



SPRINGFIELD SCHOOL NEWS



March 2019 Issue

www.springfield.uk.net

SKI TRIP 2019

In February 2019 a group of almost fifty Year 9 pupils with five teachers went to the winter wonderland that is Champroux in the Aosta valley in the Italian Alps. Most pupils had not skied before and had an amazing time. From the B.A. flight from Heathrow (on which the pilot announced our presence to the applause of the other passengers!) to the wonderful British Ski2 instructors, it was brilliant. Everyone learned new skills, improved their personal development and enjoyed the après ski activities on this trip. Parents commented (see below) on how the experience helped their sons and daughters to learn a new skill and improve their confidence and independence. Pupils came back bubbling with brave, competitive, amazing stories from being challenged on the nursery slopes to new skiers coming down black slopes making memories that will last forever. Planning is already in place for next year's trip. We can't wait!

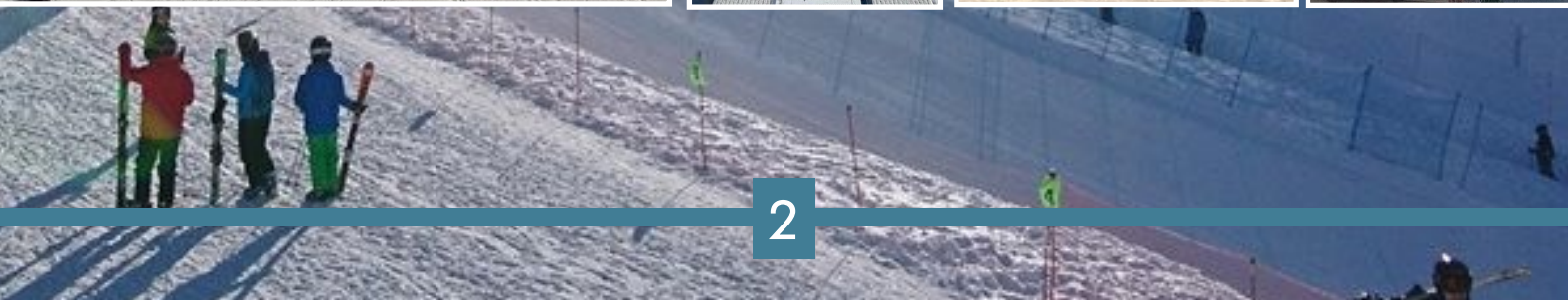
Mr Lomas, Head of Enterprise and PDL

'Thank you Springfield for giving my son the opportunity to go on a ski trip with his friends. As always the trip felt really well organised and the updates on Facebook were a daily pleasure. He enjoyed every minute especially the pizza and karaoke night. He thought the ski instructor was brilliant and loved being out in the mountains all day and skiing his socks off. He said the resort was great for the group and he was thrilled to have tackled and conquered the black runs. Once again thank you for taking him and giving him such a memorable experience.'

'My son had a fantastic holiday and now wants to be a ski instructor when he's older! He went from non skier to red runs from day 3 and skiing sections of black runs on day 5. Instructor Ian was brilliant and really encouraged them.

It has definitely sparked a passion. Excellent first experience.'

'Many thanks to all the staff for taking them on this amazing trip. Our daughter had a great time, she hasn't stopped talking about it since she got back. She went with the basic skills and has returned as a confident skier. The group she was in really pushed and encouraged her. She really enjoyed mixing with new people and the evening activities. As a parent we really appreciated all the regular Facebook updates!'



HOUSE NEWS



I am delighted to report that our house system continues to go from strength to strength. A record breaking number of house points have been awarded (see page 4 for the most up to date totals). Staff have now given well over 50,000 house points so far this academic year. This is undoubtedly testament to our students' dedication to hard work, helping out, getting involved and all the other positive behaviours that make our school such a great place.

You will see details on page 5 of the latest house initiative focusing on litter reduction and being more environmentally aware (and active) especially in relation to plastic waste. We have also seen our students respond positively to Mr Teeling's '10p Challenge' with lots of money (£378) being raised by all year groups for Hampshire and Isle of Wight Air Ambulance. Pictured below are some of the pupils busking in the TCC during lunch time as part of this challenge.

World Book Day was enjoyed again this year with many staff dressing up as well-known book related characters. It was my 'Bert the Chimney Sweep' outfit that took the honours in the staff line up (see photo below)! Not sure what I did to deserve that but I was happy to take the house points for Woolf! I hope to see even more staff representing their houses next year.

Our 'You Speak' debating teams have continued to meet and develop their impressive skills and we look forward to seeing how they perform on a wider city stage in due course. As we move into summer we can begin to get excited about Sports Day: the 'flagship' house event. As with last year many points will be up for grabs on the day to help decide the overall winners of the impressive house cup.

A big well done to all those students who have reached the 100 house point mark and earned their enamel badge. For the remaining students make sure you check your latest total and work to reach 100 before the end of the year. Remember that all points revert to 0 in September so take your chance now!

Mr Wilburn, Deputy Headteacher



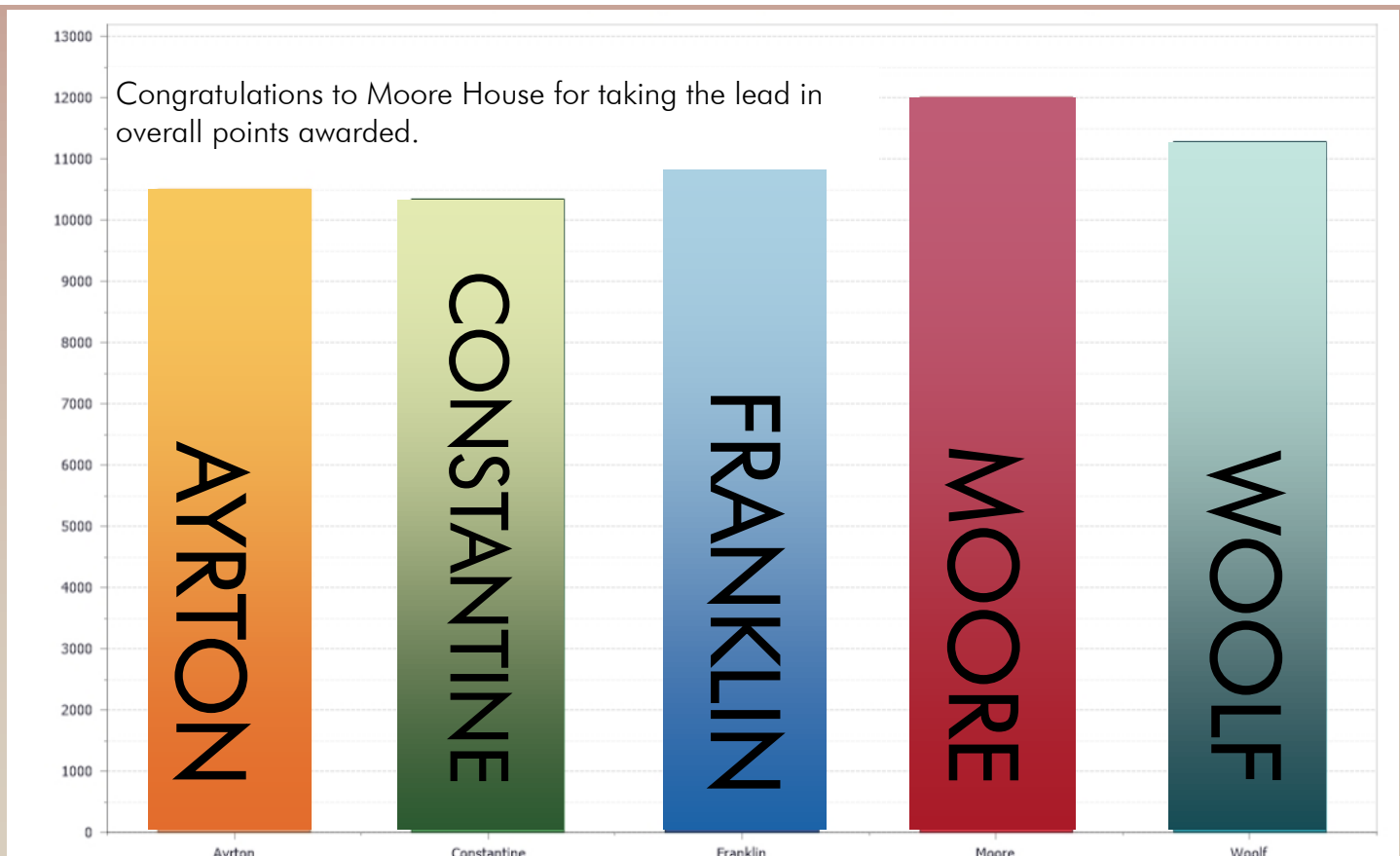
100 POINT ACHIEVERS

We are delighted that so many pupils have now achieved 100 points and over. Pictured to the right is a selection of some of the pupils who have now received their badges.

