

# RGS WORCESTER EXCEL

RGS Worcester Newsletter • Michaelmas 2014

IPADS  
ENGAGE,  
MOTIVATE,  
EDUCATE

PLUS: Sport is thriving  
at RGS Springfield  
Learning comes to life with  
iPads at RGS The Grange

Fired up in China

Students visit Beijing, Xi'an & Shanghai



RGS REMEMBERS

Your chance to  
contribute to the RGSW  
WWI Exhibition



RGS  
WORCESTER





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Cover photo: iPads at work  
Design: IndigoMoon Design  
Published November 2014

## HEADMASTER'S INTRODUCTION

**I am delighted to welcome you to the latest edition of Excel magazine.**

The magazine shows some of the highlights of the last few months at RGS Worcester and reveals the wide range of opportunities available here for our pupils.

In this edition, there is something from most aspects of school life. From the classroom, we have the innovative Digital Learning Programme, which has inspired new approaches to teaching and learning at RGS. In Science, we have the new Observatory recently installed at RGS The Grange and available for our star-gazing physicists. In the Arts, we have the extraordinary 'Spamalot' production and the opportunity for pupils to showcase their Artwork in a Worcestershire gallery. In Sport, we have some fabulous individual and team performances, such

as the success in Worcester's 10K run; sport is also thriving at RGS Springfield where there is an exciting range of sporting activity to choose from and at The Grange where there are first class facilities for sport.

Excel cannot cover all that goes on each week at RGS Worcester, but I hope that this magazine will give you a flavour of the pupils' experiences, the challenges they relish and their enjoyment in participating and achieving.



John Pitt, Headmaster

## FIVE MINUTES WITH ... HEADMASTER JOHN PITT



**How have you found the first half term as Headmaster?**

It really has been extremely enjoyable. As ever, there is so much to learn but I have found the pupils, staff and parents extremely welcoming and helpful. It has been a busy half term with lots of speeches and assemblies (24 at the last count!) but it has been fantastic to celebrate a number of successes and begin to understand the breadth of opportunities here at RGS.

**RGS has been around for nearly 800 years. What are you keen to preserve and what would you like to change?**

I am conscious of the School's tremendous history and feel very humble to be the 42nd Head of the School. I think the basic aim and ethos must remain the same: RGS must reflect the Worcester community and encourage children to aim high, develop their interests, and also be polite, courteous and friendly.

Moving forward we must continue to develop the number of opportunities for the pupils and ensure that they are well prepared for an ever-changing world. This means continually improving our academic provision whilst also developing the use of technology in school to reflect the world outside. I would also like to develop our links with the City of Worcester and surrounding area and increase our community participation.

**What do you think makes a great teacher?**

To be a good teacher, you have to be strong in your subject, and engage fully with the pupils. I think a great teacher will do even more than this. They will really grab the pupils' attention and inspire them to love their subject. They will also be committed outside the classroom as a Form Tutor, in the House system, and in the co-curricular side of the School. In short, they will lead by example. Above all else, they must want to see the very best from the pupils in their care.

**What aspects of school life today do you wish you had access to when you were a pupil?**

I was fortunate to attend a school like RGS, which looked to develop all our interests so I worked hard academically and also played a lot of sport, did CCF, music and a number of other clubs and societies. However, the technology available today both in the classroom and outside is extremely useful for learning, for research and for organisation and we had very little of that.

**How would you advise a pupil here to make the most of RGS Worcester?**

I am glad you asked me that because I think it is very important that pupils, when they first arrive at RGS, throw themselves into new things. There is so much on offer here and, unless you try, you probably won't find out what you enjoy.

I once taught a pupil who picked up a discus at the age of 15 and went on to compete in the London 2012 Olympics; he was also offered a place at Oxford University to read Law. The other piece of advice I would give is to work hard and never look back. Keep looking forward and relish the challenges ahead.

**iPad or pen and paper – which would you choose if you could only have one?**

Good question. I think the iPad would have to be chosen because it opens up a far wider world through the Internet and through the opportunity to communicate. However, I would emphasise that there is a place for both - I still work with pen and paper when I am ordering my thoughts and prioritising tasks. For our pupils it is crucial that they use both and part of the thinking behind the DLP is to integrate the two so that there is the right balance between more traditional teaching and learning and more modern methods.

**Part of RGS Worcester's motto is 'Look to the Future'. What is your vision for RGS Worcester's future?**

Put simply I would like RGS to be the School of choice in the Midlands because of the fantastic education we offer our pupils. We need to build upon the high levels of pastoral care and the wonderful welcoming atmosphere of the school by continuing to develop our academic profile whilst offering a wide range of co-curricular opportunities. There must be opportunities for all, whilst we also test and challenge the pupils to bring out the very best in them. We have a bright future ahead but need to continue to work hard and review all aspects of the School as we move forward. I encourage all members of the community to participate in this review whether you are a pupil, member of staff, parent or visitor. Only by constantly striving for excellence will we be able to demonstrate that we really do offer the very best for our pupils.



# POWER AT OUR FINGERTIPS

## How iPads are enhancing learning



**This term has seen the launch of the Digital Learning Programme (DLP) with Year Seven and the Lower Sixth using their own devices in class.** In a recent survey 94% of pupils in Year Seven said that iPads make learning more active and enjoyable, and 90% say it helps them to be more organised with their school and homework.



