



NEWPORT NEWS

A weekly update from NGHS

Volume 6 - Issue 6 - Wednesday 19 October 2022



Quick as a flash we have reached the end of our first half term. I'd like to thank all my colleagues for their hard work in what has been a very productive start to the academic year and to all our students for their engagement and keenness to do their best whilst also getting involved in so many activities outside of the classroom. It's also been great to see so many parents at our Information Evenings.

Our Iceland Trip has arrived safely in Reykjavik and they will be away until Friday this week. Next half term we have House Music to look forward to and I

would strongly encourage our Year 7 and Year 8s to all get involved and experience what it is like to be part of a huge House undertaking. Our sixth form House leaders are busy arranging music and running auditions. It's going to be epic and lots of fun!

This week's NN includes a focus on our English & Humanities subjects. Please enjoy reading about some of the work we have undertaken this half term. We start back on Monday 31 October 2022 at 8.50am. May I wish all NGHS families a restful half-term break.

With best wishes for half term, **Mr M J Scott**



Eco Green Flag ... with merit!

In August 2022 we received notification from Keep Britain Tidy that we had successfully achieved Eco Schools Green Flag status, with merit. To achieve this accolade, the school had to show significant effort against a number of criteria, from biodiversity, to waste, to litter. SustainNGHS is the school's eco committee and the group meets once a week, sessions in which plans are formed for the school's environment, eco-inspired craft projects are undertaken and different aspects of the environment are learned about, including seasonal wildlife. Some of the notable achievements which helped the group on its journey to success were setting up the school's second half uniform initiative and attending the first climate change conference for young people in Telford and Wrekin. The group is very proud of its work around the environment and is looking to maintain Green Flag status this year by undertaking more projects around the school ground, around water management and use, and around waste. All students are welcome to join the group on Tuesdays at 1pm in room 103, with Mrs Gill.

European Day of Languages!



Newport Girls' High School celebrated the European Day of Languages in September and the Modern Foreign Languages would like to thank:

- Staff who spontaneously dressed up to support the Faculty, including Mrs Martin (see right!)
- Our MFL Ambassadors for creating a form quiz based on idiomatic expressions.
- The canteen for providing a European flavour to the day (above)
- The whole staff for completing form activities such as Where am I? which consisted in guessing where some photos were taken by looking at verbal and non-verbal clues.
- Students for sending their entries for the poster competition... the national deadline and the school deadline is 31st December 2022. <https://edl.ecml.at/Activities/EDLT-ShirtContest/tabid/3147/Default.aspx>



Head Girl Team Highlights...

This half-term has been a fantastic start to the academic year; we have seen the first house competitions with Seacole winning the House Notice Board and Roddam winning House Bake-off. House Music is fast approaching. We have also seen the return of school trips after Covid; including to Iceland, Edmond Hall and Liverpool with more coming up next half-term to look forward to including a Cheshire Oaks Shopping trip and the Pantomime.

In terms of sports so far this year - the netball team made a fantastic victory in the final against Wrekin College and if pupils wish to get involved there are lunchtime sport clubs including football, rugby, netball and volleyball.

The reward sticker system introduced this year is motivating everyone to get involved in all aspects of school life - well done to R3 who have the most stickers as a form group - can they maintain their lead next half term?

After a busy half-term, I am sure everyone is welcoming this short week. Enjoy the long half-term break and make sure to relax so you are refreshed for coming back to school.

Liv A (Health & Well-being Deputy Head Girl)

Merci! Danke! Gracias! Grazie!

M. C Audouin - Head of Languages

Year 7 stars in Kinky Boots!

Congratulations and 'break a leg' to Teyana (7P) who is starring in Stourbridge Operatic Society's production of Kinky Boots this week. There's still time to catch her in a performance tonight, Friday and at the Saturday matinee in Stourbridge.

(We also know some Year 7s are starring in Telford Oakengates Theatre's Christmas panto this year...) oh yes they are! What a dramatic cohort...



