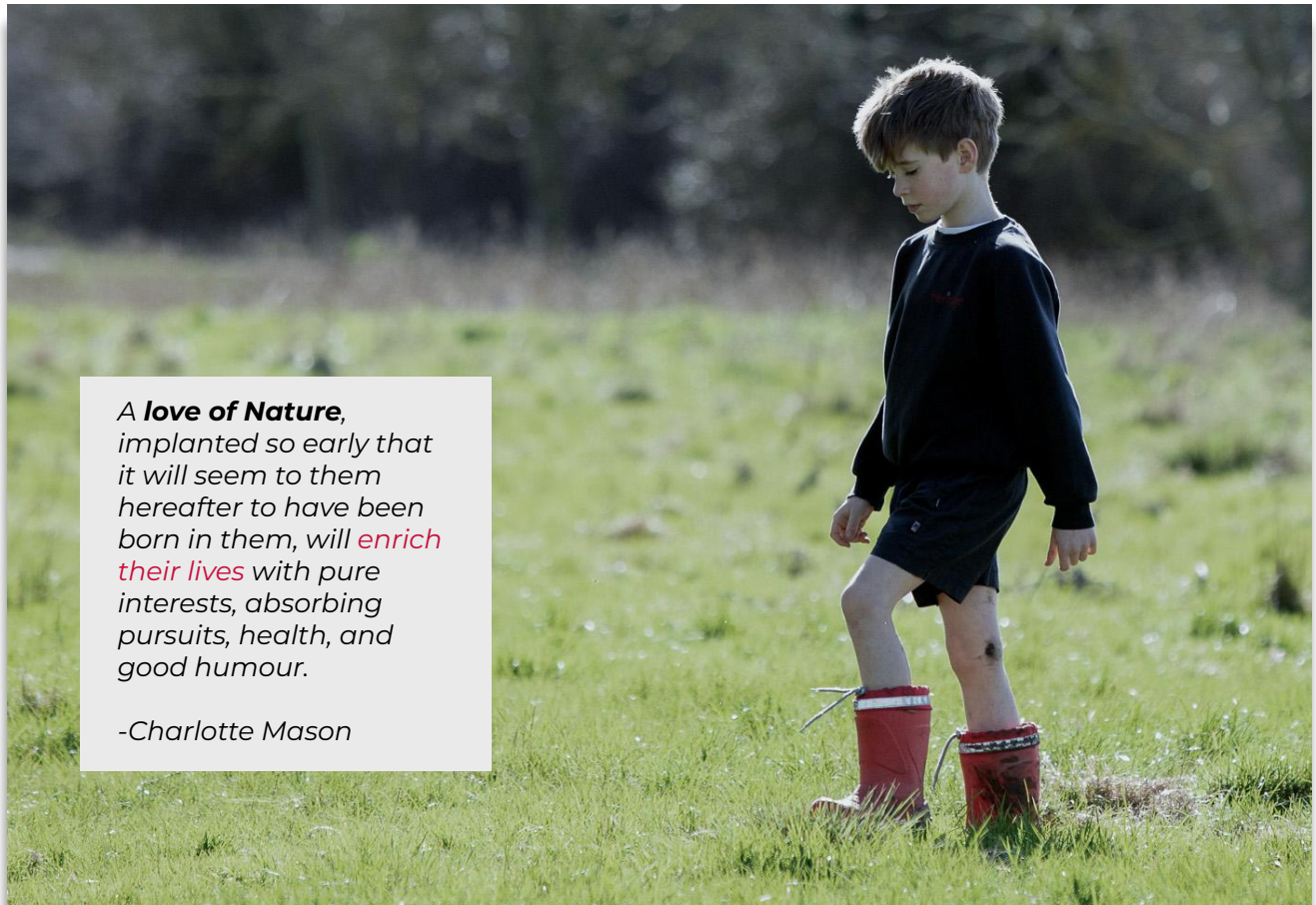


## A Message from the Headmaster



*A **love of Nature**,  
implanted so early that  
it will seem to them  
hereafter to have been  
born in them, will **enrich**  
**their lives** with pure  
interests, absorbing  
pursuits, health, and  
good humour.*

*-Charlotte Mason*

There are so many reasons that we make room for nature study at Heritage. There's the way that nature stimulates the senses, satisfies a child's innate curiosity, and encourages them to pay attention to the most intricate details. Being outside helps children build new skills, and relate to others in new ways. The fresh air and exercise are great benefits too. But nature provides all of us with something more —a beauty that nourishes us and opens a window to something or someone transcendent. Think of the last time that you saw a breathtaking view from a hill top, or out over the sea. The impact is hard to put into words.

Natural beauty feeds us, and we respond with wonder. Charlotte Mason urged that children 'must be let alone, left to themselves a great deal, to take in what they can of the beauty of earth and heavens; for of the evils of modern education few

are worse than this—that the perpetual cackle of his elders leaves the poor child not a moment of time, nor an inch of space, wherein to wonder—and grow.' In education, we so often focus on advantages that are measurable and useful. But Charlotte Mason reminds us that there is much that is valuable that cannot be readily measured.

I hope this summer that we will all find time and opportunity to be fed by the beauty of nature and also give children the space they need to 'wonder and grow.' We live in a different time to Charlotte Mason. Machines are much more with us. We are busier, and more rushed, and our days are tightly scheduled. We are more risk averse. There are more distractions too. But it is still possible, and necessary, to allow children the freedom to explore the natural world on their own and to discover for themselves the beauty that awaits them there.