The Lower Sixth have been using iPads to great effect too. Laura Curtis from the Lower Sixth reflects, "Students are able to obtain immediate feedback, therefore producing better work, more efficiently and we don't have the same number of books and folders to heave around from lesson to lesson. Online, interactive textbooks and even work "sheets" can all be contained on the iPad. Most inspiring of all is the wealth of knowledge available, literally, at our fingertips. In English, for example, the ability to research immediately the history of the foreign countries, which Clare Pollard describes in her poetry, provides us with a much better insight into her poems. In this way, the iPads are allowing my fellow students and I to be at the centre of our own learning, deepening understanding and engagement."

Mr Berry, Director of IT concludes, "The introduction of iPads into the classroom at RGS has enabled us to enhance teaching and learning in every classroom, in all three of our schools. I have been consistently delighted by the response of our learners to the DLP, who are the driving force behind the success of this programme. Our DLP is only in its infancy, the possibilities are endless. These are indeed exciting times at RGS."

**“ ONLINE, INTERACTIVE TEXTBOOKS AND EVEN WORK “SHEETS” CAN ALL BE CONTAINED ON THE IPAD ”**

Eleni Coutsiouri, from Year Seven reports on her experience: "So far using iPads in school has made our lessons much more exciting and everyone enjoys it a lot! All the teachers have been very helpful making sure we are all comfortable using iPads.

Most importantly we use them for research. It is really handy that we have all of this power at our fingertips. We use a lot of useful apps such as student planner, which shows us our timetable for the day and our teachers upload our homework on there so we don't forget about it! The teachers can then mark it using their iPad and send it back to us with corrections and feedback. I definitely think that using iPads is very beneficial and I can't wait to see how we use them next!"



# THE NEW BILLINGHAM OBSERVATORY

In September 2013, The RGS Times reported the death of former pupil John Billingham (1939-49). John attended RGS alongside his brother Geoff (1939-50) during the era when their father Edgar (1926-62) was Head of English and Commanding Officer of the CCF.

John read medicine at Oxford University and then served in the RAF before forging a very successful career at NASA. John's leadership roles culminated in his pioneering The Search for Extra-Terrestrial Intelligence (SETI). In October 2013 the Development Office welcomed to the school John's son, Graham, who travelled from California to discover more about his family's links with RGS.

The forward-looking ambition the Governors have for the pupils in the field of Science made a lasting impression on Graham and his wife. For this reason the Billingham Family has made possible the installation of an observatory at RGS The Grange. The Billingham Family hopes to inspire current and future pupils to explore the wonders of the Universe.

In August, four generations of the Billingham family visited the observatory and were delighted with this new teaching facility. Sarah John, Physics teacher said:

**“ THIS IS A GREAT WAY TO MOTIVATE AND ENGAGE PUPILS OF ALL AGES. THE STARS HAVE FASCINATED HUMANS SINCE THE DAWN OF OUR EXISTENCE AND IT'S A JOY TO BE ABLE TO STUDY THEM LIKE THIS ”**





# REMEMBER

## WWI - RGS four year photo appeal

**9463 men of the Worcestershire Regiment died during the First World War.** That left 9463 local women without a husband or potential partner. Thousands upon thousands of children lost their fathers. Even more lived with the scars and nightmares of their parents, all of their lives. Some remember them still.

It is difficult to imagine, such a war. It is difficult to do justice to such a tragedy. It is difficult, above all, to try and understand the ways in which Worcesterians reflected on the conflict. "Ways," yes, because there must have been quiet pride, as much as regret and fear. Many came up with no answers to something so complex, so cataclysmic. And so, at the distance of a century, we must be open minded.

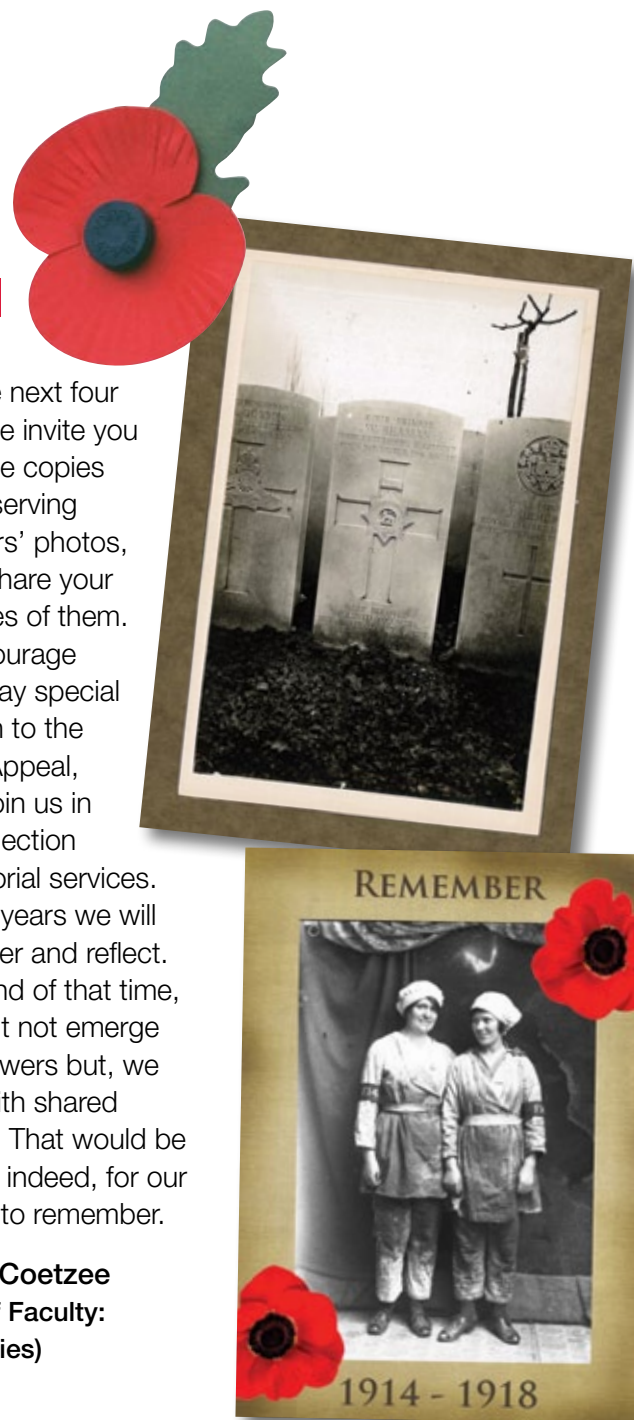
We must be careful, in our displays, not to judge, not to impose our own feelings. Central Hall has four boards. One is devoted to the Worcester Regiment.

