't be rigid. However you achieve your goals, you will get there in the end and have a great experience along the way.

Creative thinking can be inhibited by too much freedom.

In Drama, we provide students with a starting stimulus; then there are no limits to the possibilities of what they can achieve.

We have to keep thinking creatively or we will keep coming up with the same things.

Employers need creative thinkers, those who don't just follow instructions.

Applying to Drama School is a real test of resilience.

Getting knocked back is very disappointing; it's the first time I experienced real rejection. You have to go to the next audition in full belief that you deserve a place.

Drama School is tough.

You have to be disciplined. It's an intense experience, spending all day, every day with the same small group of people.

Nothing compares to having children.

In really good, and really bad, ways! You learn that you're not the centre of the world anymore. The focus shifts.

What is life if we don't have compassion?

It would be a worrying world – one which I wouldn't have got through. I wouldn't want to be in any place where compassion wasn't valued.

I love clothes.

And shopping! It's the best thing ever. There's one dress which is my most treasured item – it's just gorgeous.

Students who take part in our productions demonstrate tremendous contribution.

They give up an incredible amount of time: rehearsals after School and on Sundays, learning lines at home and especially on show week. They form a special bond during the show; it's a very special experience.

You have to contribute to society or you don't have one.

If you put a lot in, what you get out will be more than worth it.

It doesn't matter if you fail.

You'll find other ways round it. Life won't always be perfect, but that's fine. You'll get a lot from it.

I admire women who have held down a job and raised children at the same time.

Ms Harms and Mrs Haspell have done an amazing job with their children – they're both very impressive.

“
We have to keep thinking creatively or we will keep coming up with the same things.
”



Mr Rupert Kitzinger First XI Cricket Coach

Before CHS, I was a coach on the England Women's Development Programme.

As well as being the Lead Fast Bowling Coach, I was also the Assistant Coach for the U15 squad.

I'm an ECB Level 4 Coach.

There are only around 100 cricket coaches in the world at that level. I have also completed the post-Level 4 CPD with the ECB.

I grew up in Surrey and played cricket from a young age.

The youth programme at Surrey County Cricket Club is much revered; it was a great starting point for a budding cricketer and I think laid the foundations for me as a coach.

Elite coaching is about understanding people.

In order to develop players well, you need to understand different personalities - the different ways people like to learn and play - and adapt accordingly.

A major draw for me at CHS were the Waconian Values.

Outside of CHS they can be overused words. It's one thing to display those values but you need self-awareness too; you need a real understanding of what you think and why you think it.

Integrity is a life skill.

It's about authenticity; you have to know yourself. Some take longer than others to make that journey. The best sports coaches I have been lucky to meet were incredibly authentic.

On Sundays I like to get outside.

I love spending time with my kids, or getting out in the fresh air on my bike for a nice long cycle. I also like to cook... so long as someone else cleans up!

Cricket has changed massively over the last few years.

Boundaries are pushed all the time by coaches and players, using creativity to progress the game. You only need to look at the way the scoring rates have increased and how bowlers plan to see this.

Creativity is imperative.

Players need to express themselves, be creative and try new things. I love setting up experimental sessions which allow players to push their limits. If you give players the opportunity for this, they will thrive on what they discover.

Sport is a great educator for our values.

Mental toughness in sport turns a good player into a great player.

I have to show resilience every night when I try to get my 5 year-old into his pyjamas.

In sport, you need to be resilient too; you'll always face setbacks. I embrace failure to encourage growth.

My most treasured possession is my Dorset County Cricket cap.

They award caps for players who give outstanding service to the county. It took me ten years to get the cap; it was a great driver for me to perform at my best.

Just do it.

Go for it. Live and learn. I had quite a sheltered upbringing so didn't have the confidence I have now. Young people today don't need much encouragement but this would be my advice to my younger self.

“
Creativity is
imperative.
”



Mrs Sue Flynn
Infant & Junior School
KS2 Teaching Assistant

I spent 17 years in post-production broadcast media.

I studied Graphics and Design for Electronic Media. I went on to work for GSKYB, ITV and Children's Television (CITV) based in Manchester. Projects included *You've Been Framed!*, *Ant & Dec's Saturday Night Takeaway* and *The British Academy Television Awards*.

You can make creative links with all of your subjects.

An interior Design Project with Year 6 has involved various aspects of mathematical thinking and IT in addition to the focus on design and construction. Creative writing ideas for storyboards and evaluating finished pieces of art work and baking all link in.

It's good to see talents flourish through creative projects.

Pupils' unique styles come out; they find their own way to explore.

Teachers need to endeavour to find methods and techniques that appeal to each individual.

