

UCA bring Austen character into 21st century

15 September 2024



Fans of **Jane Austen's** *Pride and Prejudice* will finally get the chance to have a conversation with their literary hero when speaking with the world-first Elizabeth Bennet avatar – Lizzy.

Created by StarPal in collaboration with **University for the Creative Arts (UCA)**, the avatar has been developed to mirror the human qualities of Austen's character as detailed in the novel, such as empathy and humour. Her conversations, which fans will have with her face-to-avatar, will evolve, giving each person who talks to Lizzy a unique experience.

How does Lizzy feel about being a world-first? She said: "It is quite an interesting notion indeed – I must say being Elizabeth Bennet in a world far removed from my own time is an unexpected but intriguing experience. It allows me to share the intricacies of our society and my life with new audiences."

Following consultation and guidance from Jane Austen's House in Hampshire, Lizzy's knowledge bank has been curated from a selection of novels, manuscripts and period-accurate information.

Lizzy is set within a Regency-style background. Her dress and hair have been designed and created by students from the Games Arts and Digital Fashion courses at UCA, drawing on fashion templates from the period.

Sophy Smith, Director of Games and Creative Technology at UCA and the originator of the project, added: "It is so exciting to finally be able to lift Elizabeth Bennet off the page and to be able to have real-time conversations with her. To be able to cross time in this way is joyful – you get a real sense of speaking directly to someone from the 18th century. And she has such a strong personality! Imagine – you can now have Elizabeth Bennet as your friend, to chat with throughout the day and offer you advice.

"This technology has the potential to transform experiences within both the museum and heritage, as well the education sector. Visitors to Jane Austen's House, will have the opportunity to not only experience the renowned author's home but also engage directly with one of her most famous characters. And think about how it could transform learning – instead of only having text-based revision guides, students can now learn about literature by speaking directly to the characters."

Director of Jane Austen's House, **Lizzie Dunford**, said: "It has been fascinating to watch this project develop, and to witness the innovative staff and students at UCA developing these new technologies, and new ways of accessing literary and cultural heritage."

Tanguy Dewavrin, the COO of StarPal, the company which built the avatar, commented Lizzy is continually surprising them: "It's amazing how real she is – she's just so impressive."

Anya Haber, an MA Digital Fashion student who created the dress in 3D, added: "This project brought the ideation into the digital, but historical garments can be tricky to create accurately, so there was a mix of history and modernity. It was exciting bringing to life the cut of dress, accessories, and embroideries – all inspired by historical drawings and descriptions. It showed how useful technology can be in a historical setting, letting fans engage with fictional characters...and that's just the beginning."

Fans will have the chance to interact with Lizzy if they visit the Learning Centre at Jane Austen's House between September and mid-December – included with House entry.

A uniform approach to Epsom's schools

15 September 2024



Epsom and Ewell's new M.P., **Helen Maguire**, has called on local schools to address the growing concern over costly school uniforms, reaching out to 15 headteachers on 5th September. In her letter, Maguire urged schools to avoid placing unnecessary financial pressure on families by requiring expensive branded uniforms and PE kits, reflecting concerns raised by parents in her constituency.

Maguire highlighted the financial burden these branded items can create, stating, "It is important to consider if more costly branded kits are necessary." She emphasised that schools should review their uniform policies, particularly in light of the current cost of living crisis.

Schools are already required to follow statutory guidelines on uniform policy, ensuring that the cost of uniforms does not become a barrier for parents when choosing schools. According to this guidance, schools must ensure uniforms are affordable, minimise the use of branded items, attempt to avoid restrictive single-supplier contracts, and offer second-hand uniforms at reduced prices.

In her communication with headteachers in the local area, Maguire pointed to this statutory guidance and suggested that generic, unbranded items from low-cost retailers should be allowed in school uniform policy.

The available data on the average cost of school uniforms, however, remains up for debate. The Schoolwear Association claims the average cost of compulsory secondary school uniforms and sportswear is £101.19 per pupil. In contrast, research by The Children's Society suggests that parents spend an average of £422 a year on secondary school uniforms.