Another displays images of our school around 1900. A third shows a list of the fallen, next to photos of sports teams from the era. A fourth shows how the Alice Ottley girls rose to the challenge of the The Great War. These all invite you to remember, and form your own opinions. We will look at the war from many angles. Our Religious Studies department is looking at Just War theory. Our Modern Foreign Languages Faculty will try to encompass the global scale of the war through the spoken and written word. Science will look at how the war accelerated research, and the influenza pandemic.

Over the next four years, we invite you to donate copies of your serving ancestors' photos, and to share your memories of them. We encourage you to pay special attention to the Poppy Appeal, and to join us in quiet reflection at memorial services. For four years we will remember and reflect. At the end of that time, we might not emerge with answers but, we hope, with shared wisdom. That would be a legacy indeed, for our children to remember.

**Dr Dan Coetzee**  
(Head of Faculty:  
Humanities)

Please email any pictures to [dvc@rgsw.org.uk](mailto:dvc@rgsw.org.uk)  
or contact Dr Coetzee for more information



Displays can be viewed in Central Hall at the Senior School



Rees Bonham Y8,  
Holly Fox Y6, &  
Jenny Nesbitt



## OUTRUNNING RADCLIFFE

### Worcester City 10K Run

Thousands of spectators turned out to see the Worcester City 10k Run on 21 September, which was run for the first time in the faithful city this year.

Three RGS Worcester pupils put in outstanding performances in the race with Jenny Nesbitt winning the race overall and beating hundreds of runners including Paula Radcliffe, who came third in the race.

Jenny, who left RGS Worcester this summer said, "RGS was the stepping stone taking me from a nothing to a something! They provided me with my first opportunities at ESAA and gave me the encouragement that I could go further. The support from RGS, especially Miss Duckworth has been invaluable."

Rees Bonham, Year Eight, won the Under 16 Boys' title, and Holly Fox, Year Six at RGS The Grange, won the U11 Girls' race.

John Pitt, RGS Headmaster said, "We are immensely proud of our outstanding athletes, who have performed so well in a major public arena. We congratulate them and their school coaches and look forward to watching their performance at school and, I hope, on the national stage in the future."

## IMOGEN SINCLAIR

### A Sporting Phenomenon

Imogen Sinclair, Year Nine at RGS Worcester, is an exceptional sports phenomenon both in and outside school. She popped in between practices to tell us all about her sporting success.

**You have just been picked to play for the Welsh National Football Team - how do you feel about playing for a national team?**

I don't normally feel very Welsh, as I am only half Welsh, but I feel very proud when I do play for the team. I would love to play in a World Cup, but I would have to choose who to support between England and Wales.

**How did you get a place at Aston Villa?**

I first went to the trials day, which is held every year when I was nine; I trained with Fairfield Villa then near where I went to school in Alvechurch, but they didn't even have a team at that time. I got in to the U10 squad and have managed to get a place every year since.

**What do you enjoy most about playing for Aston Villa?**

I have been a season ticket holder since I was four years old, so it makes me really proud to wear the Claret and Blue strip. I enjoyed playing against Arsenal, Manchester United and Northern Ireland and meeting Darren Bent who was training at the same time that I was. The only bad thing is that training is normally at the same time as the first team matches, so I don't get to see them play much anymore.

**You play for the U14A team at RGS - how do the opposition react to seeing a young lady on the team?**

I love the chance to prove that I am a good footballer on the pitch. Some boys choose to play more on the wing (where Imogen plays) because they think it will be an easier battle.

**You have just been picked for the England Rounders Squad - how did that happen?**

Miss Duckworth put me forward for the squad, but I never expected to be picked. I have to go to training every month in Corby, and the games are mostly next summer, so I will be able to fit it in with football and hockey.

**Are there any other sports that you are involved in?**

I play tennis for Herefordshire and Worcestershire and was County player of the Year last year. I won the U16 singles and doubles titles last season. I am also in the County Hockey squad, which trains all winter.

Mr Daniel Morgan, Imogen's Tutor said, 'Imogen is a very modest young lady, who remains one of the most pleasant, genuine students I have ever had the pleasure to meet; she is polite, courteous and always enters the room with a smile on her face. She has an excellent academic record and also serves on the class Charity Committee - what a student to have in my form for the beginning of my career at RGS Worcester.'





