



# SPRINGFIELD SCHOOL<sup>®</sup>

## NEWS



March 2018 Issue

[www.springfield.uk.net](http://www.springfield.uk.net)



## HOUSE SYSTEM LAUNCHES IN STYLE

It is with great pleasure that I write to update readers on the all new house system. Students and staff returned from their half term holiday to see the launch of the new structure on 19<sup>th</sup> February 2018. Staff were all primed to award house points for great work, participation, contribution, attendance and more. Students wasted no time in earning points and nearly three thousand points have already been awarded. Well done to Mrs Allen and Franklin who are currently leading the way! Competition is already well underway with many exciting challenges such as the staff thank you postcard design, winter poetry competition and World Maths Day.

House launch assemblies took place during the week beginning Monday 5<sup>th</sup> March and were attended by house staff, students and governors. Each assembly had a real sense of occasion and a palpable feeling of excitement.

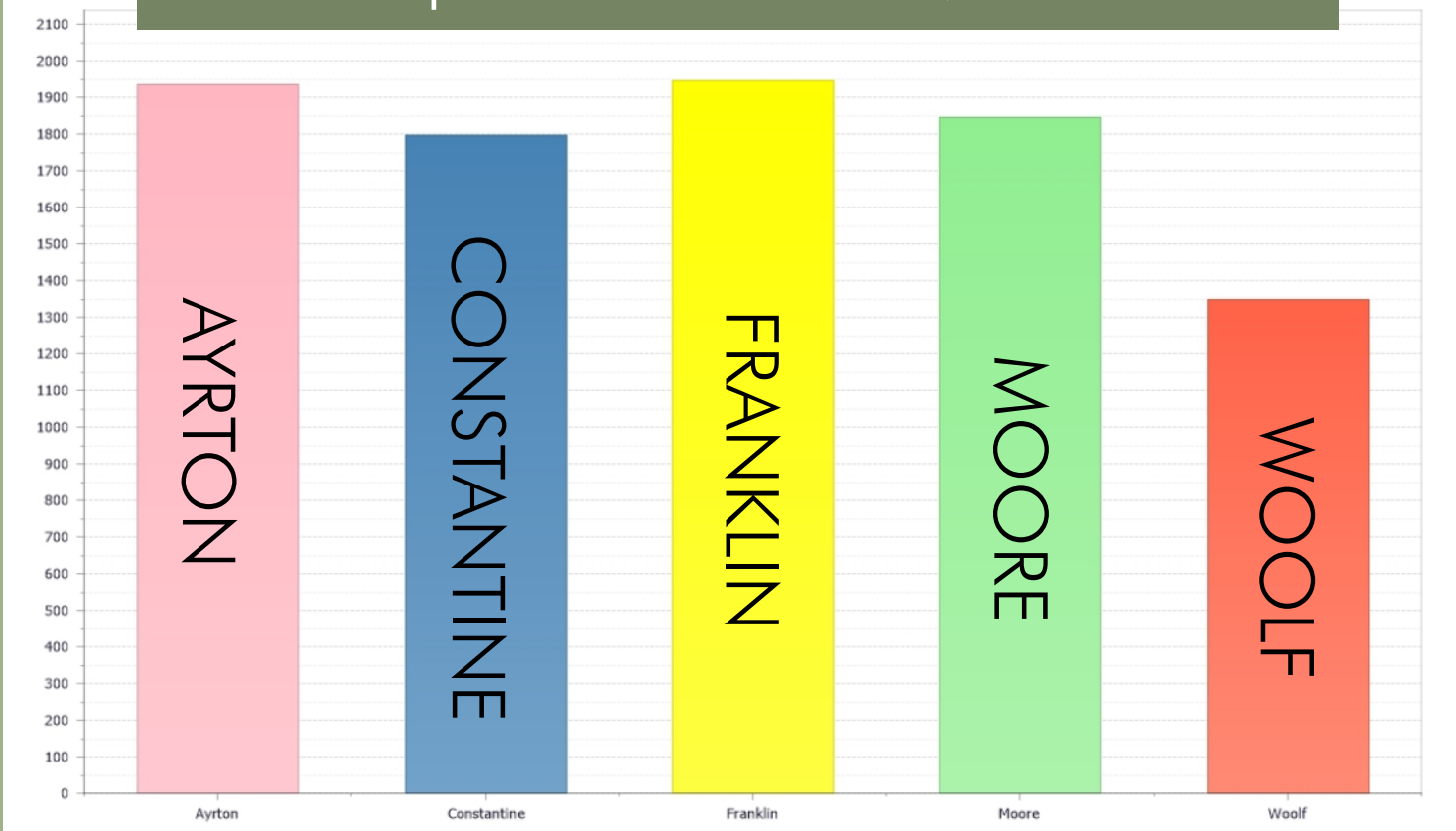
On the house fundraising front each house has agreed to sponsor a puppy via Canine Partners, a fantastic West Sussex based charity which trains and provides dogs to help those with disabilities. Each of the named puppies will have a house branded collar and updates on training and deployment will be given each half term as part of the regular house assemblies. (See page 2 for a picture of each of the house puppies.)

In carefully naming the houses we wanted to use interesting and inspirational people whose areas of influence represented the cornerstones of our rich school curriculum. I have included (pages 2 to 4) a profile (and house logo) for each of the houses and I would encourage you to discuss the relevant house with your son/daughter (and possibly do some further research into the famous person associated with their house name).

We are looking forward to the appointment of students in leadership roles within the houses and to the arrival of some special enamel house badges!

Mr Wilburn, Deputy Headteacher

# House point totals as at 28th March 2018



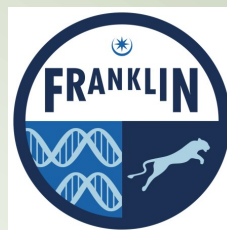
## HEAD OF HOUSE: MR DENNETT

Phoebe Sarah Hertha Ayrton (28th April 1854 to 23rd August 1923), was a British engineer, mathematician, physicist and inventor. Known in adult life as Hertha Ayrton she was awarded the Hughes Medal by the Royal Society for her work on electric arcs and ripples in sand and water.



## HEAD OF HOUSE: MR PEACHMENT

Learie Nicholas Constantine, Baron Constantine, Kt, MBE (21 September 1901 – 1 July 1971) was a West Indian cricketer, lawyer and politician who served as Trinidad's High Commissioner to the United Kingdom and became the UK's first black peer. He played 18 Test matches before the Second World War and took the West Indies' first wicket in Test cricket. An advocate against racial discrimination, in later life he was influential in the passing of the 1965 Race Relations Act in Britain. He was knighted in 1962 and made a life peer in 1969.



## HEAD OF HOUSE: MRS ALLEN

Rosalind Elsie Franklin (25 July 1920 – 16 April 1958) was an English chemist and X-ray crystallographer who made contributions to the understanding of the molecular structures of DNA (deoxyribonucleic acid), RNA (ribonucleic acid), viruses, coal and graphite. Although her works on coal and viruses were appreciated in her lifetime, her contributions to the discovery of the structure of DNA were largely recognised posthumously.



## HEAD OF HOUSE: MR TEELING

Henry Spencer Moore OM CH FBA (30 July 1898 – 31 August 1986) was an English artist. He is best known for his semi-abstract monumental bronze sculptures which are located around the world as public works of art. As well as sculpture, Moore produced many drawings, including a series depicting Londoners sheltering from the Blitz during the Second World War, along with other graphic works on paper.



