



SPRINGFIELD SCHOOL[®] NEWS



May 2018 Issue

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HOUSE NEWS



At the time of writing I am delighted to report that well over 13,000 house points have been awarded since February. I want to thank pupils and staff for embracing the system and working hard to make it an integral part of daily life at Springfield. I know that pupils are feeling better recognised and rewarded for their positive behaviours which have included fantastic class/homework, outstanding or improved attendance, participation in events/clubs and literally hundreds of contributions to school life!

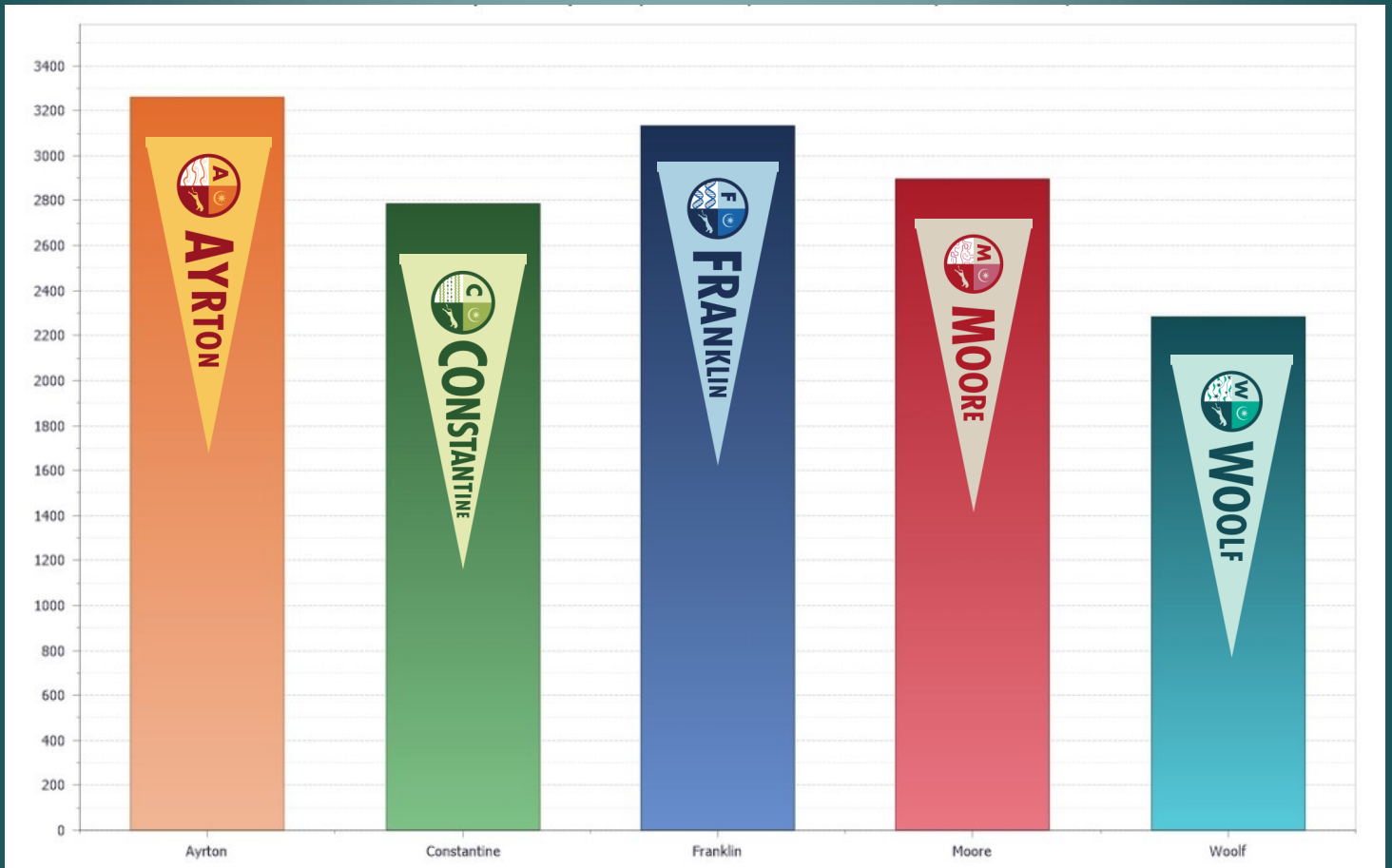
We are in the final stages of the process to appoint lead student roles including house captains, sports captains and year reps. We look forward to seeing how these roles will further shape and support the development of each house.

Well done to Ayrton who have the lead at the moment (see points totals on page 2). Other houses must not despair though as there are plenty more points to be earned this year. Final totals and the overall winner will be announced on the 11th July at the end of Sports Day 2018.

Mr Wilburn, Deputy Headteacher



POINTS TOTALS SO FAR



ANY OLD RUBBISH!

Following a thought-provoking assembly from Ms Spivey on plastic pollution and litter many more pupils have earned house points by stepping up and volunteering for litter picking at break or lunch. Some of our pupils have even been inspired to take part in community based litter picking projects further afield down in Southsea! One neighbour recently contacted Ms Spivey to say 'I am now pleased to say there has been a huge reduction in litter...thank you to the pupils who have helped make a difference!'

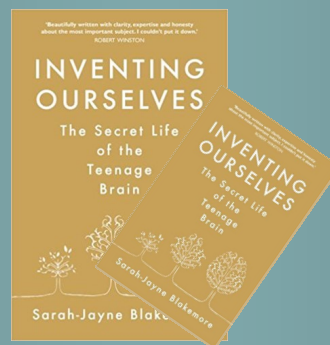
Mr Wilburn, Deputy Headteacher

FROM THE HEADTEACHER



I hope that everyone in the Springfield community was able to take at least some time for fun and relaxation over the Easter holiday and bank-holiday weekend. I used the opportunity to catch up with some reading on a subject close to home for all of us who work in Education: 'Inventing Ourselves – The Secret Life of the Teenage Brain' by the award-winning neuroscientist Sarah-Jayne Blackmore. For any teacher, parent or young person who would like to understand more about how the adolescent brain works

and what influences 'teenage behaviour', I believe I can recommend the book as an engaging read. What I especially found interesting was the neuroscience underpinning how adolescence is a period of real creativity and formative development; as well as the factors that sway young people's risk taking behaviour and the profound influence of peers and friendships. While the 'typical' teenage behaviours are all too familiar to teachers and parents, the emerging understanding of why adolescents think as they do was thought-provoking - and also reassuring that so much which adults might find difficult to manage can be blamed on neurones!



We are now fully into the GCSE exam period for Year 11 pupils and we wish them good luck in all of their subjects. I know that parents and pupils will join me in thanking the staff for their on-going hard work and support for the pupils; responding to the significant changes to the curriculum, its assessment and the 9-1 GCSE grading system has added considerably to teachers' already heavy workloads and yet they have still been willing to offer additional support to pupils before and after school and during the holidays. There is information regarding the GCSEs on the 'Examinations' section of our website. Parents can also find information on the new GCSE in a Government produced factsheet:

<https://www.gov.uk/government/publications/gcse-new-grading-scale-factsheets>

A few Year 11 pupils have been able to sit GCSE papers in the refurbished sports hall; the Portsmouth City Council managed project is almost at a point of completion and we hope to be able to open the changing rooms and new toilets to pupils before half-term.

CONTINUED...

Thank you to the parents who responded to my invitation in the last edition of Springfield News to contribute to the school’s review on whether mobile phones should be banned in school. The School Council and staff have also had the opportunity to contribute to the debate and governors will be making a decision on ‘next steps’ imminently. We will update families regarding any decisions in due course.

We have also recently started a conversation in school as to how we as a community can reduce the unnecessary use of plastics. In my recent assembly with pupils, we reflected on the disturbing images of the harmful effects of plastic pollution in the oceans as highlighted in the BBC’s recent Blue Planet II series. Pupils have already started to come forward to offer their suggestions and energy; a number of pupils have been litter picking on the field and also on a beach over the bank holiday weekend. We hope that by making simple changes we can play our part as a community in addressing this issue; again, we welcome ideas and support from parents and the wider community.



How can we reduce plastic pollution?