# KAYAKING FOR GOLD

## with the Duke of Edinburgh's Award

RGS offers every pupil the chance to participate in the longstanding and very highly regarded Duke of Edinburgh's Award scheme, which is recognised by potential employers and universities as a good indicator of all round personal development. Gold is the highest level of the Award, normally undertaken in the Sixth Form and this report from the latest Gold kayak practice expedition to Snowdonia is a snapshot of the outdoors element of the Award.

Participants on the Gold expedition have to undertake eight hours of planned activity including four hours of journeying each day that they are away.

I was reminded of Arthurian legends as, late into the night, our minibus struggled up the fog clad road that was taking us through Snowdonia on our way to a weekend of canoeing and kayaking the coast of North Wales. From the moment that the first soul emerged from their sleeping bag on the first day, people were preparing for the day, checking their equipment, trying on wetsuits, and loading canoes and kayaks on to the trailers. Then it was off to Anglesey to unload and start kayaking.

Once on the water we were immediately hypnotised by a natural peace that only the gentle calming noise of a boat gliding and cutting through the water can make. Added to this we were joined by a friendly, inquisitive seal, who seemed happy to entertain himself with playing a one sided game of hide and seek underwater, in and around our group of first time canoeists. It was a truly unique experience for those of us there.



The following day we faced challenging conditions during a crossing to Puffin Island.

I will never forget the single minded and focused look on all concerned as we worked our way over water churned up by the meeting of two opposing currents. This was made more testing by the strong off shore wind pushing us in the opposite direction. What a way to enjoy nature!

The final day saw the group enjoy a morning paddle before embarking on the homeward leg of our journey. The minibuses were full of students with tired limbs but happy memories.

Our Upper Sixth paddling groups plan to complete their expeditions this summer sea kayaking around a Greek island, whilst our canoe groups will venture to France and Scotland. If you would like to know more about the Duke of Edinburgh's Award scheme at RGS, please contact Mr Berry: [rnb@rgsw.org.uk](mailto:rnb@rgsw.org.uk)



Photos courtesy of the Arete Outdoor Centre, North Wales

# 'AROUND THE WORLD' TO 'SPAMALOT'

## Drama at RGS

'Spamalot' will be the biggest thing to hit the Godfrey Brown stage in all performance history at RGS Worcester. Fresh from the West End and Broadway, RGS is only the second school in the country to obtain performance rights to the show. Monty Python's 'Spamalot' is a musical comedy adapted from the 1975 film 'Monty Python and the Holy Grail'. Like the film, it is a highly irreverent parody of the Arthurian Legend, but it differs from the film in many ways.

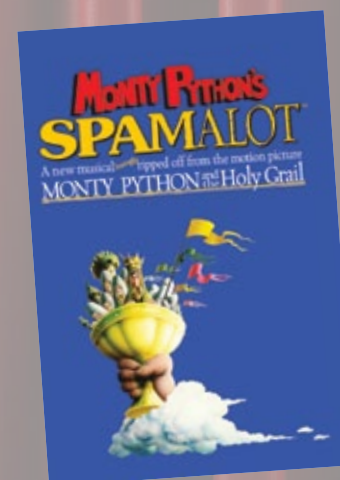
Mrs Jill Witcomb, Head of Drama said, "I am very excited to be directing this production and am extremely grateful to be working with such an enthusiastic and dynamic team. We have a cast and crew that will blow our audiences away."

**The show will open on 3 December and run until the 6th.**

The younger members of the school took to the stage earlier in the year in a superb production of 'Around the World in 80 Days'. A mixture of cameo, dramatic encounters, conflict, and dance brought Phileas Fogg's journey to life as he attempted to prove to the gentlemen of the Reform Club that the world can be circumnavigated in a mere 80 days or less.

The cast from Years Seven and Eight created some memorable characters, delighted the audience with some hilarious moments and kept the suspense flowing right to the end.

The journey was brought to life by some inventive conveyances, including an elephant and a steam train, a splendid set, costumes, imaginative lighting and sound.



“WE HAVE A CAST AND CREW THAT WILL BLOW OUR AUDIENCES AWAY”

Mrs Witcomb and Mr Morgan have great plans for the drama department including a film club and several theatre visits. To find out more about drama email: [jjw@rgsw.org.uk](mailto:jjw@rgsw.org.uk)





# FIRED UP IN CHINA

## Glimpsing the world's largest economy

The biennial trip to China took place in Activities Week last term. The tripartite trip, comprising Beijing, Xi'an and Shanghai, was a whistle-stop tour of both modern and traditional China. In Beijing, students rubbed shoulders with the locals and wondered at the sheer size of Tiananmen Square. The Forbidden City, kept hidden for so many centuries, provided a real glimpse into dynastic life and our guide expertly brought the UNESCO site to life. The Great Wall of China, explored on a rare bright, sunny day, was a delight and the panoramic views during our stroll along the wall were simply unforgettable.

Xi'an, an ancient former capital of China, is the site of the Terracotta Warriors. This extraordinary treasure captured our imaginations and students could barely believe that out of the 8000 figures across three 'pits', there were no two facial expressions the same. No wonder it is considered the 'eighth wonder of the ancient world'! Kate Webber, 11D, said "An absolutely amazing experience full of fantastic things to see and do. I loved the Terracotta Army; it was incredible to see the amount of detail that went into the making of these statues."

“AN ABSOLUTELY AMAZING EXPERIENCE FULL OF FANTASTIC THINGS TO SEE AND DO....”