## HEAD OF HOUSE: MRS DAVÈ

Adeline Virginia Woolf (25 January 1882 – 28 March 1941) was an English writer, who is considered one of the foremost modernist authors of the 20th century and a pioneer in the use of 'stream of consciousness' as a narrative device.

## From The Headteacher



I believe it was Mark Twain who wrote, 'In the Spring, I have counted 36 different kinds of weather inside of 24 hours' – and it certainly seemed like that as we felt the cold temperatures of 'Storm Emma' and watched the snow start to fall at the school on 1<sup>st</sup> March! No doubt most of the pupils enjoyed their brief interlude at home, working on their Google Classrooms tasks; my thanks go to the school's Estate Team for managing the challenges that the unusually cold temperatures brought to the campus. I also very much enjoyed reading the entries to the 'cold' poetry competition and congratulate Daisy Ashcroft (7E) for her winning poem (see page 10).

We look forward, hopefully, to more temperate weather over the Easter holiday. School will be open over the break for Year 11 pupils' revision classes. I encourage them to attend as many as possible and to keep in mind that their teachers are giving generously of their own personal time in order to support them with their GCSE studies. Each year we see individual pupils improve on their initial mock results significantly through focus, hard work and perseverance – however 'last minute' this may sometimes seem. I have already seen some outstanding examples of pupils' Drama and Art assessments under development, as well as overhearing some near fluent foreign languages being rehearsed in the corridors in preparation for MFL speaking assessments. Good luck to every Year 11 pupil as they prepare, and support their friends to prepare, for the GCSEs next term!

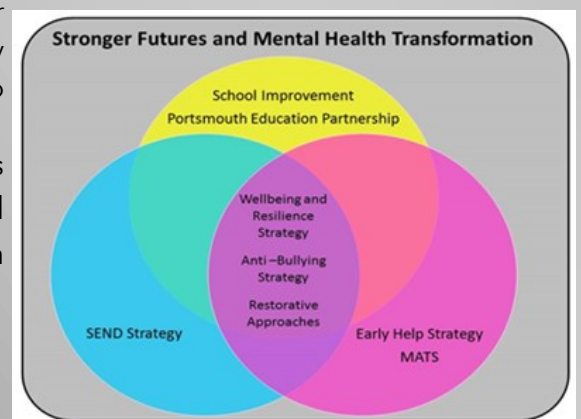
Families may be aware from the media that in December the Government published a Green Paper entitled 'Transforming Children and Young People's Mental Health Provision' and I was privileged to be invited by the Portsmouth Education Partnership to take part in a local consultation regarding this very important issue at the Guildhall in February. Parents and professionals are well aware of the numerous pressures facing young people; too often, those experiencing real difficulties are unable to access prompt specialist support from mental health agencies. The Green Paper contains a number of statements of intent, including mental health teams supporting groups of schools, shorter waiting times for young people's mental health services and research on how social media and technology affect young people. We are fortunate to have strong systems of pastoral care at Springfield, including expert staff in our year office and welfare teams, but would welcome further specialist health care being available to which we could signpost young people and their families should they need it. Further information on the Green Paper is available via:

<https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper>

I was also recently afforded the opportunity on behalf of Springfield to engage with a Westminster Education Forum panel chaired by Lord Storey, House of Lords Liberal Democrat Education Spokesperson. Among other key educational issues, the panel was debating the question 'What degree of focus should the curriculum take in the design of the new [Ofsted 2019] Common Inspection Framework?'. There exists some concern that, increasingly, schools in England are limiting their breadth of curriculum; at times this is due to resource limitations, but sometimes it is a response to the pressures of school accountability measures and performance tables. Springfield's governing body would always want to preserve as broad and balanced a curriculum as possible and to continue to run trips, clubs and other extra-curricular activities at and through school. We know how much pupils value and enjoy these opportunities, many of which you will read about in this and other editions of the Springfield News. The added bonus for pupils (and their puppies – see page 2) now, of course, is that they can earn House Points for participating in extra-curricular events as this exciting new initiative embeds! Please continue to encourage your child to make the most of every opportunity presented to them at school. This is again a short half term – under six weeks – and so it has been delightful to reflect on how much the pupils have achieved in this time. I wish everyone in the Springfield community an enjoyable Spring break and a very happy Easter.

Kind regards

Ms Spivey



# STAFF UPDATE

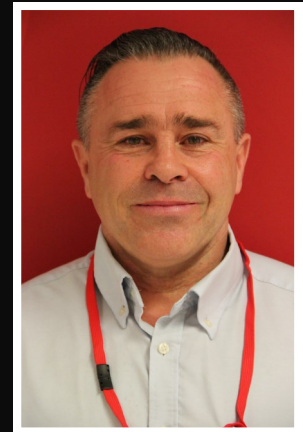
This term we were pleased to welcome a new member of teaching staff to the Science team - Mr Lewis (see below). We also welcomed back Mrs Lawler, Teacher of Geography who returned after maternity leave and we wished Head of Achievement for Year 9 Mrs Goldsmith all the best as she embarked on her maternity leave. Mrs White, Teacher of P.E. has stepped into Mrs Goldsmith's shoes whilst she is away. We are sad to say goodbye to Mr O'Neil, Teacher of Art and Drama, who is retiring after working at the school for just under thirty years (see below)!

## MR LEWIS, TEACHER OF SCIENCE

**Favourite Quote:** There is no 'i' in 'team' but five in 'individual brilliance'!

**What Do You Enjoy Most About Springfield School?** I have enjoyed teaching rugby most of my career but now enjoy teaching the periodic table in Chemistry. Springfield pupils are kind, caring and hardworking.

**Where Did You Train?** I trained at Cardiff University as a P.E. specialist.



Springfield would like to say a fond farewell to Mr O'Neil. On a personal note I would like to thank him for the opportunities he gave me when I started my art teaching career at Springfield. He ran a very successful Art Department and was passionate in every way about art. He has produced a vast array of art work with pupils over the years ranging from paintings on sails as well as large scale sculptures and the unforgettable 'Alien Planets'! He has been an inspirational Head of Department and Art and Drama teacher for many staff and pupils alike. We all wish him a happy retirement and hope he now takes the time to pursue his own art work and have the time of his life!

Mrs Millington, Teacher of Art

# SUSTAINABILITY CENTRE TRIP



On Tuesday 21st and Thursday 22nd of February, a group of Year 8 students travelled to the Sustainability Centre in Clanfield. There they completed challenges like: building a bridge from sandbags, beginning to create an earth oven using sand and clay, and measuring wind speeds up the top of the Salt Hill. Our hands got very dirty and cold! Luckily, by lunchtime, we were all piled onto long wooden benches in the warm indoors having lunch. Not only did we complete these challenges, but we also discovered how the centre is being greener, healthier and more eco-friendly. By reusing every bit of the space around it, from using bricks left there from the Navy base it once was for seating, to using woodchips for burning and creating heating in the buildings, they had managed to create an environment which was better for not just us, but the earth on which we live too. All in all, a very eye-opening experience for the Year 8s, one that would definitely be recommended to others in Year 7.