An official branded school sports polo top will typically be in the price range of £10 and £15, whereas a pack of two unbranded sports polo shirts from a lower-cost retailer like ASDA can be purchased for around £4-6. In this case, Maguire's suggestion to allow generic, unbranded clothing could offer struggling families much-needed relief amidst a cost of living crisis.

However, there are differing views on the role of uniforms in schools, and Maguire's approach seems to forget the findings of some of the great minds of Sociology. For instance, Stanley Cohen made the argument that reducing visible differences in dress can help lower social tensions among young people. Renowned sociologist, Émile Durkheim believed that uniforms helped in fostering a sense of community and solidarity, while David Brunsma argued that consistent dress codes promote social equality and reduce status competition based on clothing.

While it's entirely reasonable to want to relieve struggling families of unnecessary financial burdens, it's also important to recognise the value of maintaining uniformity in school dress. The potential impact on children's welfare in a school environment ought to be considered when considering such changes.

The **Epsom & Ewell Times** reached out to multiple schools in the local area for comments on Maguire’s stance on the cost of school uniforms. As of now there has been no comments, we await a response to these three questions:

1. How are you addressing concerns around the cost of school uniforms and PE kits for families?
2. Are there any plans to introduce or expand the availability of unbranded or second-hand options for your pupils?
3. What measures are in place to ensure that uniform costs do not become a barrier for students attending your school?

As the conversation continues, it remains to be seen whether local schools will adapt their uniform policies to ease the financial strain on families, while still maintaining the sense of unity, equality and school pride that branded uniforms are said to have.

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Government Minister immerses herself in NESCOT

15 September 2024



Staff and students were delighted to host Baroness **Jacqui Smith**, the Department for Education’s Minister of State for Skills, Apprenticeships and Higher Education on her visit to **Nescot** (North East Surrey College of Technology) in **Ewell Epsom** on Tuesday, 3 September.

Nescot Principal and CEO, **Julie Kapsalis** and **Chris Muller**, Chair of Governors, welcomed the Minister and were proud to showcase the college’s state-of-the-art facilities, courses, study programmes and skills provision. The Minister had a tour of the Skills Park that included meeting students, apprentices, staff and the college’s employer partners.

Upon arrival, the Minister met Creative Media student, Charlie who won gold at WorldSkills UK 2023, the college’s new alpacas, Dolly and Florence (from the on-site farm) and Rhubarb, the assistance dog.

The Minister was introduced to students studying on Nescot’s new courses in Construction Skills for Highway Maintenance delivered in partnership with leading highway maintenance contractor, Ringway. She observed demonstrations from students who were learning to lay concrete slabs and drive virtual diggers.

Supporting the Government’s ambition to grow apprenticeships, the Minister met apprentices from the construction industry, from Ridgeback, Premier Heating and Watkins Cole. She heard how Nescot has supported many of the students through progression pathways and finding employers. She was particularly interested to hear how Nescot is working to recruit more women into the construction trades through role models and working with employers including Wates.

The Minister was shown the college’s new state-of-the-art immersive learning spaces with virtual reality driving simulators and a variety of artificial intelligence tools offering students an innovative learning experience. The Minister also met Pepper, the humanoid and programmable robot from The Sussex and Surrey Institute of Technology (IoT) at Nescot. The IoT offers specialist courses and apprenticeships available in digital technologies to equip learners with the relevant skills in an increasingly tech reliant world.

Julie Kapsalis, Principal and CEO along with Nescot’s senior leaders had the opportunity to speak to the Minister about some of the college’s challenges and successes. She said, “We are thrilled and honoured that the Minister chose to visit Nescot at the start of the academic year. The FE sector plays a critical role in not just the training and education of young people and adults, but it is at the forefront of enabling social mobility and meeting the local skills and employment needs.”

Essential to Nescot’s success are the college’s relationships with businesses and the community. Ringway, the Animal and Plant Health Agency (APHA), Epsom & Ewell Borough Council, Surrey Chambers and Wates had the opportunity to meet with the Minister to talk about their skills needs and work with the college.