Wicked Woods at Fordhall Farm

It is the season of spooky stories, magic and ghosts!

Dare you brave our woodlands this October half term?!



27th & 28th Oct 2022, 10am-2pm

Join the autumnal fun in our spooky woodlands, be thrilled by professional storyteller Jake Evans and create magical seasonal crafts with natural materials. Feel free to come dressed for the spooky season! Slots available every 30mins between 10am-2pm, expect to stay around 2 hours but you can stay longer if you wish!



Bookings

£7 per child, £3 per adult.

Visit fordhallfarm.com, call 01630 638696 or email project@fordhallfarm.com to book

Web: fordhallfarm.com
 Tel: 01630 638696
 Fordhall Organic Farm, Tern Hill Road, Market Drayton, Shropshire, TF9 3PS



Online Ukraine Conflict Conference

Last week, the sixth form politics classes were able to attend a conference hosted by Oxford High School on the war in Ukraine.

The first lecture was by Professor Rasmus Nilsson, focused on the justification of the conflict, with an emphasis on the justifications used by the Kremlin and the perception of the war in the West. This highlighted to us the importance of understanding the wider context of the war, and understanding the war not just from a Ukrainian perspective but also from a Russian one. It also inspired a conversation over the artificial nature of borders, given the close cultural links between Russia and Ukraine and the impact borders can have in defining identity and conflict.

This lecture linked closely to the second lecture by Roy Allison, with a focus on Russian foreign policy and how wider foreign policy links to Ukraine. Through talking us through the aims of the Russian invasion, he was able to suggest wider implications in Russia's relationships with both NATO and China and the implication of this for the global world order. He also raised awareness of other potential areas of conflict in Moldova and Georgia, which deepened our understanding of Russia's complex relationships outside of Europe that often are not focused on by the media. Also discussed was the role of neutral nations and the implications of both Sweden and Finland declaring their intention to join NATO, particularly given their previous close ties to Russia. This helped to highlight the changing power dynamic in Europe and illustrated to us clearly how this would affect the war in Ukraine and the West's continuing support.

The third lecture focused on the role of mass media and public opinion in the war, helping to highlight the cultural complexities between Russia and Ukraine that complicate their relationship. This focused on establishing the media environment in both Russia and Ukraine before and after the war. Whilst Russia's strict control and censorship of content is well known, it was interesting to hear about the state of the media in Ukraine, where since 2014

restrictions have been placed on the media to reduce Russian influence. Furthermore, the information on opinion polls also highlighted the convoluted relationship between Russia and Ukraine, with eastern regions more likely to favour closer ties with Russia, although there is little support for Vladimir Putin. Dr Szostek also talked about the role of psychological manipulation, particularly the cultivation of anti-NATO sentiment by Russian state television and how this is being circumvented by younger generations, who are increasingly turning to social media for news which is creating a generational divide in media consumption. This prompted us to think about the role of media within our country and its ability to define and shape our perceptions of politics and conflict.

The last lecture struck a different tone. Chris Donnelly, a member of the foreign office, encouraged us to think about the nature of war in a wider context, with the application of Marxist and Darwinian theory. He encouraged us to think of war as a process ending in change, with the victors as those who are able to adapt faster than the rate of change. This prompted us to reconsider the impact of the war within the context of the world as a political ecosystem and the global implications of the conflict given the changing nature of global politics.

Whilst the conflict in Ukraine does not specifically fall under our politics A-level, an understanding of global politics is necessary to understand the wider influences on British politics in addition to our influence on the rest of the world. For someone like myself and my peers who take an active interest in international relations in addition to geopolitics, this conference represents a wonderful opportunity to learn from some of the best academic in their field.

We were immensely privileged to listen to these speakers and are grateful to Oxford High School for organising the event.