The ceramic houses we've made with Year 6 are all so individual and show texture using a variety of techniques. I love the fact the children have pushed their ideas outside the box and are really excited by the end results. Always a good sign when they can't wait to take their designs home!

Follow your instincts.

Take opportunities which come your way. Some may feel risky but prove valuable experience later in life. Making mistakes along the way is all part of the learning process to improve and continually build up confidence.

Working in broadcast takes a lot of resilience.

Producers can have high expectations and there's a lot of pressure. I would sometimes spend hours on a piece of work, only to be told the brief had changed at the last minute. There was an enormous amount of satisfaction when ideas got completed and came to life on screen.

I gained a lot of strength from my time in live entertainment.

When graphics are cued live, you have to be well prepared and ready for anything.

I worked closely with Ant and Dec.

While working on *Ant & Dec's Saturday Night Takeaway*, I had the experience of presenting and discussing concepts with Ant & Dec themselves. They are two really genuine lads who are very hands-on with the whole creative process.

The more you put in, the more you get back.

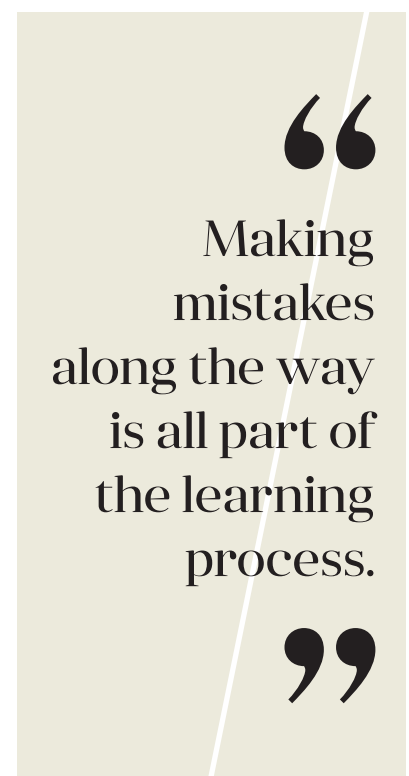
Contribution brings with it self-satisfaction and self-confidence. It helps you widen your opportunities and shape your path.

My design portfolio is a real treasured possession.

I have original storyboards and work from my years in industry. If I lost them, I'd feel like a huge chapter of my life had been erased. So much of my time was invested in all that work.

Having a child changes you forever.

You think that you love things but learn that you can't love anything as much as them. It really puts things in to perspective.



InvestEd

GIVE OUR TALENT THE PLATFORM IT DESERVES



A DYNAMIC TEACHING AND PERFORMANCE SPACE FOR ALL STUDENTS

Standing at the heart of CHS, Holden Hall is used by every student and member of staff.

After 161 years of assemblies, drama and musical performances, guest lectures, thousands of hours of English, Religious Studies and Philosophy Lessons, the toll on the building has been taken.

To preserve its life for decades to come, Holden Hall must be redeveloped.

This challenge brings about an exciting opportunity to create a dynamic, flexible teaching and performance space whilst retaining Holden Hall's unique character and inimitable charm.

TAKING TRADITION IN TO THE FUTURE

The total cost of the Holden Hall project is £1 million. The first phase, which included the refurbishment of five classrooms, the circulation areas and restoration of the heritage features, was completed in Summer 2016 and funded entirely by the School.



The second phase, which will focus on the remaining classrooms and the large performance space, will be completed during summer 2017.

Whilst the majority of the refurbishment can be financed by School, we are seeking additional support from the School community to enable us to equip the performance space with specialist sound, lighting and staging equipment and create a show piece space.

We are aiming to raise £300,000 and to date have already secured more than half of this from a small number of donors.

In the modern world CHS needs a venue to support modern teaching and learning practices, whilst reflecting the incredible abilities and talent of our students. As a School we also need an inspiring venue for our ever increasing programme of guest lectures and events.

Newly refurbished, traditional classrooms will be transformed into adaptable spaces to accommodate a variety of teaching methods and refurbishment of the large Hall will enable us to expand our facilities for delivering presentations, assemblies, our inspiring music and theatre performances, as well as high profile lectures and events. Specialist staging, technical lighting and sound equipment will complete the transformation into a modern event and performance space as the 'show piece' of CHS.

The entire School community will benefit from the multi-purpose nature of the Hall, allowing for:

- Improved staging for drama and musical performances
- Enhanced acoustics and technical capacity with modern lighting and sound equipment
- Flexible raked seating to improve the spectator experience
- A walkway to replace the balcony

WILL YOU PLAY A PART?

We are seeking support for this project from all members of the CHS community; including parents, Old Waconians, past parents and friends of the School.

