

THE H

May 2020



Highfields School: Working together from home

A word from
Headteacher,
Mr G Tate



The Spring term was the most unusual that any of us have ever experienced, but I want to thank you once again for all your continued support.

I hope you were able to use the Easter break to recharge your batteries as we have now 'returned to school' for the Summer term.

As you know, we launched our Remote Learning Programme as soon as schools were ordered to close amidst the Coronavirus outbreak. Your feedback on this programme has been greatly appreciated in terms of helping us gauge our next steps; there were many positives but also many helpful suggestions about how things could be refined or improved as we move forward.

Despite the news being rightly dominated with the coronavirus pandemic, I didn't want this to take the shine off the amazing achievements, adventures and successes of students and staff throughout school since we returned after Christmas, so I hope you will appreciate the latest edition of our school magazine, The H, which proves, as always, why Highfields is a place of which we are all so proud.

Mr G Tate

FEATURED TOPICS

Coronavirus

Read how Highfields is adapting to the challenge - and how our students are keeping their minds and bodies active



Careers

Highfields has been encouraging students to look ahead to life after school with a range of careers-based events



Trips & visits

Students enjoyed a range of trips and visits to support the curriculum before schools were shut



Opinion

Our Young Journalists put forward their own opinions on a range of issues, including #BeKind



Students embrace remote learning as coronavirus shuts all schools

Highfields launched a remote learning programme as soon as schools were shut to enable the school's curriculum to continue from home. The programme is available to students from all year groups through our HP Streams and range of digital applications to allow learning to continue with minimal disruption.

All students have work set via the Show My Homework app for every lesson, which is monitored by teachers throughout the school day. A range of activities, resources and online applications are available, with students expected to be online and working from 9.00am to 3.00pm on school days to complete the work and online tests that are set.

Headteacher, Mr G Tate, said: "Firstly, I would like to thank you and your children for your part in making the Remote Learning Programme such a success.

"Despite higher than usual levels of student illness, we have had more than 1,500 students accessing the programme every day and continuing with their learning despite the national school closure.

"Whilst it was never going to be easy to move to this new way of learning in such a short space of time, staff, students and parents are clearly doing all they can to make it work. With any new system there will always be teething problems; many of which are beyond our control and are largely due to the national surge in the usage of online learning applications. This may have created difficulties in accessing or uploading work or resources. We are aware of these issues and ask for your patience as we iron out some of these difficulties.

"Your feedback on the programme has been greatly appreciated in terms of helping us gauge our next steps. There have been many positives but also many helpful suggestions which will allow us to refine and improve the system as we move forward."

*If you require technical support, please email digitalsupport@hswv.co.uk

Highfields helps COVID-19 fight by making and delivering PPE

Highfields has been helping the NHS in the fight against Coronavirus by creating and delivering dozens of pieces of PPE to local healthcare workers.

The school has remained open over the Easter holidays to care for children of key workers, with teaching and admin staff volunteering to help during their holiday time.

Students and staff spent time making face shields for use as Personal Protective Equipment (PPE), which have now been distributed to care home workers, medical staff and community midwives across the West Midlands.

Mr S France, Design Technology teacher and Assistant Headteacher, organised the project. He said: "We decided to dedicate the Easter School Design and Technology day to supporting NHS staff, by manufacturing face shields.

"Having seen the many news stories about the lack of certain pieces of PPE, I couldn't think of a better way to utilise our Design skills, equipment and resources.

"Myself, Mr Cullis and three students of key workers spent the day manufacturing a batch of face shields. Using our laser cutter, we were able to quickly manufacture the head strap, which we had designed to fit a wide range of head sizes. Then, working as a team, we assembled the head strap, visor and foam padding parts.

"I was truly amazed at the engagement and focus of our students, who worked tirelessly for six hours to manufacture the batch of face shields."

The General Manager of Barton & Needwood House Nursing Homes said: "We would like to thank the member of staff instigating this and the students who made the face shields. They have been most useful in our infection control fight."

The Practice Manager at Pinfold Health Centre said: "I want to say a massive thank you to the children for making Coronavirus face shields. "Our staff feel a lot safer now, so thank you very much."

Highfields has also donated 50 pairs of safety spectacles from its Science laboratories, which have been delivered to the community midwife team in Wolverhampton.

Mr T Dean, Chemistry teacher and Deputy Headteacher, who arranged the donation, said: "We are all aware that provision of PPE is a big challenge nationally, and Highfields is happy to help in whatever way we can.

"All of our staff who are able to have volunteered to come into school on a rota basis to support the children of key workers.

"Along with many others at Highfields, I have friends and family members who are working on the NHS frontline. We will all do whatever we can to support workers in the NHS and the care system."



Coronavirus: School life during lockdown:

Students urged to be part of history with Archives diary project



Students are being invited to become part of history by documenting their lives throughout the coronavirus pandemic as part of a joint project with Wolverhampton City Archives. Wolverhampton City Archives collects, preserves and make accessible historical records relating to the city, including books, maps, plans, photographs, diaries, letters and film clips. Highfields has now teamed up with the organisation to help create a bank of resources for future historians about life during the pandemic.

Miss J Tappenden, Head of Humanities Learning School, encouraged students to get involved. She said: "You may not have realised it yet, but we are literally history in the making. In years to come, History students and people around the world will study how the world coped with the 2020 coronavirus situation – and your experiences could be part of that. "We are asking you to keep a record/diary of your feelings and experiences during this unusual time in our history. "You don't have to write every day, you may select certain events/days which are more significant than others and record your feelings and experiences. This is such a significant period of our lives. When things return to 'normal' Wolverhampton Archives has invited a small number of us to attend and see in person where and how our documents will be stored and used. This is such an exciting and unique opportunity to be part of history."

There is no official submission deadline date for work, but Miss Tappenden is accepting entries via email, or in person once school reopens. She will be handing out prizes for the top three entries, with those receiving awards guaranteed to be among the group invited to visit the archives.

Dear Diary: Life in lockdown



It's funny, as a Year 11 student I was originally planning to write about my feelings going into my GCSE exams. Although this was the main focus of my entire year, this will no longer be happening. Whilst the decision by the Government regarding exams and the decision

to cancel them left many feeling happy, I was conflicted. This was mainly because I am a person who enjoys keeping occupied and, if I'm being honest, find schoolwork relatively easy most of the time. I personally felt that the lack of communication and information that was sent out initially meant that for me I was left with more questions than answers: What would happen with Sixth Form applications? How would we get grades? Would there be teacher assessment? Would there would be opportunities to challenge the grades awarded?

After a few days of confusion and overall unease, I had finally begun to process the revelation that I would no longer have to sit through what would likely be one of the most stressful periods of my young adult life. I now realised that instead of focusing on my examinations because of the closure of schools, I would have only two short days to say goodbye to many of the people I had spent the last 5 years of my life getting to know and making friends. This would be very difficult as I personally believed that I would have potentially 3 or 4 more months to process the events that were occurring and to ready myself for goodbyes. I also had a degree of frustration that overwhelmed me because at that point I believed that what had gone on would mean the work I had been consistently putting in throughout my school life had been for nothing. However, some wise

words from family members and surprisingly a few tears from grandparents (over the phone, of course!) helped me come to the realisation that this work had developed the skills I would need to further my education and proceed into Sixth Form.