I Nicklin, Year 13





National Poetry Day Assembly & Competition

Ms Lord gave an assembly recently to celebrate National Poetry Day and invite students to enter the house poetry competition launched by the English department. Students were challenged to write a poem relating to this year's theme: the environment. There were lots of examples posted around school to help students decide what they would write about themselves.

It has been very heart-warming to see the varied interpretations of this year's theme, ranging from poems about our own personal interior environments, the school environment, nature and, of course,

climate change. I was very moved by what our students had written, especially the inspiring poems which were a call to action to address global warming. Owing to the unprecedented numbers of entries (we have had over 160!) submitted by students in all year groups, we have been overwhelmed by the enthusiasm for this competition! Therefore, it has taken us longer than expected to judge these incredible entries fairly. Our teacher judging panel have had lengthy debates and have created a shortlist; the poems will now be passed on to student ambassadors for the second round of judging and we will now be announcing the winner after half term. Watch this space as we will be printing the winning poems for you to read.

Ms B Lord (Head of English & Performing Arts Faculty)

An Inspector Calls (...in Stoke)

Last week, the English faculty took a number of Year 10 students to see their current class play, An Inspector Calls, at the theatre. This is a GCSE set text and, as students are required to comment on dramatic methods in their exam, they no doubt reaped the benefits of seeing it brought to life on stage. This National Theatre production, on tour from London, did not disappoint and left us all debating the play's key messages on the drive back to school.

Following a game of 'An Inspector Calls' hangman, we tumbled out of school to find ourselves on a coach at around 6pm. We were checked in for the journey and we were pleased to find the coach had surprisingly comfortable seats. The staff were mesmerised by the amount of Ritz crackers as we all tucked in to our snacks and I'll be honest, even the back-row choir weren't as bad as I had anticipated, go year 10!



The period of travel was short; in no time we had made it to the Regent Theatre in Stoke. The street surrounding had umbrellas (in a variety of colours) overlooking the scene from above, and that, with the warm lights of the theatre, created a welcoming atmosphere.

Inside, the theatre looked exactly like the sort of scene you would see in 'The Phantom of the Opera' or other period dramas. We walked up many flights of stairs, and past a small room with a grand piano, into the bustling main theatre.

It was a large room with beautiful historical architecture, really making it seem as if you were taken into another century. When the lights dimmed the crowd finally fell quiet, save for the sound of



opening popcorn bags. The scene was introduced with the curtain finally opening for the most triumphant part of any performance; those first few moments when the curtain rises and the audience waits in anticipation.

This adaptation of the play made fantastic use of the set by having the Birlings' home look an idyllic dolls-house in the centre of a dystopian version of Edwardian England. It was very effective as it emphasised the disparate classes and the privilege of the Birling family. By Act 3, the house tipped the characters out as explosions erupted underneath and pottery fell smashing to the ground. The most convincing performance was that of Gerald; the actor was very good at highlighting the flaws of this character and how he abuses his status in society. The Inspector was also a foreboding presence and kept interviewing each suspect separately to build up the tension. This portrayal had many interesting twists that made for a truly new experience of the play, keeping everyone on the edge of their seats. It was extremely dramatic in key moments, however that only made the meaning Priestley was pushing to shine through. When the third act finished with a damning denouement, the applause was well earned.

L Hambler & L Hickin (Year 10)



October is Black History Month. This year's key message is: 'celebrating the past, looking toward the future.' To help mark this event, we have held assemblies raising awareness of inspirational people of colour who have made and continue to make a difference; and we have had conversations and discussions in our classrooms about how we can make a difference and look to the future, using inspiration from important people, past and present.

Figures like Florence Kasumba, best known for her portrayal of Senator Acantha in *Wonder Woman* and playing Shenzi in *Lion King*, and Katherine Johnson whose work for NASA helped to make human space flights a reality were selected by MFL and the Maths departments. Inspirational athletes like Anne Wafula Strike and Nicola Adams, were highlighted by the PE department amongst others, and the English department recommended students reading the work of the successful author of 'White Teeth' amongst others, Zadie Smith.