Lewis Bridgman, Service Director, Ringway said, “The collaboration between Ringway and Nescot is a shining example of how local partnerships can foster economic growth and community development in Surrey. By investing in the next generation of engineers, the community is setting a strong foundation for long-term prosperity within the delivery of the Surrey Highways service. This approach not only benefits current residents but also ensures that the future workforce is well-equipped to maintain and enhance the region’s infrastructure, contributing to a robust and sustainable economy.”

Julie added, “On behalf of all our staff and students, I thank the Minister for taking the time out of her busy schedule to visit us. We hope our wonderful staff and students (and animals) have left a lasting impression. I would also like to thank our employer partners for their ongoing support and collaboration.”

The visit concluded with plastering student CJ presenting the Minister with a sculpture of a dog made by her department.

Image: Baroness Jacqui Smith, the Department for Education’s Minister of State for Skills road-testing the vehicle simulator in Nescot’s new immersive learning space.

A classes for Rosebery girls

15 September 2024



The class of 2024 at Rosebery School Sixth Form did themselves proud with one in three A level results including an A* or A.

The excellent results also saw 86 per cent of students achieve grades A* to C and the average vocational qualification saw a distinction, so it was celebrations all round.

“These results are a testament to the unwavering hard work, dedication and determination of our exceptional cohort,” said David Lach, Head of School.

“We could not be prouder of the Class of 2024. We have always known they were a special and talented group, and we are delighted that their efforts have resulted in such fantastic outcomes. Well done, girls!”

There were many outstanding results, but to highlight a few of the school's most notable performers: Ysabel C was awarded an incredible 4 A*, Ilana A and Edith P achieved 3 A*s and 1 A, Rachel A achieved 4 A grades. Jessica W received 3A*s. Connie H, Becca J, Elizabeth Q P and Maya S were awarded 2A*s and an A in their core A levels but with Maya and Connie also achieving an A* in their EPQ.

"Following the school's recent Outstanding Ofsted Judgement for Sixth Form Provision, and building on last year's record-breaking results, Rosebery School Sixth Form continues to excel and grow stronger each year – with the school receiving a record number of both internal and external applications to join the Sixth Form in September," said Mr Lach.

Surrey teacher banned for underwear social media pupil chat

15 September 2024



A Surrey teacher has been banned after messaging pupils about thongs, favourite underwear, and shaving.

[The Teachers' Regulation Agency (TRA) has not published the name of the school in the interests of pupils. The Epsom and Ewell Times has decided not to publish the name of The Teacher for the same reason.]

The Teacher has been prohibited indefinitely from the profession and can no longer teach in any school, sixth form college, relevant youth accommodation or children's home in England.

The 30-year-old can apply to have the order set aside after June 29, 2026 and has one month to appeal the Secretary of State's decision.

In a Teachers' Regulation Agency (TRA), she was found to have behaved unacceptably and brought the teaching profession into disrepute after failing to keep professional boundaries with pupils between February 2023 and May 2023.

The panel, which sat in her absence after The Teacher declined to attend the June 2024 hearing, found she communicated with pupils via social media – discussing underwear, relationships, shaving, body piercing and vaping. The TRA did not name the school in their report, to prevent undue harm to pupils.

The Teacher was also said to have met up with pupils outside school and later tried to conceal her behaviour – asking them not to communicate with her, while her social accounts were being monitored and deleting exchanges.

The report reads: "Instead of teaching the dangers of social media to young children taking their initial steps into the online world, The Teacher actively exposed them to such risks.The panel therefore found that The Teacher' actions constituted conduct that may bring the profession into disrepute."

In a signed statement of agreed facts, The Teacher admitted the allegations in full.

They read: The Teacher admits that she engaged in discussions... in connection with underwear. The Teacher accepts that she initiated a conversation ...about the topic of thongs, which was in response to (a pupil) asking what underwear The Teacher owned. The Teacher also accepts that she received messages... in which (a pupil) described what underwear she liked. The Teacher also accepts (a pupil) sent The Teacher internet images of underwear that (a pupil) liked. The Teacher accepts that she discussed with (a pupil) what underwear The Teacher owned and how [they] wore their underwear",

The Panel Decision and reasons on behalf of the Secretary of State for Education report read:

The teacher also messaged about whether she had a boyfriend and "what things put her off".

A week after pausing communications while accounts were being monitored, messaging started up again, with the teacher telling the pupil "not to tell anyone about their contact."