Mr Wilburn, Deputy Headteacher



HOUSE POINT SUMMARY



PLASTIC WASTE

We are well aware of the volumes of energy that we use and the waste that we produce as a large institution. Also, society is all driven to look for ways to reduce, re-use, recycle and be as environmentally friendly as possible. We want our school environment to be as clean and tidy as possible. Moving towards a 'greener' approach is a big journey and a big commitment and our view (shared by a growing number of students) is that 'small steps' can eventually lead to big change. As part of our latest House Week we are fortunate to have representatives from 'The Final Straw Solent' delivering thought provoking assemblies. The Final Straw are a fast growing initiative set up with the intention of reducing plastic waste and its impact on our oceans. Parents and students can view further information on their work so far here: www.finalstrawsolent.org.



Thanks to our dedicated staff and student representatives we already have many ideas to help us move towards being a greener school:

- for us all to take part in a 'plastic-free day' on 8th May. Students will receive further details about this shortly, but for more information please visit The Final Straw website - <https://finalstrawsolent.org/>
- The idea is to avoid unnecessary 'single-use' plastic waste/packaging on this day. This could include putting packed lunches in a paper bag or bringing in a re-usable bottle.
- to work in collaboration with charities and initiatives like 'The Final Straw' and 'Green Schools Project'
- to create opportunities for our 'Student Voice' to lead and coordinate a more systematic/planned approach to being a 'greener' school
- to introduce inter-house waste collection/recycling
- to review and reduce packaging and waste in our own canteen
- to use digital/electronic systems to reduce paper (like Google Classroom)
- to give double house points for helping out with litter picking
- to review school energy usage and ideas for using 'renewable energy'
- to cultivate and develop our house 'gardens' and green areas so they attract more wildlife
- to make sure lights, computers and other energy hungry products are turned on only when it is necessary

I know that this issue is important to our students and school community so I look forward to hearing further creative ideas (big or small) from the students and seeing what difference we can bring about as a school. I hope that staff, students and parents begin to 'challenge' each other on what we can do to make a change at school and at home.

Mr Wilburn, Deputy Headteacher

NHS SMOKING COMPETITION

We are delighted to report that Molly Firth (8G), one of our House Smoke Free Competition winners has gone on to win the NHS competition. Molly was also featured in the Portsmouth News for this (see pictured on the right). Please follow the link to the previous article regarding the competition - <https://bit.ly/2CViUSZ>

Mr Wilburn, Deputy Headteacher

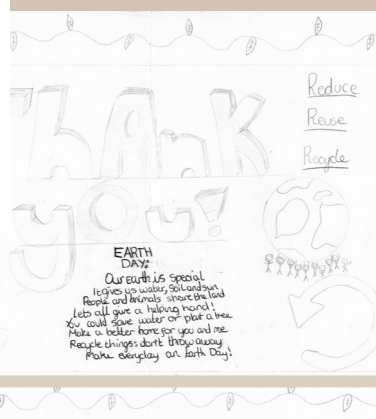


THANK YOU CARD COMPETITION

Tasked with a mission to create this term's thank you cards with the theme 'National Events in March and April' pupils busily put pen to paper. As usual we had a great selection of pictures but Mrs Evans, the School Nurse, very kindly judged that the following five entries were worthy winners. Well done to you all for earning points for your houses (pictures shown below):

Matthew Sinnott (7P - Ayrton)
Darlene Cotton (7N - Franklin)
Isabel Graham (8D - Franklin)
Maddie Young (7R - Constantine)

Mrs Payne, Head of History



FROM THE HEADTEACHER

The poet Rilke wrote of spring, 'It is spring again. The Earth is like a child that knows poems'. Of course, 'knowing poems' is certainly something that our GCSE students are having to get to grips with this spring as they prepare for their GCSEs in English and English Literature! While this is not at all what Rilke meant, we wish our Year 11 students well as they revise for these and their other GCSEs over the Easter break. There is a full range of revision and catch-up sessions available for Year 11 students to attend to support their exam preparation although we are advising them to make sure that they also have some fun and relaxation over the holiday. This year we have put together a new information booklet for Year 11 students and their parents which has been emailed out already, but can be accessed by all via: <https://bit.ly/2CWRXyk>

My thanks go to all of the staff who are leading revision sessions for our Year 11 students.

Some of the formal assessments for the GCSEs have already taken place including the English speaking component and the drama performance pieces. The quality and range of the drama performances this year have been extraordinary, with some very sophisticated and challenging subject matter being interpreted by the students. Earlier in the year I had the pleasure of watching a group of students performing their filmed piece; then during March, alongside some very proud parents, I very much enjoyed the second GCSE Drama

Performance Evening. The GCSE moderation of students' football skills also drew a crowd of supportive onlookers as the players showed off their skills for the PE moderator (and video camera!).

Education and schools continue to feature continuously in the media spotlight with issues including school funding, home-schooling, provision for young people with special educational needs, the role of schools in tackling crime and Ofsted's proposed new framework being debated. At the start of this month, more than 1000 councillors wrote to the Education Secretary to call for adequate funding for special educational needs and an end to spending cuts for schools. Without a doubt, schools are being asked to do more with less resource, with one recent report by the Institute of Fiscal Studies suggesting that schools (England) had experienced an 8% drop in funding per pupil over the last eight years.

https://www.bbc.co.uk/news/education-47772862?intlink_from_url=https://www.bbc.co.uk/news/education&link_location=live-reporting-story

These are all issues that impact directly and significantly upon Springfield and the provision that we provide for our young people. The governors appraise these issues on an on-going basis and those of you who are able to attend the upcoming parents' workshops (page 9) will have the opportunity to discuss these further with us. We have welcomed one new

governor to the school, Hazel Ledger, and two new trustees to our trust board, Donna Smith and Susan Hamilton, this term. We also congratulate Sharon Brueton who has been elected as Chair of the trust. Springfield is still looking for its next parent governor - if you are interested in joining us, please see the 'WORK FOR US' section of the school's website.

If you would like to learn more about Ofsted's proposed new framework, which places a greater emphasis on curriculum, please visit Ofsted's website:

<https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education>

Finally, and on a much lighter note, thank you once again to the Year 7 students who never fail to share a pre-holiday joke with me while I am on lunchtime duty. The worst of these must be, 'What happened to the Easter Bunny when he misbehaved at school? He was eggspelled!' and 'Why did the Easter egg hide? He was a little chicken!'

I hope that you enjoy reading about our students' fantastic achievements over the last few weeks and wish you a very happy Easter.

Sara Spivey – CEO, Headteacher



A PARENT GOVERNOR'S PERSPECTIVE

When I first looked around Springfield School with a view to my son starting, the thing that struck me most was how outgoing, confident and polite the children were. When I then checked the OFSTED report, in my opinion, there was no better next step for my son. As he approaches the end of this time at Springfield, my youngest son is gearing up to start next September. As a parent and a parent governor of Springfield I had no hesitation in choosing the school a second time.

I have seen, first hand, the dedication and hard work that Springfield children receive from the Headteacher, teaching and support staff. Whilst it may not always seem that way to us parents there is so much that goes on 'behind the scenes' that we do not see on a day to day basis. Although results are, undoubtedly, important, I have seen time and again that at the heart of everything Springfield does is the children.

Let's be honest, alongside the staff, no one is more concerned than us parents and carers with the quality of the teaching and learning at Springfield. Having our children's best interests at heart means that we also have Springfield's best interests at heart. This means that we are committed to the school's continuous improvement for the benefit of all our children.

As a governing body, we have responsibility for the efficient running of the school which includes educational results, financial management and health and safety. Our governors are drawn from a variety of sources and have a wide cross-section of skills and experiences between them. We each sit on at least one sub-committee relevant to our skill set. Generally there is one committee meeting and one full governors' meeting termly, held in the evenings with refreshments provided.

If you've already got your hands full juggling family, work and home, the idea of joining Springfield's governing body may seem a commitment too far, requiring more hard work and effort than you've got time for. However, it can be one of the most rewarding and satisfying 'jobs' that you'll ever have. By becoming a parent governor, you can influence the direction that Springfield is taking and learn so much about the workings of the school.

Becoming a parent governor gives you a chance to influence areas that matter to you and your child. Part of the role of a governor is to be a 'critical friend,' supporting the school but also challenging it and holding it to account. Governors get to have a say in just about every aspect of how the school is run – and your prior knowledge of the school from a parent's perspective means you will be empowered to challenge decisions and offer your own viewpoint, which as I know first-hand is always taken seriously.

Being a governor allows you to gain a variety of new skills, and develop the ones you already have. It doesn't matter if you don't think your career experience – or lack of – is relevant to education; governing bodies need people from all backgrounds who can bring their knowledge and experience to the school.

How often has your child come home from school and commented on what they learned during the day, or something that happened in class? Children are the best group for providing feedback about what goes on at school, and their experiences and comments will inevitably shape your attitudes and opinions as a parent governor. As a governor, you will be giving your child a chance to contribute directly to their own learning experience, whether they know it or not!