More from the English department below! We have also launched a competition where students have been challenged to create a poster celebrating the life, work and achievements of a person of colour whose actions have made a lasting impact. The deadline for that was today – more about the competition winners in the next Newport News! The standard is high! Watch this space!



Furthermore, the English department has organised lessons for Year 8 and Year 11 students in which they put the spotlight on two Black writers, their achievements, and their craft.

Year 8 explored Shakespeare's *Sonnet 127* (a commentary on beauty standards in the Elizabethan age) and how this had inspired Akala, a well-known writer and musician, to write a young adult fiction novel about the muse behind Shakespeare's work: the 'dark lady.' Year 11, as part of their study of unseen poetry for their GCSE exam, studied Maya Angelou's inspiring and uplifting poem *Still I Rise*.

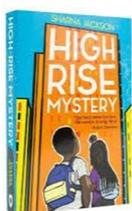
Below are some reviews from Year 11 students:

'It was really interesting to see how both Dave and Angelou, despite writing at different times, showed how their experience of racism was formative and incorporated into their own identity.'

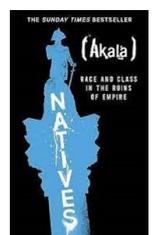
'Both Angelou and Dave used repetition really effectively to reframe what our associations are with the word 'black'; they challenged stereotypes and expectations. I felt I had to re-evaluate my own perceptions too!'

'Angelou's allusions to industry and capital wealth, comparing her resilience to a gold mine, oil well and diamonds in a series of metaphors shows she wants to shake off the legacies of slavery and, instead, be recognised for her own self-worth. It was a really inspirational poem and I'm going to read her memoir now.'

'Both Dave and Angelou use juxtaposition to challenge racism and highlight it is a social construct which can be dissembled. Although uneasy reading, it is very necessary.'



We have also installed a display in the corridor with recommended reading for Black History Month. There are a wide range of recommendations for all age groups – here are some of our favourites - for KS3, our top pick is *High Rise Murder* by Shadna Jackson (left). For KS4 and Ks5, we recommend these non-fiction books (right).



Miss A M Davies (Associate Assistant Head) and The English & Performing Arts Faculty

WHAT'S HAPPENED IN...

PSHE

Typical responsibilities include:

- patient consultations at home and within the surgery
- Monitoring patients' conditions and wellbeing
- clinical examinations
- diagnosis and treatment of illnesses/ailments
- minor surgery
- carrying out tests to diagnose (e.g. urine sample testing)
- health education
- practice management and administration

Working with other healthcare professionals (e.g. midwives, pharmacists, health visitors and psychiatrists) as part of multidisciplinary teams

occasionally providing emergency care to someone who comes in with a life-threatening condition – until further help arrives

Hours:
GPs also work on average 40 hours per week.

Progression opportunities:
You could become an independent contractor, in charge of running your own or a private practice. You could develop a speciality interest like disease phy... You could move into medical work in hospitals or pharmaceutical companies.

Salary:
Average £82,000 per year.

Customers:
General practitioners (GPs) treat all common medical conditions and refer patients to hospitals and other medical services for surgery and specialist treatment.

General Practitioner (GP)

What makes a good GP?

- Motivation to study medicine and genuine interest in the medical profession
- might into your own strengths and weaknesses
- The ability to reflect on your own work
- Personal organisation
- Academic ability
- Teamwork
- Ability to deal with uncertainty
- Self-management and ability to deal effectively with problems
- Flexibility
- Ability to take responsibility for your own actions
- Consistency
- Insight into your own health
- Effective communication, including reading, writing, listening and speaking
- Teamwork

What is a GP?
Rather than having a specific speciality area, GPs can diagnose many illnesses and determine whether a patient needs to see a doctor with more specialist training. They are also increasingly responsible for the management and monitoring of complex chronic illnesses.