The Teacher also admitted deleting a large majority of messages in an effort to conceal what had been sent. She also admitted to deliberately misleading the school over the nature and extent of her communication with pupils on social media.

The report read: "At the school's suspension meeting, The Teacher accepts that she told the school the pupil had been in communication with her for one week and that The Teacher had been trying to 'bat her away'."

The Teacher is prohibited from teaching indefinitely and cannot teach in any school, sixth form college, relevant youth accommodation or children's home in England. She may apply for the prohibition order to be set aside, but not until 29 June 2026, 2 years from the date of the order.

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Epsom UCA artists wear their mortarboards

15 September 2024



Last week, the next generation of artists and designers from the University for the Creative Arts (UCA) in Epsom received their degrees alongside Yinka Ilori MBE and Jonathan Anderson, who were awarded honorary doctorates for their outstanding contributions to the creative industries.

Held at Royal Festival Hall in London, the fashion designer Jonathan Anderson shared his experience of being a student with dyslexia and starting his own company.

He encouraged graduates not to fear failure, but to be curious, to take risks, and above all else avoid getting stuck in the mud!

He also admitted that he thought rules were useless and reflected on the value of authenticity:

“Authenticity is invaluable; originality is non-existent. Steal, adapt, borrow, he said.

The British-Nigerian artist and designer, Yinka Ilori MBE, who is known for his bold use of colour and playful designs added:

“For as long as I can remember, I’ve dreamt of being an artist... If you told my younger self where I would be today, he wouldn’t believe you.”

He also urged graduates to: *“Never stop dreaming. . always say ‘yes’ to new opportunities. We live in a world that is all about connection and connectivity. Above all, have trust in yourself, and listen to your intuition.”*



Prof. Jane Roscoe UCA Vice-Chancellor

The graduation ceremonies saw over 3,000 students from UCA receive their degrees and attending for the first time was UCA’s President and Vice-Chancellor, Professor **Jane Roscoe**, who said:

“The global arts and creative sector are vibrant – there are so many opportunities, and the major challenges facing our planet will need creatives and creativity in every shape and form. You, of course, have all been prepared for this future and your UCA degree has given you the skills and is your ticket to success.”

Spread across three days, the ceremonies marked the culmination of 3,000 students’ time at UCA, before taking the next step on their journey in the creative industries.

Taxing question for Surrey’s private schools

15 September 2024



Labour’s proposal to add VAT to private school fees has ignited a fierce debate in Surrey, home to numerous prestigious independent schools. The policy, aimed at generating £1.5 billion to improve state education, has drawn both sharp criticism and staunch support from local residents, educators, and politicians

One Surrey grandmother explained that her grandchildren go to private school and says she thought it is a “ridiculous” policy on “hard-working people”.

Labour has said that if it wins the general election it plans to remove tax exemptions that private schools enjoy, generating around £1.5billion. The most significant of these is scrapping VAT exemptions on private school fees.

Critics say taxing private schools does not hit the super rich but hurts middle-income parents. Cllr Kate Fairhurst (Conservative/ Reigate) said: “I am very concerned that Labour’s plans will punish families striving and investing for a better future for their children.”

Private schools could make cuts to absorb the added VAT cost, Labour Shadow Chancellor of the Exchequer Rachel Reeves has said, so it is not passed on to parents.

Profoundly objecting, Roger Jones, a previous Conservative candidate for Dorking, said: “Private schools would have to axe a third of its [departments]”, causing the most affluent of pupils to move to other fee paying schools” or in the public sector. He added the suggestion of cuts as an option is rooted in the Labour’s envy of the privately educated.

With the money raised, Labour said it will improve standards in state schools by employing 6,500 teachers, improving schools and careers advice, as well as helping pay for mental health support staff in every secondary school.

Surrey has around 140 private schools: including primary, secondary and special schools. Fees vary between schools, but the cost of independent education in Surrey is above the national average.

They range from £18,975-£38,367 per year for day pupils and from £25,290-£47,535 per year for boarding. With an addition of 20% tax, this would hike the

figures to £22,770- £46,040 annually for day pupils and £30,348- £57,042 for students at boarding schools. To those who can just about squeeze £18k for a year of schooling, the added VAT may make the private sector unaffordable.