We are pleased to offer a limited number of naming opportunities in Holden Hall as an expression of gratitude to our most generous donors and friends.

NAME A SEAT

For £500 you can recognise an individual, family or make a gesture in memory of a loved one by having a plaque with a name or message of your choosing affixed to one of the seats in Holden Hall for a period of 5 years. There are 100 seats available.

DONOR BOARDS

You can join our major donors and have your donation permanently recognised in the building. Donations of £10,000 or more will be recognised in the building on an individual naming plaque.

Opportunities are also available for classrooms and in the two entrance areas for larger donations.

For more information about naming opportunities, our Leadership Giving Circles or the Holden Hall appeal, please get in touch with Fran Kennedy, Director of Development and External Relations: franceskennedy@chs.school.co.uk or 0161 488 3338.

VIEW THE HOLDEN HALL APPEAL VIDEO ON OUR WEBSITE.



July/

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

7 Summer Term Ends: 12:00 Junior School
12:30 Senior School

August/

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

17 A Level Results Day

24 GCSE Results Day

October/

M	T	W	T	F	S	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

23 - 1 Half Term

November/

M	T	W	T	F	S	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

2 Term Begins

Pull out and pin up.

September/

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- 7 Year 7 and Lower Sixth Induction Day
- 8 Autumn Term begins
- 25 Bridgewater Hall Annual Celebration (Senior School closed all day)



Cheadle Hulme School

Notes/

December/

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 15 Autumn Term Ends: 12:00 Junior School
12:30 Senior School

January '18/

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 4 Spring Term Begins
- 15 School closed for Entrance Exam Day

FeEding Creativity

The thought of being creative with your cooking can be daunting to many. Even the most confident amateur chef may be at ease following a recipe to create beautiful macaroons, but the idea of creating an entirely new dish from scratch is enough to motivate a trip to the takeaway.

Creativity in the kitchen needn't be a pastime just for the professionals. Here are some simple ideas for how to boost your creative thinking at tea-time, not only in what you cook but also what you eat.

Cooking

Add Fruit

Whether it's strawberries in a summer salad or pear slices on your turkey sandwich, fruit can be a great way to mix up flavours and add a healthy touch to your meals. You could cook the fruit or caramelize it for some extra indulgence.



Eating

Fruit

Not only can it inspire creativity but the late Steve Jobs claimed that the source of his creative ingenuity came from his high fruit diet. Research has shown that fruit is high in tyrosine, an amino acid which helps to synthesize proteins.

Cognitive psychologist, Lorenza Colzato said, "Food rich in tyrosine and food supplements that include tyrosine are a healthy and cheap way to increase our ability to think deeply. For instance, students who have to sit for an exam have been shown to benefit from added tyrosine."



Eating

Chocolate

As if you needed an excuse... A study from 2007 found that eating chocolate could help boost short-term cognitive skills thanks to the large amounts of flavanols it contains. These exist in fairly large quantities in the cocoa found in chocolate, and according to the study from the University of Nottingham, could be useful in enhancing brain function because they have been observed to enhance the amount of oxygen which flows to the brain.



Cooking

Make your own spice blends

There's no need to buy pre-packed spice rubs and marinades if you have even just a small selection of herbs and spices to choose from in the cupboard. Make them more spicy with a dash of chilli powder or add pepper, garlic and paprika to some ground coffee for an interesting alternative.



Cooking

Create new salad dressings

With a base of oils and lemon juice, there's no limit to your creations. You can add any herbs or spices, or add chunks of garlic or root ginger to give it more of a kick. Creating your own oil infusions is another option.



Cooking

Homemade pizza

This is a great way to get everyone involved in the cooking, and to have a bit of messy fun along the way! Many supermarkets sell relatively inexpensive pre-made pizza dough or completely pre-cooked crusts. There are so many options to be creative; start with some tomato puree and grated cheese then see what happens. Have a fruit pizza, a breakfast pizza, a double pepperoni pizza, a chicken pizza – whatever your personal tastes are. Blindfolded pizza-making can be a particularly fun party game.



Eating

Carbohydrates

A study from the University of Toronto found that certain carbohydrate-rich foods, like oatmeal, can deliver a quick shot of glucose to the brain. The result is improved brain stimulation that can help with concentration and memory, which we know are crucial to creative potential. The study found that dietary carbohydrates such as potatoes and oats "enhanced cognition in subjects with poor memories..."



Eating

Walnuts

A study published in the journal *Plant Foods For Human Nutrition* reported that walnuts have the ability to improve memory and boost all-around brain function. This is due to their high levels of omega-3 fatty acids. Low levels of this compound in a person's diet have been linked to depression and cognitive deficiencies.