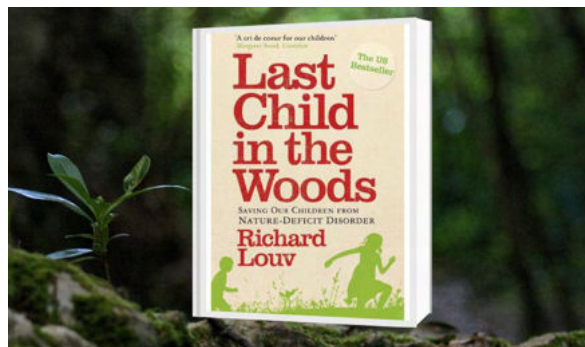
**Jason Fletcher, Headmaster**

# The Cost of Disconnecting from Nature

In his book *Last Child in the Woods*, American journalist Richard Louv assembles a growing body of research showing that time spent in nature is an essential element of healthy childhood development, and reports with alarming clarity how and why this necessary feature of a child's life is becoming increasingly rare. The diminishing tendency of children to explore the outdoors on their own carries negative impacts for their confidence, physical competence, creativity, attention and general health. The studies cited throughout the book present a convincing picture of the many ways that our children are suffering as a result of this broken bond with nature. Louv coins the term 'nature-deficit disorder' to describe this effect.

*'Nature-deficit disorder describes the **human costs of alienation from nature**, among them: **diminished use of the senses, attention difficulties, and higher rates of physical and emotional illness**. This disorder can be detected in individuals, families, and communities.'*

In highlighting this new reality, the author also ponders the reasons behind it; there's the obvious fact of increased screen time and focus on technology, but other issues include over-scheduled children, regulations that discourage the free use of public green areas, schools providing fewer opportunities for direct contact with the outdoors, and a phenomenon that he calls 'the bogeyman syndrome'—the anxiety that parents feel about allowing their children to play outside alone due to the fear of abduction, violence or harm.



This all comes at a great cost. Louv writes, 'Nature—the sublime, the harsh, and the beautiful—offers something that the street or gated community cannot. Nature presents the young with something so much greater than they are; it offers an environment where they can easily contemplate infinity and eternity...Immersion in the natural environment cuts to the chase, exposes the young directly and immediately to the very elements from which humans evolved: earth, water, air, and other living kin, large and small.'

More than just sounding an alarm bell, the author also offers practical solutions for parents, grandparents, schools, and communities. The final pages of the book include a list of '100 Actions We Can Take', and for the very ambitious, Louv has also written a book called *Vitamin N: 500 Ways to Enrich the Health & Happiness of Your Family & Community*. But for those who feel overwhelmed, he suggests starting small: 'Encourage your child to get to know a ten-square-yard area at the edge of a field, pond, or pesticide-free garden. Look for the edges between habitats: where the trees stop and a field begins; where rocks and earth meet water. Life is always at the edges.'

## Charlotte Mason Centenary Celebrations

A core purpose of Charlotte Mason's teaching philosophy was to instil the importance of the outdoors in learning. If you are travelling to the Lake District this summer, be sure to explore The Armitt Museum's 2023 exhibition, 'Learning Through the Natural World: An Exhibition on the Life and Legacy of Charlotte Mason'. This collection is a part of the Charlotte Mason Centenary celebrations, marking 100 years since her passing. Featured in July will be an international conference to engage the life and legacy of Miss Mason, where Mr Fletcher will be speaking and Mrs Cooper and Mrs Carter will be in attendance. There will also be a monograph series sponsored by The Charlotte Mason Institute, the Armitt Trust and the University of Cumbria, including a piece by Mrs Cooper, titled 'The Powerful and Neglected Voice of Charlotte Mason: A Coherent, Holistic Approach to Education for Our Times'. To learn more, go to: [armitt.com/learning-through-the-natural-world](http://armitt.com/learning-through-the-natural-world).





# Alumna's Art is Inspired by Nature

In a time when digital art is on the rise, Heritage alumna Chloe Chapman prefers to make things with her hands. One of the first Leavers from the class of 2016, Chloe has just finished a degree in Fine Arts from Norwich University of the Arts, earning first class honours. Her latest work was recently included in the university's Grad Fest, an art show consisting of work done by graduates. In her work, Chloe will often source natural materials, such as wood or clay, and create pieces that are drawn from nature. Included in this exhibition were six beautiful wooden hand-held sculptures painstakingly carved from found pieces of wood using chisels, sanding bits, sandpaper, and a tiny drill.



The final pieces—gleaming, hefty objects with soft surfaces—were made to be held and are suggestive of natural elements such as pollen grains or ripples in a pond. Often taking heavy inspiration from the block of wood itself, Chloe would start the process of chiseling and follow the wood to 'see what popped out'.

At times, in carving the pieces, imperfections were revealed which simply became part of the sculpture. 'Wood isn't a perfect material; it's from nature, so I'm dealing with imperfections,' she explains. 'For me, it's all about God's creation.'



Also included in Chloe's exhibit was a 'Curious Collection'; glass vials filled with natural objects that she has been collecting since the beginning of lockdown. The foundation for this concept came from the nature tables at Heritage. She recalls collecting a leaf or branch during a nature walk, identifying it, and then painting it with watercolours. Now when she's out collecting, she says, 'I'm picking up these things; some of them I recognise, but others I don't have the foggiest idea what they are. I put in my research, and sometimes I find out what they are and sometimes I don't.' Chloe chooses not to label any of the vials, preferring the questions that naturally come when people examine them closely. 'That's what makes it art; people are intrigued, confused, interested, curious. It's not a museum because I don't painstakingly label each one. It's quite a personal collection.'