- Refuse to use any unnecessary single use plastics, e.g. straws, plastic bags
- Carry with you reusable products that you might need, e.g. shopping bags, coffee cups
- Ensure that you recycle plastics
- Avoid using any products which contain plastic micro-beads e.g. face scrubs, body washes
- Take part in beach clean-ups, litter picking etc
- Stay informed; influence others
- NEVER drop litter

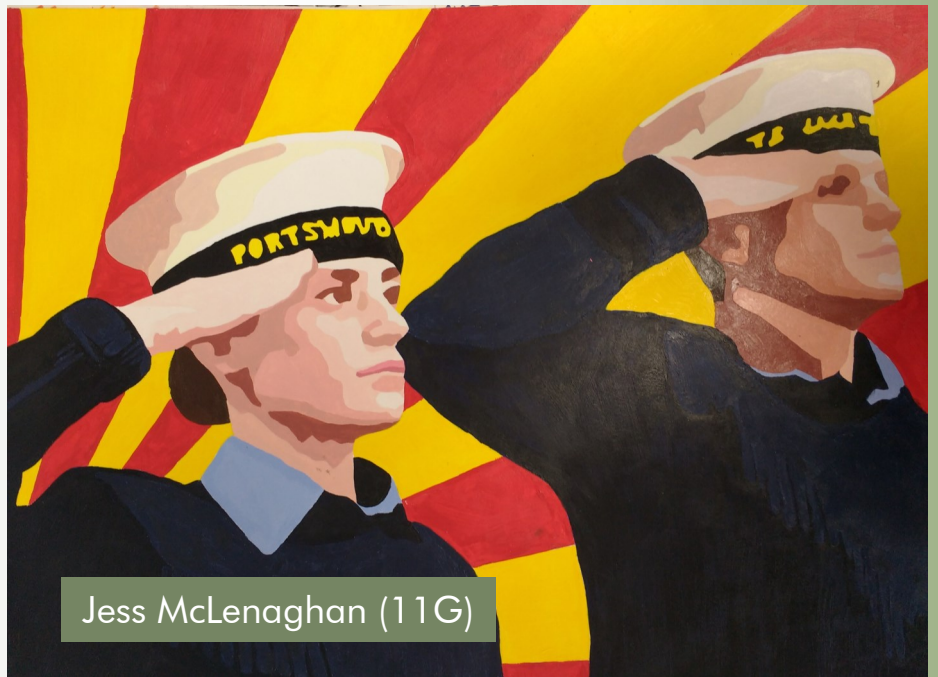
Having had the privilege of watching the ‘Mandem’ team’s final presentation being rehearsed for the Student Investor Challenge, I would like to reiterate my personal congratulations to the team on coming second in the national competition; an outstanding achievement! The understanding of stock markets and financial investments demonstrated by the pupils was truly impressive; the team also exemplified teamwork and conveyed enthusiasm and confidence in their presentation. The team’s advice...“invest in gold”! Thank you to Mr Teeling for facilitating the team and also to Ms Jeffery for supervising their visit to London.

I hope that you enjoy reading about our wonderful pupils’ achievements in this edition of Springfield News and remind you also to follow our daily updates on the school’s website.

Kind regards, Sara Spivey

YEAR 11 ART EXAM WORK

The Art exam was taken over an extended period of time. Investigations began with a range of starting points. Pupils had to develop a body of work showing personal connections with their starting point and present a journey exploring materials and techniques along the way. Pupils' final response was completed over two days. The exam makes up 40% of their final grade and many of the pupils have grown in confidence when completing the project. The Art department are very proud of pupils' hard work and commitment this year and are looking forward to sharing all their endeavours in our Summer Exhibition. Please find below (and pages 6, 7 and 8) a preview of some of the work to be featured.
Mr Toghill, Head of Art



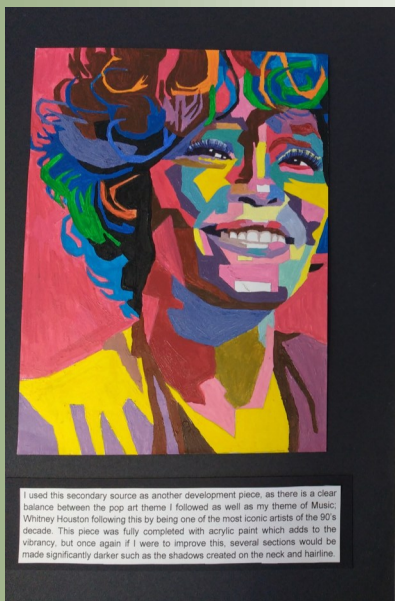
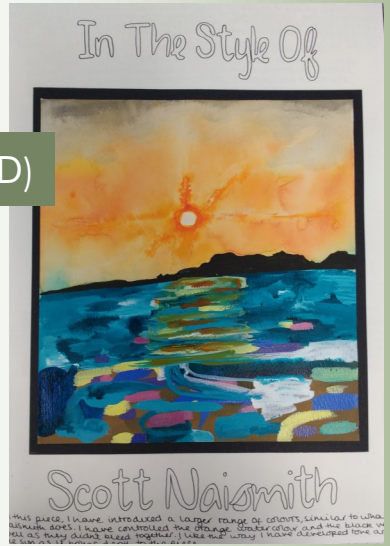
Jess McLenaghan (11G)



Billie-Jo Harris (11E)



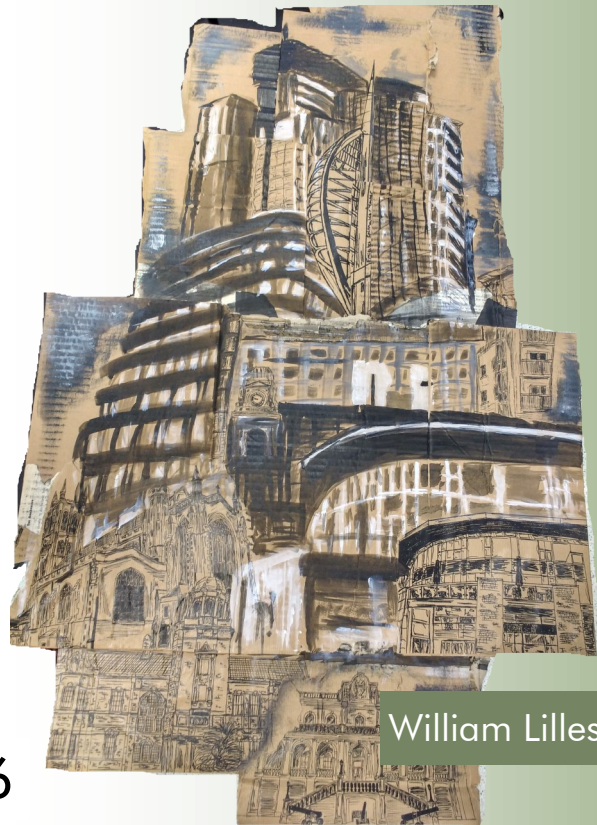
Emily Branscombe (11D)



Saffron Finch (11P)

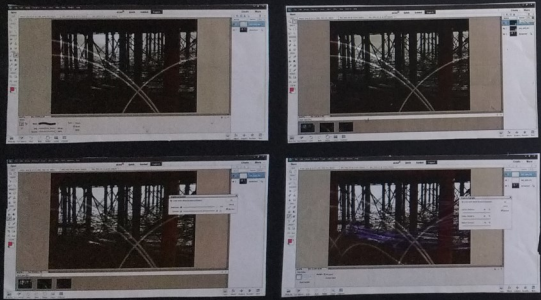
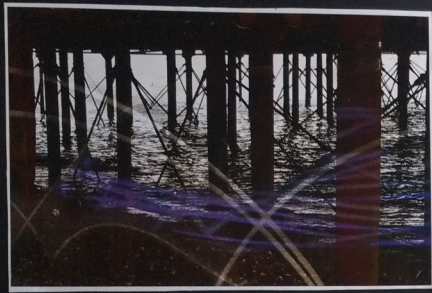


Amy McLenaghan (11N)



William Lilles (11F)

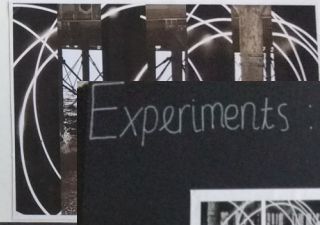
Experiments: Pier & Lights



The aim for this image was to combine the pier images and the light drawing images in order to develop my ideas. I chose to overlay the light drawing over the pier to create contrast between the silhouette of the pier and the lights. I used the rubber tool to remove the black background and overlaid two different light drawings. I then adjusted the brightness and contrast and the shadows and highlights. This made the lights a

