



THE OLD WOLVERNIAN

ISSUE 5

MARCH 2026



Welcome



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Headteacher

I am writing this on the eve of attending the Worcestershire Education Awards – the school has been shortlisted for two awards. Why does one enter a competition if it is not to win? The National Lottery is not played by millions purely for a sense of 'game satisfaction', and for example, we don't go and watch our favourite sports team to just pass the time. Or do we? Of the many football games I have watched across the country, I remember the people who were with me first and foremost, the feel and excitement of the stadia second, and third, if I can remember, the final score.

On reflection, perhaps winning and taking part can be equally important. In other words, the journey we take to reach the end goal and the people we share it with are paramount. This is perhaps because the journey can be lived and shared; it is not just an 'in the moment' feeling but something that is sustained over a much longer period of time. The endeavours match the joy of reaching the end to get there, the lessons learned, the relationships built and the determination to keep on going.

This is my twelfth year at Heathfield Knoll School (where has the time gone?) There has been and continues to be so much to celebrate - the excellent ISI inspection report, Good Schools Guide entry, and the achievements of the pupils. I have a folder on my desk brimming with certificates and prizes for the end-of-term assembly, and I am very much looking forward to celebrating achievements in sport, music, drama, academic and personal development. The joy in these celebrations is the sharing of such achievements with others, but also recognising the importance and work of the school team - pupils, teachers and parents.

"You're never fully dressed without a smile." (Stage musical of Annie)

It struck me when watching the school musical production, Annie Junior, just how far and quickly pupils progress. The winning performances, including those from pupils who I remember starting at school shy and lacking in confidence, to now acting and singing with such joy and smiles, are surely an example to illustrate that in taking part, you can also be one of many winners.

Inspiring the Next Generation of Entrepreneurs

By Mrs Kinsella, Business Teacher

As a Business teacher, I strongly believe that many young people today aspire to be self-employed and to build something of their own. Whether that is launching a small business, developing a brand, or simply having the confidence to take an idea and turn it into reality, the entrepreneurial mindset is becoming increasingly important.

We are seeing a generation of pupils who are not only consumers of products and services, but also creators. Through social media, online platforms, and digital tools, young people are more aware than ever of the opportunities available to them. Many arrive in the classroom already full of ideas - whether that's designing clothing, creating online content, or exploring ways to solve real-world problems. Our role as educators is to nurture that creativity and give it direction.

The skills required for this - creativity, collaboration, problem-solving, resilience, and an understanding of customers and markets — are not only essential for entrepreneurship, but are also highly valued by employers across all industries. It is therefore vital that we equip our pupils with these skills early on, helping them to think independently, communicate effectively, and approach challenges with confidence.

At Heathfield Knoll, we follow the OCR Enterprise and Marketing curriculum, which is designed to give pupils a real insight into how small businesses operate. The course focuses on enterprise and marketing, allowing pupils to explore how ideas are developed, refined, promoted, and ultimately brought to life. It encourages students to think like entrepreneurs, considering everything from target audiences and branding to financial planning and market research.

A key strength of the course is its real-world relevance. Pupils are not simply learning about business in theory — they are actively developing ideas, making decisions, and presenting their thinking in a way that mirrors real entrepreneurial practice. This approach allows them to engage in practical, task-based learning while also building a strong understanding of core business concepts.

I feel this creates a well-balanced and focused qualification that complements a Key Stage 4 programme alongside GCSEs and other vocational subjects. It also provides a strong foundation for those who may wish to continue studying Business at a higher level, as well as those who simply want to develop practical life skills that will support them in any future pathway.

It has been particularly rewarding to see our pupils thrive in this subject. Recently, our Enterprise and Marketing cohort exceeded expectations in their final project, where they each developed and pitched a business proposal for a t-shirt printing business. Pupils explored branding, target markets, pricing strategies, and promotional techniques, before presenting their ideas with professionalism and confidence.

The quality of their work was exceptional. Not only did pupils demonstrate a clear understanding of business concepts, but they also showed creativity, originality, and a willingness to take risks with their ideas. Watching them present — confidently articulating their vision and responding to feedback — was a real highlight, and a clear reflection of how far they have come.

Perhaps most importantly, experiences like this help pupils to see what they are capable of. They begin to understand that their ideas have value, and that with the right skills and mindset, they can turn those ideas into something tangible.

I am incredibly proud of what they have achieved and look forward to seeing how they continue to develop — not just as Business students, but as confident, capable young people who are ready to shape their own futures.



Developing Skills for the Future

By Miss Kendrick, PSHE & Careers Lead

Careers education is often seen as something that begins in the later years of secondary school, when pupils start to consider qualifications, university or employment pathways. At Heathfield Knoll, however, we believe that the foundations of career readiness begin much earlier.