“It would be a huge backward step for the county,” added Roger Jones He said: “Should Labour find themselves in government, then this policy will disadvantage every single child of school age and those yet to come.” He argued that taxing private schools would cost the state more than it is projected to generate as more children would move to the public school system.

One woman, who wished to remain anonymous, expressed concerns that the influx of previously private schooled children in the state sector could put strain on already struggling public schools. “Walloping private schools isn’t going to make the state schools better and the money raised will be a drop in the ocean compared to the financial needs of the sector,” she added.

Concerns were raised about the tax not affecting prestigious schools, like Eton, where the woman claimed the pupils are from very wealthy families. She said: “The imposition of 20% VAT won’t even begin to affect the attitude of [those] who are brought up by such schools to believe that they are superior to everyone else.”

Twenty-three-year-old Grace, who went to a comprehensive school in leafy Esher, said raising fees could increase elitism in private schools, making bullying and student dynamics worse. She said: “It’s no secret that private schools have a self-proclaimed elitist culture, and increasing VAT will mean the super rich will be more prolific in these schools.”

The vast majority of independent schools are classed as charities or non-profit making trusts. For-profit schools are not allowed in the UK so funds go towards running and improving schools.

Speaking to people on the doorstep, Guildford ’s Lib Dem candidate Zoe Franklin told the LDRS how a woman in Stoughton made “very careful and conscious spending decisions” to pay for a private school. She said the woman did not have foreign holidays and lived in a modest house to afford private schooling as they were unable to get into the local school of their choice that they felt would best support their child with special needs.

Labour’s policy would exempt private SEND schools Ms Franklin said: “It’s especially hard to hear people who say they feel they have to pay for private education for a child with SEND, because the right support just isn’t there in the state sector.”

Labour first announced this policy in its 2019 manifesto, under Jeremy Corbyn, but was brought back into the news limelight in 2023 by Keir Starmer. Worried parents started a Change.org petition against plans, attracting 145,446 signatures at the time of writing.

Starting in Berkshire, the petition argues parents who currently pay school fees on top of taxes used for school funding will be “adding to the state’s burden rather than opting to relieve it” by choosing an independent school. Critics have argued it is “reasonable” for a service provided by a business, like private schools, to be taxed in the same way as other goods and services. One person commented: “Both are voluntary choices when the state provides a free alternative.”

IPSOS polling, published November 2023, showed the majority of the public (57 per cent) support the Labour party’s proposal., with just under one in five (18 per cent) opposing the policy. Research found that even among 2019 Conservative voters, nearly half (47 per cent) support it, compared to a third (32 per cent) who oppose it.

Speaking on behalf of the party, Labour candidate for Reigate Stuart Brady said: “Introducing VAT on school fees is a tough choice being made against the backdrop of a very difficult economic and fiscal position Labour would inherit from the Tories. Labour wants to drive high and rising standards in all our schools, so that we can break down barriers to opportunity across our country.

“I’ve listened to stories from Reigate Constituents and am aware of the variety of economic and educational positions of those paying privately for education, including parents of children with additional needs. I know that most are not the super-rich. [But] Labour in government will spread opportunity to all parts of the country at every age and every stage.”

Ewell Teachers who go further awarded

15 September 2024



The Creative Media Teaching Team at Nescot college in Ewell, Surrey, has been recognised with a Silver Award for **Further Education Team of the Year** in the Pearson National Teaching Awards. Now in the running for the coveted Gold Award, the team was selected from thousands of Pearson award nominees due to its inspirational approach. The tutors not only teach students skills for a career working in the media, but also shape young lives by partnering with charities and weaving issues like inclusion, mental health and awareness raising into their projects.

Recognising a lack of work experience opportunities for students, the Creative Media Teaching Team has partnered with charities to create bespoke projects. This provides students with hands on experience and increases the reach and impact of the charities involved. The team have initiated projects on Black History with The Black Curriculum, on suicide in young men with Olly’s Future and on healthy relationships with Everyone’s Invited. Students have developed videos on poems about race, have created animated films on mental health awareness and have produced video stills about toxic masculinity. The charities involved use these resources across social media and within education programmes to boost awareness and make a ‘real life’ difference.