From Xi'an we flew to Shanghai. As one of the fastest growing cities in the world, the sheer size was overwhelming. Walking along the Bund, we gazed across the Hunagpu River to some iconic structures of the city, learning that twenty years ago much of it was merely marshland. The Pearl Oriental Tower, once the tallest structure in China, had a glass bottom floor as a viewing platform, which provided an excellent vista of the city as well as being a great 'selfie' opportunity! Sampling the extraordinarily varied cuisine, exploring the quiet preserved water towns by boat and gazing at the stunning Acrobat Show topped off what was a thoroughly enjoyable and informative trip.

Chris Nesbitt, Upper Sixth, said "It was great to explore China in this way, and the whole experience has helped me with my studies, particularly in Business Studies where I feel more confident about discussing China as the world's largest economy."





# ARTFULLY DONE

## GCSE work in the frame

Bevere Gallery, a regional centre for ceramics in Worcester, believe that their remit to the arts falls into many categories. One of these is to champion young talent.

Through their unique collaboration with RGS Worcester the Gallery awards annual prizes to students at GCSE and A2 Level who show a maturity in their art practices, are able to use a variety of media and give a singular voice. Each year, winners are awarded a unique piece of ceramic artwork to keep - commissioned by the Gallery - along with a ceramic sculpture which is kept in school in the Alice Ottley building for all to see.

They also employ Sixth Form students to work in their framing department

and front of house in the Gallery. Past students have been involved in exhibition curation, gallery administration and framing practices. Rachel Ashton, who graduated from RGS in 2014, worked part time at Bevere Gallery for two years, during which she specialised in framing and learnt all aspects of preparing the component parts then assembling the finished product.

Thanks to a very generous grant from the Alice Ottley Foundation, last year's GCSE work was framed to professional standards by Rachel, which we hope will facilitate this becoming a travelling art show, as well as a stunning spectacle for visitors to the school.



GCSE artwork framed at Bevere Gallery

# The New Careers Hub



“ THE RGS CAREERS DEPARTMENT IS HERE TO HELP PUPILS MAKE INFORMED AND SENSIBLE DECISIONS ABOUT THEIR FUTURE – POP IN AND FIND OUT MORE. ”



The newly launched Careers Department RGS Worcester is here to guide and support pupils who are making important decisions about their future, whether it is organising work experience, or advising about the right university course or an exciting career path.

Pupils are encouraged to work closely with the Head of Careers, their tutor, and subject teachers who all provide a network of support in terms of information, resources and advice.

In Year Ten, RGS offers profiling and professional careers advisors from the Morrisby Organisation to help pupils make the choices that are right for them. In the Lower School, pupils are encouraged to investigate the world of work with their tutors, using information provided by the Careers Department.

The monthly Careers Seminar gives pupils an opportunity to hear from a wide range of speakers from diverse professions.

Year Eleven pupils are strongly encouraged to spend one week of their holidays after their examinations on Work Experience placements closely linked to their own interests and possible future career paths.

In the Sixth Form, help is given to pupils visiting universities and Higher Education fairs. The extensive Careers Library with its large collection of prospectuses and other publications and online links is available for all pupils. Advice is given about university entrance procedures, interview techniques and the variety of gap year schemes available.

The RGS Careers Department is here to help pupils make informed and sensible decisions about their future – pop in and find out more.



For more follow us on Twitter @RGSWCareers





# SPRINGFIELD

## Sport at Springfield

**With an abundance of co-curricular activities and a diverse PE and Games programme, there is always something active going on.**

Pupils focus on the traditional team games of hockey, netball and rounders for girls and rugby, football and cricket for boys. All of these sports are played at local level in fixtures against other schools. Older pupils have the opportunity to compete on a regional level in IAPS tournaments. Specialist staff and coaches teach all PE and Games lessons, which is a real strength of the school. Pupils take advantage of the facilities at both the Senior School and The Grange in addition to those at Springfield.

There is a rolling competitive House programme at Springfield including a range of activities. Both House Sports Day and the House Swimming Gala take place in the summer term and are very keenly contested.

Extra co-curricular activities take place on and off site and include horse riding, golf, karate, dance and gymnastics. Games practices occur weekly for boys and girls in the seasonal sport, coinciding with Games afternoons on Tuesday and Wednesday when most fixtures take place. Springfield Running Club is also very popular. Taking advantage of our location we walk to Worcester Racecourse each week to practise distance running. We also take a Key Stage Two trip to The Malverns to build our stamina running over the hills!

Each pupil swims weekly at Springfield, using Worcester Swimming Pool, which is within easy walking distance. We focus on stroke technique and swimming awards as well as water-based activities such as personal survival and water polo across the year.

Sport at Springfield provides endless opportunities for each and every pupil!