Eleanor Goodwin and Josephine Hatton 8G

## YEAR 8 FORT NELSON TRIP

On Wednesday 7th March a group of Year 8 students visited Fort Nelson on an educational trip. We were split into two groups for the morning and we looked at WW1 equipment which included British and German uniforms, rifles, bayonets, tools and helmets. We then took part in an activity and the guide gave us interesting information about the items. Next we went through the tunnels to look at some of the cannons on display. We had a workshop too - we were given iPods to take pictures of what we saw in the museum where we looked at the types of food and ingredients given to soldiers during the war, the clothes they would have worn, letters they

would have written and hygiene items supplied to them. We also had the opportunity to watch the cannon being fired and look around the museum. Both groups joined forces to study the different types of equipment used on the front line: e.g. grenades, guns, trench clubs, periscopes and flare guns. We also viewed artillery shells, mortars and even held some shrapnel. Finally we put all of the photos we had taken together and made a propaganda film with music and pictures.

Finley Martin (8L)





# SOUNDSATIONAL

Young people from schools, academies and colleges from across Portsmouth (including

Springfield) were delighted to take part in a production of Soundsational at Portsmouth's Guildhall on Wednesday 14 March.

The cabaret-style event gives young performers from all over the city the chance to show off their creative skills. The evening included performances from Charter Academy, Priory School, King Richard School, Mayfield School, Havant and South Downs College, Springfield School, Trafalgar School, Admiral Lord Nelson School, St. Edmunds Catholic School and Portsmouth College.

The large cast had been rehearsing for weeks and on the night hundreds of proud parents and members of the public were treated to a wide range of world-



famous music, including hits from Adele, the Arctic Monkeys and Andrew Lloyd Webber. Well done to everyone involved!

**Mrs Latif, Head of Music**

## SOCIAL MEDIA EVENING

Back in February some of our Year 11 pupils, along with Mr Lomas, attended Solent Schools Curriculum Evening to talk to the parents about how their children could stay safe whilst using social media. We informed parents about minimum ages for the different networks, privacy settings and how the websites work. We were then invited to talk to classes of pupils to present to them some privacy top tips and to inform them about the risks of social media. We were very pleased to get good feedback from both the parents and the teachers.

**Jack Ancell, 11F**

Mrs Wilby, Executive Headteacher of The Solent Schools, commented 'It was with great pleasure that The Solent Schools welcomed a group of Springfield students to a recent curriculum event. The primary aim of the evening was supporting our parents, carers and pupils in understanding how to stay safe online. Whilst this is a key focus within the Primary Curriculum, it was wonderful to have such an inspiring group of young adults to work alongside us in sharing such an important message. The Solent community was especially impressed with just how confident the group were in standing up and presenting in front of a hall full of adults! One parent notably stayed behind to tell the group 'I have been to many presentations as part of my profession, but I think the one that I have just heard, tops them all!'



# Geography Desertification Poetry Lesson

Some of our Year 7 Geography pupils were put together in pairs and set the challenge to write poems about the impact of desertification; this was during one of their Geography lessons this term. I was so impressed with the quality of poems produced in the short time given.

The three poems shown below really stood out.

Mrs Whitelock, Head of Geography

Rain drops as the river flows,  
Now the plants are able to grow,  
Humans live; animals don't die,  
Then they realise everything turns dry.

The drought has come,  
Grow more plants,  
But then the overgrazing starts,  
All is gone, nothing's left,  
And now this slowly leads to death.

Deforestation just round the corner,  
No more trees,  
*Everything is slaughtered,*  
*All is gone,*  
Slowly you start to see the bone,  
Animals are dead,  
Few humans left,  
Famine has struck now death is here.

Soil turns to sand, everything is bland,  
Savannah is now a desert,  
Desertification, no-one is a fan.

Kacie Heir (7L) and Sienna Moody (7E)

## SAVE THE SAVANNAH

Deforestation, death and drought,  
Now the Savannah is drying out.

Devastating are the effects,  
What is happening to the Savannah next?  
Crops are dying, the people and cattle too,  
Desertification is coming true.

Deforestation, death and drought,  
Now the Savannah is drying out.

Rainfall has gone,  
What is going on?  
Starving, thirsty and almost dead.  
All the people need to be fed.

Deforestation, death and drought,  
Now the Savannah has dried out.

Molly Grears (7D) and Daisy Ashcroft (7E)

Desertification is a huge issue today,  
Everyone needs to be aware,  
Sadly, a lot of people die every day,  
Extremely horrible conditions, so beware,  
Rainfall is little to none and,  
The crops all die from drought,  
If we don't do something soon,  
Forget about the Savannah,  
It's important to take care of this biome,  
Cautious we must be,  
And replant the trees we took down,  
Terrible consequences will come,  
Into the land that we love,  
Only we know it is important,  
Not to let this happen to our Savannah.

Jérémy Allen (7D) and Filip Lehota (7D)

## 'Cold' Poetry Competition

On the first day of Spring we launched a poetry competition open to all pupils. Pupils were invited to compose their own poem on the theme 'cold'. We are delighted to announce that Daisy Ashcroft (7E) was the winner with her superb poem 'Winter Chill' shown below. Well done to all the entrants (pictured below with Ms Spivey)  
Mrs Norum, Support - Marketing and Administration



From left: Daisy Ashcroft (7E) , Jack Weaden (7G), Ms Spivey, Linda Jiang (7G) and Matthew Holland (10F)

## ROBOTICS COMPETITION

On 23rd of February, Mieszko Polak (8R), Henry Xue (8N), Archie Crockett (8P), James Blake (8F), Samara Ali (7S), Owen Hill (7N), Ethan Herridge (7S), Rebecca Edwards (7P) and Ronnie Ryder (7R) (accompanied by Mr Teeling and Ms Holbrook) went to the 'Tomorrow's Engineers EEP Robotics Challenge'. The challenge consisted of several tasks, where we had to program and build a robot. For example, our robot had to be able to follow a line, collect engines and grab a Lego aeroplane. We also had to make a really fast robot. We won an award for the best robot design, with a robotic claw and drill. We had a great day and were very happy with what we did.

Mieszko Polak (8R)

I am pleased to congratulate the pupils listed above who took part in a series of challenges over one day, all in an attempt to show off their programming and engineering skills. The team were very pleased to bring home the award for the best robotic design and will continue to practise so that they can win again next year! Well done to you all.

Mr Teeling, Teacher of I.T.

### WINTER CHILL BY DAISY ASHCROFT 7E

THE WINTER CHILL CREEPS THROUGH MY BONES,  
STRANGLING THE WARMTH,  
GRIPPING MY SOUL.  
I WANDER ALONE THROUGH THE BLISTERING COLD,  
THE WIND PICKING UP AND CHILLING ME.  
HOW I YEARN TO BE NEAR A FIRE,  
ITS WARMTH MELTING THE FROST THAT LIES THICKLY UPON MY HEART,  
AND SEEPING THROUGH THE CRACKS OF LONELINESS.  
THE LAND AROUND ME IS BARREN  
NOT A SINGLE SOUL INSIGHT.  
GREY SNOW CRUNCHES BENEATH MY FEET .  
TIME STANDS STILL,  
MY BREATHS APPEARING BEFORE ME,  
FOGGING MY VIEW.  
A MIST ENCIRCLES ME.  
I GIVE UP THE FUTILE BATTLE OF FIGHTING THE COLD,  
AND I LET MOTHER NATURE TAKE HOLD...  
  