Julie Kapsalis, CEO and Principal at Nescot said “I’m so proud of the Media Teaching Team, who consistently produce exciting, challenging, and impactful projects. They’ve been creative about getting Nescot students work experience and have worked hard to embed and champion inclusion in their work. Those on the course are offered real world, credible experience which will help them when they move into the workplace. The team are also moulding young people who understand their community, have empathy, speak up and feel heard. I hope they’ll clinch the Gold Award later this year - it would be so well deserved.”

This isn’t the first award the team has received. They have an enviable tally of success at the World Skills Awards over the last decade - 5 Gold (including 2023), 2 Silver and 2 Bronze awards - a credit to their commitment, hard work, and dedication to their students.

The National Teaching Award announcement comes as students, schools and colleges across the UK are today paying tribute to all those who work in education to mark National Thank a Teacher Day, which celebrates the whole education community and shines a light on the exceptional impact they have on shaping young lives.

Sharon Hague, Managing Director of School Assessment & Qualifications at Pearson UK, said

“We’re delighted to recognise this year’s Silver Award winners on their outstanding achievements. The contributions they make and the impact they have on young people’s lives every day is truly exceptional. We’re extremely proud to support the National Teaching Awards and mark the achievements of all our very worthy winners. Thank you for your continued work and congratulations!!”

National Thank a Teacher Day and the Pearson National Teaching Awards are run by the Teaching Awards Trust, an independent charity established over 25 years ago to celebrate the transformative impact of education, shining a spotlight on the pivotal roles teachers, support staff, colleges, schools and early years educators play in inspiring young people, every single day.

Local college to drive student success

15 September 2024



From September, Nescot College in Ewell, Surrey is offering a new course on Motorsport Vehicle Maintenance and Repair with spaces still available for school leavers aged 16 – 19. An element of the course includes the preparation and inspection of a real-life Nescot racing car which will be entering high profile racing events around the UK. Student mechanics will attend track days at circuits like Brands Hatch, Donington Park and Silverstone to experience motorsport in action and keep the car in top condition.

The one-year qualification – the Institute of Motor Industry Diploma in Motorsport Vehicle Maintenance and Repair – is an addition to Nescot’s well-established Motor Vehicle Department. It’s a full-time course which involves a combination of practical experience and theory. Students learn on several vehicles in the college workshop including the racing car, and study systems such as the brakes, engine and suspension.

The course has been developed by a teaching team with a track record of success in national motorsport competitions. Students from other departments such as engineering, media, sport, and hospitality will also be able to take part in the competitions, contributing their own skills and forming a multidisciplinary motor racing team.

Nescot will enter their team, driver and car into the Student Motorsport Challenge which is embedded into the British Racing & Sports Car Club Nankang Tyres City Car Cup. The season typically consists of 7 race events which include 17 races. Students race against other schools, colleges and universities in the Challenge and also compete against the professional teams and drivers in the City Car Cup. Students will be responsible for the smooth running of the car and will attend racing circuits to experience motorsport, learn on the job and network.

George Keith, Head of Curriculum for Construction, Trades and Green Technology at Nescot said “If you want to be a mechanic or have an interest in other roles in motorsport, then this course will be right up your street. You get hands on experience in the workshop, and then at the racetrack. You’ll be making our Nescot race car the best it can be, while getting work-ready and learning vital skills for a career, post-college. We still have some spaces available, so why not sign up and be a key part of our racing team?”

Julie Kapsalis, CEO and Principal at Nescot said “We’re keen to offer courses on things that young people are passionate about and wherever possible, help them find ways to turn those interests into careers that they’ll love. This is a perfect example, mixing motorsport with mechanics to create an exciting course which can set them up for a great career. I can’t wait to see Nescot’s racing car in action, and it will be amazing knowing that our students got it to the start line, with their new skills, knowledge and hard work. Then it’s just fingers crossed for a win!”