“SPORT AT SPRINGFIELD PROVIDES ENDLESS OPPORTUNITIES”

# IPADS AT SPRINGFIELD

## New ways of learning

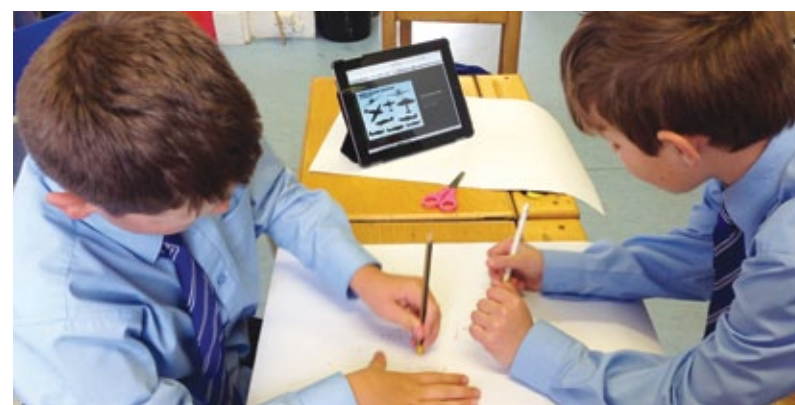
**iPads have been part of the landscape at Springfield for a while now and it is not unusual to see the children switching seamlessly between books, paper and pen and iPads - all in the space of a single lesson.** Their versatility and portability are making iPads an essential tool in the classroom environment and the children enjoy finding new ways of using them.

This term we have taken iPads on trips where the children are able to take photographs or videos and even make sketches using an art app. They are then able to annotate the pictures, produce presentations, eBooks and iMovies about their day. Other classes have used them for research, removing the need for trips to the I.T suite or piles of books. Creating a workflow where different apps are combined to produce a finished piece of work is a valuable skill and one that the Springfield children and staff are embracing wholeheartedly.

In addition to the implementation of iPads, Springfield has added a new subject to the curriculum this year – Computing. This marks a departure from the old

I.C.T with its emphasis on learning how to use word processing and spread sheet programmes. With the new Computing curriculum, the children are learning about creating programmes themselves as well as more about the way networks and the Internet function. This has proved immensely popular across all year groups with fantastic independent learning taking place as children discuss strategies for ‘debugging’ their programmes. The value of developing computational thinking cannot be underestimated as it gives children the ability to break down a task into smaller parts and work through any problems step by step. The fact that it is carried out in a fun, age appropriate way is an added bonus!

The world that our children inhabit is inherently linked with technology of all types and we can only imagine the jobs that will be available to them as they grow up. Here at Springfield we are giving the children the grounding and passion for technology that will serve them well for the future.





# THE 4 Cs

Confidence : Curiosity : Consideration : Challenge



Often in education you hear all about “the three Rs” and how important they are, particularly in the recent era of Michael Gove and an emphasis on the basics. I do not doubt the value of these at all. Every child needs to get exam results to help them open doors and give them the academic foundation to their lives, but I feel that there is another bedrock on which this should rest and propose ‘The Four Cs’ as a more basic tenet which we hope our children will develop..

## Confidence:

Children need individual attention and a nurturing environment in order to develop their confidence. Personally I believe confidence is academic gold dust: with confidence each child gets stuck in, has a go and is not afraid to make mistakes; all of which are powerful tools in the learning process. Small class sizes and a supportive environment where individuals do matter and do not get lost are central to this and help develop confidence in every child. More than this, small class sizes help us to know exactly what unique potential each child has. I believe that quietly confident children sparkle.

## Curiosity:

All children should have a chance to develop their curiosity in their academic curriculum and their free time. Our curriculum at Springfield embeds this sense of wonder and curiosity: we inspire learning through curiosity with well planned themes which encompass the children’s interests and ensure the development of key skills in each subject area. Our classrooms demonstrate a focussed learning environment with high levels of engagement. This is fantastic preparation for our Senior School at age 11 when the ability to be organised and get on with learning independently will help ease the transition for the pupils.

## Consideration:

All children should be encouraged to consider. This is an overarching skill that covers academic and non-academic aspects of a child’s life. Consideration of other people’s viewpoints leads to development of empathy and good teamwork essential for well-rounded, well-mannered and happy children. Sitting together to eat lunch, showing consideration and good manners happen each and every day at Springfield.

## Challenge:

All children need challenge at the right level to help them learn what their capabilities are and often to exceed their own expectations. This applies in and out of the classroom. Challenge can be applied with our other Cs mentioned. Challenge is about taking children to new levels, supporting them to achieve amazing things in and out of the classroom. Challenge is about trips, co-curricular activities, developing thinking skills and exploring new ideas as well as having fun and trying new things. It is about preparing for life.

I suppose that is why I believe in education, work in education and am passionate about providing the best education possible for each child. It is more that just ‘the three Rs’, it is also about the other things that allow pupils here to succeed in gaining not just academic qualifications but the qualities necessary to succeed in their future lives and be the people they are meant to be through developing confidence, encouraging curiosity, ensuring consideration and providing challenge.

Laura Brown, Headmistress

“... IT IS NOT JUST ACADEMIC QUALIFICATIONS BUT THE QUALITIES NECESSARY TO SUCCEED IN ONE’S FUTURE LIFE AND BE THE PEOPLE WE ARE MEANT TO BE ”

“...THE FOUR Cs ...  
A MORE BASIC  
TENET WHICH  
WE SHOULD ALL  
ASPIRE TO FOR  
OUR CHILDREN. ”





# THREE SCHOOLS JOIN AS ONE

## ... all in the name of Maths

"If children are engaged with Maths from an early age and enjoy the subject, they are far more likely to be successful in it. We need to find imaginative ways to switch them on to Maths and teach them to be proud to be numerate." Rachel Riley, co-host of 'Countdown'

**At The RGS Prep Schools we recognise that Maths is all around us and an integral part of our daily lives.** We highlight to our pupils the important links that can be made with other curriculum subjects, for example with Computing and IT, when interpreting results in Science and in technical drawing in Art and Design. We also embrace the Digital Learning Programme, introduced at RGS this year, and understand that this can greatly enhance children's learning in Maths.