A BLANKET OF SNOW ENVELOPES ME AS I STAND A STATUE,  
WAITING FOR DEATH TO TAKE ME.  
GREETING AS OLD FRIENDS WE WALK TOGETHER,  
ALONG THE PATH THAT LEADS AWAY FROM THE DREADED COLD.  
BUT JUST AS WE REACH THE END,  
DEATH BANISHES ME BACK TO EARTH.  
FOR I DO NOT DESERVE THE LUXURY OF THE AFTERLIFE,  
I DO NOT DESERVE THE SIGHTS OF THE PROMISED PEARLY GATES  
HEAVEN HAD BEEN DENIED OF ME!  
SO I STAND ALONE AGAIN,  
THE CRACKS OPENING UP INSIDE ME,  
NUMBNESS RELIEVING ME OF THE TIREDNESS,  
OF THE STRESS,  
AND OF THE LONGING THAT BEAR ME DOWN.  
SO I STAND ALONE AGAIN - IN THE ICY GRIPS OF MOTHER NATURE...



# AN INTERVIEW WITH AN ART STUDENT

Mr Togill, Head of Art interviews Art student Amy Allen (11N)



**Q. What have been your biggest challenges in developing your work to the highest level?**

'My biggest challenge has been trying to expand my expertise. I have never enjoyed sketching with pencil - painting was my strong point - however experimenting and practising has helped so much, despite the external challenge. I have also dipped into a lot of artist research, developing their styles in order to find my own fun and comfortable style. This did not come instantly however; it took a long time to develop. There were definitely times when I had to work harder than usual which was exhausting but the final outcome and the work I am now producing has made it worthwhile. When you are so passionate about a subject, a challenge is always exciting as you can learn and develop, whilst finding out a lot about yourself and achieving things you wouldn't have thought you could.'

**Q. Where do you see yourself in three years time? Will you be studying art at university?**

'I'd like to study art at college and then perhaps university but currently I don't want to set too many high goals. For now I want to take it as it comes. I'm sure I will do something creative when I'm older, but I haven't decided anything for definite. Even if I don't study art in university, I will still be painting. Honestly, I don't think anything could stop me!'

Amy is working towards her GCSE in Art and Design. To achieve the highest grades in Art and Design takes a lot of commitment and hard work to develop a portfolio that is personal over a sustained period of time. Amy explains how her work has developed and how the benefits of her hard work can feed into other areas of her school life. Good Luck Amy!

**Q. When did you first discover that you had a passion for art and how does this drive your work forward?**

'I have painted and sketched since I was a child and I have always enjoyed the visual arts. From the age of five I wanted to be an artist or an actress but I then realised that the actual physical side of art was more for me. Having a passion for art drives me as I automatically want to perfect my work. I always strive to do the best that I can with my art work and as the results are instant it is a boost to do well.'

**Q. How does creating art help you in your other subjects?**

'As well as being rather therapeutic, art has helped me to express myself in other subjects. In Science for example I use art when creating diagrams. I also draw mind maps for revision, which is not only fun to make (as I can incorporate my art style and create very detailed diagrams which are easy to understand) but it is perfect for revision. I find art helpful in English and creative writing, as we are given a photograph to write an opening of a story with and a creative mind can help entirely as I can easily think of strange and extravagant ideas. Not to say this would work for everyone but this is definitely useful for opening the mind.'

**Q. How much of your spare time is taken up by doing art? Do you think this is important to reach the highest grades?**

'I don't see art as revision as it is something I enjoy doing. I spend time on my art work every day. If you enjoy doing something it stops becoming school work and starts becoming fun and enjoyable. I paint most days and experiment more with my art at school as I can speak to teachers and ask their opinions and advice. I don't think it's important to do art 24/7 but to get results you get out what you put in, so if you are aiming to be really good, the work is necessary. Even if it is a little bit every other day, or even once a week, working consistently will get you results. Don't set your targets too high, start off slowly and work your way up. Everyone takes different amounts of time so don't feel disheartened when you don't succeed straight away. As the saying goes, practise makes perfect!'

# OUTSTANDING TEXTILES CONTROLLED ASSESSMENT

Jess McLenaghan (11G) talks about what it is like to study GCSE Textiles and produce outstanding work

I chose Textiles as a GCSE option because I like how relaxing it is and enjoy achieving a final product. It is a nice lesson to be in and takes me away from the more stressful subjects, allowing me to just have fun in a subject I love. I really like practical lessons and hands-on tasks and prefer this over written work; it is a lot more interesting and engaging for me. When creating textiles work you have to be quite creative and imaginative which is another reason why I chose it for my GCSE. Miss Cumbo has been very encouraging with all my textiles and has supported me by letting me stay after school. This helped me with my practical tasks and coursework; it also enabled me to reach and exceed my expected grades and I am very grateful for this.

## My top tips for creating outstanding textiles work would be...

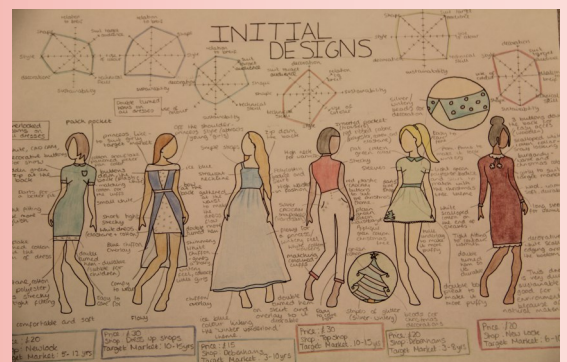
1. Be organised and make sure everything is in on time as the coursework can build up quite quickly.
2. Do a lot of research as this helped me gather ideas for my practical designs.
3. Always ask for help if you're unsure with anything.
4. Attend all revision sessions and allow time to stay after school as this helps to keep on track and catch up on any work that needs to be done.

Miss Cumbo, Teacher of Textiles commented:

'Jess has been consistently good throughout her GCSE Textiles journey. With an expected grade of a C, Jess has been working above this grade for some time now. Gaining an A\* and an A in her mock exam she is definitely exceeding expectations. Jess leads a very busy life. She attends Cadet competitions on a regular basis leaving her with very little time out of school. However, Jess has stuck to her own plan along with using my tips throughout, which has enabled her to produce a final Controlled Assessment well above her expected level.'



Jess McLenaghan working with her sister Amy



## MISS CUMBO'S TOP TIPS

1. **RESEARCH**, get out and see the world. This can be museums, exhibitions, holidays or looking around the shops at the latest trends. There is inspiration everywhere.
2. Choose a brief that will **INSPIRE** you and spark your imagination and creativity from the start.
3. **ORGANISATION** will help you meet the deadline. If you do your controlled assessment little and often the results will be far greater.
4. Within school use all **RESOURCES** that are available to you such as Google Classroom, revision guides, P0, P6, catch up, example work and the exam board website. Remember your most valuable resource is your teacher!
5. Meet the **DEADLINE** (work to this over a realistic time period)

# Create and Cook Competition



Pictured from left: Morgan Ings (9R), Libby Kale (9D), Isabelle Witcher (9D), Robert Strachen, Lucy Green (9R) and Leo Daugherty (9S)

Leo Daugherty



Lucy Green



Libby Kale



The Create & Cook Competition is a fun project for schools focusing on local food. The competition is open to 12-14 year olds (Years 8 and 9) in all secondary schools in Hampshire, Sussex, the Isle of Wight, Oxfordshire and Gloucestershire. The brief is to work in pairs and create a two course menu using as many locally produced ingredients as possible. The competition challenges pupils to learn where their food comes from and explore the key issues of seasonality and sustainability. Young cooks enter the competition through their school.

The closing date for entries to the 2018 competition was Friday 23rd March 2018. Final judging and the final 'cook' will take place shortly.