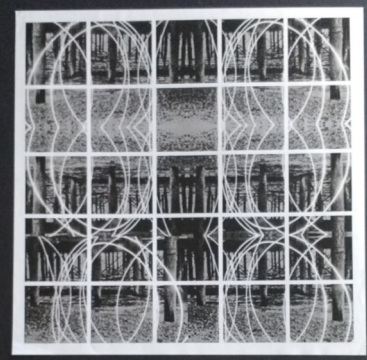


Sophie Ludlow (11G)



To create this image, I used the light drawing. Once the strip onto the pier I decided to create this light drawing and the

Experiments: Maurizio Galimberti

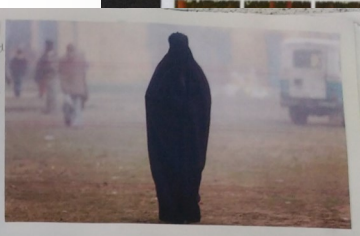


Isabel Carver (11D)



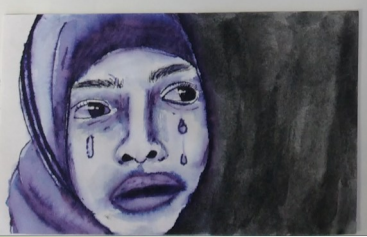
I thought this photo was evocative - I was compelled by the girl's expression, the look in her eyes and her tears. It makes the viewer wonder what she has seen and why she is scared/concerned.

I liked this photo because of the way the woman is outlined and her silhouette creates a feeling of solitude. There is also an element of tranquility which draws me to the image.



I have made this photo in the style of Pavel Kuryzov work. as I have creates a realistic silhouette in pencil and made a ink gradient like he does.

ed to use ink and wash to recreate to because it is more reflects the solemn the photo.

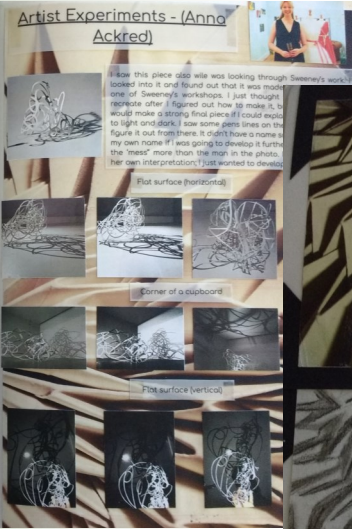


I thought this photo was very delicate and is very peaceful. It juxtaposes the perception that muslims are violent and threatening. I recreated this image using acrylic paint and pencil. I like the contrast the pencil and acrylic paint made.





In this piece, I have used watercolour paints to create the sense of muscle beneath the skin. I then used POSCA PENS to add further detail on top of the watercolour. I didn't add any elements of Nunzio Paci's work, as well as Vicente through the background and model. I brought the colour above and around the eye, so that it is more smooth, it also mimics the style of Paci.



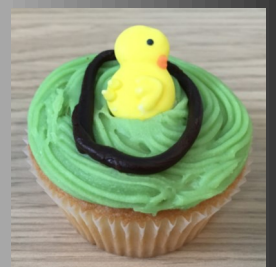
DUKE OF EDINBURGH'S AWARD

On Thursday 26th April a group of our Year 10 Duke of Edinburgh's (DofE) Award pupils accompanied Ms Spivey and Mrs Whitelock to an event hosted by UTC Portsmouth. Schools from across the city attended and represented their DofE groups by showcasing some of their skills. Our pupils demonstrated their cake decorating skills as well as highlighting what we do at weekly training sessions. When the Earl of Wessex, the Lord Mayor of Portsmouth and other dignitaries visited our stand, the pupils were able to demonstrate their skills, talk the guests through any questions they had and invited them to try their hand at decorating the cakes! Some were too shy to take part but the Earl of Wessex finished off one of the cakes (the green and yellow 'Royal Duck') and the Lord Mayor attempted a Pompey crest. It was an interesting morning and the pupils represented Springfield very well.

Mrs Whitelock, DofE Co-Ordinator



From left: Hannah Goodwin (10R), Eliza Dominy (10N), Megan Parkes (10E), Emma Chandler (10N), Rachel Shepherd (10D), Harry Stoneman (10S) and Rosie Hayman (10R)



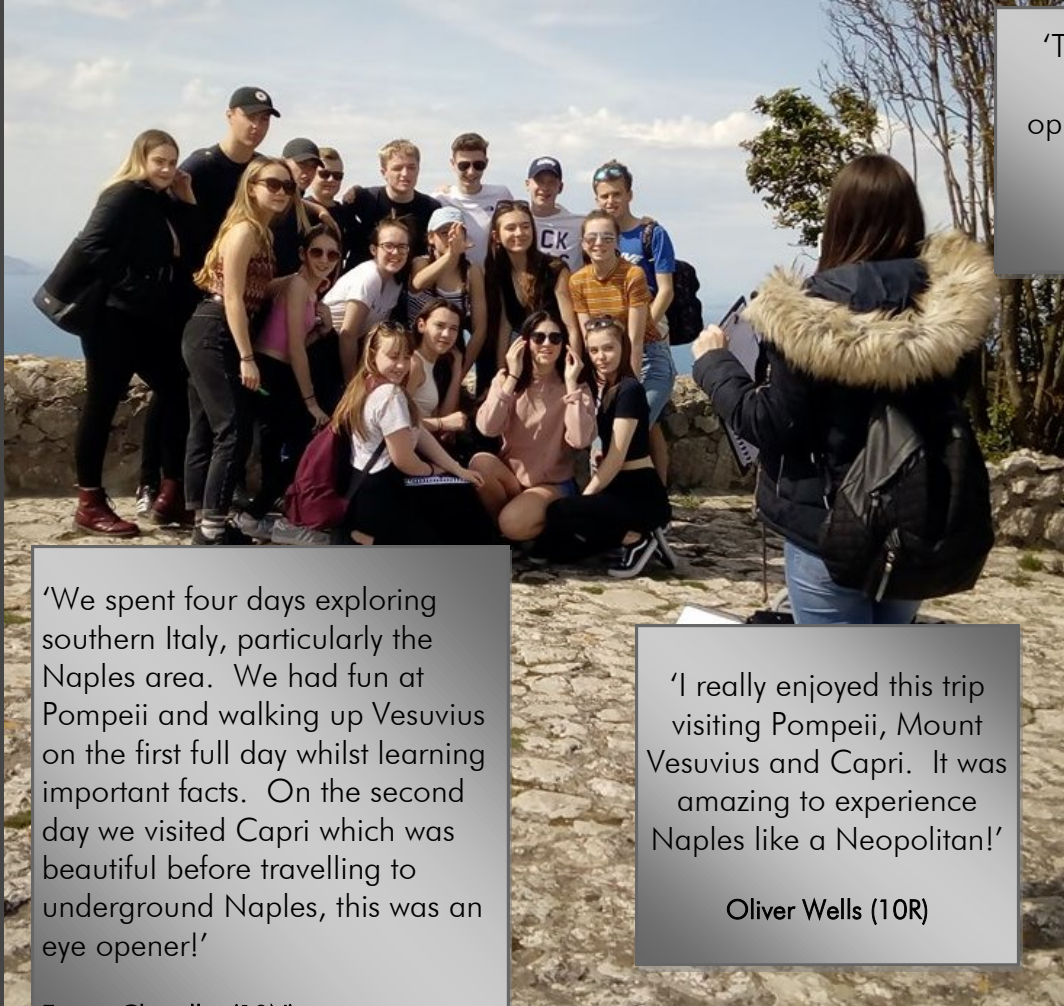
Congratulations to the thirty four Year 10 DofE pupils who successfully completed their bronze expedition practice on 19th and 20th May in the New Forest. The weather was perfect for the weekend of hiking, orienteering and camping. The assessed expedition will take place in September.



NAPLES TRIP

From 28th to 31st March 2018 some of our Year 10 GCSE Geography pupils visited the Bay of Naples to explore real life examples of GCSE content. Pupils looked at an area of tectonic risk surrounding Vesuvius, the impacts of tourism in Sorrento and coastal formations around the Isle of Capri.

Mrs Parker, Teacher of Geography



'This trip has given me a once in a lifetime opportunity and I enjoyed it greatly'

Jess Edwards (10G)

'We spent four days exploring southern Italy, particularly the Naples area. We had fun at Pompeii and walking up Vesuvius on the first full day whilst learning important facts. On the second day we visited Capri which was beautiful before travelling to underground Naples, this was an eye opener!'