If you have any questions about the role of parent governor, I am more than happy to answer them. Please email me at paula.aitken@springfield.uk.net

The school currently has a vacancy for one parent governor. For more information, please see the 'WORK FOR US' section of the school's website - <https://bit.ly/2OQdNZ0>

Paula Aitken, Parent Governor



SPRINGFIELD PARENT LIAISON WORKSHOP SESSIONS AN INVITATION

As Chair of Governors I am always looking to ensure that our pupils' parents, carers and guardians have every chance to keep up to date with what's new and what's happening at Springfield.

So, in order that a wider group of people can be given the opportunity to understand how the school operates on a day to day basis, I am proposing to hold a series of 'Parent Workshops' in the up-coming summer term.

The workshops will allow me and my senior governors, along with the Headteacher and her Leadership team, the chance to give more detailed information direct to the participants and for our guests to learn more about how and why things happen across the school in a more intimate and informed atmosphere.

I am going to provide three sessions initially with the subjects mirroring the way the Local Governing Body operates, i.e. **Behaviour & Safety**, **Curriculum & Standards**, and **Resources**.

Each workshop is being offered to the first 10 people on a first come, first served basis to create the right environment and will run for approximately an hour, starting at 4.30pm in the afternoon.

I do expect the sessions to be popular, so will ask for your understanding if I need to limit a place to one per family in the event of over-subscription. However, it is my intention to run other workshops in a reasonably early follow up timeframe, say in July or very early in the next school year.

The session dates and subject are as follows:-

Behaviour & Safety	Thursday 9 th May 2019	4.30 pm
Curriculum & Standards	Tuesday 25 th June 2019	4.30 pm, and
Resources	Thursday 4 th July 2019	4.30 pm

I do hope that you will want to attend one or more of these sessions and invite you to let the school know by [clicking here](#) to register your interest by 24th April 2019.

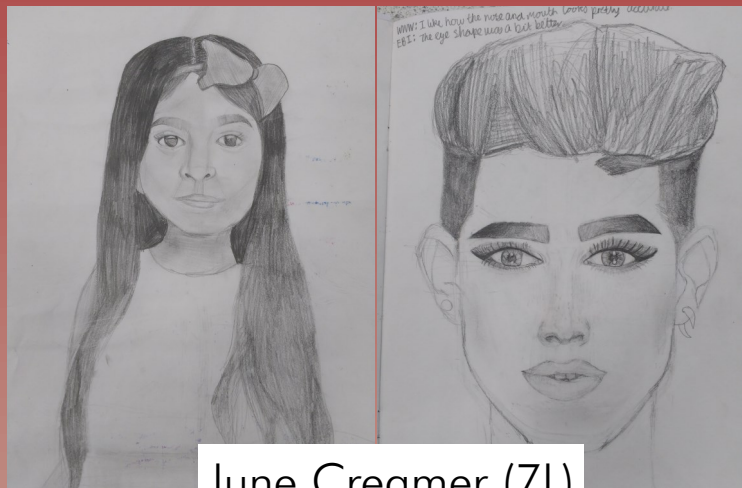
Alan Cufley, Chair of Governors



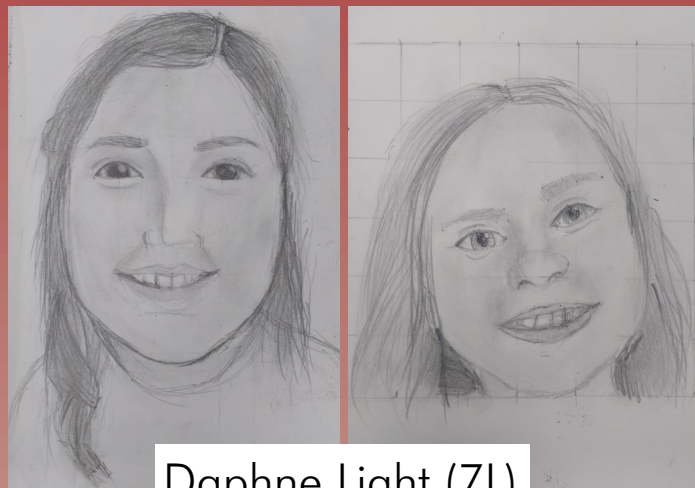
SPRINGFIELD ART

Year 7 have been sketching portraits of their peers during Art lessons this term. We are proud to present a selection of the fantastic portraits drawn.

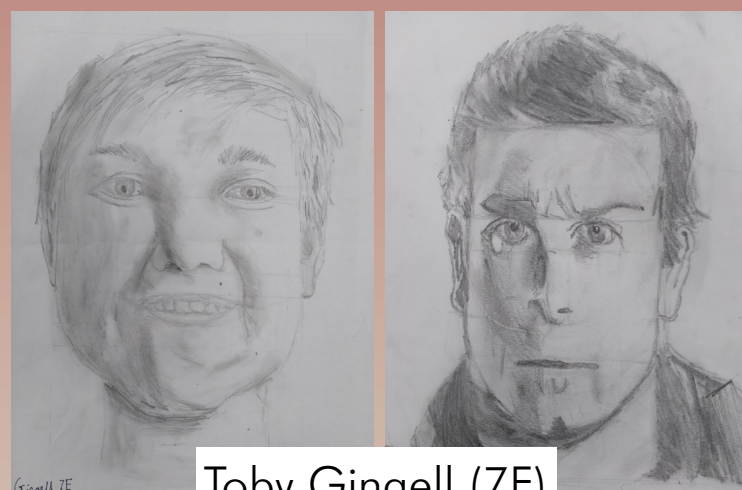
Mr Toghill, Head of Art



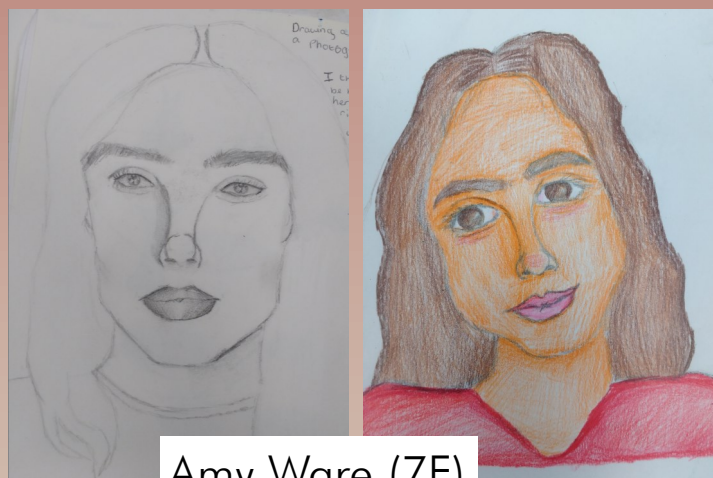
June Creamer (7L)



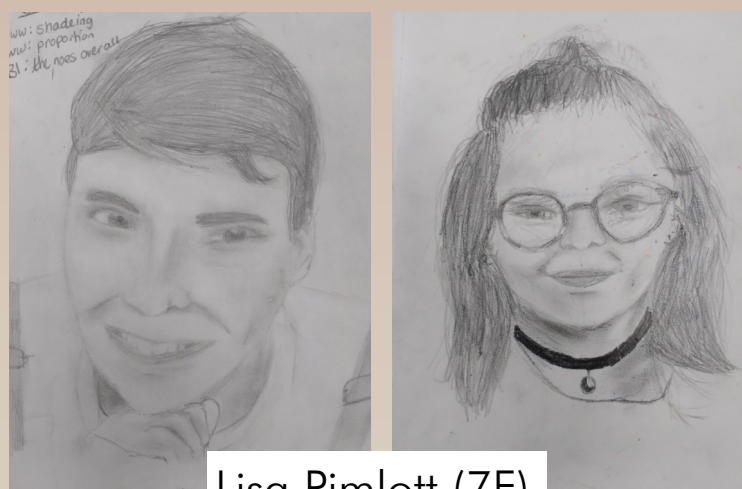
Daphne Light (7L)



Toby Gingell (7E)



Amy Ware (7E)



Lisa Pimlott (7E)



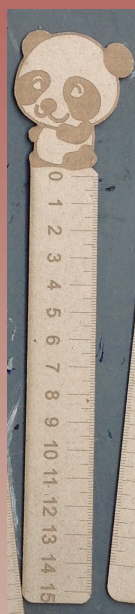
Evie Smith (7E)

Cerys Dorn (7E)

SPRINGFIELD DESIGN AND TECHNOLOGY

Year 7 Design and Technology students have been learning about the development section of the design process. They have been using a range of CAD skills to design their ruler before sending to the laser cutter for modelling on grey board. They have then analysed and evaluated the model before making any adjustments to the file ready to send back for laser cutting on acrylic. This is only a small selection of rulers we have produced in Design and Technology this term, there are lots more that are equally brilliant! Well done Year 7!