Life of a GP:
A typical day in the practice normally starts at around 9am when you check paperwork before seeing patients. You'll spend time with a mix of patients with a variety of health needs.

GCSE's & A-levels:
In order to do a medical degree you will usually need a minimum of three A levels in chemistry and either biology, physics or maths, plus another academic subject. You will also be expected to have at least five GCSEs at grades 9 to 7 (A* or A).

How to become a GP:

- 5-year degree in medicine, recognised by the General Medical Council.
- 2-year foundation course of general training.
- 3-year specialist training course in general practice.

Every half term we give an overview of the work our students have completed in PSHE. All students in Years 7-12 have a weekly PSHE lesson and Year 13 have a Health and Future Focus Day which is coming up next half term. This is planned specifically as a focus for the transition to life after sixth form.

In her first half term as Head of PSHE, Miss Saunders reflects on the work each year have been doing with some excellent examples of the work they have produced.

In Years 9 and 10 we are looking into post-16 options and the world of work. Year 9 have been hearing from a number of organisations, including the Department of Work and Pensions about apprenticeships and from the University of Chester about higher education. We subsequently prepared posters about an area of work, of which one is shown here for a GP, researched by Biya. Year 10 have been preparing CVs and applying for 'jobs'. They have even sat mock interviews with representatives from ReAssure! Despite the nerves, the students handled themselves really well and impressed the interviewers with their answers.

In Year 12 PSHE/Enrichment we have been focusing on developing student study skills at A level. We have supported the students with the development of their skills focusing on organisation, time management, identifying our strengths and weaknesses as learners and A level literacy and research skills.

In year 11 students had an introduction to sixth form, this gave them the opportunity for current sixth formers to speak to the current Year 12s. The Year 11s found this very useful and had lots of questions answered regarding the sixth form options here at NGHS. During this sequence of lessons, it also gave Year 11 time to think about their next steps and what they would like to be doing this time next year.

In Year 8 students have been focusing on how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes and how to manage influences in relation to substance use. Students then spent time preparing a Stoptober poster along with a podcast about the awareness of Stoptober and the benefits this can have. To the left are some excellent examples of the Stoptober posters produced by the year 8's.

Year 7 have been focusing on the topic friendship and what they can offer as a friend. For example, their interests and their characteristics. Below are some examples of the classwork they have produced so far in PSHE on this topic.

Miss R Saunders
Director of Sport / Head of PE & PSHE Faculty

STOP TOBER

Marketing and the use of cigarettes and vapes are very common nowadays. Many of the people around you, this is a normal occurrence in our every day lives. However, through cigarettes were encouraged in the 1930s.

Stoptober is an annual event to encourage smokers to quit for 28 days in October in the UK to help with their addiction.

Stoptober is an annual event to encourage smokers to quit for 28 days in October in the UK to help with their addiction.

Vaping effects include: long term inflammation, lung cell damage, sleep disruption, increased heart rate and blood pressure and many more.

Vaping and cigarettes are very addictive and are usually very hard to get out of the habit of unless making the effort to quit but you can always find assistance and help.

Smoking effects include: Cancer (especially lung, bladder, throat, stomach, pancreas, ovary, and prostate), heart disease, stroke, diabetes, chronic obstructive pulmonary disease (COPD), emphysema, chronic bronchitis, and many more.

STOPTOBER!

Medical diagnosis:
Medical diagnosis involves using scientific methods to identify and describe the nature of a disease or condition. This includes taking a patient's history, performing physical examinations, and using diagnostic tests such as blood tests, X-rays, and imaging techniques.

Point mean:
480,000 smokers die every year!!

NON-SMOKER

SMOKER

STOP TOBER

Stoptober is a major annual event to encourage smokers to quit for 28 days in October, with the aim of stopping smoking permanently. These documents measure the impact of Stoptober in each year of the campaign's operation.

--Smoking Kills!--

By 2030, the UK are hoping to be a smoke free country or narrow it down so that by then only 5% of the population will be smoking.