Emma Chandler (10N)

'I really enjoyed this trip visiting Pompeii, Mount Vesuvius and Capri. It was amazing to experience Naples like a Neopolitan!'

Oliver Wells (10R)

'I really enjoyed climbing up Mount Vesuvius because it was exciting and unlike anything I've done before'

Laura Addison (10E)



'My experience has been very educational and beautiful as we had lessons in the afternoon.'

Daniel Franklin (10E)



STUDENT INVESTORS - THE MANDEM FUND

On 27th April 2018, four Springfield pupils went to London's institute of Banking and Finance to compete in the final of the Student Investor Challenge. The day started with breakfast and a chance to meet the other teams and industry professionals who were there to support teams throughout the day. The competition started after a quick introduction from the organisers and practice with the computer system. The first round consisted of three short challenges in which each team had to make financial choices based on real world news. Though the Springfield team, 'The Mandem Fund', had an unlucky second challenge they managed to come third overall in the morning challenges. After a short lunch break we then went onto the second round - the presentations. Each team was given a scenario in which they had to give financial advice to a client who had their own wants and needs. Each team had eight minutes to present their plan to a selection of judges from different areas of the finance sector, as well as the other teams. 'The Mandem Fund', gave an excellent presentation during which they showed everyone just how far they had come since the start of the competition in October. When the presentations had finished the judges needed time to decide on a winner and this gave the teams time to reflect on the day. After the decision was made all the teams gathered for the results and I am pleased to say that 'The Mandem Fund' came a very close second place, winning a trip to London and some money that will be donated to charity. I am very proud of all the effort the team has put in over the last year and pleased to see them do so well in a national competition that started with over 8,000 teams. I would like to personally congratulate: Ryan Rahimikia (11E), Harvey Martin (11E), Lucy Austin (10N) and Isabelle West (10G). Well Done!

Mr Teeling, Teacher of I.T.



Top picture: the team receiving their awards from The London Institute of Banking and Finance, to the left: with their mentor Mr Teeling and directly above: receiving their Headteacher Awards from Ms Spivey

TO KILL A MOCKINGBIRD



My Year 8 class have been studying the classic novel 'To Kill a Mockingbird' and over Easter they were assigned a project to produce a 3D model of the house in which Boo Radley lives. I am rather overwhelmed by the excellence of the pupils' efforts. It was extremely difficult to choose a winner but after a lot of deliberation I decided on the following who were awarded house points and presented with a Headteacher's Award:

First place - Abbie Leigh (8R)

Second place - Sienna Lee-Miller (8P)

Joint third place - Samuel Shute, Jack Boswell, Dan Hayward (8P) and Jasmine Berry, Maddy Brown (8S)

Mrs Roberts, Teacher of English



From left: Samuel Shute, Jack Boswell and Dan Hayward, Abbie Leigh, Ms Spivey, Jasmine Berry and Maddy Brown, Sienna Lee-Miller



YEAR 11 TEXTILES WORK

As always I am extremely proud of my GCSE Textile pupils. The standard of work completed this year for their Controlled Assessment has been exemplary and in some cases even 'A' level standard. Pupils have followed specific exam board briefs such as 'Modern Vintage', 'All things Bright and Beautiful', 'Winter Wonderland', 'Culture' and 'Best of British'. They have taken these briefs and made them their own, creating a final practical piece and a supporting portfolio.

The briefs selected allowed pupils to show problem solving skills and perfect their constructive and decorative skills to a commercially viable standard. Textiles is a demanding and complex GCSE subject and is for the passionate and productive; all pupils this year have shown these qualities and should be proud of their achievements, whilst still preparing for every other subject.

Due to the government changes this specific GCSE course will no longer be running and has been replaced with a Design Technology GCSE, in which pupils still have the opportunity to specialise in Product Design or Textiles. The Design Technology GCSE will continue to enable pupils to develop their design ideas to be on trend and show innovation. Our current Year 10 pupils will soon be underway with their final Controlled Assessment. Maybe the next James Dyson, Alexander McQueen or Allassandra Rich will soon be stepping out of Springfield School!

Once again, a massive well done to my lovely Year 11 pupils who have made the last year of running this particular GCSE course amazing.

Miss Cumbo, Teacher of Design and Technology



The Textiles work currently displayed in our reception area.



13



TOMBSTONING



Portsmouth City Safe Clean Tidy team need to bring to your attention that concerns of tombstoning have been widely reported to them by members of the public and local councillors to the extent that these are now safety priorities for the summer. Community Wardens will be working closely with Police and partner agencies to help prevent and stop injury through tombstoning and the antisocial behaviour associated with it.

The Maritime Coastal Agency also has a tombstoning page which features fatality and injury statistics. This also has an injury survivor case study and link to the high impact radio filler on the dangers of tombstoning: <http://www.dft.gov.uk/mca/mcga07-home/leisureandtheseaside/mcga-coastbeach/tombstoning.htm>

Royal Society for the Prevention of Accidents also provide some useful information: <http://www.rospra.com/leisuresafety/adviceandinformation/watersafety/tombstoning.aspx>

Community Wardens will be stopping young people seen tombstoning and taking names and addresses to write and visit parents if necessary. Young people who continue to breach the byelaws in relation to this matter could be subject to acceptable behaviour contracts or considered for legal action to prevent injury or harm being caused.

Please discuss this advice and the very real dangers of this activity with your child.

Portsmouth City Council

YEAR 11 INTERVENTION

'I didn't expect much to be honest but it was really useful.'

Two groups of Year 11 pupils went to the Marriott Hotel on Thursday 10th and Friday 11th May to undertake some intensive English and Maths revision sessions ahead of their impending exams. They had three hours of concentrated revision eased by a cake break and a savoury lunch at the end of it!

The pupils all valued the chance to work closely on some of the thorny issues of the English and Maths exams (and the chance to have a sneak preview of where their Prom would be held!). Thanks must go to Mrs Bolton and Miss Bicheno for resourcing and delivering a focused English session and the same can be said for Miss McNelis and Mr Dennett with Maths. Hopefully the pupils feel more confident about these particular subjects, which was our aim.

Mr W Wharton, Deputy Headteacher



YEAR 11 COACHING WORKSHOPS

Please see below the itinerary for the Year 11 coaching workshops to be held this May half term. Any Year 11 pupil may attend any workshop but specific pupils are required to attend certain workshops - these pupils will have received a letter home informing them of this. Many thanks.

Mrs Hutchinson, Assistant Headteacher



YEAR 11 COACHING WORKSHOPS – MAY HALF TERM 2018

Any Year 11 pupil may attend ANY workshop. Specific pupils will be required to attend where work is still incomplete.

ROOM	am = 10.00am – 12.30pm	pm = 1.00pm – 3.30pm
Tuesday 29th May		
C17, C19, C12, C13	English	English
MR2	Music	-
Wednesday 30th May		
B25, B24	Geography	-
B22	Geography	Geography
Thursday 31st May		
BO1, B22	History	-
Friday 1st June		
C07, C08, CO2, CO3	Maths	Maths
CO1	Maths	-

RUSSELL GROUP UNIVERSITIES

On Tuesday 1st May, a selection of Year 11 students were invited to Portsmouth College to attend a presentation about life at Russell Group universities. (The twenty-four UK universities within this group are all unique institutions with their own history and ethos but share similar characteristics.) Firstly, a postgraduate student from the University of Southampton told us about life at a Russell Group university and how it differs from others. This was a really informative talk which helped us think about whether life at one of these universities would be right for us. The Liaison Officer from Oxford University then explained how Oxbridge (Oxford and Cambridge Universities) vary from other universities and how the application process is different. Again, this was informative because it made us aware of the earlier Oxbridge application deadline. Overall, the event was really useful and we are all grateful that Portsmouth College invited us to attend.

Jack Ancell, Head Boy



MRS WHITTINGHAM'S RIDDLE



A barrel of water weighs 20 pounds. What must you add to it to make it weigh 12 pounds?

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

MR DENNETT'S BRAIN TEASER

I write down three positive numbers - a , b and c
The product of a and b is 2
The product of b and c is 24
The product of c and a is 3
What is the sum of all three numbers?

The answer to last edition's teaser is: 11 years



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@spfldUK



YOUNG GEOGRAPHER OF THE YEAR

We are delighted to inform all of our pupils of the opportunity to enter the Young Geographer of the Year Competition 2018. Please see the official poster giving full details. For those pupils who wish to know more about the competition please see Mrs Whitelock, Head of Geography.