Ms Ware, Head of Design and Technology



TILTING MIRRORS



This was a Year 8 tilting mirror project where students learned traditional carpentry skills such as how to create a lap joint and reading a technical drawing to independently complete the product. Students also used a range of CAD skills to complete decoration and shape for the mirror and base which was printed on the laser cutter. The materials used were pine and mirrored acrylic and the hand tools used were tenon saws, coping saw, belt sander and flat files. Well done Year 8!

Ms Ware, Head of Design and Technology



MADE IN POMPEY

As previously reported in the February issue of Springfield News (<https://bit.ly/2lfeZ6Q>) six Year 10 pupils took part in the Made in Portsmouth challenge with Landsec. Their mission was to design a logo with the local landscape as inspiration that would be printed onto a sustainable Chilly bottle and then sold to raise money for charity. Our group won the People's Choice! This means there will be thirty bottles printed with the logo designed by our group and sold for £10. It is a very limited opportunity as we can only secure thirty of the bottles and the design will not be released again! They will be sold on a first come first served basis. Please do register your interest if you would like a bottle by emailing contact@springfield.uk.net. A huge well done to the six pupils who took part - Jack Appleton (10R), Joel Bassil (10P), Terri Huntley (10F), Jude McMaster (10E), Tom Patrick (10D) and Annabelle Turner (10N) (pictured below)!

Ms Ware, Head of Design and Technology



YEAR 7 PEWTER KEY-RING PROJECT

Due to pewter's low cost and durability, Springfield Design and Technology Department have decided that making key-rings out of pewter is a great project for the Year 7 pupils.

As a result of its silvery appearance and wear-resistant qualities pewter is now considered the ideal material for objects such as key-rings. As pewter has such a low melting point, health and safety officials have decided that pewter casting is safe for pupils to conduct. Embracing the new budget friendly, wear-resistant material, most senior schools have scheduled for Year 7 pupils to make their own pewter key-rings at some point during this academic year. We asked a parent of one of Springfield's Year 7 pupils for his opinion on the new project: 'Personally, I think that pupils being able to get involved in shop work making everyday objects is great because it means that they will have a better understanding of where their belongings have come from.'

After asking many more parents of Year 7 pupils we found that the majority of responses towards this new initiative were positive.

The expected outcome from teaching children how ordinary objects like key-rings are made and letting them try making them for themselves is that it will make pupils more appreciative of their belongings.

So in conclusion, schools hope that pewter keyrings will revolutionise the way children think.

Fiona Curphey (7G) Pewter Photo by Yann Feltham (7G)



CREATIVE WRITING CLUB

Well done to the Creative Writing after school group who have made 'idea dice' in order to play a creative writing game. Pictured to the right:

Blake Andrew (7N), Matthew Sinnott (7P),
Emma Weston (7P), Emily Ralston (7R),
Erin Powell (7P) and Jenson Bournier (7P)

Mrs London, Teacher of English



POMPEY MILITARY KIDS

Pompey Military Kids have asked us to share the following notices:

Information about 'Pompey's Military Kids' (PMK): Pompey's Military Kids is a joint initiative set up by the Naval Families Federation (NFF) and Portsmouth City Council (PCC), working with representatives from various schools across the city. The Cluster Group supports Service children in a number of different ways and local schools now share good ideas and best practice through collaborative working. Events and activities are organised by NFF and PCC which bring Service children together, to encourage them to interact, make new friends and support each other. This means that there is now a network of young people who are helping and supporting each other within the wider community.

Here is a link to the NFF's new Parental Absence resource (the resource is relevant to all three services). <https://nff.org.uk/wp-content/uploads/2019/02/Parental-Absence-Resource.pdf>

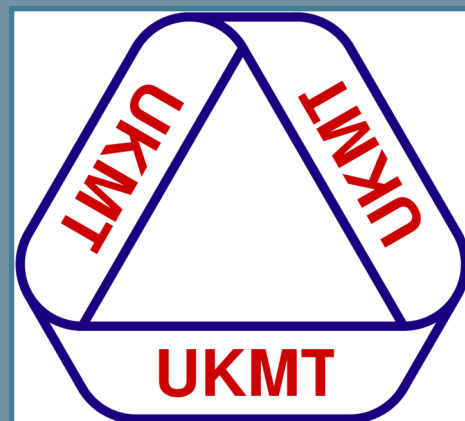
If serving parents would like their own hard copy, they should contact NFF directly and they will post one to them.

A study is being carried out at the University of Southampton to investigate how adolescents from Armed Forces families cope with stressful life events (both normal adolescent stressful events and events specific to Forces life). The online study <https://nff.org.uk/adolescents-study/> is open to participants aged 11-18 who have a parent in the UK Armed Forces. PMK would very much appreciate support with this work, as without evidence it is very hard to encourage change.

Mrs Latif, Head of Music

UK MATHEMATICS TRUST (UKMT) CHALLENGE

Springfield pupils are participating in a national UKMT Maths Challenge again this year. Approximately 150 of Year 9, 10, and 11 completed the Intermediate Mathematical Challenge on 7th February 2019. The hour long national competition consists of 26 difficult maths questions - pupils are not allowed to use calculators for this - only a pencil and plain piece of paper to hand; Year 7 and 8 will be completing the Junior Challenge this month. The UKMT is a registered charity whose aim is to advance the education of young people in mathematics. THE UKMT organises national mathematics competitions and other mathematical enrichment activities for 11-18 year olds. They were established in 1996 and during the last academic year over 650,000 pupils from 4,500 schools have taken



part in the three individual challenges, the UK's biggest national maths competitions. Each challenge leads into a follow-on Olympiad round. UKMT also run mentoring schemes and summer schools for high performing students as well as training the team of six to represent the UK in the International Mathematical Olympiad. We are delighted that 48 of our Year 9, 10 and 11 pupils achieved awards for the challenge. Well done to you all. The award winners are listed below (please note that not all winners are listed):

YEAR 11

GOLD/BEST IN YEAR AND BEST IN SCHOOL: Isabelle West (11G)

SILVER: Annabelle O'Sullivan (11G), Lucy Austin (11N), Lauren Culliford (11E), Jessica Hatton (11G) and Sam Wright (11E)

BRONZE: Matthew Holland (11F), Jacob Evans-McBride (11F), Rachel Shepherd (11D), Paul Erwich (11F), Joe Clarke (11E), Anna Matthews (11G), Jazmin Choudhury (11F) and Lois Bishop (11S)

YEAR 10

SILVER AND BEST IN YEAR: Charlie Collis (10F)

SILVER: Michal Rajzer (10L), Timothy Kuruvilla (10G), Lucas Leeman (10F) and Katelyn Robinson (10L)

BRONZE: Jessica Luck (10L), Aimee Curd (10R), Cameron Davis (10R), Daniella Betts (10L), Elizabeth Kale (10D) and Jude McMaster (10E)

YEAR 9

GOLD AND BEST IN YEAR: Mieszko Polak (9R)

SILVER: Erin Lowe (9L)

BRONZE: Jack Boswell (9P), Melissa O'Sullivan (9L), Denys Tkachuk (9E), Ethan Kent (9E), Madeleine Brown (9P), Daniel Hayward (9P), Samuel Shute (9P), Jasmine Berry (9S), Iona Davies (9R) and Jed Puttick (9D).

Congratulations to Mieszko Polak and Isabelle West who have been invited to sit the next round of the challenge.

Miss Hawkins, Second in Charge of Maths

GDPR

Due to the new GDPR regulations please note that occasionally we do not list all pupils' names/ photos in featured articles. This is because we do not have parental permission to do so.

YEAR 7 FORT NELSON TRIP

Some of our Year 7 pupils had a fascinating day out at Fort Nelson in March, learning more about WW1...

On 12th of March forty Year 7 pupils went on a trip to Fort Nelson for a day. It all revolved around the First World War and the work done at the fort during the war. It was an interesting and enjoyable experience where we were given opportunities to handle genuine objects from the period. The day started with us arriving at the fort and being split into two groups (we will be focusing on group two). Following a brief talk we were led to a room where we met the fort's First World War expert. He gave us an incredibly interesting and informative talk on what the British and German troops were issued with. We were shown all sorts of things including clothing, kit bags, rifles and bayonets. After the talk we were given the unique experience of handling them,

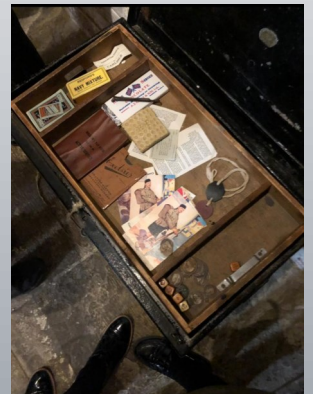
even the rifles and bayonets and also a sword!

After that we were taken to the troops' quarters where we would be spending the next few hours learning about how the fort was a training camp and the living conditions of recruits stationed there. We also made a recruitment video using authentic equipment. We were rotated from station to station with an i-phone given to us in order to take videos and pictures. After that we were sent back to our tables to eat lunch and edit our videos.