In our Pre-Prep Department we aim to make Maths fun, relevant and accessible, ensuring all the children can actively engage in their learning. We aim to promote a positive attitude towards Maths both at school and at home. Gone are the days of workbooks, we want our pupils to understand what they are doing in a practical way through problem solving that motivates and develops confidence in our children.

With this in mind we run a **Year Two Maths Day** in the Summer. Pupils from RGS The Grange and RGS Springfield join together to work with Sixth Form students from RGS Worcester for the day. Activities are planned that challenge the children in a range of ways. Children work in pairs or small groups to apply their knowledge, reason and predict solutions. To watch the young six and seven year olds being inspired by the 17 year olds, to observe their Mathematical vocabulary increasing and to witness the patience and hard work of the older pupils is a great pleasure.

I feel sure that we are indeed inspiring this generation of pupils to enjoy Maths and to meet every challenge with confidence.



**“ PROBLEM SOLVING  
THAT MOTIVATES AND  
DEVELOPS CONFIDENCE  
IN OUR CHILDREN ”**



# THE DLP AT THE GRANGE



## iPads make learning come to life

There has been an extra 'buzz' in classrooms at RGS The Grange ever since our first sets of class iPads arrived back in September 2013. Over the last year, pupils and staff have quickly become more confident in their use of this new learning resource as digital technology has gradually become embedded into lessons across the curriculum.

Teachers soon realised that using the iPads could make learning come to life in ways that had never been possible before. Not only can information be presented in a multitude of different formats – text, images, videos, voice – but the children can become much more involved in their own learning, creating content in ways that they find exciting and memorable. Pupils through from Year One to Year Six have created online books on a wide variety of topics; from polar bears in Year One, to floods and droughts in Year Three, then on to Victorian Britain in Year Six. Not only can the children research the subject areas for themselves, but they can put together text, pictures and videos, and then record themselves explaining the subject over the top. Since we

all firmly believe that hand written work is still a vital part of the children's learning, they can use their iPads to photograph their written work and drawings, then incorporate these into their online books.

In addition to creating online books, children have enjoyed using apps such as Puppet Pals, which allows them to animate characters and use them to act out scenes from history - including some memorable conversations between Henry VIII and his wives! Teachers have found another app, Popplet, really useful for mind mapping exercises, allowing children to organise their thoughts clearly and succinctly. When it comes to assessing children's learning at the end of a lesson, the app Socrative has proved to be a real hit. This allows teachers to design their own online quizzes, with a mixture of short answer and multiple choice questions, plus the option to add explanations for when children get a question wrong. The children love to get instant feedback on their answers, and teachers get a swift overview of how individual children and the class as a whole have fared.

The ability to provide quick, detailed feedback is proving to be a real advantage of the Digital Learning Programme, especially with our Year Six, many of whom have been bringing their own iPads into school since September 2014. The children can send completed work to their teachers, who then provide both written and verbal feedback, sending the marked work swiftly back to the children. It is widely recognised that providing quick, high quality feedback has a major impact on children's learning and teachers at The Grange have realised that using the iPads can be an invaluable addition to the one-to-one feedback that they have always provided.

Whilst the iPads have only been with us for just over a year, they have already become an integral part of our children's learning experience at RGS The Grange. Seeing the enthusiasm and excitement with which Grange pupils approach their learning gives teachers every confidence that we are providing them with the skills, knowledge and appetite for learning that they will need in a swiftly changing world.





# SPRITIUAL : MORAL : SOCIAL : CULTURAL

## The core of school experience

### What is SMSC?

SMSC may not be a familiar acronym to those outside the education world, but in schools like RGS The Grange, it is at the core of all the experiences on offer to children in their care. SMSC stands for spiritual, moral, social and cultural development.

At RGS The Grange we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures in our school, the United Kingdom and the wider world.

It relates to the whole life of the school and its role in promoting spiritual, moral, social and cultural development (SMSC) by the example set by adults in the school and the quality of relationships they espouse.



Examples of how we do this in practice are:

### Spiritual

- Collective worship and assemblies give opportunities for reflection.
- By having a reflective approach to learning through formative assessment techniques – pupils having ownership and understanding of where they are, where they need to get to and how they are to do it;

### Moral

- Themed PSHE/tutor time and discussions based on moral issues, where appropriate, across the school community from the start of the day in tutor time and across all lessons.
- Fundraising activities for nominated local charities in addition to national charity events, which give rise to discussion around morality. For example The Salvation Army distribute food produce on our behalf to the homeless in the Worcestershire community at Harvest Festival.

### Social

- Helping children develop their interaction with all staff in school and with external partners in an appropriate and outstanding manner.
- The development of teamwork across the school: Student council; Prefect team; Sports teams; House teams; Charity teams; other clubs and societies detailed in our school calendars.

### Cultural

- Experiencing a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media, via visiting artists, musicians, actors and authors as well as other leading professionals from a wide range of cultures.
- Collective worship and assemblies that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance Service, annual Carol Services at Worcester Cathedral and celebrations of Easter and other religious festivals: Divali, Hannukah.

We carefully audit our SMSC provision at RGS The Grange because we know how much it enriches the educational experience of every child in our school.

**Gareth Hughes, Headmaster**

# SO MUCH MORE TO RGS THE GRANGE

*Happiness, resilience, inquisitiveness & confidence*



**Question. What do we want more than anything for our children?**

**Answer: To be happy, resilient, inquisitive and confident.**

I think in this answer we capture the main theme for any modern parent. We all want children who are happy to give things a go, happy to fail and give it another go and gain in confidence during the process as they see themselves move forward.