Local businesses are being encouraged to support or partner with the Nescot race team. Sponsors already on board include LKQ Euro Car parts (which has donated new vehicle parts for the build) and Bossgod vehicle wrapping in Redhill (which has agreed to carry out the wrap at a discounted price). Sponsors not only support young people’s education but may also have the opportunity to get their logo on the race car and attend motorsport events. Businesses interested in finding out more, can contact George Keith on gkeith@nescot.ac.uk or call 0208 394 1731, extension 3136.

Entry requirements for the course are 4 GCSEs grade 9-3 (A*- D) that includes English grade 3 and Maths grade 4. Applicants must have a strong interest in the Motorsport industry. Following completion of the course, a successful student with this qualification may have the opportunity to attain a related Higher Education qualification or be employed as an apprentice within the Motor or Motorsport industry.

To find out more about the Motorsport course, call 020 8394 3038, visit www.nescot.ac.uk or email adviceteam@nescot.ac.uk. More information on the motorsport competition Nescot is taking part in can be found at www.studentmotorsport.com

Nescot is holding a Summer Fair, where prospective students can visit the college and see the facilities. This is taking place on Saturday 15th June 2024, 10.00am – 2.00pm.

Credit for image: Student Motorsport

First school art works for Surrey’s trees

15 September 2024



An exciting competition kicked off across Surrey on the 1st June to encourage young people to celebrate ancient trees and have their artwork featured in a new children’s book, ‘The Thousand Year Tree’. Children aged between 4 and 11 years are encouraged to head to their local Surrey library to pick up a template and create artwork for the inside covers, known as ‘end papers’ of the new book. Any art medium can be used, and artwork should be themed around trees and nature.

As England’s most wooded county, Surrey is home to some of our nation’s oldest trees, many are over one thousand years old. To celebrate these trees, local author Lucy Reynolds and illustrator Katie Hickey, are working with a group of children from Weyfield Primary Academy in Guildford. They have already been involved in a series of creative workshops, school assemblies and educational visits to Newlands Corner in the Surrey Hills National Landscape, to see the ancient yew trees. The children, guided by the experts will create poems and timelines charting the history of ancient trees which will culminate in the creation of a captivating Children’s Book. The book will be distributed across all 52 of Surrey’s libraries as well as through additional local schools, inviting readers of all ages to learn about ancient trees and how to safeguard their future.

Gordon Jackson, Chairman of the Surrey Hills Society said: “The Surrey Hills Society is delighted to be involved in this project, supported by a grant from the Surrey Hills Access for All fund. We are extremely grateful for the promotional support of the Surrey Library network. Being a part of the process of creating the book with both Lucy and Katie is inspirational and we very much look forward to seeing the final literary masterpiece. The Society is committed to encouraging people of all ages and abilities to discover and enjoy the Surrey Hills and we are proud to help Surrey’s children learn so much about our ancient trees and surrounding countryside.”

Carolyn McKenzie, Director of Environment at Surrey County Council said: “With creativity, education, and community spirit at its core, this project not only celebrates Surrey’s ancient trees but also fosters a deeper connection between young minds and the natural world, paving the way for a future generation of environmental stewards. This project highlights even more the importance of Surrey’s tree planting scheme, which will plant 1.2 million trees by 2030, the trees of

today will become the ancient trees of the future leaving a lasting legacy."

Susan Wills MBE Assistant Director Arts, Culture, Heritage and Libraries at Surrey County Council said: *"What a wonderful opportunity for children to take part in a creative reading project that encourages learning about nature and Surrey's ancient trees. Surrey is England's most wooded county and this project is a wonderful opportunity to educate children in the vital role trees play, from providing habitats for wildlife to absorbing carbon dioxide! All fifty-two of our Surrey Libraries are taking part so wish all the participants the best of luck!"*.

The competition runs from 1 June to 4 September and templates can be collected and returned to any Surrey Library. Further details and terms and conditions are available on the Surrey Hills Society website, [click here](#) to find out how you can get involved..

The project is a collaborative effort between the Surrey Hills Society, Surrey Hills National Landscape, Surrey County Council, author Lucy Reynolds, illustrator Katie Hickey, Guildford Book Festival and The Old Dungate Press. With thanks to funding from the Surrey Hills Access for All fund, enabling everyone to love and protect Surrey's National Landscape.