This brings us into the second part of my article: My experiences throughout the quarantine. At first, adapting to this new norm was strange. The working atmosphere of effectively home-schooling and school contrast significantly, with a more laid-back style of learning allowing you to work at your own pace, whilst also making the already strange experiences of quarantine and social distancing more bearable due to the school-like routine that you are sticking to. Personally, I have found that the first week or so of quarantine were interesting experiences that have enlightened me on how we take for granted society as it normally is and how we can adapt to change over time. Also, now that we are unable to go out with friends, we have improved our online communication through the use of Skype, House Party and Facetime allowing us to stay in touch. Similarly with family members, we have frequent skype and WhatsApp calls in order to stay in touch. Each Thursday, we are also planning to take part in an online quiz, competing against each other as well as with some of my parents' friends. After the conclusion of the quarantine period (which will hopefully be soon) I personally am looking forward to meeting up with both friends and family and starting another chapter of my life. For me, this will be as a Sixth Form student, a challenge that I am excited to take on.

By Jacob Spinks

Guidance released for students' grades

Schools have now received clear and timely guidance from Ofqual regarding the awarding of grades for all students entered for summer 2020 exams.

This will apply to all students in Year 11 and Year 13 and also Year 10 students entered for Citizenship this summer. Over the next few weeks we will be implementing the collection and quality assurance of Centre Assessed Grades. This will be from class teachers in the first instance based on a range of internal assessment data and then rank ordered and quality assured by Heads of Department with a final check by the Senior Leadership and Management Team.

A national standardisation process will ensure that 2020 performance is in line with that of previous years. Students and parents will not be any part of this process and students will receive their grades on the published dates in August as usual. There is apparently an examination window planned for 'early' in the next academic year for any students who wish to improve their Centre Assessed grade.

Mr G Tate said: "The one positive in this situation is that it has allowed us to move our Year 11 students onto a Year 12 transition programme on which they will work on the subjects they have chosen for Sixth Form.

"This should allow them to get a head start on their Year 12 studies as well as providing us with useful information as to their appropriateness for the courses that they have chosen. This will also apply to our external candidates who are looking to join us in September from other schools.

"The focus for those students not returning to our Sixth Form will be very much on ensuring that their destinations for September are secured. Impartial advice can still be accessed remotely for any students who remain unsure what they want to do or are yet to secure a placement. The guidance processes for Year 9 and Year 8 students have also been disrupted by the school closure but our Heads of School have tried wherever possible to continue these remotely."

Students of key workers enjoy Easter activities in school



Students of key workers enjoyed a range of fun activities over the Easter holidays, including cooking, cycling, computer coding, drama, art and film making. Highfields remained open over the Easter fortnight to support children of key

workers, with teaching and administration staff volunteering their time to come into school. Staff organised a variety of fun activities for students, whilst carefully keeping to social distancing rules in school. As part of the packed programme, students enjoyed an Easter-themed cookery day, creating and dishing up tasty hot cross buns. On Easter Monday, students made dozens of face

shields which have been donated to local health-care workers.

Mr T Dean, Highfields' Deputy Headteacher who arranged the programme, said: "Key workers are feeling the pressure at the moment, and it is our privilege to help those who need it by caring for their children at this difficult time.

"All of our staff who are able have volunteered to come into school on a rota basis to support the children of key workers. "We really enjoyed putting on a range of activities over Easter to provide a little bit of cheer for students and staff during this difficult time."



Coronavirus: Protecting health & wellbeing:

Keep your mental health in check during Coronavirus lockdown

Obviously, this is a very difficult time for everybody. Keeping in contact with loved ones can be extremely hard when not being able to see them in person - especially for the elderly who live alone. This is why it is vitally important to keep not only our physical,

but mental health in order. Many celebrities have been promoting activities we can do indoors rather than going outside and possibly risking the lives of the vulnerable. Joe Wicks is a great example of this as he has been uploading PE lessons to YouTube. Not only will this keep us physically healthy but also mentally healthy - for some, fitness can be seen as majorly therapeutic and important for personal wellbeing. It is also vital that we take advantage of being allowed outside for one form of exercise per day, or at least go out into the garden as sunlight gives off Vitamin D, which regulates the mood. It has also been proven that low levels of Vitamin D contribute towards depression and anxiety. Yet of course, the rule of social distancing has to remain in order to prevent the spread of the virus.

This is seen as very difficult for teenagers, who now have to cope with the reality of not seeing their friends for months, which can be really daunting - especially for those who use school as a distraction from everything going on in their lives. Their friends may have been seen as their 'support group' and not being able to see them for a long time can be really hard at times. However, we can still stay in touch through many social media platforms, such as Instagram, and Snapchat. We can also Skype, FaceTime and call each other, whilst the app Houseparty is growing in popularity as it allows you to FaceTime multiple people at once as well as playing games. In addition to this, for the elderly who are having to live alone fully isolated, multiple Whatsapp group chats have been made in order to make friends and just talk about what they've been doing with their day. This is incredibly important for them, so that they're not left feeling lonely. Also, for those struggling, there are many online counsellors who are always willing to help, no matter your issue. Creating new daily routines may also help, you could try reading more or maybe even watching movies or binge watching TV shows- whatever helps cure your boredom will help your personal well-being. It is also clear that widespread panic has occurred due to focus on Coronavirus. Try to avoid believing rumours or alarming headlines, and only look up reliable sources. They are proven to cause anxiety, which is the least we need during this pandemic. The main thing to do during this crisis is to be kind; don't be greedy when shopping - thinking of the most vulnerable is important, seeing as they are more likely to need to remain in full isolation. Stay safe, all.

Amelia McGoldrick

• Stay connected:

Maintaining healthy relationships with people we trust is vital for our mental wellbeing. Regular phone calls, video calls and social media provide perfect opportunities to stay connected with loved ones, even if we can't see them face to face.



• Look after your body:

Physical health has a big impact on how we feel. These times of uncertainty could make it easy to fall into bad behaviour patterns, but try to maintain a healthy diet, drink enough water and take part in one daily exercise - even if it's a 10-minute home workout. Try out our printout six-week fitness programme (opposite), designed by Head of PE, Mr C Brickwood.



• Stick to the facts:

The news is dominated by the pandemic, but with so many platforms constantly churning out stories, there is a mass of inaccurate, often scary, information in the public domain. Find credible sources you can trust, such as gov.uk or the NHS website.



• Limit news time:

Although you will want to keep updated with the latest in the situation, try to limit the amount of time you spend watching, reading or listening to coverage of the pandemic.

• Do things you enjoy:

Whether it be a hobby, connecting with friends or listening to music, it's important to focus on things we enjoy to keep anxiety at bay. If you can't do things you would normally do, maybe try something completely new, such as an online course or tutorial.



• Have a work routine:

When it comes to working from home, try to set a daily schedule and stick to it - including regular breaks away from the screen. Although the environment has changed, the structure of the day shouldn't. This will allow you to transition more seamlessly from work time to rest time each day.



• Look after your sleep:

Good quality sleep makes a huge difference to how we feel mentally and physically, so it's important we have enough each night. Try to maintain regular sleep patterns, and avoid screen time before bed.