In all classrooms, staff at RGS The Grange raise awareness of the importance of pupils challenging themselves and not worrying about getting things wrong.

This is the same outside the classroom where children are given endless opportunities to try new activities and at RGS The Grange we are continuing to develop a programme of activities that allows all children to develop in an area of interest for them!

It's all about finding that one activity for that one child that potentially could define part of their life. It might be sport, music, acting, dance or art. It does not really matter what activity it is, just that a child has found something that they love to do. In that moment children can become passionate about something and who knows where that will take them.

At RGS The Grange we are extremely proud of what we are able to offer pupils outside the classroom. This includes a broad after school activities programme for Years One to Six. Activities range from the obvious Sport and Music clubs to the less obvious Jumping Clay and Sailing clubs. In many of these areas pupils are also given the opportunity to sit graded exams and tests allowing them to see how they are progressing.

A House system ensures that all children are able to be part of a smaller community within the school and give something to their own House during a range of competitions including; sports, academic, music and drama. The awarding of the "House Cup" always reminds staff of just how important this area of school life is.



At RGS The Grange we also take great delight in giving all pupils from Years Two to Six the opportunity to go on an outdoor education residential trip. At a time where more and more parents reminisce about the freedom they had as children with the outdoors, here at RGS The Grange we are ensuring that all our children are provided with the opportunities required to nurture and develop qualities that can only be gained by such experiences.

In a world that is constantly changing and providing new challenges, I am confident that our programme of activities outside the classroom is providing the right experience and environment to give our children what they need:

Happiness, resilience, inquisitiveness and confidence.



# CO-CURRICULAR AT RGSW

... What will you do ?

Just a sample of the co-curricular opportunities on offer at RGSW:

- Hockey Training

Rugby Skills

Chamber Choir

Big Band

Wearable Art

Debating Society

Drama Production

Football Training

Christian Union

String Ensemble

Duke of Edinburgh Training

Lower School Book Club

Chess

BISMARCK

Modelling Club

Dance Club

Rowing Training

Netball Club

School Choir

Golf Lessons

Literary Society

Philosophy Club

String Orchestra

Careers Talks

CCF

Junior Choir
- Running Club

Construction Club

Gymnastics

Drama Club

Cookery

ICT Club

Paper Club

Cricket Skills

Nature Club

Windband

Karate

Jewellery Making

Drawing Club

Jumping Clay

Futsal

Tennis

Art Club

Ballet & Modern

Tag Rugby

Knit & Natter

Choir

Happy Bugs

Brownies

Fencing

Flute Group

Sailing Club



# RGS AT A GLANCE

Making a choice about your child's education is such an important decision that we thoroughly recommend that you come and visit our school. This will give you the chance to meet the Head and other members of staff and the chance to gain a real sense of what makes each school so special.

Parents choose RGS Worcester because of our welcoming atmosphere, strong academic profile, breadth of co-curricular opportunities and the unique environment.

For up-to-the-minute news and stories about RGS, please sign up for our weekly e-newsletters, sent out each Friday. See the 'News' tab of our website for sign-up instructions.

Please do contact us to arrange a visit at a time convenient for you.

## RGS WORCESTER RGSW.ORG.UK



Fully co-educational, 11 - 18 years of age non-denominational

- HMC Independent day school
- 790 pupils
- 2014 - A Level A/A\* = 51%
- Originally founded 685, first written reference appears in 1265
- 1561 - first Royal Charter
- 1845 - second Royal Charter granted by Queen Victoria
- 2007 - merged with The Alice Ottley School (founded 1883)
- John Pitt, Headmaster

Fees: all years £3,620 per term

Upper Tything, Worcester WR1 1HP  
01905 613391 office@rgsw.org.uk  
Admissions: Sue Johnston sbj@rgsw.org.uk

## RGS SPRINGFIELD RGSW.ORG.UK /RGS-SPRINGFIELD

Fully co-educational, 2 - 11 years of age non-denominational

- Prep School
- 150 pupils
- Founded as a school in 1953, part of The Alice Ottley
- Laura Brown, Headmistress
- Part of RGS Worcester. The Senior School situated a short walk away

Fees from £2,104 full time Pre-School to £3,474 in Year Six, per term

Britannia Square, Worcester WR1 3DL  
01905 24999 springfield@rgsw.org.uk  
Admissions: springfield@rgsw.org.uk



## RGS THE GRANGE RGSW.ORG.UK /RGS-THE-GRANGE



Fully co-educational, 2 - 11 years of age non-denominational

- Prep School
- 370 pupils
- Gareth Hughes, Headmaster
- 'Outstanding' in all areas in recent ISI report
- Part of RGS Worcester

Fees from £2,104 full time Pre-School to £3,474 in Year Six, per term.

Grange Lane, Claines, Worcester WR3 7RR  
01905 451205 grange@rgsw.org.uk  
Admissions: Vanessa Kay vjk@rgsw.org.uk





**RGS**  
WORCESTER

**Independent Day School**

Boys and Girls Aged 2 - 18

# DELIVERING THE FUTURE



The RGS Family of Schools has launched the most innovative Digital Learning Programme in the region  
Come and see how iPads are transforming teaching and learning at RGS Worcester

T: 01905 613391  
[www.rgsw.org.uk](http://www.rgsw.org.uk)