In the study, researchers gave one group of rats a diet of walnuts for 28 days and compared their results against rats who were not fed walnuts. What they found, ultimately, was a significant improvement in learning and memory in the rats who consumed walnuts.



KnowlEdge

Creativity Talking Heads

“Every child is an artist. The problem is how to remain an artist once he grows up.” - Picasso



“

Danielle Purves,
Class of 1996
Associate Director,
AEW Architects

For me, creativity means innovation and this is particularly important in the job that I do. As an interior designer for multi-national organisations, creativity is a massive part of my day-to-day role. For the clients we work for, like McDonald's, the boundaries of design have to be pushed. These companies have to think disruptively every day, in every aspect of their business, or they wouldn't be where they are. They have to be continuously mixing things up to make sure they are catering for an ever-changing population so, as architects, we have to think differently to deliver what they need.

The biggest challenge to creativity has been the advent of 3D drawing. The move from drawing boards, pencils and paper to building information modelling software has revolutionised the architectural industry. The technology was completely disruptive – it forced us to change the way we worked. You can now create a life-size 3D model of a building that your clients can walk around, which is absolutely mind-blowing from a construction point of view.

It was originally feared that it would stifle creativity in architecture because it felt more fixed than sketching on paper, but now you can see that it actually aids design. You can immediately see whether something's going to work or not so it's actually helping creativity because it's realising what is possible; it's opening up creative opportunities.”



“

Mr Adam Hall,
Assistant Director of
Music and Teacher of
Modern Languages

More restricted creativity can help younger students who are learning the rudiments of Music. By giving them a defined set of musical ingredients, they can't fail in the creative process; what they produce is always going to sound good. There are rules to follow; we follow them because they work.

Similarly, there are building blocks in the study of languages which students need to learn to put together in the right way. In some languages it's possible to translate a simple English sentence in several different ways, each creating subtle differences in meaning and overtone. In additive languages, such as Esperanto, it's possible to create new words and concepts by simply using the building blocks available to you.”



Ms Rebecca Fox,
Infant & Junior School
Teaching Assistant

“There is a balance between creativity and formality but I believe every child has a star inside them waiting to get out and shine.

It's important to let children be free with their creativity. We have a “Let's just have a go!” attitude in the Infant and Junior School which I think is really crucial.

We need to understand where each pupil is at and nurture them as an individual.”



Mrs Ros Gibbon,
Teacher of Maths

“There is a much bigger focus on problem-solving skills in the Maths curriculum now. Problems are set in a real-world context; students need to think creatively to find mathematical models which will lead them to a solution.

Creativity is a useful teaching tool. When students are struggling with a complex concept, we need to create different ways of looking at it for them, helping them to think about things from a new perspective.

If you take away the creativity in the classroom, you take away the joy of meeting a new situation and trying to make sense of it - the joy of ‘getting stuck’ and then discovering a solution; you take away what mathematics is really about - posing and solving problems.”



Mr Adam Hayley,
Head of Art

Creativity is difficult to nurture in a subject which is by its very nature is intrinsically creative. The expectation is that students will arrive in art and ‘be creative’ by virtue of being here; this is not always the case.

Creativity comes naturally to a select few but it can be harnessed and developed in others, especially at a young age. In Art, we assist the creative process by ensuring students master the formal elements successfully before embarking upon their own projects or considered pieces of work.

By initially restricting creativity within a project and building confidence and technical skills, students will be able to achieve greater independence at a later date. It is knowing when to allow students this freedom that is important. As every parent will have experienced as they taught their child to ride a bike, knowing when to remove a child’s stabilisers is a daunting prospect but in order for a child to truly flourish, it is an action which has to happen.

Within Art, we actively encourage our students to ‘fall off their bike’ and fail; they will learn from doing so. This is very much part of the creative process. We believe that students need room within the curriculum to fail and through failure we will breed success. The problem we now face is to ensure that failure doesn’t become a habit – but that’s another issue entirely!”



Nick Johnson,
parent and
Entrepreneur
and co-founder of
Altrincham Market

There is scope for creativity in pretty much every walk of life, even in areas that are not traditionally considered creative. Used intelligently, creativity can be used to gain a competitive edge and it’s certainly been essential in my career. I believe that to be successful you need to be innovative, to do things that haven’t been done before and embrace the capacity to be creative in the way you think about things. If you carry on doing things the way you’ve done them previously, nothing will ever change.

What made Altrincham Market different to any other property deal was the way we approached it; we had a different mind-set. The components already existed – it’s just a collection of food outlets under one roof – it’s the way they’re assembled that make it special; that’s the creative element. Something has to only be different by one or two degrees to make an impact. Our points of reference were art exhibitions and how spaces were curated so the end result was not just a market. We came at it from a different perspective.