WEEK 1

DAY 1	DAY 2	DAY 3
3 ROUNDS 5 Burpees 10 Push ups 15 Squats 20 Sit ups 1 Min of Plank hold	3 ROUNDS 5 Burpees 10 Push ups 15 Lunges 20 Sit ups 1 Min of Plank hold	5 ROUNDS 5 Burpees 10 Push ups 15 Squats 20 Sit ups 1 Min of Plank hold

TIME

WEEK 2

4 ROUNDS (For Time) 5 Burpees 10 Push ups 15 Lunges 20 Sit ups 90 Sec of Plank holds total	4 ROUNDS (For Time) 5 Burpees 10 Push ups 15 Squats 20 Sit ups 90 Sec of Plank holds total	5 ROUNDS (For time) 5 Burpees 10 Push ups 15 Lunges 20 Sit ups 90 sec of Plank holds total
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TIME

WEEK 3

10 Min AMRAP (as many reps as possible) 5 Burpees 10 Push ups 15 Squats 20 Sit ups CORE 2 min of Plank	For Time 25 Burpees 50 Push ups 75 Lunges 100 Sit ups (You may want to break this up) CORE 2 min of Plank	5 ROUNDS (For time) 5 Burpees 10 Push ups 15 Squats 20 Sit ups CORE 2 min of Plank
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TIME

WEEK 4

For Time 25 Burpees 50 Push ups 75 Lunges 100 Sit ups 2 min of Plank hold to finish (You can break up the exercises as you wish)	10 ROUNDS 5 Burpees 10 Push ups 15 Squats 20 Sit ups CORE 2.30 min of Plank hold	10 min AMRAP 5 Burpees 10 Push ups 15 Squats
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TIME

WEEK 5

For Time 35 Burpees 65 Push ups 90 Lunges 115 Sit ups (Break this up as you wish) CORE 2 min of Plank holds total	15 min AMRAP 5 Burpees 10 Push ups 15 squats 20 Sit ups CORE 2 min of Plank holds total	5 ROUNDS 5 Burpees 10 Push ups 15 Lunges 20 Sit ups CORE 2.30 min of Plank holds total
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TIME

WEEK 6

For Time 50 Burpees 75 Push ups 100 Squats 125 Sit ups (Break this up as you wish) 3 min of Plank holds total	3-4 ROUNDS 25 Burpees 25 Push ups 25 Lunges 25 Sit ups	20 min AMRAP 5 Burpees 10 Push ups 15 Squats
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TIME

Austrian Adventure: Thrill-seeking students hit the slopes for fun-filled ski trip

Thrill-seeking students hit the slopes for an action-packed Austrian adventure. Highfields ran its largest ever ski trip, with a group of 69 students and eight staff travelling to Gerlitz to take to the slopes under the guidance of professional instructors.

With a large proportion of students having only experienced Telford Dry Ski Slope for just two hours back in November 2019, and a handful of students being lucky enough to have skied on snow several times before, Gerlitz offered an ideal location to accommodate all abilities in the group.

Mrs R Coldicott, who organises the Highfields ski trip every two years, said: "Day One of skiing was certainly quite a daunting one for many of the beginners, as they were told that their first real experience of 'proper' skiing would be half way up the mountain, after a 2.7km ride in the Gondola that was then to be followed by a further 350m ascent on a two-man chair lift. It was certainly a lot different to their experience of the button lift at Telford!

"Luckily, the few anxious looks soon turned into relief as the beginners' slopes came into view.

"Whilst the lovely blue skies overhead made for great visibility all week, the record temperatures in resort certainly didn't make for easy skiing conditions underfoot.

"Luckily, however, the snow cannons were on hand throughout the resort to help keep the slopes open and

the students very quickly realised that all those layers of clothing that we had dutifully warned them to make sure they packed, did not all have to be worn, every minute of every day!

"By days two and three on the slopes, students were certainly in the swing of things, and were quickly progressing up the slopes without even realising."

After a day on the snow, students and staff enjoyed a number of other evening activities, including ice skating and bowling. They also enjoyed a quiz and challenge night, which saw students put their trivia to the test along with chopstick, cup stacking, and skittle sorting skills.

Mrs Coldicott added: "Highfields students were, as usual, an absolute credit to the school and staff were told on numerous occasions by the hoteliers, the reps, the instructors and the coach drivers, that the group were genuinely one of the best school groups they had come across, so well done to them all.

"In addition, I would like to thank the staff - Mrs Clowsley, Ms Stevenson, Mrs Frost, Miss Nearn, Mr Lee, Mr Brittle and Mr Hewett - who gave up their half-term holiday to make such a trip possible.

"Whilst it was without doubt an exhausting week for everyone, it will also be a trip we will look back on fondly for many years to come and, for some at least, we hope it will mark the start of a lifelong passion for skiing."



Budding science scholars travel to Oxford University on academic course

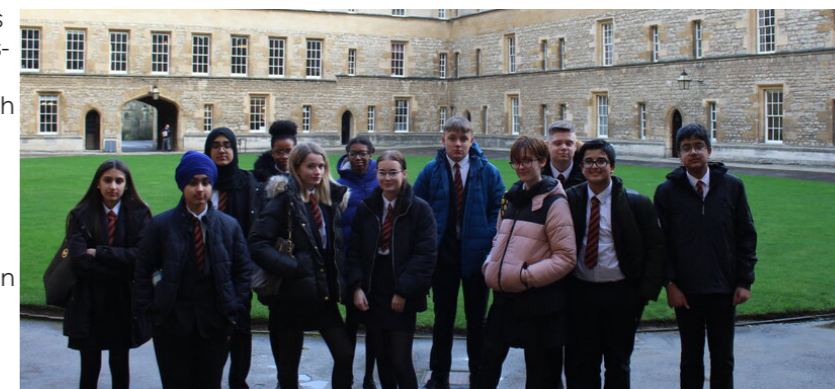
Scientists of the future travelled to Oxford University's New College after being selected to enrol on a prestigious academic course.

Twelve talented Year 9 students attended the launch of the Scholars Programme, as members of The Brilliant Club. The Brilliant Club is a national award-winning, non-profit, organisation that aims to widen access to top universities for outstanding students in non-selective schools.

As part of its Scholars Programme, students had been due to attend six tutorials before being set a 2,000-word assignment, graded using university terminology, to 'graduate' the course. During their first visit to New College, students were introduced to their tutor, PhD student, Emilia Moiso, and given this year's assignment: 'Picturing the Invisible: How Scientific Images Influence Our Perceptions of Reality'.

Ms E Buckley, Senior Lead Practitioner with responsibility for More Able students who leads the school's Brilliant Club project, said: "This is the fifth cohort of students chosen from Highfields to take part in The Brilliant Club and its Scholars Programme. "They all thoroughly enjoyed the launch event at New College, being given the chance to tour the university and attending lunch in the impressive dining hall, as well as meeting their tutor."

A graduation ceremony had been due to take place in April, but students are looking forward to celebrating their achievements in future.



Law students see justice system in action during Birmingham Magistrates Court visit

Lawyers of the future got the chance to see the justice system in action as part of a trip to Birmingham Magistrates Court.

Year 12 BTEC and A-Level Law students got the chance to tour the building's mix of modern and historic courtrooms - including those used in the filming of British legal drama TV series, Judge John Deed.

After the supervised tour, students took their seats in the public gallery to watch Prosecutors, Defence Solicitors and Magistrates at work during a number of court cases. BTEC students saw two drink drivers prosecuted, with the defendants fined and given driving bans. They also saw a defendant plead not guilty to a drugs charge and sent to Crown Court for trial. Law teacher, Mrs N Allen, said: "The

second group in the afternoon also saw three cases. One defendant was charged with assault and sent to Crown Court for sentencing. The second was a man charged with a racially aggravated incident against a Salvation Army volunteer, who was given a tagging order, and the final case was a shoplifter who got a conditional discharge.

"Our students are currently studying the criminal courts process, so this was a great experience for them to see how Magistrates are able to deal with some offences but have to pass others on to Crown Court. They are also learning about the role of Magistrates, so this visit certainly helped them to put their learning into context."