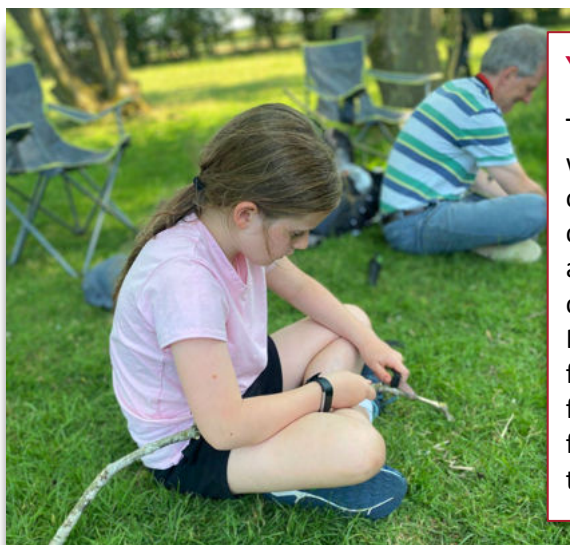


When asked to point out some of her favourites, she immediately picks up a vial of miniscule sea urchin tests (the internal skeleton of a sea urchin), which she found while visiting family in Kenya. She also pointed out some more local objects that many Heritage students will recognise; beautifully displayed vials of lichen, seed pods, and galls.

Chloe has some excellent advice for Heritage pupils who want to create. First: 'Ask your mum and dad for a few jam jars or a shoebox, or a little shelf in your bedroom, collect all of the interesting rocks, next time you go to the beach, collect a cool shell; it might be something nobody else finds interesting—it could literally just be a pebble that fits in your hand nicely. Or it could be a really fascinating and weird bone, or a strange seed. Bring it home, and surround yourself with things that bring you joy and make you want to create.' And also: 'Just get into the habit of making stuff; not for the final product, but for the joy of making it, because it's fun to take a potato and cut it in half and carve a little stamp in it and mix it in paint and get messy.' She continues, 'Let yourself go a bit wild; make some weird art, make some abstract art, make something that doesn't make sense to other people. Don't feel like your work is bad; just that you've made it makes it good. And if you want to make better work, the only way to get better is to make more. The more familiar you are with the material, the more you'll figure out how it works and you get better at it without even noticing.'

# Camps

At Heritage, we place a high priority on getting children outside, and school camps are a key part of our outdoor education. From Year 4 through Year 10, camps give our pupils the opportunity to explore new areas and landscapes, experience areas of outstanding natural beauty, ignite outdoor interests, enrich friendships, develop skills, learn life lessons and form lifelong memories.

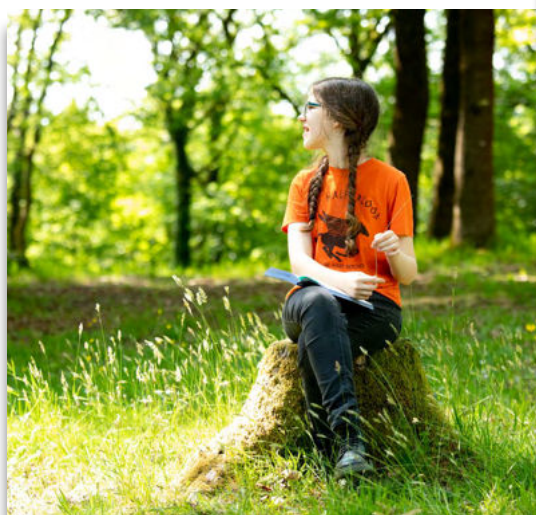
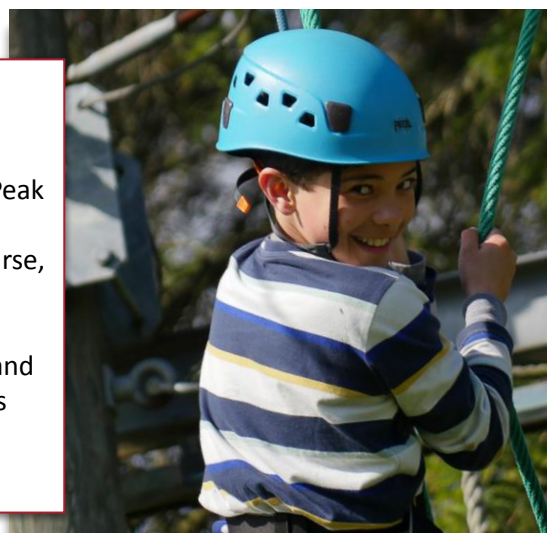


## Year 4 Overnight Camp

The first camp experience for Heritage pupils comes in Year 4, when pupils head out from school on a Friday and spend time outdoors together through Saturday morning. During this year's camp in mid-June, the Year 4 pupils tried their hand at whittling and archery, played wide games, roasted marshmallows over a campfire for s'mores, and of course spent the night under canvas. Many thanks to the Amies family for hosting the event, Mrs Daly for cooking, Mr Pitcher for archery instruction, Miss Pearce-Higgins for helping with the activities, and to Mr Fletcher and Mrs Eldridge for planning and managing the event and camping overnight with the class!

## Year 5 and 6 Camp

During the first week of the Summer Term, Year 5 and 6 pupils experienced an activity-filled four-day camping adventure in the Peak District. Their extended time outdoors included hiking in the countryside, weaseling through boulders, braving a high ropes course, and marvelling at limestone caverns. Evening wide games, tent sleeping, and communal meals prepared by our wonderful parent chef Mrs Bruins, rounded out the experience. Thanks to our staff and volunteers who made it all possible: Mr Fletcher, Mrs Watkins, Mrs Parkinson, Miss Pearce-Higgins, Mrs Bruins, Mr Bayley, Mr Pitcher, and Mrs Bracegirdle.