Young Geographer of the Year Competition 2018

**Royal
Geographical
Society**
with IBG

Advancing geography
and geographical learning

Geographical

What makes the Arctic unique?



This year's Young Geographer of the Year competition gives pupils the opportunity to explore the geography of the Arctic, and discover what makes this polar environment so unique.

The Arctic is an environment like no other. It is home to four million people, supports an abundance of uniquely adapted wildlife, and plays an important role in moderating the world's climate. However, the Arctic is a dynamic environment that is undergoing change. How do these changes affect the Arctic itself and the rest of the world?

Entering the competition

The competition has four categories.

- Key Stage 2 (pupils aged 9-11)
- Key Stage 3 (pupils aged 11-14)
- Key Stage 4 or GCSE (pupils aged 14-16)
- Key Stage 5 or A Level (pupils aged 16-18)

The deadline for all entries is **5.00pm Wednesday 10 October 2018**. All winners will be contacted after this date and invited to an Award Ceremony at the Royal Geographical Society (with IBG) in South Kensington, London.

Students should enter the Key Stage category which they will be in as of 10 October 2018.

All entries should include an Entry Form. Submissions can be made by individual students or teachers. Teacher and school contact details must be provided. Please post your entries directly to the Society. **Electronic entries may only be submitted for the KS5 category.**

General entry criteria

KS2, KS3 and KS4 students will produce an **A3 poster**. KS5 students will produce a **1,500 word essay**. All entries must clearly illustrate **what makes the Arctic unique** and adhere to the following criteria:

- Excellent attention to spelling, punctuation and grammar
- Use of accurate geographical terminology throughout
- Clearly labelled and appropriately acknowledged sources, including diagrams, charts, maps, or images
- Accurate use of symbols, scales and keys, where appropriate
- Original and independently produced—class sets of identical entries will not be accepted
- If produced electronically, please use a minimum font size of point 8

Key Stage 2 criteria

- Describe one or more way(s) in which the Arctic is unique
- Use at least two annotated diagrams, charts, maps or images

Key Stage 3 criteria

- Describe two or more ways in which the Arctic is unique
- Explore both the human and physical geography of the Arctic
- Use at least three annotated diagrams, charts, maps or images

Key Stage 4 criteria

- Describe three or more ways in which the Arctic is unique
- Explore both the human and physical geography of the Arctic
- Discuss how the Arctic is changing and how these changes affect the Arctic itself and the rest of the world
- Use at least four annotated diagrams, charts, maps or images

Key Stage 5 criteria

- Describe and discuss the wide variety of reasons why the Arctic is unique
- Explore both the human and physical geography of the Arctic, including its environmental, political, social, cultural, and economic distinctiveness
- Discuss how the Arctic is changing and how these changes affect the Arctic itself and the rest of the world
- Explore the past, present, and future governance of the Arctic
- Demonstrate a strong use of annotated diagrams, charts, maps or images



The Royal Geographical Society (with IBG) is the UK's learned society and professional body for geography. Founded in 1830, we are a world centre for geography supporting research, education, fieldwork and expeditions, and informed enjoyment of our world. **W** www.rgs.org **E** education@rgs.org

YEAR 8 LONDON DRAMA TRIP

The London 'West End' Drama trip was open to Year 8 pupils and took place in April. We had the opportunity to experience live theatre and take part in professional style workshops. We left early on Wednesday 18th April and set off for London by coach. Upon arrival we relaxed in Covent Gardens before attending the first workshop. A representative called Rachel escorted us to Pineapple Dance Studios for some fun drama exercises. We were given different scenarios and acted according to the roles that we were given. My favourite one was when someone had to shout when talking and the other person hated loud noises. We also took part in an exercise in which we had to all work together with no planning and no leader; we had to hold a plate of spaghetti whilst keeping our hands horizontal and swat pretend flies (as well as other things)! This was great fun and helped us practise our skills for future drama lessons. Later on in the evening we went to see a play called 'A Bank Robbery Gone Wrong'. This was a fast paced and hilarious play with funny scenes. It was well put together and it was obvious how hard the actors were working (as they were out of breath)! The next day we met up with a tour guide who took us around London looking at the different theatres and hearing about their history. We learned interesting facts; for example Agatha Christie's Mousetrap ran for 65 years with a cast change every 8 months. After the tour we went to the final, and in my opinion, the best workshop. We arrived at Pineapple Studios again on the hottest day in April for 70 years and met a lady who took us through one of the opening acts (the market scene) of the West End version of Disney's Aladdin. It was great fun. Before heading back to Portsmouth though we went to the theatre and watched the official 'Aladdin' musical. It was amazing, it had loveable characters as well as an evil villain who everyone hated. The musical was choreographed really well with amazing scenery and props including a flying carpet! When 'Aladdin' was over we set off back to school by coach (whilst the teachers caught up with some sleep)!

Jacob Rees-Rappe (8F)



INTERNAL PROMOTIONS

Congratulations to the following teachers on their recent promotions:

Miss Bicheno - Second In English, Miss Hawkins - Second in Maths, Mr Varndell - Head of R.S. and Miss White - Acting Head of Achievement - Year 9. We wish you all the best in your new positions.



Miss Bicheno



Miss Hawkins



Mr Varndell



Mrs White

FAREWELL TO MR BLANDFORD



Four years at Springfield as Head of Design & Technology. Some days it feels like a lifetime, the rest of the time it still feels like I'm the new boy. Either way, when you start thinking of it in pupil numbers that have passed through then it starts to rack up.

I came to Springfield because of its reputation within the city with a simple remit of introducing Product Design and modernising the Design and Technology department; sounded a lot easier on paper than it was in practice! Fortunately, I've been lucky enough to have built a great team over the years and had support from Senior Leadership to allow the vision to be achieved. We now have 3D printing and laser cutting fully incorporated into the curriculum alongside some of the more traditional skills that are coming back into the syllabus - the department has a great mix and feel to it.

Through benefitting from a comprehensive CPD programme, both in-house and externally, I am embarking on the Senior Leadership pathway, but I will greatly miss the enthusiasm and commitment of the pupils at Springfield, the dedication of the support staff and the professionalism and high standards of the teaching and leadership teams here.

Mr Blandford, Head of D.T.

2018-19 PREFECT SELECTION

On Friday 18th May, Ms Creighton and Mr Lomas were delighted to inform eighty Year 10 pupils that, having met rigorous selection criteria, they had been successful in their applications to be a prefect next year. Over half the year group (a very impressive proportion) applied for the position and the successful applicants had to gain the approval of staff to be appointed.

Here, pupils Ella Williams (10L) and Sam Wright (10E) describe the process: 'The prefect application process is simple, but requires thoughtful answers. You have to fill in an application form and answer questions such as 'Why do you think the role of prefect is important?' and 'What qualities do you think would make you an effective prefect?' However, you need a reference from your tutor and another member of staff, so you have to be honest on the form! I applied to be a prefect because it will give me good experience to set me up to go into the workplace. It's a good thing to have on your CV and shows that you are trustworthy. It's important as it develops skills such as teamwork and leadership. It's also important for the Senior Prefect Team to consider ideas from all year groups through the Student Council...to improve Springfield for future year groups.'

The standard of the applications this year was outstanding, illustrating the depth of talent, ambition and dedication to the school from the Year 10 group. Responses from Year 10 pupils include:

If your teachers were asked to describe you, what do you think they would say?

'I hope they would say that I am dedicated, optimistic, creative and confident. I really enjoy learning, so I always try my best in and out of lessons.'

Why do you want to be considered for this role?

'I believe I would be an asset to the Springfield community and to the prefect team. I am very determined to achieve the highest I can. I believe that being a prefect would be a privilege.'

Why do you think being a prefect is important?

'Senior school is a strange place for Year 7s, so it is important that people are there to help ensure a smooth transition. Sometimes concerns about the pupils are best highlighted and solved by other pupils.'

What qualities do you have that you think would make you an effective prefect?