Students bring magical Disney musical to life on stage



Talented young performers brought magical fairytale, Beauty & The Beast, to life on stage with three enthusiastic performances that wowed audiences. More than 60 students from Years 7-10 took to the stage in the Disney classic, performing to more than 300 people. They rehearsed for months to stage the musical production, including after-school, weekend and half-term sessions - and Ms S Bishop, Highfields' Head of Extra-Curricular Performance, said their efforts and commitment had resulted in a fantastic production. Ms S Bishop, added: "For some of our students, this was their first experience of performing in front of a live audience, and they put on a fantastic show. "Beauty & The Beast is a family favourite, filled with lots of singing and dancing, and bright costumes, and audiences were really impressed by our students' enthusiastic performances to bring the musical to life. "It takes a lot of hard work over a number of weeks to put on our shows, but the effort was all worth it, and students thoroughly enjoyed showcasing their talent over three nights."



OPINION

Being kind is more than just a hashtag

By Georgia Derrick



Kindness...

What does it truly mean in the whirlwind of today's superficial society? The definition of kindness is the quality of being friendly, generous and considerate but, does any-

one honestly possess these wonderful qualities in the self-obsessed life most of us live. I believe kindness is the key to a happy life; others would beg to differ. Social media has created monsters of our new generation through the lust for the perfect hair, perfect clothes, for the perfect life. Yet, this is not realistic. They are consumed by this idealistic way of life that just simply doesn't exist. This desire for so-called "perfection" has always caused bullying online but in recent years, it has spiralled out of control. However, on the 15th February 2020, the world experienced the death of loved TV presenter Caroline Flack - and with it the hashtag #BeKind was spread like wildfire throughout social media.

Caroline Flack's suicide was a terrible shock for all who watched her on Love Island and many other shows she presented throughout a successful career on screen. Unsurprisingly, the hashtag came to light after news reports and posts had been released in the months leading up to her death with extremely horrible and intrusive headlines that ripped apart her personal life. Unfortunately, it has taken Caroline's suicide to raise awareness around being kind on the internet - and the devastating impact being unkind can have - but, with a new monster tormenting global masses indiscriminately in the shape of COVID-19, are we just converting back to our old ways?

COVID-19 rapidly crashed into everyone's lives around a month ago. At first, we were talking about it in the corridors but now we are all quarantined at home and life as we knew it has been put on hold. In the relatively short time we have been at home, I am already starting to notice a change in the public's attitudes. During daily exercise, people look straight through you like you're a different species, whilst it only takes a quick look through online platforms to

prove that old habits of people ripping each other to shreds in tweets and messages die hard. Stories about supermarket shelves being stripped bare by selfish people stockpiling without thought for anyone else are another example that not everyone has got the message to be kind.

I understand the anxiety that some people may have but the overwhelming self-importance makes it extremely difficult for key workers to buy the products and food they need, especially after an exhausting day trying to save the lives of those who are badly affected by the virus. Stockpiling food (particularly toilet paper) is unnecessary and can cause difficulties for those unable to leave their homes, or those who have to work long hours through this crisis. Dawn Bilbrough who, after completing a 48-hour shift in intensive care to find out that there were no fruit or vegetables in the supermarket, filmed a video in tears saying, "You are just stripping the shelves bare of essential foods". Even though this video has led to some change in people's attitudes, it is this humanity and kindness that we need to put in place during this pandemic as people around us need our help to survive.

It is so important in these times that we need to look out for each other and help those who are less fortunate than ourselves.

Yes, it is vital that we all STAY AT HOME to save the lives of those who could suffer badly from COVID-19 but try to stay positive online and off during this difficult time. It is common kindness that will see us through this pandemic, and we will be a changed society when this is all over.

Personally, I hope that people will find kindness in their hearts throughout my own journey in times to come as under the special circumstances that I will not be sitting my GCSEs, I would hope that this will not prevent me from accomplishing some of my dreams in the future.

Don't think, just be kind!



Students develop innovative engineering designs



Budding engineers travelled to Loughborough University to work on their own innovative designs as part of a national project.

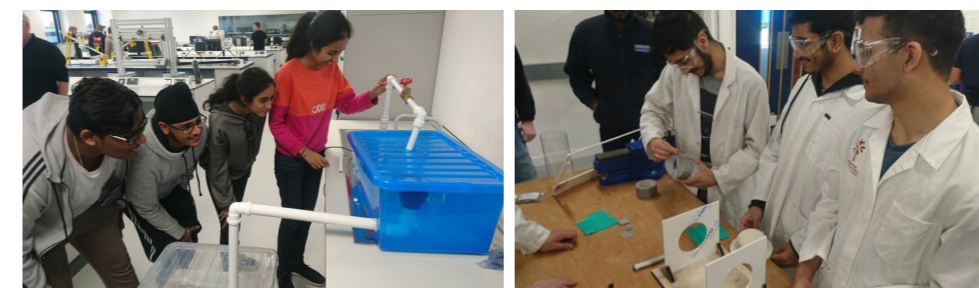
Two teams of Year 12 students are working with industry experts to bring their designs to life as part of the Engineering Education Scheme.

One team is looking into radiation shielding methods, under the supervision of Wolverhampton-based ANSALDO Nuclear, whilst the other group is developing a reservoir overflow alongside professionals from Mott Macdonald Bentley. Students were able to start work on their projects using the facilities in Loughborough University's engineering workshops and will now continue with their prototype builds after school and in weekly meetings with their supervising companies.

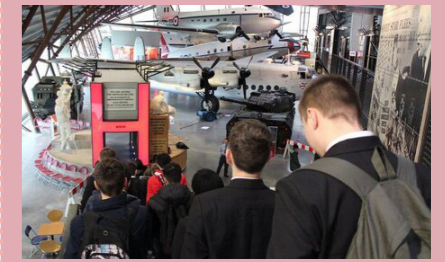
The national scheme is run by the Engineering Development Trust and allows small teams from different schools to take part in designing, building and presenting an engineering project that could be of significant use to a local engineering company.

A National Celebration and Assessment Day is due to take place in the future, where they will get the chance to display their projects and present their work to a panel of judges.

Physics teacher, Mr A Britton, said: "The students found their trip to Loughborough University, and the chance to use its impressive facilities, very useful."



STEM students reaching for stars at RAF Cosford



Students hoping to pursue a career in STEM subjects were encouraged to reach for the stars during an educational visit to RAF Cosford.

Year 10 students attended Ad Astra lectures led by leading manufacturers, as well as aerospace and engineering companies, to inspire them for the future.

During the day, 25 students from Highfields learnt more about a new electric plane created by Rolls Royce, whilst representatives from Airbus delivered a session about how planes are made and the challenges of constantly improving technology to ensure aircraft remain environmentally friendly. Students also heard from Dr Liam Naughton, Senior Lecturer of Wolverhampton, who spoke about Maths in nature and how STEM is all around us.

Miss L Green, Highfields' Lead Practitioner in Mathematics, said: "Ad Astra means 'to the stars', and all of the lectures were based around STEM careers.

"It was a really insightful event as students were shown the importance of STEM in the military and how the military works with organisations such as Rolls Royce and Airbus to keep everything as advanced as it can be."



LOOKING TO THE FUTURE

HIGHFIELDS MARKS NATIONAL CAREERS WEEK 2020

By Xiah Chatta

Highfields marked National Careers Week 2020 with a packed programme of activities, workshops and trips, encouraging students to look forward to life after school.

Each day began with a CEIAG-themed assembly, delivered by special guest visitors from various industries and higher education providers, before students took part in quizzes, research sessions and hands-on workshops.