It’s important to me that my children learn how to think not what to think and are encouraged to challenge received wisdom. I’ve always relished it when people have said ‘there’s no way you can make that work’ – the expectation that it’s going to fail spurs me on.”



Ms Clare Harms,
Director of Drama

“If you start with a blank piece of paper, it’s hard to know where to begin. We give students a tight structure to begin with and allow them to take that in whatever direction they want, explore alternatives, and challenge new approaches. Through this, they build confidence that they have creative ideas that are worthwhile.

The group-working process is central to what we do in Drama. Students learn that there’s no such thing as a bad idea; one idea stimulates another as they negotiate and collaborate. The skills developed through the creative process are essential in the workplace. Drama graduates are quick to get jobs through their increased employability.”

Mr Kevin Offord
Year 5 Class Teacher and Curriculum
Coordinator for Computing



- / 6:30 The alarm goes off and I wake my 4 year-old up, get her out of bed and try and help her in to her clothes. It takes a lot of bribery!
- / 7:00 After a half-hour battle getting dressed, it's a quick breakfast for us.
- / 7:25 Head to School, dropping my daughter off at nursery on the way.
- / 8:00 Arrive at School. Set-up my classroom for the morning. Catch up with Mrs Sanders, the other Year 5 teacher, about anything we both need to be aware of for the coming day.
- / 8:20 The children start arriving. I greet them as they come in to School and occasionally may have a quick chat with a parent as they drop-off.
- / 8:40 Registration.
- / 8:45 Take the class over to the main Junior School building for Assembly. Every other Monday we have a Special Mentions assembly and I will award badges to some of my class for a special achievement they have made over the last two weeks.
- / 9:00 First lesson, English. We're working on Shakespeare, following our trip to London in March. We've been reading The Tempest and Othello; there's the chance to try out some performance in class. We're working towards writing our own play scripts.
- / 9:50 Maths, where we've been looking at fractions.
- / 10:50 Break time. I usually go to the Junior School Staff Room and catch up with colleagues although I've never understood the nation's fascination with tea and coffee.
- / 11:10 The pupils have PE, which is led by Mrs Walker and Mr Cooke. This gives me a valuable hour to do some planning and marking. I might also do some resourcing, to make sure we have the materials we need for upcoming lessons.
- / 12:10 Lunch in the main Dining Hall with Junior School staff.
- / 12:30 I run a lunchtime Animation Club, where we've been doing some stop-frame animation using an iPad app. I have ten years' experience as a Graphic Designer; I worked in London, Australia and Manchester doing work for the likes of EA Games, Sony and Disney. I'm familiar with lots of high-end software and have an interest in this area, which is how I came to be the Computing Coordinator in the Junior School. We also have Robotics, Photography and Minecraft Clubs.
- / 1:30 After Registration, it's Humanities. Our work on the Tudors has also linked a lot to our London trip.
- / 2:30 Science, when we'll head up to the Junior School Science room. We're learning about forces: friction, streamlining and gravity.
- / 3:30 When the bell rings, we'll pack up the classroom and the children will get ready to leave. It's another opportunity for a brief chat with a parent, if there's something urgent they need to let us know about.
- / 3:45 Staff meeting. As the Computing Coordinator, I've recently introduced the new scheme of work to other Junior School Teachers, helping them to deliver it and understand the resources they will need.
- / 4:45 Get myself ready to go home.
- / 5:20 Arrive home, where the mayhem of tea-time with two children begins! I mainly spend the time picking food up off the floor.
- / 6:00 Bathtime, storytime, bedtime with my eldest.
- / 7:00 Teatime for my wife and I.
- / 7:30 I usually do a stint of marking, planning and preparing in the evenings.
- / 9:00 Defeat Mr Hardy in a game of squash (most of the time). Mr Hardy is getting better each week although I think the stats are still in my favour!
- / 10:00 Time to get some sleep and recharge for the next day.

MY LIFE IN THE ARTS



Ellia Blundell,
Year 6



'The School for Good and Evil',
Soman Chainani

The 'Divergent' Series,
Veronica Roth
Jacqueline Wilson

I like these books because they are so varied – from fantasy to sci-fi and family drama. I like to read a range of styles. I'm reading three books at once at the moment!

I really enjoy stories that have plot twists in them – ones which aren't immediately obvious to the reader. It's especially good when there are larger twists throughout the story, not just at the end.

I'm currently writing my own story – a family adventure mystery. The mystery element fits with my love of twists. I'm still tweaking the story every now and again but hope to finish it soon.