Springfield School held their own competition to find the three finalists. Robert Strachen a local chef from Highbury College, came in to help Miss Cumbo and Mrs Davè with the judging. The final pupils through to the competition at Highbury are:

Leo Daugherty (9S) with his Hunters Chicken, Coleslaw and Chips followed by Rolo Cheesecake  
Lucy Green (9R) with her Hunters Chicken and Chips followed by Raspberry and Mint Cheesecake  
Libby Kale (9D) with her Macaroni Cheese followed by Mini Cheesecakes with Homemade Jam

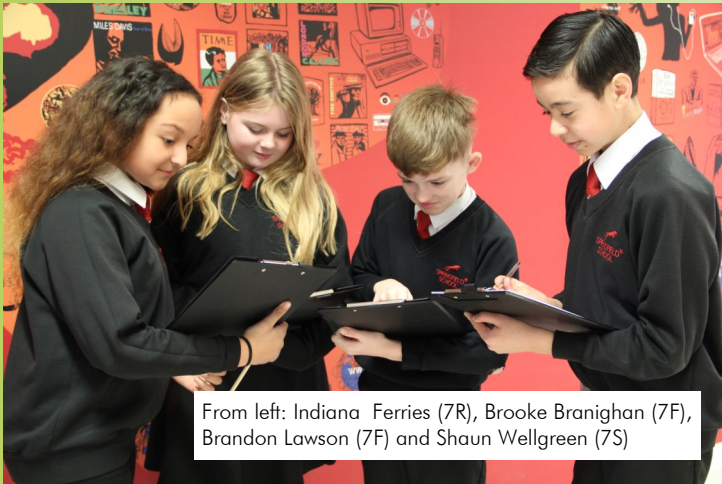
Pupils have worked hard to get through to the Create & Cook competition. The standard was high and pupils had clearly planned their dishes to meet the competition standard. The brief had been considered and some exciting and professional dishes were presented, making use of ingredient choice, colour, flavour, texture and technical skill.

Miss Cumbo, Teacher of D.T.

Don't forget to follow us on Facebook and Twitter



# Challenging Pupils to be Better Learners: Springfield Secret Spies



From left: Indiana Ferries (7R), Brooke Branighan (7F),  
Brandon Lawson (7F) and Shaun Wellgreen (7S)

Springfield School has been working closely with a number of other local schools to help support the progress of young people across our city. Each secondary school has devised their own project to target a group of students who they feel will make a large amount of progress within their learning, with some additional guidance. The students have close contact with Ms Latif, who is leading the project, Miss Hawkins, Miss Bicheno, Ms Tillings and Ms Brookes.

Springfield Secret Spies is the title of our school's project; the name was created by the sixteen Year 7 students involved within this exciting initiative. Each student is regularly interviewed to share how they feel they are progressing at Springfield and are encouraged to reflect on their engagement and performance in lessons. This is designed to enable the selected students to become self-aware as learners and therefore able to become autonomous within their education.

So, where do the 'Secret Spies' come in? This project isn't just about the students reviewing themselves; the students are also observing the learning of other pupils within the school. The sixteen students received a workshop at the end of the autumn term, which educated them in how to become a lesson observer! Now, in groups of four, the students undertake Learning Walks across the curriculum to investigate the learning taking place in lessons. So far, the students have witnessed some exemplary behaviour and dedication to learning across the older year groups. Students were impressed to see students working independently, all engaging in class discussion and young people enthusiastic about the content of their lessons. Brooke Brannighan, 7F, commented: "It has given us lots of ideas of strategies that we, and the whole school, could embed to help all students; for example, different note-taking skills."

As students move on to the next phase of their project, they will be looking to experiment with some of these learning behaviours themselves to see how their progress accelerates. Students have set themselves a target to work towards. They are also going to be feeding back on their future findings to the Senior Leadership Team, giving them the opportunity to contribute to whole school improvement and act as a voice for the wider student body. In addition, they will be concentrating on observing their own year group. Students are hoping that by modelling some of the positive attitudes they have witnessed from their older peers, they will be able to set a good example within their own classes.

The long-term aim of the project is for these sixteen students to become ambassadors and to train the next set of Year 7 pupils in observation. This will help them to also work towards being independent, motivated and resilient learners and make the most of their time at Springfield. Tyler Evans, 7P, believes, "I think this project works best for Year 7, as they are new to the school and can observe how to learn as positively as the older students do."

# THE SCHOOL COUNCIL

In the School Council, we have been working on different projects within the committees: Inclusion, Charity, School Environment, Curriculum Feedback, and Communication. The Inclusion Committee has been looking into making the peer mentoring more successful through having an online presence. They are also trying to ensure that the student body knows of the existing face to face programme and understand that they can utilise it when needed.

We recently had a non-school uniform day, in which money was raised for different charities. Half of the money went to the Kenya fund towards buying land for the Mama Kerry School in Nakuru. A quarter of the charitable donation raised went towards cancer research and the final quarter went towards Rowans Hospice. In the recent house assemblies, the school also decided to use some money raised to adopt a puppy for each House who in turn will be trained to help those who need it. The school Environment Committee have been working closely with Rita in the canteen to help improve the food choices and menus available to the students. They are also focusing on limiting the amount of litter left by students around the premises.

Finally, following successful meetings with teachers and the senior leadership team, there was a long and passionate discussion about students' favourite ways of learning, such as: physical activities that engage a lot of students with learning, watching educational videos and the use of online facilities such as Hegarty or MyMaths. A questionnaire was given out to a sample of students across all years which inquired about ways of learning, the staff and their support.



**Eleanor Barratt (11P) and John Pimlott (11N)**

The old ABC vaccination is now called ACWY. Solent NHS Trust School Nursing Service services deliver the following vaccination services:

**12-13 years:** HPV vaccine

**14 years:** The 3-in-1 teenage booster vaccine and the MenACWY vaccine.

The School Leavers Booster Diphtheria/Tetanus/Polio and Meningitis is a new initiative and the [www.nhs.co.uk](http://www.nhs.co.uk) website provides the following information:

### **Who should have the 3-in-1 booster?**

The 3-in-1 teenage booster is free on the NHS for all young people aged 14, as part of the national immunisation programme. It is routinely given at secondary school (in school Year 9) at the same time as the MenACWY vaccine. Parents will be sent a letter shortly before the vaccinations are planned to ask for their consent.

### **How safe is the 3-in-1 booster vaccine?**

The 3-in-1 teenage booster is a very safe vaccine. As with all vaccines, some people may have minor side effects, such as swelling, redness or tenderness where the injection is given. Sometimes a small painless lump develops, but it usually disappears in a few weeks.

Mrs Evans, School Nurse



# EXTRA CURRICULAR ACHIEVEMENTS

## TAEKWONDO

On Sunday 4th March Joshua Powell (8G) went to Bristol with his Taekwondo Academy to take part in the British Taekwondo Championships. After a long day, Joshua finally had his fight in the afternoon and came home with a silver medal in his category which was Red Belt Black Tag 1st Kup. Overall his Academy came third in the competition.

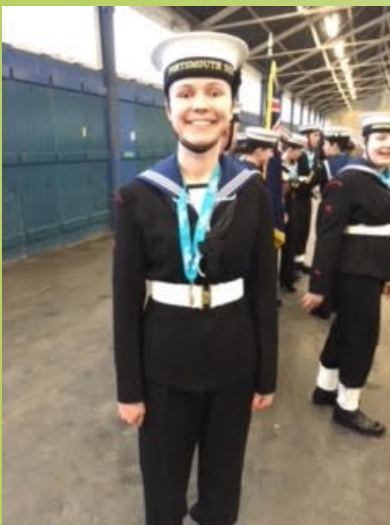
On Tuesday March 6th Joshua then graded for his Black Belt 1st Dan and passed with flying colours. He had to complete a 2,000 word essay as well as completing eight Poomsee (patterns) for the grading. It's taken a lot of hard work as Joshua moved Academies and had to learn a whole new style of Taekwondo but he did it! Well done Joshua on both of your achievements.