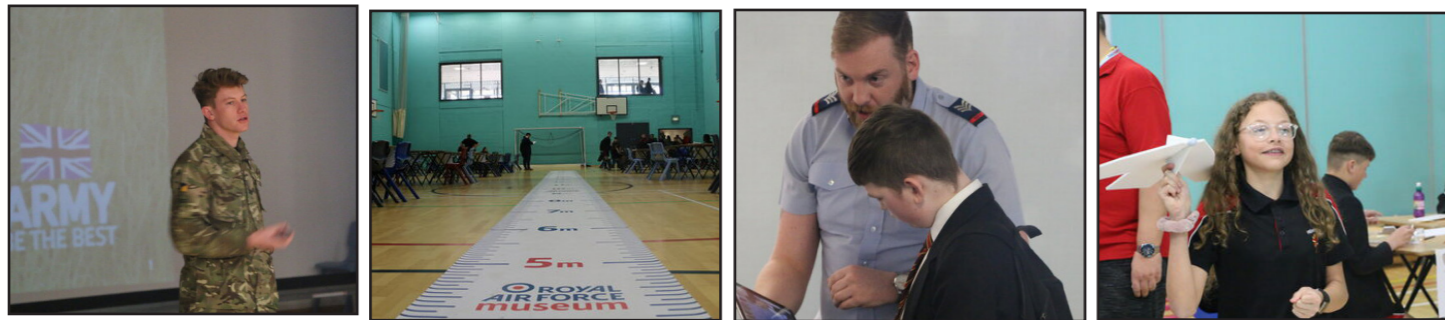
The event ran from March 2nd-6th, giving students from all year groups a greater insight into a range of professions and pathways available to them to fulfil their career aspirations after school.

Monday 2nd March - Uniform Day

Year 10 students got an insight into the vast range of careers available in the British Army, with a special assembly from an Army Corporal.

A 'Super Lab' was then set up at lunchtime, with a representative from the RAF speaking to students individually, answering questions and giving guidance on future career pathways in the Armed Forces.

Year 8 students enjoyed a whole day of glider building, under the supervision of RAF engineers and Design teachers, before launching them onto a runway in the sports hall.



Tuesday 3rd March - Apprenticeship Day

Apprenticeships were put in the spotlight throughout the day.

An assembly for Year 10 students highlighted the range of apprenticeships available with the Department for Work and Pensions (DWP), and the process they should take to find and apply for those most suited to them.

Students in Years 9 and 11 then got the chance to work in small groups with representatives from DWP and ASK Apprenticeships where they were encouraged to ask questions and research apprenticeships that could be suitable for them in the future.

Year 10 Construction students enjoyed a practical session run by Jessops Construction, which gave them chance to learn more about the development of buildings and various careers available within the construction industry.



Wednesday 4th March - University Day

Representatives from various universities were invited in to school to give students a greater insight into university life, and the extensive range of courses on offer to them.

An Aspire Ambassador from the University of Wolverhampton led an assembly, whilst stands were set up at lunchtime allowing students to seek advice about the routes to take to successfully progress on particular courses at various universities.

Artist Rob Woods also ran a workshop at lunchtime giving a taste of the creative careers available to Art and Design students, whilst workshops were held focusing on interview techniques.

Year 9 Health and Social Care students travelled to Molineux to learn more about Wolves' initiatives to improve community health, whilst enjoying a tour of the stadium and a close-up glimpse of the pitch.

Meanwhile, Year 10 Hospitality and Catering students visited the Mount Hotel in Tettenhall to get a taste of the industry they are hoping to pursue a career in. As well as touring the kitchens and meeting the hotel's head chef, students also got a glimpse of VIP rooms and suites, had the chance to question the hotel manager about his role, and learnt more about the work of the hotel's HR department.



Thursday 5th March - Confidence Day

Representatives from the Metro Alliance kicked off the day with assemblies for students in Years 10 and 12, showcasing the vast range of career opportunities the organisation has on offer in the local area - including a number of roles that don't fall within the engineering and construction industries.

Five local businesswomen also encouraged female students in Year 12 to be confident in pursuing their career dreams in 'Passionate About Confidence' sessions.



Friday 6th March - STEM Day

The day focused on the vast range of STEM careers available, and was mostly aimed at students in Years 7 and 9.

Graham Shaw, from railway infrastructure services company VolkerRail, led an assembly focusing on the employability skills of students interested in Science, Technology, Engineering and Mathematics.

Mr Shaw also held sessions with members of the school's STEM Club, whilst students got the chance to take part in a lunch-time CV writing workshop.



Mr P Rose, Highfields', Assistant Headteacher and Head of Middle School, who organised the event as Highfields' Careers Leader, said: "We had lots going on around school every day throughout the week to mark National Careers Week.

"The event encouraged students from all year groups to look forward to the future and learn more about the opportunities available to them after school. Our students got a great insight into the range of pathways they can take to fulfil their career dreams.

"A huge thank you to all of our visitors who came along to lead informative and interesting assemblies, presentations and workshops to inspire our students for the future."

CAREERS

Year 9 students 'moving forward' towards career dreams



Year 9 students looked to the future as part of Highfields' annual 'Moving Forward' event, which supports them in making the right course choices to achieve their career goals. The event provides students with advice, guidance and inspiration, enabling them to make informed decisions about their subject choices for Years 10 and 11. The day kicked off with a launch assembly before two guest speakers, Hazel Crawford and Jas Sidhu, gave motivational talks about aspiring and achieving.

Hazel is the founder of successful PR, social media and advertising agency, 8848. Born in a one-room council flat in Glasgow, she set up the company in 1999. It now employs 25 people and has an annual turnover of more than £2million. Former Highfields student, Jas Sidhu, also spoke to students about his life and work after school. A graduate of the Singularity University, Stanford Business School (Ignite

Innovation programme), who has studied data science at the General Assembly, he has an interest in helping companies to innovate and really push the boundaries, and is currently on sabbatical from PwC working on his own venture. The event also featured sessions on evaluating strengths, career options and revision skills, including the '4 Rs' - Revisit, Reduce, Rehearse and Retrieve. Mr P Rose, Assistant Headteacher, Head of Middle

School and Careers Leader, said: "Our guest speakers gave excellent talks about making the right choices to achieve career goals. "Their inspirational stories really struck a chord with our students. "The 'Moving Forward' event kicks off the process of students making choices for the future and it aims to support them to make informed decisions, which will allow them to fulfil their career dreams."



Highfields staff continuing professional development with '4 Rs'



Staff participated in two CPD sessions to develop their professional learning, with sessions focused on the 'Science of Learning' and how this underpins the '4Rs' at Highfields. The first session, led by Dr Taylor (Lead Practitioner) and Mr Hegarty (Head of Social Science) explained to staff how cognitive psychology informs classroom practice and the second session, led by Ms Downer (Senior Lead Practitioner) explained to staff the principles of the 4Rs and how these translate into classroom practice to support students' retrieval skills. As part of the session led by Ms Downer, Mr King, Miss Harrison and Mr Rowley showcased some excellent practice to colleagues about how they had begun to implement the 4Rs in their curriculum. Both sessions built on CPD from September 2019.

Hundreds attend Highfields' biggest ever Careers Fair

More than 300 visitors attended Highfields' biggest ever Careers Fair, which was staged to inspire students to make the right choices for their future. There were more than 50 exhibitors at the event representing colleges, universities, training and apprenticeship providers, and employers from a range of industries. Among those showcasing their services were Irwin Mitchell Solicitors, Boningale Nurseries, The British Army, The Royal Navy, Nova Training, Juniper Training, Dudley College, City of Wolverhampton College, Birmingham City University, NHS and West Midlands Ambulance Service and West Midlands Police. The event also featured the school's annual Course Choice Evening, to support Year 9 students in the process of choosing subjects to study in Years 10 and 11. As well as presentations from Headteacher, Mr G Tate, and Head of Middle School and Careers Leader, Mr P Rose, visitors got an insight into the the range of subjects on offer and what they involve. Mr Rose said: "It was a fantastic event. It was really well attended and we have had great feedback. We had more than 50 exhibitors ranging from universities, apprenticeship providers and employers including finance, armed forces, paramedics and police. "The evening was principally for Year 9 students who are embarking on option choices for their GCSEs. "We want to make sure the students look into it and make all the right choices. "Myself and the headteacher addressed parents and students about the importance of making the right choices. I want to say a big thank you to all of our visitors and all of the exhibitors that attended."