## Senior Camp

Before the May half-term break, pupils in Years 7-10 spent a week in South Wales's Gower Peninsula with its stunning beaches, and explored the peaks and waterfalls of Brecon Beacons. There was never a dull moment, with days that were filled with archery, rock climbing, hiking, games on the beach, surfing, and walking among the beaches, gorges and waterfalls. Year 9s and 10s completed their DofE expeditions, a challenging feat whose reward was a simple but very real sense of achievement. Evenings were spent enjoying the fantastic evening meals prepared by Mr Campbell and team, along with a campfire on the last evening, before the pupils started getting settled in their tents. We are so grateful for the efforts of Mr Fletcher, Mr Burden, Mr Hulett, Mrs Lowe, Mrs Atkinson, Miss Pearce-Higgins, Mr Appleyard, Mr Tunnicliffe, Mr Bayley, Mr Campbell, Mr Bell, Mr Pitcher, Mr Scott and Mr Nicholson, each of whom played a part in creating this memorable experience.



# Forest School

We offer regular Forest School sessions in rotation to classes in Upper Prep through Year 8. Through these experiences, we want our children to grow in their awareness of the unique pleasure that is accessible through time spent in nature, to build their confidence with a new set of practical skills, and to build a sense of responsibility for the great outdoors. Three of our classes enjoyed forest school this term.



## Upper Prep

The Upper Prep class had their first experience of Forest School during the final weeks of the school year. During their sessions, the children whittled elder wands, toasted marshmallows, made a rope walkway, learned some knots, identified trees, made a ladder, designed woodland games with wooden rounds, bundled sticks into boats and enjoyed floating them in the stream. All of it took place in the lovely shelter of Clare Wood, providing the perfect setting for our young pupils to learn new ways to interact with nature.

## Year 2

During the first half of the term, Year 2 pupils headed out to the woods each week to experience an impressive range of outdoor activities. They learned about fire lighting—including how to make kindling—used fire steels to light cotton wool, built a small fire to make s'mores, whittled pencils, created nests out of foraged materials, erected a teepee tent for shelter in the rain, enjoyed popcorn cooked on the fire, and made bird feeders and elder jewelry. There are so many new and fun things to do and learn during an afternoon in nature!



## Year 7

In their Woodland Learning sessions, Year 7 practiced fire lighting skills (including safe extinguishing), learned to cook rudimentary 'what veg do I have?' soup, tasted nettle crisps and dandelion cookies, and learned about which plants in the woodland are good for us and which may contain toxins best avoided. They constructed water filters to purify the water from the stream and learned about filtration and the purifying properties of charcoal. They also mapped the woods, laid trails and followed each others' pathways to solve quizzes, find new destinations and experience the journey.

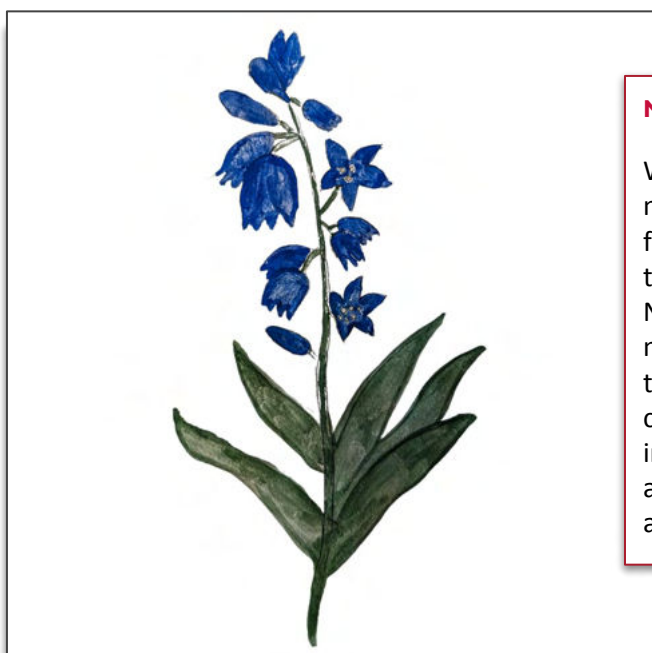


# Outdoor Enrichment and Nature Walks

In talking about our outdoor education, we would be remiss if we didn't mention the regular nature walks, nature drawings and enrichment sessions that offer additional opportunities for our pupils through Year 8 to get outside, explore, and further develop their love of nature.

## Nature Walks

Infants and Juniors go on a Nature Walk each week or once per fortnight. Its purpose is to encourage detailed observation, identification and appreciation of local wildlife, flowers, plants and trees. Our easy access to the Cambridge University Botanical Gardens and to fen land near the school gives our pupils ample opportunities to become increasingly familiar with their local environment each time they venture out. The places that they visit become like old friends as they see familiar trees, leaves, insects, birds and animals. The children are also encouraged to pick up an interesting leaf, branch, or other object and bring it back for the Nature Table.



## Nature Table and Nature Drawings

When they return from their Nature Walk, the pupils make sure they can identify any natural objects they found and, beginning in Year 2, the children will paint those items using watercolours to include in their Nature Notebook. The patient attention involved in this exercise makes a strong impression. To celebrate this feature of the Heritage curriculum, this term our Infants and Juniors created beautiful nature paintings of flowers, birds, and insects as part of our school fundraising efforts. Selected artworks were printed on notecards, which will be available for sale at future HCA events.

## Outdoor Enrichment

Our enrichment programme provides abundant opportunities for children to get out in nature. Extended day-long rambles to local places, visits to the nearby Botanic Garden for sketching and learning about the amazing collection of plants, visits to natural reserves like Wicken Fen or outdoor places of interest like Flatford Mill or Shepreth Wildlife Park, and den building at Anglesey Abbey and Wandlebury are among the enrichment experiences that give our pupils time in contact with nature, its flora and fauna.



# Sports Day



Infants, Juniors, and Seniors and their families **gathered together** for this year's all-school **Sports Day**.