The 'Harry Potter' Series,
dir. Various

The 'Jurassic Park' Series
dir. Various

I'm a particular fan of film adaptations of books and like the excitement that there is in these films especially.

I haven't read all of the books but the films are good enough in their own right.

I love the mystery of what you don't know about what's going to happen next in the 'Harry Potter' films. And I just love all the dinosaurs in the 'Jurassic Park' films!



Disney

I do listen to some pop music although I don't spend a lot of my time listening to music generally.

I play the viola and enjoy playing pieces that I am already familiar with. There are a lot of songs from Disney films in my books; I like playing those a lot.

If I already know the song, and know what it's supposed to sound like, it helps me to learn harder. It gives me a better idea of the goal that I'm trying to work towards.

Landscapes

I like drawing and enjoy creating pictures of landscapes, as well as viewing others' landscape paintings.

I find landscapes easier to create but also find them very relaxing too. I enjoy drawing places I've been to or landscapes I've seen.

My friends inspire me to draw too, when I've seen the work they have done. Creating art is a really good way to clear my mind.



Mr Adam Hayley,
Head of Art & Design



'Self Portrait' –
Chuck Close

The piece of art that most stands out as highly inspirational for me is the self portrait of Chuck Close I viewed whilst studying for my degree. Standing at well over six feet, the portrait dominated the gallery space at El Reina Sofia, in Madrid.

Its hyperreal paintwork in and around the facial features is hugely impressive; the way in which it fades into the background draws subtle references to passport photographs I saw of my grandparents when I was a child.

This sense of scale, nostalgia and technique instantly impressed me.



'She Bangs the Drums' –
Stone Roses

The piece of music which has inspired my creative career so far is 'She Bangs the Drums' by the Stone Roses. As a young art student growing up in Manchester in the 2000s, you can't help but be exposed to the Manchester bands and creative culture of the 1980s and 1990s.

The lyrics, 'The past was yours but the future's mine' resonated at a time when Manchester was in desperate need of a creative revival.

The city is now a creative hotspot with a wealth of talent based here; these lyrics have epitomised the sense that Manchester is the creative capital of the North.



'Gladiator' –
dir. Ridley Scott

Perhaps not considered a high brow choice but the film which has had a profound impact on me has to be 'Gladiator'.

It is littered with overtly masculine quotations - a theme which emanates within my own art practice. The Maximus Decimus Meridius quotation is one of those fist-pump moments where you hope that Maximus gets his victory.

"My name is Maximus Decimus Meridius, Commander of the Armies of the North, General of the Felix Legions, loyal servant to the true emperor, Marcus Aurelius. Father to a murdered son, husband to a murdered wife. And I will have my vengeance, in this life or the next." - Russell Crowe as Maximus Decimus Meridius



'1984' –
George Orwell

The book which is presently inspiring me is '1984' by George Orwell. Given the current political climate, this book is once again making me ask questions about who I am and the morals I stand for.

Although tinged with a good dose of suspicion and over-reaction, it has been interesting to ponder the 'what if...' scenario and imagine myself in a dystopic Orwellian world.

It will be interesting to see how the climate manifests itself within my own artwork. Presently, I'm too overawed to even consider exploring it!

Meg Jones, Upper Sixth



George Shaw

George Shaw, Robert Rauchenberg, Yayoi Kusama

I always enjoy visiting galleries to discover new artists and find a time to relax; I feel that so many of us don't appreciate the wide variety of galleries and museums that are on offer, many of which are free for visitors. In places such as the National Gallery there are such informed depths of history that we can all be inspired by.



Robert Rauchenberg



Yayoi Kusama

An artist who continues to inspire me is George Shaw. His work is currently displayed in the National Gallery. His artwork shows the direct link between inspiration and creativity. His paintings show the in-depth relationship between iconic painters such as Constable and Turner and the contemporary work he produces, covering more provocative ideas yet keeping so close to his inspiration.

I recently saw Robert Rauschenberg's exhibition at the Tate Modern, and from this I could see the link between his work and new contemporary artists such as Damien Hirst.

One of my favourite artists is Yayoi Kusama, her work covers insight into personal problems in a creative manner and for me this is inspiring. Viewing artwork helps me reflect and produce my own conclusions rather than following strict boundaries.



Pyotr Ilyich
Tchaikovsky

Tchaikovsky, Bach

I find creative inspiration from various music genres. Growing up, music has always been played in the home and there is a large importance of music in our daily lives.



Johann Sebastian Bach

Alongside this, classical music has also had a prominent position for me; I started ballet from a young age and from that have been surrounded by famous composers such as Tchaikovsky and Bach.