Thank you to Mrs Powell for sharing this news with us

Far right: Joshua at the British Taekwondo Championships.  
Below: Joshua proudly showing off his newly acquired black belt 1st Dan



## SEA CADETS



Katelyn in her Sea Cadet uniform

Katelyn Robinson (9L) has been a member of the Sea Cadets for just under a year. Just after Christmas she was chosen to represent the unit in the yearly Colour Party competition. She took the part of IC (Squad Commander), which means she has to lead the squad of five and shout commands etc. The unit had just two months to train for the very difficult routine. They won first place in the District Competition and then went through to the Area Competition, which they won on 11th March 2018. This now means that they will be taking part in the National Competition at HMS Raleigh in April. This is such a huge achievement for the team who have only been together training for a few months. Well done to Katelyn and also to Year 11 pupils Amy and Jess McLenaghan who got through to the finals also with the Unarmed Squad. We look forward to hearing how they got on at the National Competition in April!

Thank you to Mrs Robinson for sharing this news with us



# THE MAGIC CIRCLE

On 26th February 2018 I went to the Magic Circle to perform my audition of magic tricks that I and many other people have created. At first the nerves really kicked in, but I knew that I would succeed as I have been doing magic for three years and have been using the same routine for months. When I entered the room I was performing in I was shocked as I didn't realise that I would be performing in front of all of the Magic Circle members; I knew however that I would fool them! Half way through my act I looked up at smiling faces, laughing in disbelief. At the end of my routine I received the biggest round of applause that I have ever received and the fantastic news that I had been accepted into the Magic Circle. I went home afterwards to tell my family the good news and they gave me a pat on the back.

Since then I have been asked to perform at various events and parties. Each time I perform I improve and I am surrounded by people asking me to repeat my magic tricks again or tell them how it is done. The best dream for me has come true, to become well-known for my magic!

Archie Alderton-Lee (7D)



# UKMT CHALLENGE

Congratulations to Kayley Fan (11S), Max Heslop (11G) and Libby Kale (9D) who are into the next round in the UKMT Maths Challenge. The next round is entitled Kangaroo (IMOK). There are 4,000 entrants per age group who will take a multiple choice paper. The top 25% will achieve a merit and all others will receive a qualification certificate. This is a real achievement and we look forward to hearing how they all get on!

Miss Hawkins, Teacher of Maths

# THANK YOU CARD COMPETITION

Congratulations to Mymoona Aktar (10D), Eleanor Duffy (8E), Willow Fennell (7P) and Ben Patrick (7P) who are all winners of this term's 'thank you' card competition. Winners will receive well deserved house points. The winning designs are shown below.

Miss Payne, Head of History



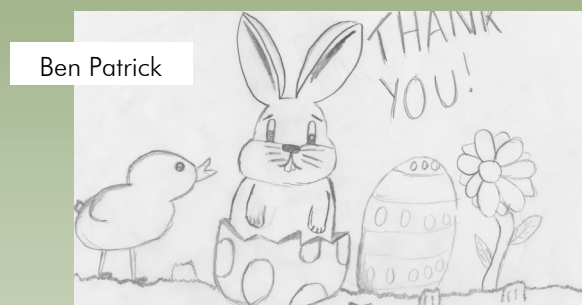
Willow Fennell



Eleanor Duffy



Mymoona Aktar



Ben Patrick



## Teaching & Learning

# EASTER REVISION

Teachers and pupils have been working hard in recent weeks with the imminent run up to the examination period. High numbers of pupils have been attending lesson 0 in the mornings and, equally high numbers of Year 11 have been attending lesson 6 after normal timetabled lessons. Many pupils have been asking about Easter revision workshops and there is now a revision timetable on the school's website. Click 'Learning', click on 'Examinations' and scroll down. Incidentally, and as a reminder, the exam and revision timetable is further down the same page. Sessions will run in the second week of the Easter holidays, 9<sup>th</sup> April – 13<sup>th</sup> April, with Year 11 pupils welcome to attend relevant workshops. There will also be Year 10

ECDL coaching workshops on Tuesday 10<sup>th</sup> April.

With four school weeks after the Easter break before the main examination period commences, any work that pupils can do during the Easter break will be of real use. As I mentioned in a previous Newsletter, it is never too late to 'switch on'.

Remember as well that the Art and Photography exams will be held straight after the Easter holidays so Art and Photography candidates should avail themselves of the opportunity of working with their teachers on Wednesday 11<sup>th</sup> April in particular.

As ever, good luck to Year 11 as we approach the 'business end' of the year.

Mr Wharton, Deputy Headteacher

# PASS SURVEY FLASHES GREEN AGAIN

In January 810 students from years 7-10 took part in our annual PASS (Pupil Attitudes to Self and School). This well-regarded survey provides an opportunity for our students to express their feelings and perceptions about themselves as learners and our school. The survey questions areas such as: attitudes towards teachers, attendance, learning capability, confidence and general work ethic. The report allows us to carefully gauge and compare student responses with a view to celebrating positives and identifying areas where we could be even better.

This year's report was, once again, overwhelmingly positive with percentile scores in the 'green' ('high satisfaction with their school experience' when compared to national equivalent data). Stand out positive areas included; 'general work ethic', 'self-regard as a learner' and 'confidence in learning'. It is thanks to the on-going commitment of our hard working staff and students that this is possible. Whilst we are reassured with this feedback we must never be complacent. Areas for improvement do

exist for selected groups of students around confidence, self-regard as a learner and attitudes to attendance. We will endeavour to support these students further in the coming months and establish strategies to support improvements.

Thank you to our ICT staff and all participating students for making this valuable piece of work possible.

Mr Wilburn Deputy Headteacher



# SHOULD SPRINGFIELD BAN MOBILE PHONES?

Over the last two years or so, we have noticed a tangible increase in the number of pupils bringing expensive smart mobile phones to school.

Although there are arguably many benefits to such technology, we are finding that it is distracting some pupils from focusing on their learning. 'Alerts' from social media platforms, emails, texts and even calls during the school day from family members are proving too difficult for pupils to 'resist' checking and responding to. Not to mention the facility to listen to music, play games, and take photographs/film.

Our current policy requires pupils to ensure that mobile phones are switched off and stored completely out of sight throughout the school day e.g. in the pupil's locker or school bag. Pupils know that if they do not follow this expectation then under current policy staff will confiscate their phone. However, with some pupils this is creating an unnecessary conflict; so attached have they become to their expensive phones that they will argue and waste time before parting with their phone. Reports in the media describe a phenomenon known as 'nomophobia' – the genuine fear of being separated from a smart phone and the information that can be retrieved from it; we are certainly seeing indications of this with some children. In short, too many pupils are not following the policy correctly.

Valuable learning time cannot be wasted in this way and so the governors and I are reviewing the school's current approach and practices. We would welcome the views of parents on this issue. If you would like to share your view and ideas, please email [parentconsultation@springfield.uk.net](mailto:parentconsultation@springfield.uk.net) by 23<sup>rd</sup> April. (Please clearly state your name and your child's name and tutor group in your email.) We will feedback on this consultation in a later edition of Springfield News.