We were then allowed to wander freely around the fort looking at many different artefacts such as the cannons from the 17th-19th centuries. We also explored some of the tunnels which was very enjoyable. After lunch we went

back to the fort's First World War expert to look at more artefacts such as mortars, grenades, shells and even body armour. It was all very fascinating and would take pages to completely cover but we learnt how brutal some of the weapons were. Finally we were taken back to the entrance to conclude our trip. Overall it was fascinating and extremely enjoyable and we learnt a lot about the time period and the war.

Owen Jones
(7R)



YEAR 8 SUSTAINABILITY TRIP

We visited the Sustainability Centre in Clanfield for our Geography trip on 19th and 20th March 2019. We learnt how to create sustainable buildings, made clay ovens and a bridge made of sand bags. Whilst there we learnt that being sustainable is important as if we don't act now it may be too late.

Ethan Herridge (8S) and Rebecca Edwards (8P).



YEAR 8 LONDON DRAMA TRIP

Some of our Year 8 pupils visited London to seek expert advice on how to hone their performing skills...

First I'd like to say that everyone had an amazing time on this year's drama trip to London. We arrived Sunday morning and had some free time in Covent Garden Piazza, where we watched some incredibly skilled magicians and other street performers, including the 'Silverman'. After lunch, we headed to Cambridge Theatre and saw the first musical: Matilda. Rhianna Fry said "All the songs were great and the stage was amazingly detailed". Ruby King added "It was a great show, the music was incredible". We then took a walk to the Duchess Theatre and watched The Play That Goes Wrong. Nicole Graham said it was an "Extremely funny,

amazing performance". At the end of the day we all had a scrumptious dinner at Pizza Hut. On Monday morning, we had an hour's workshop, in Pineapple Studios, based on The Play That Goes Wrong, followed by some sightseeing of famous theatres, including St Martins Theatre. At the end of our sightseeing, we went to Covent Garden Piazza again for lunch before returning home. We would also like to give a huge thank you to our two guides from the London Theatre Tours Company, Mike and Adam.

By Nicole Graham (8E)



THE DE CURCI TRUST

Congratulations and well done to the pupils at Solent Infant School who were involved in the recent musical production of 'The Enormous Turnip'. For those who do not know the story, which is a Russian folktale, it concerns an old man who plants a turnip which grows to enormous proportions. Only through the family and their animals working together as a team are they able to pull the turnip up and enjoy eating it! The show involved some confident narration by key pupils as well as group singing and actions. The costumes were also wonderful, in particular the animal masks. I thoroughly enjoyed watching the performance and thank the staff and pupils for putting together such an engaging show.

Sara Spivey - CEO, Headteacher



YEAR 9 AND 10 BELGIUM TRIP

Year 9 and 10 pupils went on our school's annual trip to Belgium to visit historical sites from World Wars One and Two, and to learn more about what life was like fighting or even living in these time periods...

On Friday 15th March, we went to Musée La Coupole at Helfaut in Northern France to explore the history behind Hitler's V-Weapons that he designed in World War Two. By 1943, it was clear that the Allies were going to win the war, so Hitler designed two new weapons as an act of vengeance against the Allied Powers. The first weapon Hitler designed was the V1, an auto-pilot plane filled with explosives, that would randomly crash and cause a devastating explosion in the surrounding area. Although this weapon sounds dangerous, Hitler then designed a second weapon based on the V1 which later became known as the V2. The V2 was essentially a rocket filled with explosives that launched itself up into the air and flew 70 miles into the atmosphere before crashing back down and exploding. This would occasionally be followed by a mini earthquake. The site that we went to housed some of these lethal weapons and was disguised as a massive dome made from concrete and, due to its ominous appearance, it was bombed by Allied planes flying over the site.

On Saturday 16th March, we visited two cemeteries: Tyne Cot Cemetery and Langemark Cemetery. Tyne Cot is the largest allied cemetery from WWI with nearly 12,000 soldiers buried

there, 7 of those being awarded the Victoria Cross award and a memorial to 35,000 of those who weren't identified. Langemark is a cemetery from WWI commemorating the German soldiers that died in the Ypres Salient. As Germany was in high debt and had to pay reparations at the end of the war they could not afford or did not have the land space for individual graves so many of the men that died in the war were buried in mass graves, 16,000 in the mass grave at Langemark. In comparison to Tyne Cot, Langemark was dark and those fighting for their country deserved to have individual graves.

After that we went to the Passchendaele Memorial Museum, where we learnt about what it was like in communication tunnels and in underground headquarters containing: dormitories, a dressing post and workplaces. Many of the students liked how interactive this museum was for example being able to smell the different types of mock gases and games of the time inspired by the trenches.

We then visited Sanctuary Wood where we were given a realistic idea of what a real trench was like as this trench still had mud and was not cleaned up or covered in concrete like the others were and included bare shrapnel holes and communication tunnels. This area was named Sanctuary Wood as at first it was behind front lines for the higher ranked officers to work in, a "sanctuary" if you will, but eventually the German lines

advanced and it became a crucial battle point. The pupils enjoyed exploring the tunnels, their winding paths and going through the communication tunnels (in the pitch black!).

Following that we went to Essex Farm cemetery, where there was a field hospital in which John McRae treated wounded soldiers and wrote the poem 'In Flanders' Fields' which is known as it inspired the poppy to become a symbol for remembrance. The cemetery includes graves of a Victoria Cross winner, a Jewish soldier, an unknown German soldier and one of the youngest known British casualties who died at just age 15. The graves had different symbols on them to represent different meanings such as awards, religion, area and age.

Come 20:00hrs (Belgian time), we gathered around the Menin Gate for the Last Post Ceremony that is held every single evening and is watched by many people across Ypres in order to honour those who that fell during the Great War. The Menin Gate was described as a humble area, since the gate was kept clear and in good order, and also ensured that all of the walls were filled with the names of the fallen. We saw a local group of boy scouts and police officers attend the ceremony, as well as a band that played at the beginning and the end of the ceremony. Many students thought that this act of gratitude was important, since it meant that the people of Belgium and anyone else who comes to

Continued on page 18

YEAR 9/10 BELGIUM TRIP cont...

Ypres can remember the sacrifice of the soldiers.

On Sunday 17th March, we went to Vimy Ridge in France, this was Canadian and German trenches, tunnels and a memorial. The students drew sketches of the tunnels and trenches by examining the extra details, such as the duckboards. We were told by one of the Canadian guides that Vimy Ridge was an area that was fought over a lot during the war, due to its clear view of the battle site that went all the way to Belgium. The Allies had control over this area for most of the war, however lost it to the Germans in 1917. This led to the Canadian Army going into battle with the Germans in order to win back the land, which they did. As a result of this, the French Government gave Canada Vimy Ridge as an act of gratitude for successfully winning back the Ridge. Afterwards, we headed to the

Memorial that was dedicated to all of the Canadians who lost their lives during the battle for Vimy Ridge. It had steps leading up to walls of names of the fallen soldiers and a centrepiece to symbolise how they gave up everything for a nation that wasn't theirs and how Canada will forever remember and honour their lives. It reminded us of those people who gave up their today for our tomorrow.

The final place we visited was the Blockhaus at Eperlecques, France. This was a building used by the Germans in World War Two to build and launch V2 weapons and to store liquid oxygen. This bunker was built between March 1943 and July 1944 and was built in a desolated area that was in range of London. The Blockhaus was constructed using slave labour, however, it was never completed, due to the immense bombing from the Allies.

In one instance, the Allies dropped a Tall Boy Bomb onto the bunker, causing one whole section to be destroyed. As well as this, not a single V2 was launched from the site.

Overall, the pupils found this to be a fun and interesting trip, visiting the sites has helped explain the material covered in History lessons in greater depth. Being able to witness these historical sites first hand helped give a visual perception of certain events and will enhance our learning. Hopefully next year's pupils will find this trip just as exciting and valuable, too!

**Molly Whistler (9G) and
Tamira Lanzon (9G)**



YEAR 9 MUSEUM TRIP

On Tuesday 26th March, Year 9 pupils travelled to the city of London to visit the Natural History Museum and The Science Museum. While they were there, the pupils learned about volcanoes and natural hazards and transferred their knowledge to a booklet which they filled in along the way. After every corner of the Natural History Museum had been discovered the Year 9 pupils walked around the corner to the Science Museum and yet again began to fill in their booklets; this time about climate and what we can do to stop climate change damaging our Earth. Every pupil and teacher enjoyed the day, and it was greatly due to the fact that a Springfield Geography Selfie competition took place throughout the day. Pupils went around the museums in groups and attempted to take winning photographs of them with geographical exhibits.

Overall, a very interesting day, enjoyed by all.

Eleanor Goodwin
and Josephine
Hatton (9G)



EASTER MESSAGE

As many of our students look forward to an extended break and chocolate treats, this coming week the Christians of our wider community prepare to celebrate the most important date of the Christian calendar.

Easter marks the sacrifice of Jesus Christ upon the cross on Good Friday, exemplifying the human capacity for violence and yet simultaneously inspiring compassion for others.

As God gave his only son in sacrifice, the gap between humanity and God, a link that had been severed by sinful acts, became bridged, giving hope to humanity.