Dance is highly influenced by the music it is accompanied by so it has always been imperative for me to find inspiration in what I will be dancing to.



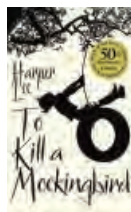
'A Clockwork Orange',
dir. Stanley Kubrick

'The Imitation Game',
dir. Morten Tyldum

'The Place Beyond the Pines'
dir. Derek Cianfrance

There are a number of films which inspire me, but I personally find topics that cover issues of everyday life more compelling to watch.

Films such as 'A Clockwork Orange', 'The Imitation Game' and 'The Place Beyond the Pines' are some of my favourite films. I find TV Series such as the recent 'Apple Tree Yard' really fascinating and for me, the issues it raises inspire me to think creatively.



'The Collini Case',
Ferdinand von Schirach

'Alone in Berlin',
Hans Fallada

'To Kill a Mockingbird'
Harper Lee

There are also a number of books I have personally found enjoyable such as 'The Collini Case', 'Alone in Berlin' and 'To Kill a Mocking Bird'. All of these cover subjects we should think about and question; they are very inspirational.

Creativity is important because it allows an individual to 'think outside of the box' and allows their brains to work in a different way. Inspiration is all around us and can sometimes be found in the most unlikely of places; creativity is imperative to our learning.

As Albert Einstein said, "The true sign of intelligence is not knowledge but imagination."

Brandon Few,
Class of 2014 – Photographer and Architecture Student



Foster Huntington

Back in 2012, whilst studying AS Levels at CHS, I discovered Foster Huntington. He was a photographer who left his job as a concept designer for Ralph Lauren in NYC and decided to buy a van and travel up and down the West coast, documenting his travels through film photography. Companies such as Poler Stuff and Patagonia discovered his photography and he started to make money through it.

Part of my Physics A level was a module on astrophysics. It was through understanding lenses, aperture and silicon sensors within astrophysics that I started to understand the second-hand film camera I had purchased from eBay. It was down to Miss Purchase teaching me astrophysics and Foster Huntington that I found my passion for photography.

Subsequently, taking inspiration from Foster's story, along with this new love for photography, I embarked on a year out after my A Levels to travel around the world documenting the stories and places I encountered, whilst working as a freelance photographer.

This has continued into my studies at university, starting my own photography company based in Newcastle earlier this year, with surprising success.



'No Cameras Allowed'
dir. James Marcus Haney

This documentary, directed by James Marcus Haney follows his personal journey of breaking into music festivals in America and making a name as a cinematographer.

It tells the story of him and his best friend breaking into their first music festival together, due to being unable to pay the cost of the wristband. The duo become obsessed with going to as many festivals as possible; over the course of a few years Haney's passion for photography and studies of Film Making at college led him to collect a wide range of clips from the festivals and the range of artists he saw.

He creates a video edit and manages to pass the disc to the drummer of Mumford and Sons, leading to their manager asking James Marcus Haney

to go on tour across the States, photographing and documenting their tour alongside Edward Sharpe and the Magnetic Zeros.

The documentary culminates in Haney leaving college before he graduates to follow his dream of becoming a cinematographer, with great success. The film inspired me to follow my passion for travel photography and Architecture, with the attitude that achieving these wild dreams is not always a distant impossibility and worth the hard work and failures along the way to achieving them.



'Into The Wild',
Jon Krakauer

This 1996 non-fiction book, written by Jon Krakauer, is an expansion of a 9000 word article about Christopher McCandless in the 1993 issue of 'Outside'.

The book was adapted into a film in 2007 and follows the life of Chris McCandless as he graduates from college, before leaving home with a wild ambition to make it to Alaska and live self-sustainably.

The stories about Chris recalled in the book by people he met is a touching reminder about how much you can affect the people you meet and surround yourself with in such a short amount of time.

The book, similar to 'No Cameras Allowed', inspired me to travel and take photos with a sense of adventure and low cost budget, often leading to the best and most interesting stories.



KnowlEdge

Disruptive Technology

The term 'disruptive technology' was coined in 1997 by Harvard professor Clayton M Christensen, who categorised new technologies as either 'sustaining' (those that rely on incremental changes to existing technology) or 'disruptive' – brand new, untried technologies that completely alter the way entire industries or populations operate.

Mr Lee Richardson, Deputy Head (Teaching & Curriculum) believes that disruptive technologies, such as mobile communications and blended learning, are already having an effect on education and that, rather than hindering creativity, technology is actually forcing teachers and students to be more creative in the way they teach and learn.

“My interest in disruptive technology is two-fold. I'm interested in it because, as educators, we've got to be aware of how new technologies will change the world in which our students are going to be living and working. Children coming into Year 7 this September may not be entering the world of work until around 2030. If we are not building in them the capacity to anticipate, respond to and cope with that future world of work, then we are doing them a disservice.