Ms Spivey, Headteacher



## LOOK SMART, BE SMART

Thank you to all students (and parents for your support!) who follow our uniform code every day. You represent yourselves and your school admirably and arrive looking smart and ready to learn. I must however give several reminders regarding important aspects of our uniform (taken directly from the uniform guidelines on our website):

- Skirts - plain black as directed, reaching the knees or longer. **Tight, stretch fabric or jersey skirts** are not acceptable. Please avoid layers, frills, embroidery or very flimsy fabric. Culottes may not be worn
- Trousers - smart, full-length, plain black as directed. **No jeans or jeans style trousers** with back pockets and studs, cords, tracksuit bottoms, **leggings** or cotton jersey fabric. Wide fashion belts are not suitable for school. Trousers should be regular fit.
- Shoes – plain black, no trainers, or canvas shoes, high heels (2" maximum), open toes/ slingbacks or platform shoes. **Boots are not acceptable.**

I would be most grateful for parents'/carers' support in ensuring that all aspects of students uniform meet our straightforward requirements and that particular attention is paid to the areas shown above. When infringements do occur we will continue to make contact with home, use uniform report cards and lunchtime isolation. For repeat offences (deemed defiance) we will continue to use our main isolation room until the situation is rectified. Correct uniform can be purchased at: <https://www.skoolkit.co.uk/index.php>

Please remember: a Springfield student is a smart student!  
Thank you in anticipation for your support.

Mr Wilburn, Deputy Headteacher



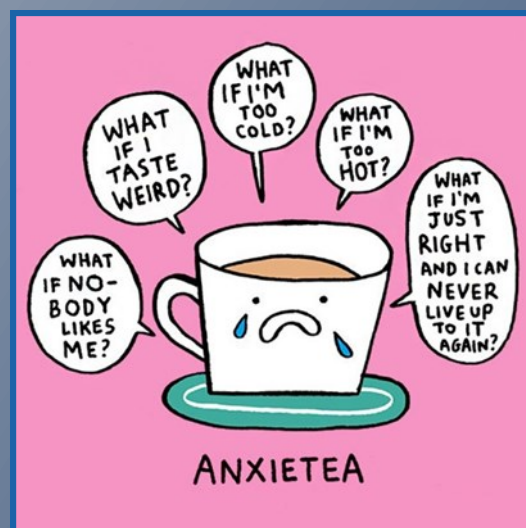
# 10 TIPS FOR DEALING WITH THE PRESSURE OF GCSES

The months leading up to the GCSE exams can feel intense and – at times – overwhelming.

Try out some of the tips below to help you feel confident and in control:

1. Avoid leaving revision until the last minute. Our brains can only handle a certain amount of new information in one go. Have a clear revision plan and revise daily for short bursts (no more than 30 minutes at a time) with 5 minutes break between sessions.
2. Plan breaks and 'reward' time. Having things to look forward to can really help you to keep going during times of stress.
3. Do something creative every day, even if it is just for a short time. Draw, dance, sing, act, play music – anything that allows you to shift the focus from exam pressure and makes you feel positive. Being creative is proven to reduce feelings of stress and improve mood.
4. Spend time with people who are good for you. Having a study partner can really help (provided you are not talking about plans for the weekend)! Alternatively, make sure you plan to see your favourite people when you are on a break from GCSE revision.
5. Have a period of time each day when you are completely 'off-line'. Social media can be just as pressured as GCSEs! Turn your phone / computer off for an hour a day to enable you to 'switch off'.
6. Eat and drink well. A good diet makes you feel better, look better and ensures you are better able to cope under stress.
7. Exercise. It doesn't matter what it is (crazy bedroom dancing was the favoured form of exercise for some of last year's GCSE candidates). Exercise is proven to reduce feelings of stress and improve mood.
8. Talk to someone if you are really struggling. There are always people who can listen and who will try to help. You have friends, family and teachers who are around if you need them.
9. Try out websites like 'Headspace' for further tips on how to achieve a calm mind. Alternatively, 'Young Mind' is a brilliant website with lots of advice and support for people struggling with anxiety or low mood.
10. Finally, know that this difficult time will soon be over! There are just a few months before GCSEs will be finished and then you will have 10 weeks of holiday! Make the most of all the help that is on offer to you at the moment and work hard to ensure you are proud of your achievements.

Miss Senior, Assistant Head of English



# DATA PROTECTION IS CHANGING!

Data Protection law in the UK is changing in May 2018. It's called the **General Data Protection Regulation** (GDPR). The new regulation is about protecting people in the modern information age. It gives more control to individuals and more responsibilities to organisations which collect and hold your data, and your children's data.

The GDPR will apply in all EU member states from 25th May 2018. This will affect how all organisations, including schools, manage personal data and how this data is protected and shared. The EU's GDPR is the result of four years of work by the EU to bring data protection legislation into line with new, previously unforeseen ways that data can now be used. It will replace the current UK Data Protection Act 1998, and will make rules more or less identical throughout the UK.

Key points:-

1. Schools already have strict data protection policies.
2. Data is kept secure and used appropriately.
3. Much will stay the same, but with GDPR it will bring better security and greater transparency.
4. In many areas consent is not needed as schools have a duty to keep children safe and deliver a high standard of education.
5. Where consent is needed, you will be asked for it in a clear manner and allowed to remove it, if you wish.

Key types of data that the school holds include:-

- Student Education Data
- Parent Data
- Student Medical Data
- Staff Employment Data
- Staff Health Data
- Safeguarding Data
- Special Needs Data
- Contracts with Suppliers
- School Meals Data
- Photographs
- CCTV

In the coming weeks the school will be updating Privacy Notices, Policies and Consent Forms to make sure we are compliant with the new GDPR, and will keep parents informed of changes. We may also ask for updates to information we hold and new consent forms to be completed.

Thank you for your support and patience in advance of any assistance we may require from you.

Follow this [link](#) for more information about GDPR.

Mr Waites, Chief Financial & Operating Officer, The De Curci Trust

# USING AND PRESERVING YOUR VOICE

On alternate Tuesdays through the autumn and spring terms staff have the opportunity to further their professional learning through a range of twilight development sessions. An intriguing session in late February which I attended was called 'Using And Preserving Your Voice'. Speech therapists say their biggest population of adults with voice problems are teachers because they use their voice so much and are not trained how to use it properly, unlike singers and actors. I have known colleagues who have lost their voice, so a voice coaching twilight was one not to be missed. We began by learning about different ways in which we use our voice and what effect this has on our ability to engage our pupils. I took a lot away from this part of the session and have tested out some of the techniques we learned. I took the 'less is more' approach - which I think pleased my pupils as much as myself! The second part of the session was a more practical awareness of what one can do to avoid causing damage to your voice and voice box. Two colleagues gave examples of their own situations when they had ongoing voice issues. They were both given different vocal exercises by speech therapists; the purpose being to successfully retrain the brain, with positive outcomes for both. This part of the session really raised my awareness of the importance of looking after your voice. A great session and one I would recommend to anyone who relies on their voice for their profession! Thank you to Mrs Brown, Head of Drama, and Ms Byerley, Head of Achievement for Year 7, for leading this training.

Mr Dennett, Teacher of Mathematics

## GET INTO TEACHING

Interested in teaching? Seen the adverts on television?