A review of Highfields' careers events

Highfields students were given a fantastic opportunity to explore options during Careers Week. Students across all years got a glimpse into the working world. Many students took part in a range of activities, workshops and work experience to help them foresee future career paths. Originally, Nick Newman created the event to "Empower Positive Change" in 2010. However, it is now celebrated nationally across schools to support students in their later life. Not only was it great to explore careers, it also gave students the opportunity to understand how subjects they choose now will impact on their careers later in life. Overall, the careers week was an educational experience that hopefully inspired students. The week was full of chances for students to investigate the working world and how it impacts them. Careers are part of people's daily life and can influence their mental health. With the right guidance and support students can pick a career which is right for them. Careers Week was just one of the ways the school helps students shape their future.

By Xiah Chatta

Horrors of Holocaust remembered on anniversary of Auschwitz liberation

Students remembered the millions of people murdered during the Holocaust as part of events to mark the 75th anniversary of the liberation of Nazi concentration camp, Auschwitz-Birkenau.

A special assembly was held for all students examining this year's Holocaust Memorial Day theme, 'Stand Together'. The assembly, delivered by Head of History, Miss K Harrison, challenged the notion of 'Us versus them', exploring how genocidal regimes throughout history have deliberately fractured society by marginalising certain groups. Students have been encouraged to consider how their role as individuals can challenge oppression by standing together with their friends, peers and neighbours.

Miss J Tappenden, Head of Humanities Learning School, has also developed resources to be used during form time to examine the Holocaust in greater depth and contextualise its significance in the 21st century by looking at further examples of genocide and asking students to consider to what extent the lessons from the Holocaust have been learned. There are plans to mark the occasion further throughout the Summer term, helping students to understand the huge significance of the liberation of Auschwitz, whilst highlighting how the horrors of the Holocaust continued for many Jews after this date.

She said: "The liberation of Auschwitz on the 27th January 1945 was a significant occasion. It marked the beginning of the end of the Nazi regime, which would eventually fall on 8th May 1945.

"Of the 6 million Jews murdered during the Holocaust, over 1 million were lost to Auschwitz-Birkenau. It is the largest cemetery in the world and yet it is marked by no gravestone.

"Here at Highfields, we want our students to understand the significance of all of the events which will be commemorated with 75-year anniversaries this year. Whilst the liberation of Auschwitz is hugely significant, we want our students to understand how, for many Jews, the horrors of the Holocaust continued.

"Belsen, for example, was not liberated until 15th April 1945. It is crucial that students understand the bigger picture; how VE Day marked not just the end of nearly 6 years of war, but also the true liberation it afforded people who had been persecuted under Hitler's regime. We want them to understand that liberating Auschwitz was not the end of it, that if



further camps continued to operate and that many thousands more who fled persecution or were affected by the horrors of war faced months and years as refugees having left homes, jobs and possessions behind them. We want our students to experience the feelings of joy, relief and celebration felt across Europe during VE Day 75 years ago, but to be able to set these into context of the suffering, devastation and loss of the war.

"It is of great importance to us that students are able to contextualise these historical events and understand their relevance today, especially in light of Wolverhampton's status as a City of Refuge, offering support to refugees affected by conflict today."

At Highfields, we are extremely proud of our History curriculum, which aims to embrace diversity, challenge discrimination and promote tolerance at all levels. An important part of this is creating opportunities for students to develop their understanding of these issues outside the classroom as well as within it.

Before the Coronavirus outbreak, the History Department had been planning a large scale school-wide commemoration event to rival that of the school's remembrance events marking the centenary of the end of the First World War in 2018. The programme, which is now being reviewed in light of the unprecedented national situation, had been planned for May to coincide with the 75th anniversary of VE Day, and due to feature a variety of extra-curricular activities to extend students' understanding of the Holocaust, liberation, the end of war and its legacy, and the role of Wolverhampton in supporting refugee and asylum seeking families into a welcoming and inclusive community.

Miss Tappenden is currently also liaising with former Highfields student, Joe Twilley, Head of Communications for the Holocaust Memorial Day Trust UK, to build an experience which is truly unique and engaging for students at Highfields.

Berlin and Krakow trip 2021:

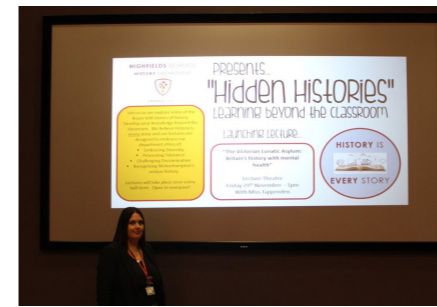
History will be brought to life for Highfields students during a trip to Germany and Poland, when they will step into the past to learn about the horrors of Hitler's Third Reich.

The week-long coach trip to Berlin and Krakow is an established fixture on the school calendar which takes place every two years and allows students to reflect on the inhumanity and brutality of the Second World War.

The trip is due to take place from July 15th-22nd 2021.



Hidden history brought to life with launch of extra-curricular programme



History fans are delving into the past to learn more about hidden tales from years gone by as part of a new extra-curricular programme launched to expand students' knowledge.

Highfields' History Department has launched the new

'Hidden Histories' programme, which is open to all students from Years 7-13.

The newly-launched programme currently involves one lecture per half term, each looking at a different time in history, but there are already plans to expand the scheme to allow Upper School and Sixth Form students to present their own lectures in future.

Miss J Tappenden, Head of Humanities Learning School, said: "Hidden Histories is a school wide extra-curricular activity which welcomes all students to extend their learning beyond the classroom.

"We have an excellent knowledge rich, diverse and challenging curriculum in History, but it isn't possible to cover

every aspect of the past which is of interest to both our staff and students.

"Building on the success of our 2018 First World War centenary commemorations, where we ran a week-long programme of mini lectures on hidden histories of the war, we decided to roll the programme out on a more permanent basis to incorporate other untold stories, some of which build on curriculum learning, and others which are completely new."

The first lecture was titled: 'The Victorian Lunatic Asylum: Britain's history with mental health'.

Presented by Miss Tappenden, the lecture provided a snapshot into this fascinating and dark past, whilst also supporting a school focus on well-being and mental health.

Miss Tappenden said: "The lecture examined how the reputation of Victorian lunatic asylums has been portrayed as a wholly negative one, but by learning how before them there was no support at all for people with mental disabilities, we were able to see the progression from the past to the present day.

"Students learned why these establishments came to have the reputation they did, and how attitudes through the 19th century and beyond changed until the foundation of the NHS in 1948."

Music students getting in tune with opera

Music students got in tune with the world of opera as part of a prestigious project run by Welsh National Opera.

Highfields was invited to take part in the project, which has been designed to provide students with an introduction to opera and the art of storytelling through music.

Students were invited to see Welsh National Opera's dress rehearsal of Carmen at the Millennium Centre, in Cardiff, and will now take part in six workshops alongside other students from the West Midlands to develop their vocal and performance skills, learn operatic repertoire and create their own scenes.

Their efforts had been due to culminate in a promenade performance at the Black Country Museum in June.

Music Teacher, Mrs A Scott, said: "The trip to Cardiff provided a fantastic opportunity for some of the students to see opera for the first time. All of our students behaved excellently and thoroughly enjoyed seeing world class performers on stage.