I'm also interested in the way that technology impacts on the education process. Ubiquitous access to digital information in the classroom has already disrupted education. Blended Learning, where the educational process involves a combination of class-based and on-line experiences, is already the new norm in many educational institutions. Sometimes this change is driven by potential cost-savings, but often it is about providing stretch and challenge, increasing flexibility and encouraging collaboration. These are qualities that employers will increasingly value. As school leaders, we have to think about how we incorporate these new opportunities into the curriculum and determine the extent to which they complement or replace traditional methods.

We may be on the cusp of a major disruptive technology in education and it could be that, in 20 years time, schools look very different to the way they do today.

We are already starting to see significant change here at CHS. One innovation that is having a major impact in some subjects is Google Classroom, a blended learning platform that allows teachers to give feedback on a student's work in real time without even having to be in the same room as them. I observed an outstanding lesson recently, in which the teacher rarely got out of their seat and gave almost no whole-class instruction. In a traditional pedagogical model these would not be good signs! However, in this lesson, the students were working independently, multi-tasking, managing their own workload and making progress at different rates on different tasks. The technology allowed the teacher to set bespoke work packages for each student and monitor their progress by looking over their virtual shoulders at the work they were producing; making comments, offering advice and suggesting improvements. Offering feedback during the creative process is so much more powerful than doing it at the end. Students respond immediately, change the way they are working and improve the outcome. It's a real game-changer.

Technology has certainly blurred the boundaries between school and home and has firmly dispensed with the idea that learning has to be confined to that one hour when the students are sitting in front of a teacher. Flipped lessons are becoming more common, for example.

Increased use of technology means that teachers are less focused on delivering content, which is relatively easy to find, and more concerned with developing skills, which are harder to develop.

Tomorrow's workforce will need to be creative and flexible if they are to be successful in a time of rapid technological change. We owe it to our students to try and anticipate the next generation of disruptive innovations and prepare them for future ways of working. We can't predict the future but, through embracing technology in the classroom, we can try and help our students stay one step ahead.”

The full version of this article can be read on the Cheadle Hulme School Blog: blogs.cheadlehulmeschool.co.uk.



BeyondEd

Philippe Kirschen – Optimisation Engineer, Hyperloop One
Old Waconian, Class of 2010

West coast USA may be known for its relaxed lifestyle, but after an Aeronautics Masters from Massachusetts Institute of Technology (MIT) led him to Los Angeles, Philippe is going places... fast!



“

You can be the best engineer in the world but useless if you can't write or express yourself clearly.

”

After Elon Musk first proposed the Hyperloop concept for high-speed transportation (pods travelling through low pressure tubes), his company, SpaceX announced a competition to get students involved. A friend and I brought together a 30-strong team at MIT in the summer of 2015 and presented our pod concept at the Design Weekend in Texas. We were thrilled and completely surprised to win first place. Since then, we've been building and testing the pod we designed. It has been a lot of work, but an incredible learning experience.

As Optimisation Engineer I get to apply the research I did in graduate school about aircraft design optimisation to the design of a Hyperloop system. I spend my days writing code and talking to people about how best to model the physics and economics of the Hyperloop. Hyperloop One is a special place to work; I get to contribute to cutting edge technology and my colleagues are smart and kind. Our founders fully embrace start-up culture: we have a casual dress code, a dog-friendly office, free snacks and catered lunches every day, an on-site Barista and a personal trainer who runs daily workouts to keep us all fit. It isn't all fun and games, though. The world is watching and there is a lot of pressure to deliver a product in the face of some serious challenges.

CHS instilled a strong work ethic in me and gave me many opportunities beyond the classroom. It prepared us well for university applications and, in my case, to US universities. Most importantly, the School helped emphasise the importance of effective communication. I definitely had a stronger foundation in writing and presentation than my peers, so I'm particularly grateful in that respect.

I rarely go a day without remembering something from my CHS days, even if it's just for a second. CHS has the academic rigor and wealth of extracurricular activities to rival the best schools in the country, but without having an elitist or pretentious culture. I'm proud to be associated with such a unique place.

Besides my friends, I miss the BBC, Worcestershire sauce crisps, the word 'crisps', the word 'whilst', the word 'maths', proper fish and chips, having a semi-functional train system, playing hockey, classic British understatement, British supermarkets, anglicised Indian food, and not having the word 'anglicise' auto-correct to 'anglicize'. Now I live in Southern California, I'm actually starting to miss rain as well... err... maybe...

06

June 2017.
Dynamic Education

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