For the first time since 2019, Sports Day was once again a whole school event, providing a welcome opportunity for all of our pupils and their families to come together for this special occasion. As in prior years, pupils participated in a variety of athletic challenges based on their year group, including Shot Put, Nerf Ball Throw, Long Jump, High Jump, Discus and Javelin. Races were a highlight throughout the day—in particular the return of the Beach Races for Infants—and the final relay races for each year group were, as in prior years an exciting test of speed and teamwork. After the games were over, families relaxed together over a picnic lunch, followed by shared puddings. Through our Sports programme, we want our pupils to experience and enjoy teamwork, to play hard, to play with respect and to carry

themselves well. Although Sports Day is a competitive event, we are always proud of the good sportsmanship shown by our pupils, as they support and cheer one another on for each competition. The results from Sports Day (shown below) have now been added to our 'House Shield' table, which includes all of the inter-house competitions played throughout the school year. Each house earns 25 points for winning a competition, 15 points for second place, 10 for third and 5 for fourth. The Blue team achieved victory as the overall champions (429 points), followed by Green (305), Yellow (296.5) and Red (234). For the full table of House Shield results, along with our Sports Day photo galleries, visit the News page of our website.

## Sports Day 2023 Results

	Red Team	Yellow Team	Green Team	Blue Team
<b>Infants/ Juniors</b>	4th	2nd	1st	3rd
<b>Seniors</b>	2nd	4th	3rd	1st

## Model Rocket Club

During this term's Model Rocket Club, eight Senior School pupils have used Monday lunch times (and time at home too) to build and decorate their own model rockets. The successful launch of each pupil's rocket at the end of Sports Day was enjoyed by many!



## Spelling Champions

18 pupils in Years 8-10 have been taking part in a spelling booster course through Spellzone, an online tool for pupils who want to improve their spelling. Schools all over the world take part, and are ranked each week in a league table based on the pupils' average score. Recently, our Heritage pupils ranked second among all schools; an accomplishment to be proud of!

Top scoring schools last week	
School	
 Horizon Private School	
 Heritage School	
 Peterborough College	
4  Astor School	
5  Swiss International School WLL	
6  Christ's College Sunderland	



# Assemblies and Performances

From the earliest years, all of our pupils have plenty of opportunities to develop confidence in performing, through class assemblies for Infants and Juniors, poetry assemblies, music recitals, and annual drama productions that begin in Year 5 and continue through Year 8. Here are some of the assemblies and performances from this term.

## Year 2 Assembly

Infants and Juniors enjoyed an excellent class assembly from Year 2, with the theme of 'being helpful.' The class began by acting out some familiar stories meant to illustrate how important it is to be helpful; these included the parable of the long spoons, the fable of the ant and the dove and the fable of the horse and the donkey. The children also displayed posters showing their own ideas of how to help parents, fellow pupils, and others. And they talked about some figures from history they've been learning about who helped in many different ways, including Florence Nightingale, Captain Cook, Samuel Pepys and James Watt. The children ended the assembly with a terrific poem they wrote about helping others. Well done to all of the children for such a 'helpful' assembly!

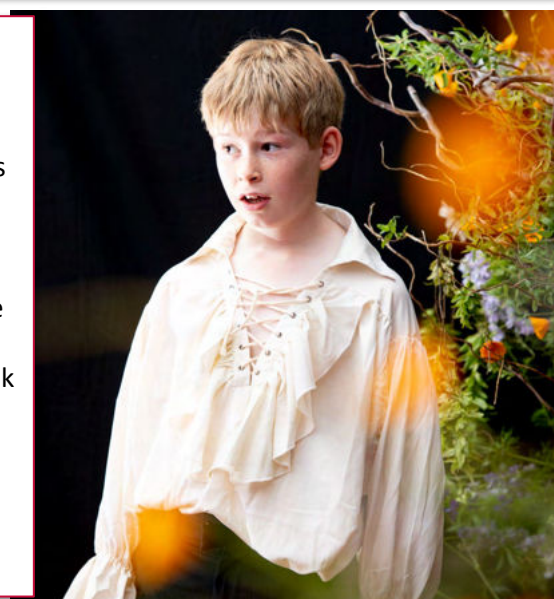


## Year 5: Alice the Musical

As families gathered in Panton Hall to watch Year 5 perform *Alice the Musical*, they were treated to a true crowd pleaser. The delightful production, based on Lewis Carroll's familiar classic *Alice In Wonderland*, featured whimsical song and dance numbers and a set that helped bring the captivating absurdity of Wonderland to life. But best of all were the outstanding performances by the pupils portraying all of the story's weird and wonderful characters, from the Cheshire Cat to the Mad Hatter to the Queen of Hearts. Well done to Mrs Watkins and the class for all of their hard work, and thanks to Mrs Zurcher for her musical support, Mrs Robertson for artwork and prop design, Miss Pearce-Higgins for managing the lighting and Mr Campbell for setup of the stage and lights.

## Year 6: A Midsummer Night's Dream

During the last week of June, our Year 6 pupils put their acting skills to the test in an excellent production of William Shakespeare's *A Midsummer Night's Dream*. The pupils, who had immersed themselves in the play during rehearsals throughout the Summer Term, impressed the audience of family members with their polished, intelligent, and—above all—entertaining performance. Mrs Parkinson said it best: 'You know the play inside out, and I feel honoured and humbled to see acting talents that I never knew existed. Of equal merit are those of you who have battled with your fears to climb onto the stage and speak your parts. You are all, in your unique ways, amazing.' Many thanks to Mrs Amies for the beautiful floral set scenery, Miss Pearce-Higgins for the lighting, Mr Campbell for stage and lighting setup, Mrs Burden for rehearsal support, and Miss Moorhouse for musical recording and accompaniment.



## Year 6 Geography Presentations

In Geography, Year 6 pupils have individually been researching countries in Central America. Well done to Benji, Hope, Rafael, Raphael, and Rufus for confidently presenting what they have learned during an assembly for Infants and Juniors.