Our recent whole-school Careers Week was designed to reflect this philosophy, providing pupils from Reception through to Sixth Form with meaningful opportunities to explore and develop key transferable skills. These included communication, teamwork, problem-solving, resilience and leadership - all essential qualities for success in both education and the workplace.



A key aim of the week was to ensure that pupils were not simply learning about careers, but actively developing the skills that underpin them. The programme was structured around three core elements: Skills Sprints, Skills Studios and Skills Arcades.

Skills Sprints were short, focused activities delivered during form time, encouraging pupils to think quickly, work collaboratively and communicate effectively.

Skills Studios provided longer, more in-depth sessions where pupils could engage in project-based challenges, developing their ability to plan, adapt and evaluate outcomes.

Skills Arcades, led by our Year 10 House Captains, brought energy and enthusiasm to lunchtimes, offering fun, team-based challenges that promoted teamwork and leadership across all age groups.

Activities were carefully adapted to suit each stage of development, ensuring that all pupils could engage meaningfully.

- **Reception and Key Stage 1** pupils focused on building confidence, communication and cooperation through creative and imaginative play.
- **Key Stage 2** pupils developed planning and problem-solving skills through structured challenges requiring teamwork and decision-making.
- **Key Stage 3** pupils were encouraged to think more independently, evaluating options and adapting to changing scenarios.
- **Key Stage 4** pupils explored workplace-style challenges, including professional discussions and decision-making tasks that mirrored real-world situations.

Alongside this, pupils used Skills Passports to reflect on and record how they demonstrated key transferable skills such as teamwork, adaptability and leadership. This process helped to build confidence and develop the language needed to articulate their strengths.



We were delighted to welcome a range of external visitors, including representatives from Worcestershire Apprenticeships, local colleges, and professionals from the creative and media industries. These sessions gave pupils valuable insight into different career pathways and helped them to understand how the skills they are developing in school translate into real-world contexts.

For our Year 10 pupils, mock interviews with external professionals were a particular highlight. While initially daunting, these sessions provided a supportive and realistic experience, helping pupils to build confidence and reflect on their strengths and areas for development.

Careers Week provided a powerful reminder that careers education is not a one-off event, but an ongoing journey. By embedding opportunities to develop transferable skills across the school, we are helping pupils to better understand themselves, recognise their strengths and prepare with confidence for their future.

As educators, our role is not simply to introduce pupils to possible careers, but to equip them with the skills and self-belief needed to pursue those opportunities successfully. It was inspiring to see pupils of all ages engaging so positively and rising to the challenges presented throughout the week.

Annie Jr. The Musical

By Megan, Dali and Autumn

Heathfield Knoll's 2026 school production, *Annie*, was a collaboration across the whole school. The ages of the cast and crew ranged from 9–15, with pupils not only performing wonderfully in the show but also supporting lighting, sound, curtains, set design and more.

Teachers worked day and night to pull the show together, with extra help from the Wyre Forest Theatre Academy. The choreography was led by Laura, and the production was directed by Mrs Pritchard. Mrs Cain assisted the cast with vocals and music, while Mrs Hayward focused mainly on the sound and technical aspects of the show. Mrs Thompson and Mrs Morris worked tirelessly helping pupils with costumes and props, knowing exactly where every item needed to be and keeping everything in order backstage. Even the costumes were hand-sewn and made by a parent, Ms Welch. Mrs Moody kept everything running smoothly backstage, moving the set — which was designed and painted by HK's very own pupils — and ensuring everything went to plan onstage, with the help of Joshua (set) and Eva (curtains). Mrs Grosvenor led on hair and make-up, alongside Honey, helping to create the characters' signature looks, from the orphans' messy hair to Miss Hannigan's iconic bold lip and eyeshadow.

The story revolves around an orphan, Annie, who is given the opportunity to live with a billionaire over Christmas. She navigates her life with her friends and the unpleasant woman who runs the orphanage, Miss Hannigan. She must win over Mr Warbucks while also searching for her own mother and father. The show is filled with lively songs and dance numbers, accompanied by a terrific ensemble who brought to life the cheeky children of the orphanage, the strict servants of the Warbucks household, and even the excited tourists of New York. The principal cast performed beautifully alongside them, guiding the story with excellent acting and vocal skill.

Every single person involved put their heart and soul into making this performance one of Heathfield Knoll's best. The audience was filled with laughter throughout. From the opening number, it was clear that Annie was going to be a favourite among staff, parents and pupils. The cast worked collaboratively rather than as individuals, creating a strong bond between cast members and staff through the shared excitement of stagecraft. The work ethic of everyone involved was exceptional, with each person contributing fully to what needed to be done. There was always a buzz of excitement whenever a rehearsal took place.

Overall, the production was a fantastic experience for everyone involved. The pupils performed with confidence and enthusiasm, continuing the strong standard that Heathfield Knoll productions are known for. It was a really enjoyable show and a great example of the talent across the school.