Effects of smoking:

- cancer
- heart disease
- stroke
- lung diseases
- diabetes
- chronic obstructive pulmonary disease

Smoking Increases the Risk of:

- tuberculosis
- certain eye diseases
- problems of the immune system

Figure 1: Smoking prevalence has fallen in all four countries of the UK since 2011.

Source: Office for National Statistics - Annual Population Survey

Non Smokers Lungs

Smokers Lungs

Two hand-drawn posters for Stoptober. The left poster shows a girl with glasses and a tree, with a sign that says 'FAMILY'. The right poster shows a girl with curly hair, a keyboard, a Nike logo, and a sign that says 'MILAN City of discovery'.

SustaiNGHS

This new year we will be releasing a SustaiNGHS newsletter every term, that will not only make you aware about what's happening around our school but also around the whole world. You will get to read articles researched and written by members of the SustaiNGHS Club which will help you be more aware of your surroundings. Planet Earth is our mother and as it's children, it is our duty to take care of it. You might be hearing a lot about issues such as Climate Change and the Energy Crises these days but might not understand much about them. And that is why we are releasing this newsletter.

What we got up to this month.....

- Made plant pots out of old newspapers
- Researched food waste and ran a survey to find out the reasons behind our school's food waste

A picture of the club's latest work.....



Recyclable plant pots

If you and your friends would like to join the SustaiNGHS club to make our environment a better place, please join us on **Tuesdays at 1pm in Room 103.**

Food Waste by Georgia Evans

Globally 1.3 billion tonnes of food are wasted annually. Nationally, 9.5 million tonnes of food are wasted annually, even though 8.4 million people are in food poverty in the UK. 13% of this non-domestic food waste is attributed to schools. On average, schools throw away 80,000 tonnes of food every year. This has a combined cost of £250 million.

A survey has shown that there are many contributing factors to food waste in schools. This includes unappealing or unchanging food options, low quality ingredients, a noisy environment (meaning people don't want to eat or get too caught up in conversations to eat), lengthy queues (which leaves students with too little time to eat resulting in food getting thrown out) and overly large portion sizes. SustaiNGHS did a survey, asking forms what factors they think most affect our school waste, and some of the feedback we got included the long queues and lack of consistent vegetarian options in the Atrium.

Research has proven that some of the best ways to reduce food waste in schools is to improve education around food waste has negative impacts on the environment. Producing, moving, storing, and cooking food uses energy, fuel and water. All of these let off greenhouse gases, which contribute to climate change. If schools can reduce the amount of food they're wasting, they can also save money which can be redirected into giving everyone what they need to succeed.

In addition to this, schools can try to improve the dining experience, by trying to shorten the queues and create a more pleasant environment to eat food in. Moreover, schools could cook meals to order, meaning food is fresher and children get something that they really want to eat. Data could be collected and analysed to evaluate internal food waste, allowing us to see the issues that are unique to our school.

BEAM Saturday drop-ins

BEAM, an emotional wellbeing service for children and young people under 25 years old (and who are registered with a GP in Shropshire or Telford & Wrekin) would like to announce the return of Saturday drop-ins – starting on **22 October 2022**, to be held in Wellington. This is in addition to the sessions which are already running. No appointment is needed for these sessions, and you can go along and be seen by an Emotional Health and Wellbeing Practitioner. The details are as follows:

Monday Drop-ins: 12 – 4pm (last session 3.15pm) at The Lantern, Meadow Farm Drive, Shrewsbury, SY1 4NG.

Tuesday Drop-ins: 10 – 6pm (last session 5.15pm) at Beam, 9 Market Square, Wellington, TF1 1BP.

Thursday Drop-ins: 10am – 6pm (last session 5.15pm) at Beam, 9 Market Square, Wellington, TF1 1BP.