# Assemblies and Performances, continued



## Summer Recital

During a warm evening in June, families gathered for an evening music recital in Panton Hall. The whole school was invited to listen to pupils from across the school perform a variety of musical genres, both vocal performances and instruments, in solos and ensembles. This was a low-key opportunity to hear music that our pupils are working on both in and outside of school, and came as a welcome diversion during Screen Free week. Audience members remarked how nice it was to have an evening that was slightly less formal than our larger concerts, allowing new ensembles to form and new instrument combinations to come together. As always, it was lovely to see pupils supporting one another during each performance. Special thanks to Mrs Lowe for organising the event and Dr Howell for providing additional support. Will this become an annual event? We hope so!

## Infant Choir Recital

Monday's after-school Infant Choir have been working hard on their music this term. As their teacher Mrs Shore told parents, 'The sessions have a very positive vibe, the pupils are working together effectively, enjoying a variety of musical styles and beginning to pay more attention to finer details such as dynamics and phrasing.' Families of the pupils were invited to a performance by the choir during the last Monday of term, and were treated to a short but truly delightful programme of musical numbers that the children have been practising during their sessions. Well done to Mrs Shore and to each member of the choir.



## Infants and Juniors Poetry Assemblies

Infants and Juniors memorise a poem every half-term, which is performed during a special assembly. This means that, for those pupils who joined us in Lower Prep, by the end of Year 6 they will have memorised more than 40 poems! This year, the HCA created a wonderful printed collection of each one of these poems, and presented the book to our Year 6 class during their final poetry assembly. Thank you to the HCA for this wonderful gift, which is sure to be treasured by all of our Year 6s, this year and in years to come.



## Senior School Poetry Assembly

Well done to Year 8, 9, and 10 pupils who also recited poetry during a recent Thursday assembly. Year 8 memorised 'Blackberry Picking' by Seamus Heaney, part of their study of nature poem in English, and Year 9 recited 'Death Be Not Proud' by John Donne. Year 10 did 'Night Sweat' By Robert Lowell, part of the poetry anthology they learn for GCSE English Literature.

# Saying Goodbye



## Year 11 Leavers

The small size of our school means that every individual is an important part of our community, and each one leaves an indelible mark. So every year when we say farewell to our Year 11s, it is a celebration touched with sadness, as we part ways with dear members of our school. The Leavers' Service is a wonderful opportunity to applaud each individual in the class and to send them off well. This year the service, led by Mr Burden, included excellent speeches by our Head Girl and Head Boy and remarks by Mr Fletcher. Mrs Lowe provided musical accompaniment on the piano, and Mr Hulett's traditional slideshow of photographs of each member of the class, taken over the years, provided a sentimental reflection of their time spent here. After the service, a reception for all followed in the playground. Finally, an evening party gave the class a chance to relax and celebrate

together. With Panton Hall and its garden transformed into a beautiful party venue by Year 11 parents, including a marvellous floral display created by Mrs Amies, the party was a happy and festive event. Mocktails were served by Mr Burden, Mr Appleyard DJ'ed, and Miss Cage and Miss Irwin provided the catering. We would like to thank all of these individuals along with Mrs Buchanan for working hard to get things in order ahead of time, Miss Grief for organising the reception and managing the Prefects so expertly, the Prefect team for setting up and serving refreshments, Miss Pearce-Higgins for all of her support on the day, and of course the Year 11 parents for all they did to make it a special event, including a big tidy up the morning after. So many worked hard to make the event a success and we are thankful for each of you. We wish the Year 11s all the very best as they take their next step.



## Year 6 Leavers

Our Year 6s are saying goodbye to the Junior School today. Although many will be moving up to the Senior School next year, some will be heading out to other schools in Cambridge and beyond. On the last day of school, the class celebrated their journey together with a party hosted by the Amies family, including a photo slideshow created by Mr Hulett. Congratulations and best wishes to each of the pupils as they begin Year 7, and to their families as well as their amazing teacher Mrs Parkinson as she moves into her new role of SENCO next year.

## Staff Goodbyes

This year, we are also sad to say goodbye to some of our valued staff members, who are departing for many other of life's adventures: Miss Moorhouse, Miss Pearce-Higgins, Mrs Proietti and Mrs Strachan. We wish each of them the very best in all of their future endeavors.

# Our New Senior Leadership Team



Congratulations to our new Senior Leadership team: Head Boy Silas, Head Girl Emilie, and Prefects Tristan, Isabella, Maisie, Oliver, and Godfrey. The team has already plunged into their roles by providing help in many areas; in addition to their support for the Year 11 Leavers' celebrations, they played a big part in the recent Year 7 Induction Day as well.



# HCA Summer Fete



There was a distinct spirit of festivity during this year's HCA Summer Fete, an annual event that provides a welcome opportunity for the whole Heritage community to gather in a beautiful setting and enjoy fun and togetherness all while raising funds for the school. It was lovely to see children spending time together and with their families in

the beautiful outdoor setting, enjoying the pony rides, sponge throwing, welly wanging, teddy bear tombola, face painting, candy floss, raffle, and so much more. Once again, the dog show was a highlight of the day, as families paraded their pets for a chance to win in categories like best dressed and waggiest tail. Despite a forecast of thunderstorms, the rain held out until the very end, at which point everyone headed out feeling very satisfied after a day full of fun. Thank you to each of the HCA committee members, parents, staff and other members of the Heritage community who contributed time, talents and other gifts to make it a fantastic day and a successful event overall. Over £1,700 was raised, to go towards reflooring and staging improvements in Panton Hall.

## Special Thanks

A big thank you to Tom and Cecilia Amies and family for so generously offering the use of their home and property, not only for the fete but also the Year 4 Camp the day before! And additional huge thanks to Vicki Grebe, who so wonderfully managed the planning for the fete, along with Cecilia Amies, Ellie Stoneley, and Irenee Daly.