To those who believe, the resurrection of Jesus on Easter Sunday also symbolises the salvation of humanity and the opening of heaven to all. Confirmation that there is life after death. An eternal, unending, life.

Our school community has a diverse make up that includes a range of faiths, spiritualities and philosophies. Whether a theist, atheist or agnostic we can all take something from the message of Easter.

In its simplest form it inspires us to find hope in our darkest moments, that from negativity and hopelessness we can find not only the strength to continue but reward for our efforts.

To those Year 11 pupils who will be revising through the holidays, and the parents and staff that continue to support them, remember that your efforts and sacrifice now will be rewarded in the future.

To our students, parents and staff alike remember that even when faced with difficulties and hardship there is always opportunity for renewal. Whether you are religious or not, Easter can be an excellent time to start again.

Happy Easter.

Mr Varndell, Head of R.S.



MRS WHITTINGHAM'S RIDDLE

The answer to last edition's riddle: (A cowboy rode into town on Friday. He stayed in town for three days and rode out on Friday. How is that possible?) Friday was the name of his horse!

If a brother, his sister, and their dog weren't under an umbrella, why didn't they get wet?

PROFESSIONAL CLOSURE DAYS

All staff at Springfield are fortunate to take part in a carefully planned programme of professional development days throughout the academic year. These are seen as vitally important, in order that all staff are able to reflect on their current practice and access the most up to date pedagogical thinking and developments. The ultimate aim is to continually improve the Springfield experience for all pupils.

This year has seen a varied and exciting programme of training. In October, all staff from Springfield and the Solent schools took part in a highly informative training day commissioned by The De Curci Trust and led by the University of Portsmouth. The day included sessions focusing on the importance of current educational research and its application in the classroom. Departments focussed in particular on motivating learners, getting the best out of boys and adolescent mental health.

These sessions were led by experts in their field. Feedback from teachers was incredibly positive with many colleagues undertaking additional research to develop expertise in areas of interest, which will then be shared with staff during future professional development.

In January, the focus was on different aspects of teaching and learning led by experts from Springfield teaching staff. Teachers took part in a carousel of activities focussed on developing resilience in our pupils, effective feedback, and behaviour management. The day was enthusiastically received and staff were keen to put into practice the strategies explored in the sessions.

More recently, staff received training on effective methods of differentiation particularly for pupils with special educational needs. Again, there was a vast range of strategies that can be used in all classrooms.

Planning is already underway for next year's professional development sessions as we respond to the needs of both pupils and staff as part of our commitment to continually improving Springfield School.

Fiona Robertson, Assistant Headteacher

NEWLY QUALIFIED TEACHERS

Our Newly Qualified Teachers (NQTs) have now completed their first two terms of teaching at Springfield. We have three NQTs at Springfield this year and they all follow a structured induction programme which helps them to develop the necessary skills to become competent practitioners in the classroom. They have a slightly reduced teaching load and this enables them to observe good practice in other colleagues' lessons and then use the ideas seen to modify their own lessons. They are fully supported in the classroom by their colleagues and mentors and they have all shown resilience and determination to become the best practitioners that they can be.

As their Induction Co-ordinator I enjoy working with them and seeing them enjoy their teaching.

Mrs Jackson, Professional Mentor



DOUBLE DECKER BUS VISIT



As part of National Apprenticeship Week, Shaping Portsmouth is visiting schools and central points in the city by bus to raise awareness of the great opportunities for apprenticeships in the city. Invited Year 10 pupils were able to take advantage of this offer on 7th March 2019 as the bus (sponsored by Stagecoach) arrived on site for an hour during lunch time. A range of employers provided a number of Apprentices to meet the Year 10 pupils so that they became aware of Apprenticeships as a viable, credible career path. An interesting way of spending the lunch break for the pupils.

Mr Lomas, Head of Enterprise and PDL

KICK START SPORTS EVENT

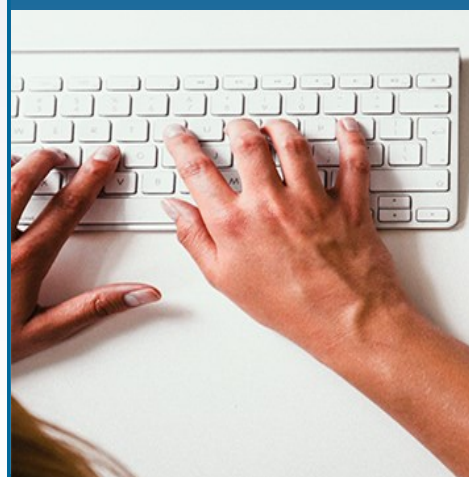
Well done to Tabitha Porter (8F), Elijah Allen (8D), Spencer Hovey (8F), Lewis Cann-Hallam (8R), Jeanne Kamakoue (8F), Bernie Dyet (8F) and Riley Mann (8E) (pictured to the right) who completed their KickStart sports volunteering award with Pompey in the Community. They put on a sports event recently at Solent Infant school for Year 1 pupils.

Miss Nash, Pastoral Manager (Year 8)



GET IN TOUCH

We would love to hear from you about any achievements or stories of particular interest relating to Springfield pupils. Please email us at: contact@springfield.uk.net



DUKE OF EDINBURGH AWARD

On 28th March we welcomed 2 guests from DofE to conduct the three year review and check that we are running things as we should be so that we can continue to be a Directly Licenced Centre. They met the current Year 10 group and some of last year's participants, plus spent lunch time with most of the fabulous volunteers who give up their time to make DofE happen.

On 9th March, our 4 DofE groups went on their first day walk up to Purbrook Heath and back. They got to practise their navigation and team work as well as trying out their new boots ready for the practice expedition in May.

Mrs Whitelock, DofE Co-Ordinator



Have you ever thought about becoming a Learning Support Assistant?
If so, come along to our Special Educational Needs Department's open morning on
Friday 24th May 2019 (10.30am to 12 noon) to find out more about the role.
For more information, please contact Sam Tiley at the school on 02392 379119.



EMPLOYER ENGAGEMENT PROJECT

Rob Pilch of Queensbury Shelters, Farlington continued his series of 4 lessons in GCSE Product Design on Friday 8th February.

The lessons are part of the wider Employer Engagement Project that brings together businesses and real-life scenarios from the world of work to teach young people the curriculum. The project is in partnership with Springfield School and EBP South and funded by the Hearn Foundation.

Pupils were given a brief to design a shelter for a client from Queensbury Shelters.

Rob Pilch briefed the students through the process and how product design is an important part of the process. The process included the stage before the actual design itself is created; for this pupils would need to think about the materials, costs, surroundings etc. and the impact this would have on the design.

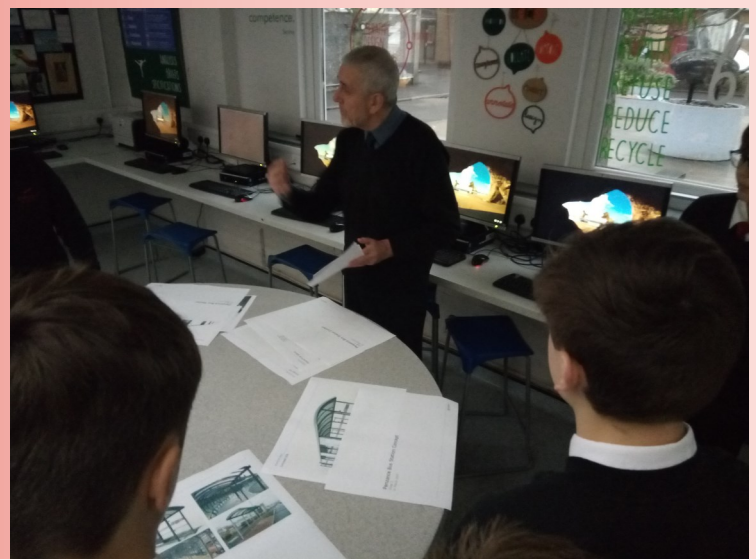
Pupils were then taught practical examples of the design process for locally produced bus shelters to cars and safety critical products such as aircraft. The pupils learned how the design process is similar for all products.

Common terms used in business were highlighted including *'Failing to plan is planning to Fail'* and *'Measure Twice – Cut Once'*.

Rob Pilch said 'I think the students enjoyed the session. I think some students have a 'natural' understanding of some basic business principles and this came out quite clearly.'

At the end of the event 87% of students stated that they now know much more about the relevance of GCSE Product Design to the work place.

John Lomas, Head of Enterprise and PDL



AIRBUS ENHANCES EMPLOYER ENGAGEMENT

The Employer Engagement Project took a large leap forward on 14th February, not because of St Valentine but due to the STEM ambassadors from Airbus! Their Maths Challenge was clearly presented by David O'Connor and his team. It outlined the role that Airbus had and explained that they were on our doorstep linking especially to their work on satellites. He focused on how to work out the optimal scan size a satellite would need to efficiently map weather phenomena across the earth's surface. To do that it became a matter of latitude, radius, circumference and from this skills of Geometry were needed. It might seem dry when having to learn about SOHCAHTOA in an abstract lesson but this was living, breathing Maths being applied to roles in a Trans national corporation on a global scale just down the road. Suddenly those Maths skills seemed so much more relevant when applied to the work place. David and his team were more than just facilitators of this challenge they were highly visible and effective role models for the pupils to work with. The session was with a group of 90 Year 10 GCSE pupils in their Maths lesson with the Airbus guests and Maths teachers supporting the pupils in this challenge.