"It is a wonderful chance for our students to gain experience in the Performing Arts industry, under the guidance of professionals."



Queen at 94: A look at the British Monarchy

As the Queen turns 94, two students - Eleanor Corbett & Joe Regan take a look at the role of the Royal Family and its relevance to young people today



“ Growing up with an avid royalist for a grandmother, I have come to learn more about the resilience and strength of The Queen who, after more than 60 years as our Head of State, remains a source of energy and grace for the nation.

Despite this, as she turned 94, the turbulence within The Royal Family has dominated headlines - including Prince Andrew's scandal and losing the close relationship with Prince Harry and Meghan Markle as they turn their back on Royal duties amidst intense press scrutiny - all whilst the country faces its biggest crisis since World War II.

Whilst our longest serving monarch remains a graceful figure-head during this period of transition for both the institution and country as a whole, I believe it is crucial to look back on some recent highlights of the Royal Family and its members in order to appreciate their positive influence and progression.

While on tour of South America in 2009, Prince Charles became the first royal to warn the world about irreversible damage caused by global warming. “We have less than 100 months to stop climate change disaster,” he told business leaders. Two months later he had another royal first: reading the weather for BBC News while on tour of their Scotland headquarters in May. On April 28, the official Twitter account of the royal family was launched (to just 400 followers). Their first tweet? A photo of the queen meeting poet Carol Ann Duffy at Buckingham Palace. It took another year before Her Majesty joined Facebook. Back in 2011, the world came to a halt when the Duke and Duchess of Cambridge exchanged vows at Westminster Abbey on April 29. More than 134 million people tuned in to watch the radiant Kate Middleton walk down the aisle as a commoner, inspiring an entire generation to reach for goals that were once deemed impossible.

Indisputably, in this time of political and social turmoil the monarchy's positive influence is still evident, with The Queen's address to the nation on Sunday, April 5th, being a perfect example of her ability to unite the country, by honouring the hard work of frontline heroes and the resilience of every person playing their part to combat the virus. By including the nation as a whole in her praise created a sense of cohesion, delivered without a hint of superiority, to invoke a feeling of pride in working together as a country against a common enemy. Her closing reference to World War II song, ‘We'll Meet Again’ simultaneously invoked a wartime spirit, as well as reassurance that we will meet our loved ones again. As the only living Head of State to have served in the war, she is probably the only person who could have delivered the message so effectively, and it highlighted the monarch's role as a humble yet dutiful provider of unity in these unprecedented times.

Overall, the monarchy's journey over the past decade has indisputably been filled with highs and lows and serves to cement the importance of their influence – if not to political prevalence, to British culture as a whole, providing both a sense of solidarity and gratification of our society's heritage. Whilst critics would argue they are archaic and unnecessary – they are a pillar of Britain that benefits our society as a whole.

“ There are few words in all the English language with the propensity to polarise, and to evoke such unabashed emotion, as Monarchy - the unofficial fourth branch of government that, whilst lacking

the political autonomy of a bygone era, possesses remarkable influence over our country, our Commonwealth and our world. There are those who vehemently call for its abolition, and those whose devotion to its members, its symbols, and its lore, is of cult-like strength.

Behind the pomp and tradition, the underlying notion behind royalty is that some humans are inherently more valuable than others.

There are significant dangers to this privilege when it exists unchecked. Embodying this are the allegations facing Prince Andrew. Regardless of the validity of allegations against him, the fact he is able to show, according to US prosecutors, “zero cooperation” with the FBI investigation into his long-time friend Jeffrey Epstein, glaringly highlights his own perception of himself as above the law (or at least as not deserving of the same legal scrutiny that everyone else would of course be subject to).

If the Monarchy is to continue to flourish and remain relevant, it will have to show a willingness to adapt and evolve. The treatment of Meghan and Harry in the English media is especially representative of the stubborn outlook on what royalty should be, and what it should look like. The objectively insidious manner in which we have welcomed her to our country can arguably be traced back to the subconscious notion that she is polluting the wholesome Britishness of the Monarchy - whether this is due to her mixed race heritage, or just general outsidersness (having been born in sun-soaked Los Angeles, to a mother, the descendent of African slaves).

The press response to Markle has on occasions been loathsome. Even now, with the couple having left behind their royal duties and vowed to become financially independent of the UK taxpayer, they are still hounded, their every move still subject to the most insane level of scrutiny, whilst some of their inspirational work, including during this pandemic, is met with cynicism and criticism.

The mixture of the historically archaic nature of the institution and the toxic treatment from the press (and importantly, lots of the public) repelled Meghan from a lifestyle that would once, not too long ago, have been irresistible. Perhaps that's the issue: despite being the enduring symbol of Britain, the monarchy's perceived identity is at odds with that of Britain overall. Hence, they must adapt and become icons of a progressive cultural outlook on the world, and not one still marred by the colonialism of the era when the monarchy was at its most powerful. Their failure to do this would be just another reminder that just because something is historically a pillar of Britain, does not mean it should automatically be celebrated.

Make believe brought to life for World Book Day

The world of make believe was brought to life when students and staff dressed as their favourite fictional characters to celebrate World Book Day on March 5th.

Harry Potter, Snow White and The Gruffalo were among the colourful characters who turned up to school as part of the festivities, alongside the entire cast of Charlie and the Chocolate Factory.

The annual World Book Day is a celebration of books, authors, illustrators and reading which aims to ignite imaginations and help students gain a lifelong passion for reading.

The theme of this year's event is 'reading is power', and Lower School students continued to explore this idea in their English lessons throughout the next week.

A number of events were held in school to celebrate World Book Day, including poetry and creative writing workshops, whilst students and members of staff donated 50p to dress up. The money will go to the Book Bus charity, which aims to improve child literacy rates in Africa, Asia and South America by providing children with books and the inspiration to read them.

School Librarian, Mrs N. Ward, said: “Staff and students in Years 7 and 8 were invited to dress up as characters from their favourite books.

“There was lots going on around school to inspire our students and ignite a lifelong love of books and reading. It was a very enjoyable day.”



Students mix study and adventure on revision residential

Year 11 students who had been preparing for their GCSEs before the Coronavirus pandemic enjoyed some freedom from the classroom for study sessions with an adventurous twist. Around 100 students travelled to Borreaton Park, in Shrewsbury, for the two-night revision residential from February 13th-15th. The aim of the trip was to support students in English and Maths. Despite battling Storm Dennis, students supplemented study time with a range of outdoor activities, including the trapeze, kayaking and archery.



OPINION

It's vital to banish ugly racism when the Beautiful Game returns

By Joe Regan



At present, sports - including football - are on hiatus. The sporting landscape is unprecedentedly barren, with only the Belarussian Premier League, fuelled by Russian saunas and three to five grams of vodka a day (at least if governmental guidelines are to be adhered), open for business.

Those of us outside Belarus (whether luckily or not - I'll leave you to decide) have no such football to consume. In a sporting context, we have been forced to fathom the previously unfathomable, helplessly presented with the barely-utterable realisation that football will never be the same again.

Thirsting for football in the present has sent us diving into the past, hunting for memories to quench our thirst; some more nostalgic than others. Whilst some elicit fond recollections of unabashed celebration, others leave us pensively reflecting on the sport's most pressing issues - not least racism - that besmirch ugliness onto the Beautiful Game, in both the past and future, whenever that may be. One such memory derives from a mild, Monday night in October of last year.

The evening of Monday 14th October 2019 was typically autumnal. The male English national team were preparing for a perceived routine European Championships qualifier against Bulgaria, ranked 59th in the world. What followed would go down historically as a torrid flashpoint in football's continual flirtation with the most potent of prejudices.