## Appreciation for the HCA



In addition to the summer fete, the HCA does so much more to support Heritage and its families, from cake sales to class meetups to coffee mornings to prayer evenings, and the list goes on. During a special coffee morning to recognise all of the class representatives and committee members involved in the HCA, Mr Fletcher delivered his thanks to the group for all of the ways that each of them selflessly volunteer their time for the benefit of the school. There were special thanks for Irenee Daly, this year's co-chair, whose fresh ideas and energy have been so appreciated, and Ellie Stoneley, who has served as co-chair for the last three years. This is Ellie's last year as a Heritage parent and we thank her for her countless contributions to the school community. She will be missed. We look forward to welcoming Caroline Way, a long-time Heritage parent, who will be taking on the role of the HCA chair for next year.

# Screen Discussion Evening & Screen Free Week

In the weeks leading up to this year's Screen Free Week, a discussion evening for parents addressed the issue of screen use and how to strike the right balance between screen-based and real-world activities. Mr Fletcher wrote, 'The initial focus of discussion was upon family values and culture. We all need to pan back and look at the big picture: What do we most want for our children? What do we really care about as a family? Pausing to reflect on these questions is crucial. It is too easy to go with the flow, or default to what works, rather than having the courage of our convictions and acting intentionally to create a family culture that reflects our higher aspirations for our children. This involves far more than setting boundaries. It involves inspiring our children with fun, life-affirming,

real-world activities, and showing by our example what we think makes life most rich and full.'

This year's Screen Free Week was held in mid-June and, as in prior years, those who participated committed to not making use of screens for leisure purposes. 75 families signed up to take part. In a survey to gather feedback from families who participated, we heard some common themes about the positive impacts to the family and what made the experience successful. Rediscovering time for other activities (reading, games, art, conversation, playing outside) was a frequently reported positive, and several respondents emphasised the importance of planning ahead to offer children alternative activities to look forward to.

## **What we heard**

*'The children learned to potter and find things to amuse themselves.'*

*'We were more together as a family - sharing more time and activities.'*

*'Discussing as a family what we were doing and aiming for was really key.'*

*'Proper preparation for the week [is important]—really have some alternatives in place'*

*'Now the existing routines have been reintroduced, the kids seem to find the TV less interesting and have stopped (or not even started) watching at night, and played instead.'*

## Career Assembly: Information Engineering

Heritage parent Jon Bonsor-Matthews is an engineer who currently leads a video chip design team at tech company AMD. He took time out of his busy schedule to talk to our Seniors during their most recent Career Assembly.

After sharing with the pupils the educational path leading up to his current position (a degree in Information and Computer Engineering after A-Levels in Physics, Maths, Further Maths, and French), Mr Bonsor-Matthews told the pupils that he was drawn to engineering because he enjoys learning why things work, how they work, and making them better. (By way of illustration, he told the pupils how, at the age of 3, he tried to take a lock off a door and disassemble it!)

Mr Bonsor-Matthews currently specialises in information engineering which, as he explained, is the processing of data to solve a particular problem, and involves

lots of applied maths, from the very simple to very complicated. He provided examples of different types of information engineering, including machine learning, robotics, voice compression, voice recognition, audio processing, and video compression. He then gave the pupils a crash-course in video compression, describing how the process is meant to address the issue of large video files being transferred over limited internet bandwidth. Explaining that most video compression involves the loss of some data, information engineers aim to find changes that we cannot see, for example, sending only a fraction of the colour data, to which our eyes are less sensitive. He also talked about the process of run length encoding to further compress the data, which involves replacing pieces of repetitive data with a single value that represents the repeated block, and a count of how many times it appears. These



encoded data are then decoded when the image is reconstructed during the decompression process. In concluding his talk, Mr Bonsor-Matthews encouraged the pupils, the next time they are watching a video, to think about all of the processes that have to happen in the background to make it available to them. No doubt they have gained a greater appreciation of the complex engineering required to make streaming video possible for us all.



# Honouring the Macaulays



Creating a distinctive school like Heritage requires a clear, unwavering vision. And the vision for Heritage School has rich antecedents in the work and educational interests of Ranald and Susan Macaulay, the parents of Mrs Fletcher, former Trustees of the school and, in the case of Mr Macaulay, Chair of Trustees for many years (as well as the school's cleaner for its first year; an indication of his true servant's heart).

Many of you will have heard of Mr and Mrs Macaulay's experience with a Charlotte Mason school in Hampshire, which so impressed them that it prompted Mrs Macaulay to write *For the Children's Sake*, a book that sparked a renewed interest in Charlotte Mason's vision for education—a vision that eventually led to the founding of Heritage School. Both have now retired as Trustees, Susan in 2020 and Ranald in 2021. Current Trustee David Alderson writes, 'Ranald Macaulay's retirement from being a trustee at Heritage marked a transition, and I felt that celebrating his and Susan's significant, wise, and far-sighted

contribution to the school was needed. Ranald's continued reiteration of vision and staying true to it and being distinctive helped us all keep focused.' Mr Alderson felt that it would be fitting to commemorate these contributions through art: 'What better way of saying "Thank you" than with a work of art that could be a reminder of contributions made, that could inspire and communicate at many levels, and of course be in itself something beautiful.'

Mr Alderson commissioned a sculpture from local artist David Stonehouse, using the badge of the original Charlotte Mason Parents' Union School as a starting point. This badge, which was itself inspired by Wordsworth's poem 'To the Skylark', shows a soaring skylark, reflecting the unlimited potential in each pupil. It was inscribed with the motto 'I am. I can. I ought. I will.'



The sculpture was presented to the Macaulays by Mr and Mrs Fletcher on behalf of the Trustees, etched with the inscription 'To Ranald and Susan Macaulay, with gratitude for your contribution to Heritage School.'