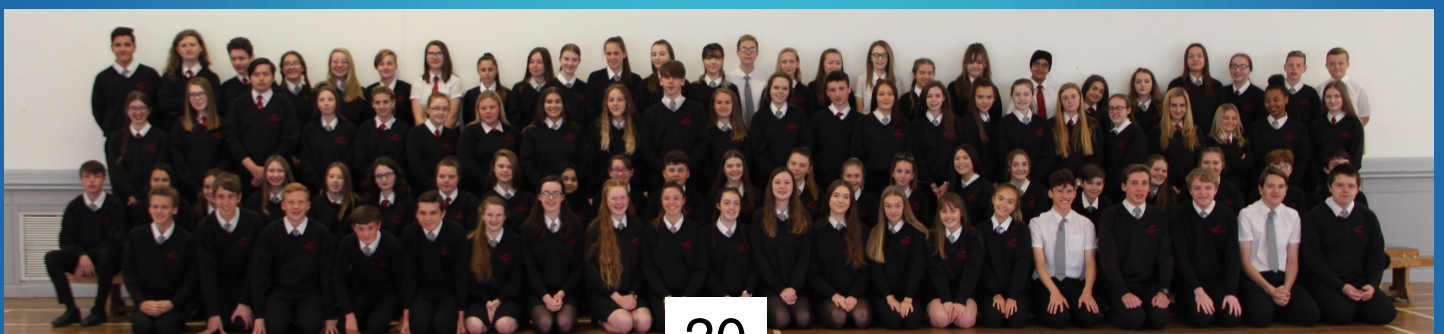
'My punctuality is high, as is my work ethic, which I demonstrate through my Duke of Edinburgh's Award as it requires resilience and the ability to work well under pressure.'

What experience do you have – either in school or in activities outside of school?

'In school I am the tutor group's Sports Captain and have been selected to be a Sports Ambassador for the school. I have given tours to prospective parents, assisted Year 7s as a Reading Ambassador and in school projects. Out of school, I am a patrol leader for Guides and have run and organised activities, talks and events. All of these roles have really pushed and enabled me to enhance my leadership and confidence further.'

The next stage for some of these prefects is to undergo the selection process for the new Senior Prefect team; success will depend upon convincing the current Senior Prefects, Ms Spivey and Ms Creighton of their merits and suitability for these important roles. Watch this space!

Ms Creighton, Head of Achievement Year 10



EXTRA CURRICULAR ACHIEVEMENTS

HOCKEY

Congratulations to Harry Hellyer (10G) who in April was awarded Young Player of the Year 2017/2018 by the City of Portsmouth Hockey Club.

Harry trains three hours a week with the club and plays every Saturday in season. This year he started the season playing for the men's 3rd division team. Mid-season he stepped up to play in the men's 2nd team and has ended the season playing for the men's 1st team. Harry will also train throughout the summer and play in a summer league, getting himself ready for the start of season in September when he will be playing for the men's 1st team.

Thank you to Mrs Hellyer for sharing this news with us.



Harry being awarded his trophy from the senior club chairperson

TCHOUKBALL

Congratulations to Harvey (11E) and Finley (8L) Martin who have been picked to represent Tchoukball UK in the upcoming European Youth Tchoukball championships in the under 18 and under 15 teams respectively. They are both part of the youth team playing for Fareham Rhinos Tchoukball Club. We look forward to hearing how you get on.

SEA CADETS

As you may recall in the last edition of 'Springfield News' we heard about the Springfield pupils who got through to the finals of the Sea Cadets National Competition in April. The competition has now taken place and we are delighted to announce that Katelyn Robinson (9L) and her team came first place and won the Sea Cadets national award for the best Colour Party in the country! The event took place on 21st April at HMS Raleigh.

Katelyn is pictured to the left along with Amy (11N) and Jess McLenagan (11G) who were members of another Party and also won first place with their team mates in the Unarmed Guard Drill! A huge congratulations to you all on your success.

Thank you to Mrs Robinson for sharing this news with us.



Pictured above - the winners - Katelyn, Amy and Jess

CHARITY PLEDGE

On 6th July, the night of the Springfield Prom three of our Year 11 pupils (who will be by then Springfield leavers) have pledged to shave their heads to raise money for Cancer Research UK.

They are hoping to raise £1,000!

We look forward to seeing their freshly shaved heads on 6th July.

There is a donation page specially set up for the pledge:

<https://fundraise.cancerresearchuk.org/page/rhysughpreston-giving-page>

Thank you to Hugh, Preston and Rhys for sharing this news with us



Pictured to the left: Hugh Barker (11G), Preston Aberly (11E) and Rhys Lloyd (11D)

RUNNING ACCOMPLISHMENTS

Well done to Sam Colbourne (8L) who has been improving his running skills over the past year. Sam has been running longer distances and he has achieved some great times:

5k - 19 minutes and 35 seconds

800m - 2 minutes and 34 seconds

1500m - 5 minutes and 6 seconds

Sam is also taking part in a 5 mile charity run for Breast Cancer Now in June (The Cliff Top Challenge in Deal, Kent) and he has his own charity page:

<https://uk.virginmoneygiving.com/SamColbourne>

As well as this Sam competed in the National Cross Country Championships 2018 and came 198 out of 680. This was at Parliament Hill in London (please see picture to the right).

Thank you to Mrs Colbourne for sharing this news with us





Teaching & Learning

YEAR 10 MOCKS

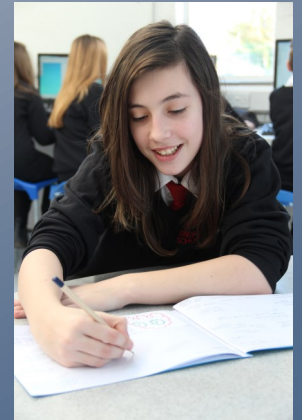
With the Year 11 in the midst of their examination period, Year 10 now come to the forefront of planning for next year. Year 10 pupils have never sat formal examinations in the Sports Hall and gym so are unaware of the protocols and formalities associated with public examinations. Additionally, the terminal examination period is so tightly packed that it is important that Year 10 pupils experience what it's like to be in timed conditions with potentially two, even three, examinations in one day.

Consequently, we have set aside a two week period from June 18th through to Friday 29th June for a series of mocks in various subjects. These will be held in the Sports Hall and pupils should treat them seriously. I know that the Maths department have already put their revision topics on the school's website to help prepare pupils for their three Maths exams, for example.

The mock weeks are also on the website and in tutor bases and I have already spoken to the year group in assembly about the rationale behind the Year 10 mocks. We want pupils to become acclimatised to the demands of the examinations so that next year the exam period can be approached without trepidation.

For reference, there will also be a Mock period in Year 11 around November/December time for the same reason and, in all likelihood, core subject mocks around early March.

Mr Wharton, Deputy
Headteacher



CALLING ALL PUPILS AND PARENTS: LET'S IMPROVE ATTENDANCE TOGETHER!

Our overall school attendance remains good and we have seen further recent improvements. However, we always want to get better and would like all pupils to look really closely at their own attendance percentage and ask themselves – could it be better? If you are on 100%, fantastic! Well done and try to maintain it until the end of the year. If not, try to move it closer to 100% by the end of the year. If you are below 95% you should be looking to get back above. If you are under 90% you are classified as 'persistently absent' and you have missed at least

one day per fortnight (at least a day per week if you are less than 80%). You must now do everything you can to attend every day until the end of the year and watch your percentage go up! Talk with your tutors about monitoring your percentage and remember that improvements will be rewarded with house points! You will also feel happier and make better progress at school!

Mr Wilburn, Deputy Headteacher

CHAIR OF GOVERNORS

'So, you are a School Governor. What's does that involve? Why do you do that then?'

I think these two questions are the most common ones asked by friends, relatives, associates, neighbours etc., when they learn that you are a school governor, not just at Springfield but at any school.

Once they realise that you are performing a really important and varied voluntary role, committed to and accountable for improving local children's education, the enquirer usually takes a deep breath and congratulates you on doing something that not many people know enough about, but also for finding the time to make a difference. This is what all governors are trying to do, not least those here at Springfield. They make a difference by providing high quality, knowledgeable governance. They ensure that the governing body represents the community it serves.

There are three key functions of the Local Governing Body (LGB) which are: setting the strategic direction of the school; holding school leaders to account and ensuring financial probity. Springfield is part of The De Curci Trust and so local governors work in liaison with the Trustees who delegate specific responsibilities and tasks to the school's Local Governing Body. All Trustees and local governors must follow the Seven principles of Public Life, referred to as 'the Nolan Principles'. Effective governance means having a team of dedicated people who possess a broad range of skills, knowledge and professional experience, who are able to work together in a way that reflects the vision and ethos of the school. Some are parent governors, some have been co-opted, others have seen their children or relations go through the school. All bring individual flair and special ingredients to our work.

Springfield School exists to provide the best possible educational opportunity for the young people who come through the gates. This is achieved by attracting and retaining excellent teaching and non-teaching staff; constantly improving already great facilities; encouraging eager and focussed pupils to achieve their potential along with a highly ambitious executive management team working alongside the governing body to shape and steer the way ahead.