It's hard to sum up neatly but perhaps REWARDING would be the key word to describe why we, too, at some point have trained to teach! Currently there are many different routes into teaching; far more than ever before, to recognise people's different training needs towards achieving qualified teacher status (QTS). Whether you are interested in Early Years, Primary or Secondary School teaching, there is a great website which takes you through the different options...Try searching <https://getintoteachingeducation.gov.uk> as this will take you through all your possible options and the eligibility requirements. It also lists the very many free "Train to Teach" events all round the country; there are local events in both Basingstoke and Southampton in April for example, and more again in the south in May and June. If you are looking to submit an application for teacher training this year, Portsmouth is also hosting an application workshop and support session in May. Concerned about the funding? Loans, scholarships and tax-free bursaries of up to £K26 are available for certain subjects for non-salaried routes into teaching to support you achieve QTS and become part of the greatest profession in the world!

Mrs Hutchinson, Assistant Headteacher

## GET IN TOUCH

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



# YEAR 8 OPTIONS

'I chose two brand new subjects – Photography and Media – it's a good opportunity to learn about new courses.' (Year 9 pupil). Year 8 pupils are in the midst of considering their options as they move towards Year 9. As a school, we took the decision around four years ago to begin GCSEs at the start of Year 9 so that teachers could plan challenging GCSE courses and cover the ground in depth; a wise move with the challenges posed by the new KS4 curriculum. Pupils will still follow a broad and balanced curriculum as there are a number of core subjects which they have to study as well as three subjects that they can opt for. This has been recently explained in assembly as the moment comes to make the choice just after the Easter break. They have also been advised as to important factors in choosing their options such as not choosing a subject simply because their friends are choosing it..! To help pupils decide, there have been a number of 'taster' sessions at lunchtime and after school of new subjects they may be unfamiliar with prior to the Easter break. Similarly, pupils are issued with a subject booklet and option form to take with them over Easter to read about the possible subjects they may be interested in. Straight after Easter there is a parents' evening on 17<sup>th</sup> April and a week after that the completed options form is to be given to tutors. Normally pupils can be expected to be informed of their choices by the beginning of June and, where necessary, parents will be contacted earlier if there are any issues such as the feasibility of running courses due to low numbers. Once timetables have been issued in September it is always hard to move pupils from one course to another so thought and consideration at this stage of the options process is extra valuable.

Miss Kelly, Assistant Headteacher



## HOMEWORK UPDATE

As you are aware, after staff, pupil and parent consultation, Springfield School took the decision to set homework using Google Classrooms. I am delighted to inform you that feedback from all parties has been overwhelmingly positive. Parents have particularly welcomed the clarity that this system affords.

- 92% of parents who completed the survey have signed up to Google Classrooms
- 85% of parents agree that Google Classrooms makes it easier for them understand exactly what is expected for the homework tasks set
- 87% of parents think that Google Classrooms makes it easier for them to monitor their child's homework
- 81% like the fact that they get a weekly email with a homework summary

Some examples of comments from pupils include:

*'I can see all of the work even if I'm absent, I can communicate with my teachers and look back at what I've missed.'*; *'I like doing homework on Google Classroom and being able to email teachers if I need to'*; *'It's really helpful for GCSEs, as it gives extra support and info.'*

Homework, of course, can often be a contentious issue. It is however, an essential part of the learning journey; it encourages independence, prepares young people for further study, improves academic achievement, and leads to a greater depth of understanding. Many parents ask how they can best support their children with homework:

- We would advise you to discuss the task set with your child – often talking about this encourages them to explore a subject further. It is essential to establish a routine; a time and place for homework and study.
- Distractions should of course be kept to a minimum – please don't believe your child if they insist that music and television help!
- If a set homework task requires pupils to use ICT to complete it, and they do not have access to a computer at home, then they can take advantage of the use of the school's ICT facilities at lunch time or after school.
- Please make sure that your child has signed up to Google Classrooms for every subject. They should have been issued with a code number for each subject.

We continue to welcome any feedback you may have regarding Google Classrooms.

Mrs Robertson, Assistant Headteacher



# Springfield Sports

The Year 9 netball team played Trafalgar, Milton Cross Academy and Portsmouth Academy at the end of March. Springfield beat Miltoncross and Trafalgar convincingly (7-0, 8-0), but the Portsmouth Academy match was the tournament decider. The game was up and down the court a lot, with plenty of defensive turnovers (not just from the defensive players!) and some great midcourt action from Springfield. It ended 1-1, which meant our girls won the afternoon!

**Miss McGuigan, Netball Volunteer**



Back row from left: Libby Kale (9D), Miranda Saville (9R), Aimee Curd (9R), Isabelle Griggs (9L) and Jasmine Thacker (9L)  
 Front row from left: Chloe Tiller (9L) and Anna Jordan (9G)

# NETBALL

# NETBALL

The Year 7 netball teams only had two games; one against Mayfield which they played well to win 7-0 and the second game was somewhat more difficult against St Edmunds. At half time the score was 3-2 to Springfield who fortunately managed to pull away in the second half to win 5-2 at the end.

Well done to all the girls. The Year 8 and 10 teams will play soon and hopefully the missed games due to the weather will be replayed next term.

**Mrs Argyle, Teacher of P.E.**



Back row from left: Katie Street (7L), Daisy Davies (7D), Erin Buchanan (7R), Summa McKenzie (7S)  
 Front row from left: Hallie-Jade Colarusso (7P), Ava Griggs (7S) and Amber Richardson (7S)

Congratulations to Euan Moore (10L) who has been chosen for the Hampshire Under 15's Rugby Team.  
**Miss Bryant, Tutor for 10L**



### Mrs Whittingham's Riddle

It has only a head and tail - what is it?

The answer to last edition's riddle is 'a conversation'.

### Mr Dennett's Brain Teaser

John, Paul, George and Ringo have their 12<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> and 15<sup>th</sup> birthdays today. How many years will it be till their combined age reaches 100?

The answer to last edition's teaser is: 9 children (4 boys and 9 girls)





# SPRINGFIELD CALENDAR

FIRST DAY BACK AFTER EASTER - MONDAY 16 APRIL 2018

BANK HOLIDAY - MONDAY 7 MAY 2018

HALF TERM - MONDAY 28 MAY TO SUNDAY 3 JUNE 2018

## APRIL

MONDAY 16 TO  
THURSDAY 19 APRIL 2018

Year 11 GCSE Photography Exam

TUESDAY 17 APRIL 2018

Year 8 Focus Day (Future Options)

TUESDAY 17 APRIL 2018

Year 8 Parents' Options Evening

MONDAY 23 APRIL 2018

Year 8 Option Forms Due Back

MONDAY 23 APRIL AND  
TUESDAY 24 APRIL 2018

Year 11 GCSE Art Exam

THURSDAY 26 APRIL 2018

Year 8 HPV Second Dose

FRIDAY 27 APRIL 2018

Year 11 Progress Reports Issued

## MAY

MONDAY 7 MAY 2018

BANK HOLIDAY

TUESDAY 8 MAY 2018

Year 10 Progress Reports Issued

WEDNESDAY 9 MAY 2018

Year 9 Progress Reports Issued

THURSDAY 10 MAY 2018

Year 8 Progress Reports Issued

FRIDAY 11 MAY 2018

Year 7 Progress Reports Issued

FRIDAY 11 MAY 2018

Extended Tutor Time for Drop Everything & Read

MONDAY 14 MAY 2018

GCSE Exams Commence

THURSDAY 17 MAY 2018

Year 11 Marriott Hotel Core Intervention Day

SATURDAY 19 TO  
SUNDAY 20 MAY 2018

Year 10 DofE Practice Expedition

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.