## About the Artist

David Stonehouse is a Cambridge-based artist and designer-maker who combines contemporary design with artisanal craftsmanship to produce refined jewellery, ceramics and sculptures. He writes, 'In my wildlife sculptures I'm looking to capture the character and essence of a particular animal at a given moment. I'm trying to find and tease out the elegant shapes that define the creature in movement or at rest. For me it's not just about making a representation, but about distilling an animal's personality and my response to it. I'm especially interested in finding sculptural lines which portray this, rather than making a detailed facsimile – I'm always looking to pare back and to do more with less.'

## Tribute to Our Former Trustee Mrs Beryl Loe

It is with sadness that we learned about the passing of Mrs Beryl Loe, former Trustee of Heritage School and Maths teacher in the early years of the school. The Trustees would like to extend their condolences to her husband, Mr Ian Loe, and to give thanks for her dedication to the school, her prayerful encouragement and for all the ways in which she faithfully served. She will be greatly missed.



# A New Trustee for Heritage School

## Mrs Felicity Hough

Felicity Hough, a new Trustee of Heritage School, practised as a Property Solicitor in London for ten years. During that time, she made three visits to Uganda. On one of these visits she led a team of eight supporting the Namirembe Diocesan Youthwork, and it was these experiences that inspired her to retrain as a Religious Studies teacher at Homerton College, which she pursued for almost thirty years. In addition to teaching, Mrs Hough has been an A Level examiner with OCR, a Governor of a maintained school when it became an Academy, and Governor of a prep school. Between retiring and the beginning of the Covid pandemic, she was an Education Consultant, supporting families from overseas in finding the best schools for their children in the UK. Mrs Hough ran a virtual summit entitled Knowing Culture for Better Education 2020. In March 2021, she married Geoffrey. An added delight has been becoming a step-mother and step-grandmother.



## Introducing Our New Staff



### Mr Matt Fox, Deputy Head

We are excited to welcome Matt Fox as our new Deputy Head this coming September. Since studying Geography at Cambridge University, Mr Fox has worked for a church for 2 years, and taught for 11 years at The Perse as a Geography and Games teacher. In that time, he held a mixture of roles including Duke of Edinburgh Co-ordinator, Head of House and Head of Research, and also helped run the Christian Union. While teaching, he also found the time to write a GCSE Geography workbook. Mr Fox is married to Hannah and they have 4-year-old identical twin boys, Titus and Joshua. In his spare time he is a keen runner and general sportsman, an enthusiastic explorer of the Cambridge University Botanic Gardens, and an avid reader.

### Mr Toby Payne, Year 3 Teacher

Toby Payne will be joining our Junior School teaching team in September, after having recently completed his Postgraduate Certificate in Education from the University of Cambridge. Although born in Manchester, Mr Payne spent most of his youth living in a town on the border of the United Arab Emirates and Oman, before coming to London to study History with Arabic at the UCL School of Slavonic and East European Studies. He worked as a Teaching Assistant at a prep school in Surrey before coming to Emmanuel College for his MPhil in World History. Outside of school, Mr Payne lives in a Christian community centred on friendship between adults with and without learning difficulties, and helps run Sunday school for Years 3 and 4 at his church.





## New Staff, Continued



**Mr Robin Dalton, Year 5 Teacher**

We look forward to welcoming Robin Dalton as the Year 5 teacher in September. Mr Dalton has been teaching Years 3, 4 and 6 in primary schools for the last 9 years, and has recently moved to Cambridge after getting married to Suzannah in February this year. His subject specialism is Music, and he holds a Masters degree in composition. He is also a trained music teacher, with Trumpet and Voice as his main instruments. Outside of teaching, Mr Dalton has a diverse range of interests including running, drawing, gardening, and electronics. So, when not in the classroom, he will most likely be found either running a half-marathon, fighting aphids from runner bean plants, or continuing the construction of a scratch-built theremin!

**Miss Holly Innes, Gap Year Teaching Assistant**

Holly Innes is excited about returning to Heritage as the Gap Year Teaching Assistant. A 2021 Heritage leaver, she spent five happy years at the school before heading to Comberton Village College, where she has just finished her A-levels in English Language, Psychology and Film Studies. Miss Innes has always loved creating everything from art to music, but especially story writing. Her bedroom and garage are full of hundreds of books she has read – along with notebooks bursting with her own self-penned daring dramas and terrifying tales dating back to her time in primary school. Now she is aiming to study English with Creative Writing at Nottingham University, but first she is looking forward to sharing her enthusiasm and imagination with all the children at Heritage. Holly is currently out in Sri Lanka volunteering at a shelter for street dogs so she hopes to return with plenty of new stories to get things started.



**Mr Will McGinley, LAMDA Instructor**

We are delighted that Will McGinley has signed on to lead our new LAMDA offering beginning in Autumn 2023. Mr McGinley has been teaching Drama at Secondary level for 20 years, as well as running a successful weekend performing Arts school in North London. More recently, he has been teaching Drama and LAMDA at The Leys School. Mr McGinley is excited about the opportunity to introduce LAMDA Speech and Drama examinations to Heritage and is looking forward to working with our pupils. For more information about this programme, see below.

### Introducing LAMDA Qualifications

From September, we will be introducing LAMDA qualifications for Seniors as part of our extra-curricular provision. (LAMDA stands for London Academy of Music & Dramatic Art.) Like ABRSM exams for music, LAMDA qualifications are graded from 1-8, but rather than focussing on instruments like the piano or violin, they develop performance and communication skills. As well as the enjoyment of creative arts generally, they help young people develop a particularly vital life skill: the self-assurance to express themselves confidently. The sessions will be delivered through a weekly one-hour group session of up to about 10 pupils. During an hour-long session, Mr McGinley will work with the group as a whole to develop their skills, and with individuals as they prepare their pieces. Pupils get used to performing in front of the group and giving and receiving constructive feedback in a safe and supportive environment.