Saturdays Drop-ins: 10am – 2pm (Last session 13:15pm) at Beam 9 Market Square, Wellington, TF1 1BP. **Starting 22 October 2022.**

If you are unable to attend any of the above drop-ins, please email shropshirebeam@childrenssociety.org.uk outlining the difficulties you will have in attending and they may be able to offer a virtual session, however these do have limited availability. More information about BEAM can be accessed on the [Children's Society website](https://www.childrenssociety.org.uk).



EXTRA-CURRICULAR ACTIVITIES

Tutors have been asked to share (today or on Monday) a copy of the Extra-Curricular Clubs list with their students. Please find below a summary (the student version has rooms/staff details on, too). House activities will also get underway shortly. We expect all students to take part in at least one main House Activity plus Sports Day and encourage all students to join at least one club. Please encourage your child to do this, too!

More clubs will be added as the year continues. **There are some new clubs listed here now, too!**

	LUNCHTIME	AFTER SCHOOL	
MONDAY	Japanese club (all years) School production (all years) Rugby club (Y7-11) Chemistry work clinic (Y13) Genocide Awareness Group—The Holocaust, My Family & Me String Ensemble (all years)	Crochet club (all years) Netball (Y11-13) Gardening club (all years) Maths support (Y7-8)	School Production Rehearsals (all years) Body Barn (Y9-11 sign up)
TUESDAY	Netball Club (Y7) Football club (Y9-11) Introduction to film studies (Y10-13) SustainNGHS (all years) Introduction to Spanish (all years) Senior voices (Y9-13) Literary society (all years) Biology GCSE mentoring (Y11) Horrible Histories club (Y7-8 week A) Maths enrichment club (KS3 week A, KS4 week B)	Indoor athletics (Y7-8) RS GCSE support (Y10) Physics drop-in (Y7-11) DentSoc (Y11-12) Chemistry drop-in (Y12) Alibi production (all years) Maths support (Y12)	
WEDNESDAY	Netball team trials Rugby club (Y12-13) Maths drop in (Y11) Biology intervention (Y13) Digital Leaders (Y10) English examination skills (Y11 invited students) Philosophy club (Y7)	Chemistry mentoring (Y11) GCSE German support (Y11) School choir (all years) MedSoc (Y11-12) Party Games Club (Y7-8)	Karate Club (all years) - external coach
THURSDAY	Saxophone ensemble (all years) Team netball practice Volleyball (Y9-11) English drop-in (Y7-11) Maths support (Y13) STEM club (Y7-8)	Physics drop-in (Y12-13) Football club (Y7-8) Drama club (Y9-11) Iris club (Y9-10) Coding Club (Y8) Geography Club (Y7-8)	Fencing Club (all years) - external coach
FRIDAY	AS PE intervention Film club Friday (all years) Orchestra (all years) Doodle club (Y7-9) Maths support (Y9-10) English Literature book club (Y12-13)	Football club (Y7-11) GCSE German support (Y11) Psychology support (Y13) Cultural Celebration Club Biology intervention (Y12) Debating Club (Y12-13 wkA) Debating Club (Y7-11 wkB)	Body Barn (Y12-13) Netball Satellite Club

NGHS PASTORAL WHO'S WHO 2022-23

At NGHS, the safety of students, staff and visitors is our top priority.

Students can speak to ANY member of staff about any concerns, but there are certain colleagues with additional training to support you in pastoral and safeguarding matters.



Mrs H Birch
Assistant Head
Designated Lead



Mr M J Scott
Headteacher



Mrs H Goodall
Head of Year 7



Mrs F Davenport
Pastoral Support



Mrs A Seys
Head of Year 8



Miss S Webster
Deputy Head



Ms J Capaldi
Head of Year 9



Mrs K Danby
Wellbeing Officer



Mrs A Chapman
Head of Year 10

Safeguarding

Years 7-10

Years 11-13



Mrs S Tomkinson
Head of Year 11
(maternity leave)



Mrs K Griffin
Head of Sixth Form



Mrs D Martin
Wellbeing Officer
Acting Head of Y11