As Chair of Governors, I am incredibly proud to work with a team that is committed to maintaining high standards of educational progress and attainment.

The BIG question is.....do you want to come and join us?

The Local Governing Body currently has two vacancies and so the opportunity is there for you to join the team already giving of their time, voluntarily, to help make Springfield School the best it can be. Governors meet at least twelve times a year (usually meetings start in the late afternoon) and there is a need for the reading and review of associated information and documents.

We are looking for people with a broad mix of skills, experience and knowledge and would particularly welcome interest from anyone with legal, financial and/or building expertise to complement our existing expertise. Induction and ongoing training is provided. All local governors are required to undertake an enhanced Disclosure and Barring check in addition to other safeguarding and pre-appointment checks to ensure that they are suitable to work in a children focused environment.

So, if you would like to nominate yourself or you know someone who could be persuaded to put themselves forward to be a governor, please take a moment to review the application process which is described in the ['About Us/Governing Body'](#) section of the school website and if more detail or an informal discussion would help, please make contact with me or my Vice-Chair, Chris Batstone, through the school office or Governors' Clerk, Mrs Jean Loy (clerk@springfield.uk.net). I'd love to hear from you.

Alan Cufley, Chair of Governors



CONTINUING PROFESSIONAL DEVELOPMENT

Continuing professional development (CPD) can take many forms in all work places and Springfield School is no exception. On Wednesday 9th May senior leaders, teachers, pastoral managers and cover supervisors were lucky enough to have the chance to hear from Katharine Mahoney about the work of MABS; the Multi Agency Behaviour Support service in Portsmouth. We were given lots of ideas and tips/ techniques that can be used both in and beyond classrooms as well as some understanding of the background to this whole area of school support. In fact we will be able to unpick this in much more detail in the future thanks to Katharine's



comprehensive overview! MABS helps us help our pupils to get the best from their education and time at Springfield- and whilst it may not always be unicorns and rainbows (her analogy of a

perfect world!) with their input we do aim for a win/win for pupils and staff.

Mrs Hutchinson, Assistant Headteacher

SMART UNIFORM MATTERS

Firstly can I thank the vast majority of pupils for wearing correct uniform every day and representing your school so well. Thanks also to parents for your support in helping to make this happen. Unfortunately, a small minority find it more difficult to adhere to our straightforward uniform expectations and I would like to draw parents' and pupils' attention some areas of particular concern (full uniform guidelines are available on our website):

- skirts must be plain black and knee length
- no jeans or 'jean style' trousers are allowed
- trousers must be 'regular fit' and not 'skinny'
- no nail varnish, false nails or false eyelashes

Form tutors and year office teams will be doing daily checks and any student who does not comply with our expectations will be requested to make an immediate correction. Failure to do so will lead to home contact, loss of lunchtime (lunch IU) and could lead to internal isolation (repeated refusal will be considered as defiance). Thank you to all pupils and parents in advance for your support and understanding in helping to quickly rectify any incorrect uniform.

Mr Wilburn, Deputy Headteacher



¡HOLA LOS PADRES!



Sprechen Sie Deutsch? Keen to understand how to help your child with their MFL homework? So many parents tell us at parents' evenings how they want to be able to support at home- but don't know where to begin with maybe a language they are unfamiliar with. Never fear! It does not matter whether you yourself studied a language at school or later, whether that was/is the same or a different language to the one your child is studying or indeed, not at all...help is at hand! Below is a chart which sets out the types of homework the languages department will give, their purposes and how you can help:

Types of homework	Purpose	How to help
Vocabulary/phase and grammar structure learning	To build-up long term memory...expanding the memory muscle!	Break lists into smaller units. Start with those your child considers "easy". Use the "look, cover, say, write, check" method which they will already be familiar with. Leave for a while and check again to see how much is remembered. If ready- use the same method to learn a few more. If not- go back over the first batch again. It is better to learn some properly than all of them poorly. You may like to see then whether your child can use this information to create sentences
Preparing for/ recording speaking assignments	To allow opportunities for collaborative work outside the classroom and increase spoken confidence	Listen to rehearsals. Provide a quiet place for recording. Listen to a model response and help your child improve his/her own pronunciation and intonation where possible. Saying what they need to aloud to you- even if you don't understand it- will help fix it in your child's mind
Learning role plays off by heart	To improve pronunciation and fluency and develop understanding of the function of different parts of the sentence	Listen to practices. If possible, take the "other" role. Help with individual words. The benefits are the same as above
Reading comprehensions	To build knowledge of a topic and the use of bilingual dictionaries and translation sites	Encourage the use of a bilingual dictionary- either a physical copy or an on-line version. Help him/her find meanings and the strategic use of these resources!
Writing up work as a final piece	To practise drafting and checking before completion	Encourage your child to check work using all the resources- brain, book, buddy and of course dictionaries! Encourage good presentation so that they can make sense of their own work later....
Writing assignments	To allow pupils to draw from a range of sources to compose ideas in writing	Remind your child to check in any previous exercise books to find other relevant phrases etc. Encourage good presentation and remind them that wholesale translation from online sites teaches them nothing and is pretty easy to spot!
Gathering resources/ data	To prepare for future work in the classroom/flipped learning	Help with collating and organising information once gathered. This helps pupils take charge of their own learning to build independence and their own study-skills
Research	To enable greater independence for pupils through individual contributions and responses	Establish the criteria with your child, the length if time to spend on the work and the quantity needed. Help with skimming and scanning techniques and with summarising the key points so that your child can put them into his/her own words

MFL homework is about supporting and extending the work of the classroom - whether that be through preparations for up-coming work, development of the work underway or a summative piece. Fundamentally as teachers of MFL we want pupils to acquire greater knowledge, skills and understanding of the language they are studying, however these study techniques will have benefits for all their learning - not just for MFL! So please, do feel free to show your support for and interest in the work your child is doing....bonne chance!

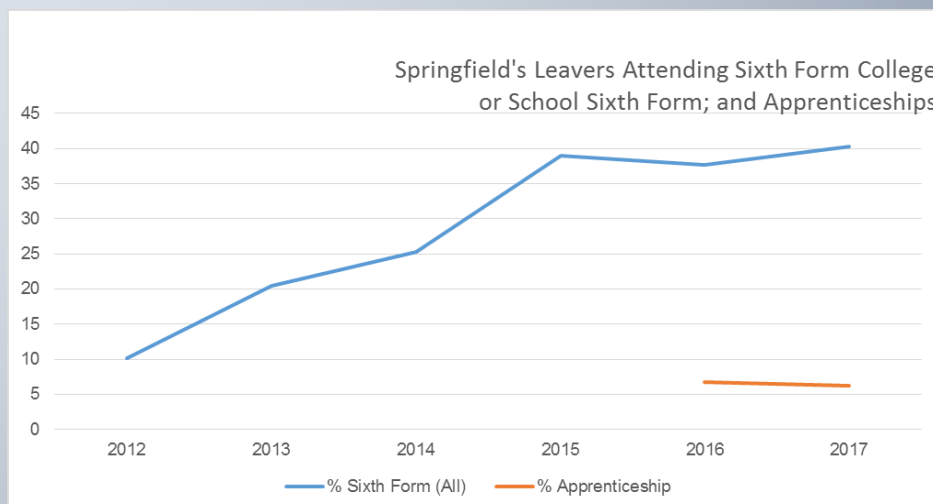
THE FURTHER SUCCESS OF SPRINGFIELD'S PUPILS

We were very pleased to review Springfield's recently published 'Activity Survey'. Produced by Portsmouth Local Authority's Post-16 Data Team, this document summarises what activities our Year 11 (2017) pupils opted to do after leaving Springfield.

The information indicated the ambition, very strong performance and high aspirations of Springfield's pupils. For example:

- Over 90% of Springfield's Year 11 leavers went on to a Sixth Form or FE College (other activities include employment, training and apprenticeships)
- 56% of Springfield's Year 11 leavers at Sixth Form or FE College are studying A-Levels; **this is 10% higher than all Portsmouth Local Authority leavers** (46%)
- 98% of Springfield's female leavers are now at a participating destination; almost 6% higher than all Portsmouth Local Authority female leavers (92.3%)
- 100% of Springfield's pupils with SEN/D (special educational needs/disability) went on to a participating destination
- The %RPA* for Springfield was 96.5%, higher than the local authority value of 95.7%

**Under the Raising the Participation Age (RPA) legislation, young people are under a duty to participate in education or training until the end of the academic year in which they turn 18.*



Well done Springfield's pupils! We hope that our leavers enjoy their post-16 courses/training and wish them every success for the future.