Before the session began 67% rated their problem solving skills as only moderately strong, after it 60% said they had learned about its relevance to the world of work. The majority said they enjoyed the experience and thanked Airbus for their commitment to this project.

Mr Lomas, Head of Enterprise and PDL



MR DENNETT'S BRAIN TEASER

The answer to last edition's teaser: (My twin lives at the reverse of my house number. The difference between our house numbers ends in two. What are the lowest possible numbers of our house?)

The lowest possible numbers for our house are 19 and 91.

New teaser: What is the smallest whole number that is equal to seven times the sum of its digits?



INTERNET SAFETY TALK

Year 11 Prefects give informative internet safety presentation at Solent Junior School Parent Information Evening...

Ella Williams (11L), Emma Chandler (11N), Harry Stoneman (11S), Jamie Williams (11S), Sam Wright (11E) and myself (Rosie Hayman (11R)), went to Solent Junior School to inform parents about the importance of internet safety, and to answer questions about problems surfacing through the rise of the internet, social media and technology.

We gave advice on how to keep online profiles private and gave the different age restrictions for social media platforms; going into detail about the functions and security settings of popular applications such as Facebook, Twitter, Snapchat, Instagram and YouTube.

At the opportunities for questions we were asked about how to prevent phone addiction, where we suggested parental controls over screen time. We also took queries on cyber bullying where we gave personal anecdotes and information on how to block/remove people on different platforms as well as guidance on protecting personal information and understanding what is displayed by the public.

We emphasised the importance of communicating to children about the dangers of the internet and the constant changing terms and conditions, risks of grooming and data protection breaches.

However, we also considered the benefits of online networking and the positive, educational assistance it provides for research purposes.

Rosie Hayman (11R)



Mrs Wilby, Executive Headteacher of Solent Infant and Junior School, commented on the pupils' presentation: 'We were overwhelmed with the amount of interest in the information that they were presenting. They could have filled an entirely separate meeting with the questions and answers that their presentation generated.' We also received some great feedback from the parents who attended the presentation some of which is shown below:

'Please also pass on my thanks to the Year 11 students for giving their time and sharing their knowledge, which made the discussions feel really relevant and present'

'Great presentation from the Springfield students with good conversation and discussion'

'Wonderful interaction from Year 11s. They need this for younger school to be more engaged as they listen more them'

'Excellent presentation skills from the Springfield students. Their school should feel rightly proud. I will be very pleased if my child is so receptive and articulate in Year 11'

ACCELERATED READER

What is Accelerated Reader?

Accelerated Reader gives teachers the information they need to monitor students' reading practice and make informed decisions to guide their future learning.

A comprehensive set of reports reveal how much a student has been reading, at what level of complexity, and how well they have understood what they have read. Vocabulary growth and literacy skills are also measured, giving teachers insight into how well students have responded to reading schemes and class interventions.

How does it operate at Springfield?

All Year 7 and 8 students follow our Accelerated Reader programme as part of their English course at Springfield. Pupils should always have their Accelerated Reader book with them as part of their daily equipment; this is because students will be asked to read in both English lessons and in Tutor Time each week.

Students are required to sit a STAR Reader Test at the beginning of every term; this enables the class teacher and student to monitor reading progress.

When choosing a book, students will be advised by their class teacher during their fortnightly library lesson of their current reading level – in the first instance this will be generated by the STAR Reading Test. This will enable students to select books with an appropriate level of challenge, which will support them with making steady progress in their reading. Once their book is finished, students complete quizzes based upon what they have read. Pupils are aware that they should be undertaking a minimum of two quizzes per half term. The higher scores that students obtain, the quicker they can access more challenging texts! Classes are aware that rewards are in place for those children reading the most!

How can you help?

Students are encouraged to be reading daily at home. Around about 20 minutes will allow them to make good progress through their reading book. You can support your child by asking them to read aloud to you, or encouraging them to tell you about what they have read that particular day. You may want to ask them about what they feel the writer's intentions are for the book, their views about key characters' development, or the structure of the plot. It is also important for students to read non-fiction texts; a way forward with this may be to search for articles related to the themes in your child's recent Accelerated Reader books and to also access broadsheet newspapers regularly.

Miss Bicheno, Second in Charge of English



FOCUS DAYS

Year 10 Learn Employability Skills...

On Friday 22nd March 2019 Year 10 pupils were able to benefit from a huge array of expertise from over 30 business professionals, coordinated by IBM, who gave up their time in order to help develop the pupils' employability skills with a focus on the job interview. The pupils had been completing an application form for a chosen job and their preparation was refined still further by the excellent 'CragRats'. Then to the nerve racking interview where the pupils really rose to the challenge which impressed the business guests with their drive and enthusiasm. Constructive feedback was provided and great team work all round lead to an excellent, worthwhile day. Well done to all involved. CragRats commented:

"Friday went very well at Springfield School. I was on the Personal Branding and added a Human Bingo warm up along with a Social Media activity, students were all in mixed ability groups which worked well. I ran the final session in the hall which went very well, as students sat in rows, I decided to run a 'Speaking for One Minute' exercise and was delighted to get 4 students to stand in front of the whole year group and speak without stopping. One student in particular the staff couldn't believe she got up in front of everyone. Well done to her! This was a great day and thank you to all the staff for their support, I hope to visit again soon" Tom.

"I had four very sparky sessions in class groups on Interviews and Presentation. There were some memorable interactions and it was clear that the learning was going in. Teacher support was good throughout. The final session of the day had everyone in the main hall, and after some feedback and reflection we gave students a chance to challenge themselves to speak in front of the year group for a whole minute. Some unexpected students did very well at this, and it was heartening to see them absorb the teaching that confidence is something you learn by doing. Thank you to all the staff, and we look forward to seeing you next year!" Alex.



Year 8 Embark on Future Choices ...

Our Year 8 pupils are currently deciding which options to study from Year 9 onwards. To assist them we held a 'Future Choices Day' thanks to EBP South Limited on Monday 1st April 2019. Local business volunteers, colleges and universities kindly gave up their time to showcase their businesses, courses and/or apprenticeship opportunities. Pupils were fully engaged in this informative and interactive day and had time to reflect on what they would like to do when they leave Springfield. Special thanks to EBP South Limited for organising the day and to all the companies who participated.

Mr J Lomas, Head of Enterprise and PDL



GCSE DRAMA PERFORMANCE

Year 11 wow audience with their GCSE Drama Performances...

The GCSE drama Performance evening gave the students an opportunity to showcase their GCSE performances to an audience in advance of their practical exam which took place on 20th March in front of an external visiting examiner. The students are required for 20% of their complete GCSE to prepare two extracts from a text that is at least 45 minutes in length. The extracts can be performed as a monologue, duologue or group. The students are marked on voice and movement, character and interpretation of script; each extract is worth 24 marks.

Mrs Brown, Head of Drama





AFRICAN ADVENTURES

I am delighted to share below an article written by African Adventures:

'A big thank you to Springfield School as African Adventures celebrates its 10th anniversary and this has led us to appreciate, more than ever, the groups of volunteers who support us and allow us to continue our work, with the aim of changing lives in Africa and the UK. Springfield School is an extremely valued group of African Adventures' and we wanted to acknowledge the amazing support the school has given us over the years, since the school's first trip in 2013. Since this time, over 140 Springfield School students have supported our project work in Kenya, helping with teaching, and assisting with crucial building work. Furthermore, an incredible 58 students will be travelling out this summer to build on the amazing work that the school has done during its three school expeditions over the past six years.

Springfield has established strong relationships with a number of projects in Nakuru, one being Jubilee Academy, where the group will be returning this summer. Thanks to Springfield's support, and with other help along the way, Jubilee has grown from five to nine classrooms, improving learning facilities and increasing the school's capacity.

In addition to its school expeditions to Africa, Springfield has supported in many other ways, namely in raising vital extra funds for African Adventures Foundation. Just last year, Springfield generously donated 30 computers to our Computers for Kenya campaign, helping to increase students' access to computer technology. John Lomas has been an inspirational leader of the trips and his enthusiasm for the experience, and his pride in his students' commitment is evident when he talks; "The students are remarkable in how they have raised the money to go on the trips; you can't teach that enterprise culture. Personal development is one of the aspects that schools should be developing, and these trips helps in that aspect, in terms of confidence, global awareness and employability skills".

So, Springfield School, we want to say a big thank you for all that you have done and all that you continue to do. Thank you for helping African Adventures reach its 10th anniversary; we hope that you will be with us for many years to come.