The game was halted twice and on the cusp of abandonment as racist abuse echoed off the archaic walls of the Vasil Levski National Stadium, home of the so-called "Bulgarian Lions". The malign amalgamation of monkey chants and Nazi salutes made no attempt to be subtle. It was as if they were revelling in the authority's inaction, until a large section of the most venomous spectators was chaperoned out of the arena. The very fact that known, proud Nazi sympathisers were allowed into the stadium (in their vast numbers) underlines the severity of the issue. Take for example the NBA, which would not for an instant tolerate the sort of attitudes that football seems willing to subject the rest of its fanbase to.

Suppose Autumn is defined by its seasonal transition and dynamism, then I could think of nothing more atypical of it than a night which revealed to us how little society has changed. It reminded me of an interview granted by Pelé (Brazilian soccer legend and pioneering racial barrier destroyer) in which he, with his gruff tenor drowning in melancholy, remarked that since his days as a professional in the famously-racist 1950s and 60s, doesn't "think that much has changed today".

To hear this as a white guy is depressing; for those not in possession of this privilege, I imagine it is painful.

But make no mistake about it, this is not a foreign issue; nor is it one caused by corporate ineptitude, instead the blame lies at the feet of football fans (and sadly, the portion of them to blame can no longer be flippantly discarded as a "small minority"). Yes, those Bulgarian racists were repulsive with their beastly balaclavas, t-shirts complete with fascist imagery and,

the only thing comparably nauseating, those who felt there was no need for t-shirts at all. But, to pretend prejudicial toxicity does not permeate the stands of domestic football games is as dangerous as it is delusional. I have no doubt that if it were tolerated by the relevant authorities, such atrocities would no doubt materialise within our own country.

If you are a non-white player playing at a high level in England, the chance that you have not been victim to such abuse in the last few years is negligible. A career without a single incident, an impossibility. Game after game in the Premier League marred by so-called fans. Perhaps, they result to racial denigration as their last desperate grasp to equate themselves with those who they pay to watch: one is a prosperous professional reaping the rewards of a life of arduous work and training, the other a hopeless bigot seeking refuge in the only place which doesn't reject their pernicious proclamations and callous conduct.

But is anyone surprised? English football promotes itself as consistently having the best atmospheres of sporting events across the globe, instantly empowering those in the stands as having equal importance to those inside the white lines, something which cannot be sustained in reality. The sport, unlike almost all others, champions the absence of moral expectations at games, with the hurling of bombast expletives and crude, salacious songs deemed part of the "football experience". With this celebrated as "passion", football renders itself especially fertile for the hate and prejudice that bubbles within individuals to germinate. What's hardest for most to reconcile with is the fact that the behaviour of the majority facilitates the most extreme behaviour, for which a minority are directly responsible.

Amid global bleakness, and perhaps the most trying tribulation this generation will face, the return of sports, of course including football, is cast as the light at the end of the tunnel - a beacon of hope radiating through an emotionally destitute world. Yet I know that in the years ahead, as in those behind us, there will be times where I am ashamed to call myself a football fan - ashamed to find pride and thrill in something becoming increasingly toxic. Though crucially, those hurt the most are the footballers, subject to poisonous abuse when only trying to do their job. And in the long run? This toxicity acts as a hindrance for the global growth of football, as it positions itself as an inclusive brand - forever meeting resistance from the perpetuating exclusivity of football fandom.

We return to the once-unutterable realisation that football may never be the same again. We ponder this, and then we conclude that it is not such a bad thing after all. They worry that "football will never be the same again". To that, I say, "good riddance".

Talented team duck and dive to Dodgeball victory

Dodgeball players ducked and dived their way to victory in a city-wide tournament.

Highfields hosted the Girls' Under 14s City Dodgeball Tournament, where students took to the court against other city schools.

A total of 16 teams competed for the coveted title - with our two teams finishing 1st and 3rd.

Mr C Brickwood, Head of PE, said: "Members of both teams put in a fantastic shift, so well done to them all! "Also, thank you to our Yr 10 Boys' team, who umpired the tournament."



Play Off win secures semi-final place for basketball players

Students have been enjoying success on the courts as part of the Junior NBA competition - with our Year 7 team winning their Play Off match to go through to the semi-finals of the tournament.

The regional competition is based on the NBA, with six leagues - Northwest, Pacific, Southwest, Southeast, Central and Atlantic - each featuring five teams.

The teams play fixtures in their league before qualifying for the knockout stages, with the top four teams then going through to the play-off finals. Each school plays as a professional NBA team, with kits to match. Our Year 7 team represents Phoenix Suns.

The team travelled to St George's School in Edgbaston for their Play Off game, and won 55-6 to secure their place in the semi finals.

Mr C Brickwood, Head of PE, said: "The boys played some phenomenal basketball to make it through to the next stage of the tournament."

Talented swimmers make splash at City gala

Talented swimmers have been making a splash amongst the competition - picking up trophies at the Wolverhampton City Swimming Gala.

The gala was held at The Royal School, giving students the chance to compete in a range of disciplines, including 25m, 50m, 100m, 200m races across freestyle, backstroke, breaststroke and butterfly, as well as relays.

Highfields entered a girls' team and boys' team in both the Junior competition, featuring students in Years 7 and 8, and the Senior contest, featuring students in Years 9-13.

Around 10 schools were involved in the gala, with our Junior Girls' team picking up silver medal, and our Junior Boys' team getting bronze.

Mr C Brickwood, Head of PE, said: "Most of the students involved in our swimming teams are involved in local clubs outside of school. They put in a great effort to pick up trophies on the day."

U14s rugby team raise game for seven-a-side tournament

Highfields' U14 rugby team raised their game when they travelled to Adams Grammar School, in Shropshire, to take part in a tough seven-a-side tournament.

The team recognised they would be playing at a higher level than they are used to playing at school, and that they would have to raise their performance.

PE Teacher, Mr C Moody, said: "We started off against Cheadle Hulme from South Manchester and really competed well but eventually lost 6 tries to 4.

"The second game was against Liverpool College who had the quickest set of boys I have seen in a long time but we competed really well. As we tired, we went down 6 tries to 3.

"At this point, our boys realised the fitness levels needed for sevens are tough and we tired dramatically.

"In the afternoon we revived ourselves playing Hereford Cathedral school with a game that kept turning from winning to drawing to losing, with the eventual score being 36 - 26 to Hereford."

Despite the results, Mr Moody said the students did themselves proud. "This was a great opportunity and experience to play at this level of competition," he said.



THE H Sport

May 2020

Twitter: @HswvPe



Sky Sports star in school

Johnny Phillips inspires students with Q&A about his career in sport

Highfields invited Sky Sports presenter, Johnny Phillips, into school as a special guest speaker to inspire students with a talk about his life and career in sport.

More than 20 students attended the talk, which was organised as part of Highfields' extra-curricular Sixth Form programme. Those who attended all have an interest in pursuing a career in sports and/or journalism in the future.

The event was organised and led by Mr N Maxfield, Assistant Sixth Form Manager. He asked a number of questions about the presenter's TV career on Sky Sports, newspaper column writing and book deals - as well as his famous reaction to the 96th

minute drama in the 2013 Championship play-off match between Watford and Leicester, which saw him become an internet sensation.

The talk was followed up with a Q&A session with students, which saw him give out lots of career advice, including not being afraid of setbacks, aspiring to careers they are passionate about, and the importance of being determined and driven to succeed.

Mr Maxfield said: Students really engaged during the event, and asked lots of good questions. They really loved it, and found it really beneficial and inspiring. Johnny said he had had a great time here."