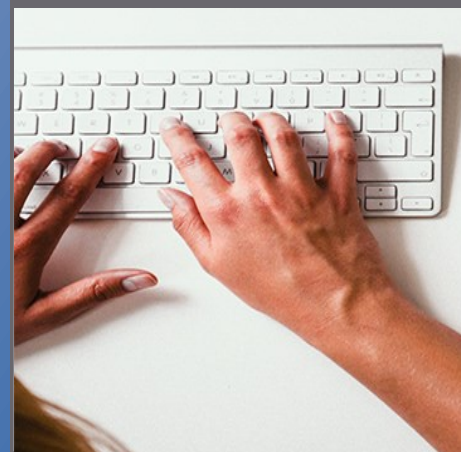
Ms Spivey, Headteacher

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

†





Springfield Sports

RUGBY

Front row from left: Kestar Loader (11P), George Burgess (11F), Oliver Martin (11L), Rhys Lloyd (11D), Bailey Whitwick (11N), George Allison (11L) and Ben Goodchild (11P)

Back row from left: Joe Crockett (11R), Oliver Smith (11F), Sam Clarke (11F), Mitchell Purdy (11R), Ashley Woolger (11D), Keelan Hills (11P), Alfie Grant (11P) and Lloyd Watts (11S)



Well done to the Year 11 Rugby team for getting to the final of the Hampshire Bowl Cup. In the final they all gave it their best shot and played well but unfortunately were beaten by Toynbee. The boys had a great afternoon, and received runners up medals.

Mr Legg, Rugby Volunteer

FOOTBALL

Congratulations to the Year 9 boys' football team for reaching the final of the Portsmouth Cup. The final was held at Moneyfields against Mayfield School on 3rd May. The boys played extremely well and dominated parts of the game only to end up losing 4-2. Well done to the goal scorers Fin Pate, and Lewis Locker.

Mr Peachment, Teacher of PE

Back row from left: Joshua Hughes (9G), Wesley Luff (9G), Bradley Ives (9P), Cameron Davis (9R), Louis Patterson (9S), Robbie Parker (9F), Ben Hackney (9N) and Mackenzie Morgan (9G)

Front row from left: Max Innalls (9R), Dylan Hartley (9G), Lewis Lockyer (9L), Finlay Pate (9N), Joel Bassil (9P) and Jack Hill (9L)



GIRLS' NETBALL

Two Springfield teams participated in the Year 7 Netball Tournament on Monday 14th May which was held at Portsmouth Academy. Springfield A team came first and Springfield B team came second! As a result of winning the tournament the A team have been selected to go forward to the Hampshire Games in Aldershot on 22nd June. Well done to both teams on your success.

Mrs Argyle, Teacher of PE

Back row from left: Summa McKenzie (7S), Grace Easton (7G), Elodie Renshaw (7F), Erin Buchanan (7R), Amber Richardson (7S), Renee Ramsay (7F), Mollie Firth (7G)
 Front row from left: Trinity Ward (7D), Katie Street (7L), Hallie-Jade Colarusso (7P), Daisy Davies (7D), Hazel Betteridge (7S), Jasmin Culliford (7D), Yasmin Ward (7E)



GIRLS' FOOTBALL FESTIVAL

On Friday 27th April 2018 our Year 7 and Year 8 girls' football teams attended the Portsmouth Schools Football Festival event at ROKO. The event was organised by Pompey in the Community and despite the rain the girls had a fantastic afternoon celebrating football!

Mrs White, Teacher of PE

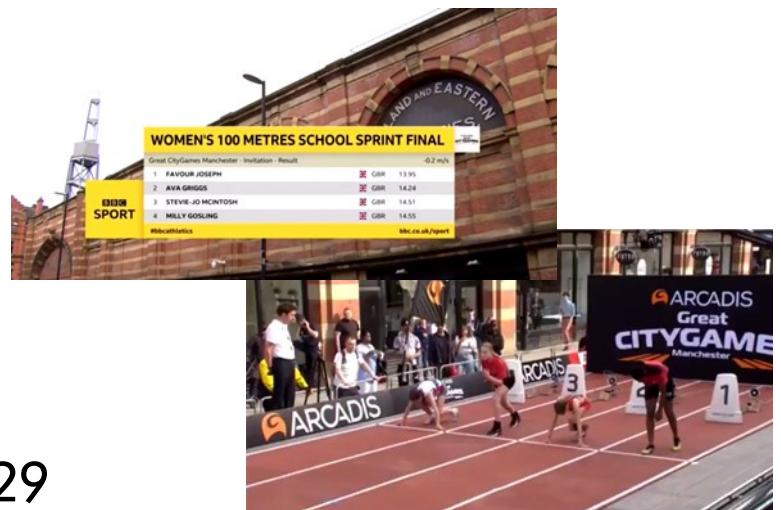
Back row from left: Rosie O'Beirne (8S), Ruby Wilcox (7N), Annabel Rutter (7E), Nicole Graham (7E), Rebecca Edwards (7P), Elouise O'Leary (7P), Daisy Ashcroft (7E)
 Front row from left: Chloe Parker (7N), Ava Griggs (7S)



THE GREAT BRITISH SCHOOL SPRINT

Congratulations to Ava Griggs (7S) who came second in the Great School Sprint final on 19th May in Manchester. The event was filmed by the BBC. Ava got through to the finals as a result of winning the 60 metre sprint at the Portsmouth Great School Sprint on 26th October. Well done Ava on your success!

Mr Snook, Head of PE



SPRINGFIELD CALENDAR

FIRST DAY BACK AFTER HALF TERM - MONDAY 4 JUNE 2018

PROFESSIONAL CLOSURE DAY - WEDNESDAY 27 JUNE 2018

1:1 REVIEW DAY - MONDAY 16 JULY 2018

JUNE

Monday 4 June for two weeks	Year 7, 8 and 9 Exam Weeks (classroom based)
Wednesday 6 June	Year 8, 9 and 10 DP Targeted Parents' Evening
Friday 15 to Saturday 16 June	Year 7 Eco Challenge Trip
Monday 18 June for two weeks	Year 10 Mock Exam Weeks
Tuesday 19 June	Portsmouth Schools' Music Festival Workshop/Concert
Wednesday 20 June	Year 7 Parents' Evening
Thursday 21 June	Last GCSE Exam and Leavers' Assembly
Thursday 21 June	Year 7 River Meon Geography Trip
Friday 22 to Tuesday 26 June	Year 8 and 9 Germany Trip
Friday 22 June	Year 7 River Meon Geography Trip
Tuesday 26 June	Year 9 Focus Day and PDL Celebration
Wednesday 27 June	Professional Closure Day
Thursday 28 June	Extended Tutor Time - 'Drop Everything and Read'

JULY

Monday 2 and Tuesday 3 July	Year 6 Induction Days
Wednesday 4 July	Year 6 Parents' Induction Evening (6pm to 8pm)
Wednesday 4 to Friday 6 July	Year 10 Geography Fieldwork Trip
Friday 6 July	Year 10 Progress Reports Issued
Friday 6 July	Year 11 Leavers' Prom
Monday 9 July	Year 9 Progress Reports Issued
Tuesday 10 July	Year 8 Progress Reports Issued
Tuesday 10 July	Year 8 Awards Assembly (8.45am to 10.15am)
Wednesday 11 July	Year 7 Progress Reports Issued
Wednesday 11 July	Sports Day
Thursday 12 July	Year 10 Awards Assembly (8.45am to 10.15am)
Friday 13 July	Reserve Sports Day
Monday 16 July to Friday 20 July	Year 10 Work Experience Week
Monday 16 July	1:1 Review Day
Tuesday 17 July	Year 7 Awards Assembly (8.45am to 10.15am)
Wednesday 18 July	Year 7 Focus Day (Stay Safe)
Thursday 19 to Sunday 22 July	Year 11 Prefects' Disney Trip
Thursday 19 July	Year 9 Awards Assembly (8.45am to 10.15am)
Thursday 19 July	Summer Arts Evening
Friday 20 July	Activities Day
Monday 23 July	Work Experience Debrief
Tuesday 24 July	Prefects' Training
Tuesday 24 July	LAST DAY OF TERM - PUPILS FINISH AT 1.40PM

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.