African Adventures'

On Thursday 5th April we were delighted to welcome Fred Egasa, the in country co-ordinator in Kenya for African Adventures. This was Fred's first visit to the UK as African Adventures' guest of honour and is part of their 10 year anniversary celebrations. It was a great opportunity for pupils and staff to meet the person who will organising the timetable of activities when they visit Kenya.

Mr Lomas, Head of Enterprise and PDL



SPRINGFIELD SPORTS

INDOOR CRICKET



Top row from left: Oscar Stanley (8E), Yaqoob Rammay (7E), Harvey Hounscome (8G), Spencer Hovey (8F)
Bottom row from left: Talitha Stanley (7F), Joseph Carroll (7N), Josh Pitts (7R), Lennon Jeram (7R)

Congratulations to Springfield's Under 13 indoor cricket team for reaching the finals of the Hampshire Tournament. The team enjoyed a day playing at the Ageas Bowl, with some great cricket played by all schools. The day saw some outstanding batting from Spencer Hovey, Harvey Hounscome and Josh Pitts, some excellent bowling from Oscar and Talitha Stanley and Joe Carroll and some great fielding from Yaqoob Rammay and Lennon Jeram. We are looking forward to outdoor cricket starting after Easter.

Mr Peachment, Teacher of PE



On Monday 25th March 2019 the girls' cricket team managed to get through to the county finals! We had the opportunity to play indoor cricket at the Ageas Bowl. We competed against three other schools who had also made it through to the finals. Sadly we lost our first game but we had put on one of our best performances yet. We went on to lose our next game against a school who were hard to beat, having an England player in their ranks, and who eventually won the competition. We then played our final game which we managed to pull back in the final few overs which led to winning the game. Overall we came third out of all the schools that entered in Hampshire.

Keira Patel (9E)



Top row from left: Josephine Hatton (9G), Eleanor Goodwin (9G), Deja Savidge (9G), Katie Edwards (9S)
Bottom row from left: Cerys Lloyd (9S), Madeleine Young (9E), Katie Binny (9L), Kira Patel (9E)

RUGBY

On 28th of March the Year 7 Rugby team took part in an all day rugby tournament in Southampton. Thirty schools took part in the event and with Springfield playing well in the morning session they were entered into Pool Three for the afternoon matches. The boys played eight games altogether and with tries from Joe Carroll, Archie Martin, Yaqoob Rammay and Samuel Parry it rounded off a brilliant day.

Mr Peachment, Teacher of PE



Back row from left : Tom Lines (7N), Henry Hutson (7E), Yaqoob Rammay (7E), Alfie Seal (7L), Joshua Boshier (7D), Samuel Parry (7L), Cameron Harrop (7E), Archie Martin (7E)

Front row from left: Ethan Mitchell (7G), Logan Downie (7S), Rudi Flood (7D), Joseph Carroll (7N), Finlay Baxter (7S), Jude Clark (7E)

GIRLS' FOOTBALL

Annabel Rutter (8E) has recently attained some great achievements in her football. She plays for the Pompey In The Community (PITC) Under 13s team, who have recently won both the Hampshire Youth County Cup, and also the Hampshire Youth Girls' League Cup. Annabel and her team mates did a lap of honour of Fratton Park at last week's men's game.

Annabel was described as follows by the club in the Hampshire cup game programme 'Annabel has become a leader within our squad, not only on the pitch but off it as well. She is always looking to improve as a player and as a person, and looks to break lines at every opportunity'.

Annabel's mother comments 'I think Springfield is helping to shape Annabel into a wonderfully ambitious and motivated young lady. She is also a great ambassador for girls who want to play football!'

We are delighted to hear that Caitlin Webb (7P) and Talitha Stanley (7F) who play for the PITC Under 12s team also achieved their respective cups, congratulations to you all.

Mr Snook, Head of P.E.



Annabel pictured during the game and celebrating with the trophy and her medal

NATIONAL CITIZEN SERVICE

Every year around 40 Year 11 pupils from Springfield School volunteer for the National Citizen Service facilitated by 'Pompey in the Community'. Last year pupils used their summer break to contribute 2400 hours of community input attracting nearly £50,000 of Government investment. Some of them did so well they went on to represent young people's views at a south east regional level. This fantastic opportunity is on a plate for our pupils and many have already signed up. There are a few places left, don't miss out, grab this opportunity now and you will be no ordinary candidate at any future interview. Please see below a letter from Cllr Gerald Vernon-Jackson, Leader of the Council:

Mr J Lomas
Head of Enterprise and Personal Development Learning

In January and March your son/daughter had a talk about the National Citizen Service (NCS) programme as part of their Year 11 assembly. This is an amazing opportunity for them this summer. NCS is a 3 or 4 week experience, no weekends included, for them to take part in once all exams are over.

Pompey in the Community are pleased to announce that they have been given additional spaces for this summer, due to high demand. These are available now but are likely to be taken quickly by Year 11/Year 12 students.

The programme involves a 5 day residential in Dorset taking part in adrenaline fueled activities such as coastering, kayaking, paddle boarding, inflatable water park and much more. After a weekend at home, the young people then take part in a second 5 day residential at Fort Purbrook, where they take part in different themed workshops to give them future skills. Workshops can include cooking, first aid, money management and much more. The team will also be given a budget of money with which they have to buy all their food for the week and cook for themselves each evening, giving them a real taste of independent living. The last week or two weeks of the experience (depending on which date they choose) is where the teams design and deliver their own Social Action Project that will make a difference in their local community. They will plan, fundraise and deliver the project themselves with support from the staff.

Once finished, young people graduate from the programme and receive a certificate from the Prime Minister, which they can add to their CV, job applications and any university applications in the future. There are also opportunities after NCS for them to get involved in, including further development workshops and international trips. NCS will help them meet new friends, develop their confidence, teach them new skills and fast track their future!

Pompey in the Community are pleased to offer places on the NCS programme at a minimal cost of £35. The programme is Government funded and the actual delivery cost is over £1,400 per head. If your child is entitled to free school meals, Pupil Premium, on school bursaries or a young carer they are entitled to the programme for £20. The application fee covers all accommodation, food, transport and any specialist kit for the residential. If you have any queries, please get in touch.

If you would like further details please email Katie.aris@pompeyitc.org.uk or book your child a place now to ensure they don't miss out at: www.ncsyes.co.uk

ENERGY DRINKS

An important reminder to students and parents that 'energy' style drinks and other 'sugar laden' drinks are not allowed in school. As our local supermarkets continue to stock an ever-growing array of sugar based drinks we have seen an increase in these drinks being purchased and brought into school.

It is well documented that such drinks are detrimental to health and for many students drinking large quantities of sugary liquid with many artificial additives (plus large quantities of caffeine in 'energy' drinks) can lead to poor behaviour and make concentration at school much more difficult.

The following article is one of many to highlight the impact of 'energy drinks':

<https://www.theguardian.com/food/2018/nov/19/set-age-ban-on-sale-of-energy-drinks-at-18-government-told>

Good hydration is essential for all of us so we will always encourage students (and staff) to consume plenty of water (especially with warmer days ahead). Water is always available at break and lunch in the canteen and several water fountains around the site also serve hydration needs. If they do not already do so we would also encourage everybody to bring a re-usable water bottle with them each day (it is a double win as it helps the environment too!)

Mr Wilburn, Deputy Headteacher



OPERATION SCEPTRE

As part of Operation Sceptre (a national week of action against knife crime) we were pleased to welcome our local PCSOs to the school on 13th March 2019. As a result of exposure and access to media, young people are more aware of knife crime than ever before. The PCSOs talked with pupils and helped them to understand the consequences and dangers of carrying a knife.

Ms Spivey - CEO, Headteacher



SPRINGFIELD CALENDAR

FIRST DAY BACK AFTER EASTER - TUESDAY 23 APRIL 2019

BANK HOLIDAY - MONDAY 6 MAY 2019

HALF TERM HOLIDAY - MONDAY 27 MAY TO FRIDAY 31 MAY 2019

APRIL	
23 to 26 April 2019	GCSE Art and Photography Exams
25 to 28 April 2019	Year 10 Naples Trip
Monday 29 April 2019	Year 8 Options Parents' Information Evening (6pm to 7pm)
MAY	
Monday 6 May 2019	Bank Holiday
Tuesday 7 May 2019	Portsmouth Book Awards
	Year 10 and Year 11 Progress Reports Issued
	Year 8 Options Forms Due
Wednesday 8 May 2019	Year 9 Progress Reports Issued
Thursday 9 May 2019	Year 11 Core Intervention (Invitation Only)
	Year 8 Progress Reports Issued
	Governor Parent Liaison Workshop
Friday 10 May 2019	Year 11 Core Intervention (Invitation Only)
	Year 7 Progress Reports Issued
Week Commencing 13 May 2019	House Week
Monday 13 May 2019	GCSE Exams Commence
18 to 19 May 2019	Year 10 DofE Practice Weekend

Please note all above dates are correct at publication, but could be subject to change.
Please check the website/study planners for up-to-date information.

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