

NEWPORT NEWS



The fortnightly newsletter from Newport Girls' High School

Volume 8—Edition 14 4th April 2025

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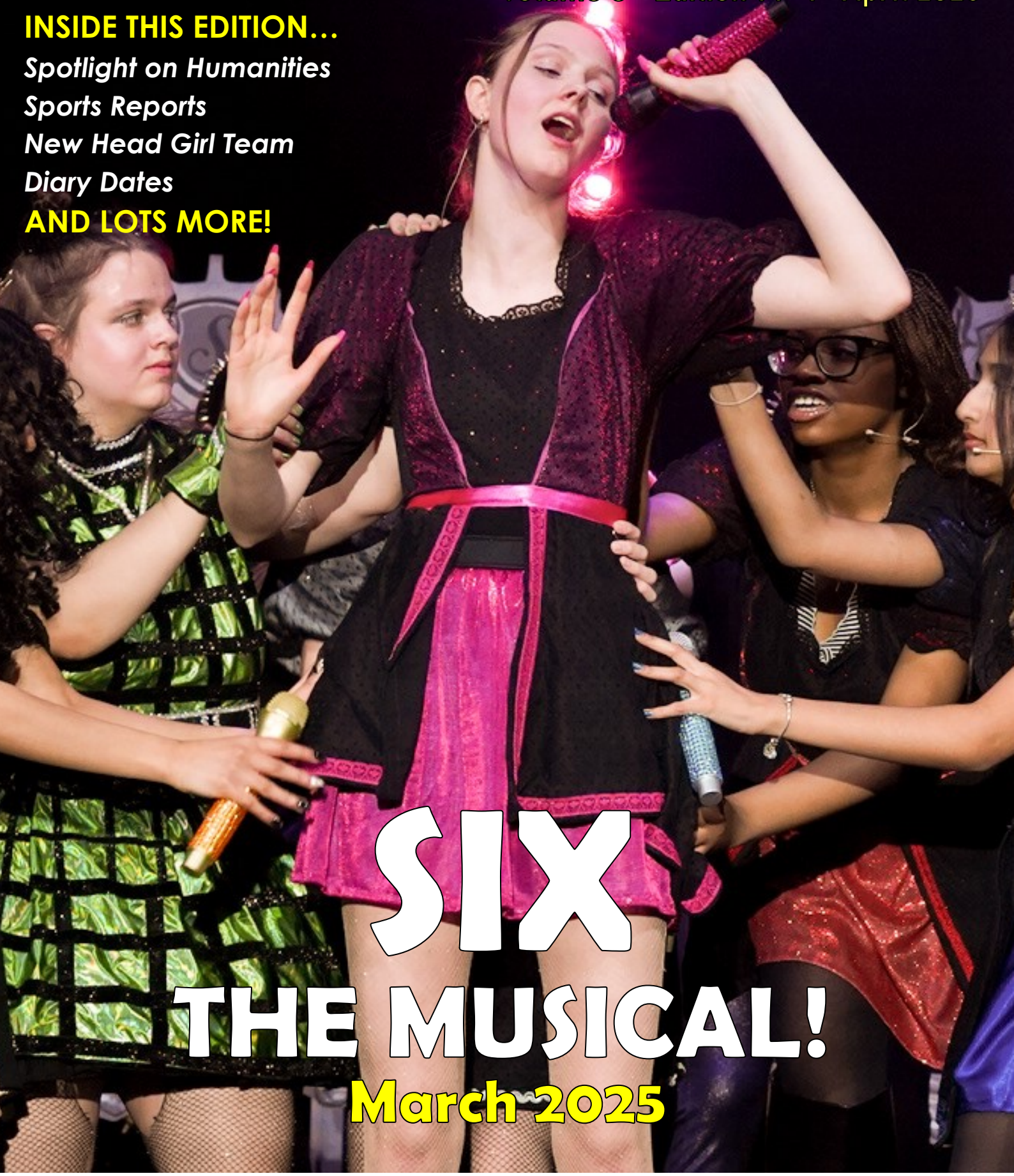
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Diary Dates

AND LOTS MORE!



SIX

THE MUSICAL!

March 2025



NEWPORT NEWS

A fortnightly update from NGHS

Volume 8 - Issue 14 - Friday 4th April 2025



Mr Adam Jones, Headteacher

We've had an incredibly busy and exciting couple of weeks here at NGHS! It all began with our much-anticipated production of *Six, the Musical*. Over the course of six spectacular performances, our students brought the house down with their talent and energy. We were thrilled to see four sold-out evening shows, which were a testament to the hard work and dedication of everyone involved. Additionally, we hosted two matinee performances that were enjoyed by local primary schools and our own students who earned the most NGHS points over the term. The feedback from these performances has been overwhelmingly positive, with many praising the professionalism and enthusiasm of our students. A huge thank you goes out to all the students and staff who worked tirelessly to make this production a success, particularly Mrs Saysell and Mrs Chapman for their exceptional leadership and commitment.

In other news, we have successfully completed our recruitment process for the next Head Girl Team. With over 50 applicants, the selection process was incredibly challenging due to the high calibre of candidates. It was inspiring to see so many talented and dedicated students eager to take on leadership roles within our school. The official handover to the new Head Girl Team, and for the new House Teams who are being interviewed today, will take place at the end-of-term assembly, where we will celebrate the achievements of our outgoing team and welcome the new leaders. We'll introduce the new teams in our next edition of Newport News. One final event for

our current Head Girl, Elisha, and her team, is the Open Evening next week. This event is a wonderful opportunity for us to showcase our vibrant school community to prospective parents and students, and we are looking forward to making a great impression.

Earlier this week, we sent out a letter to highlight that we are seeking additional parent trustees to join our trustee board. The involvement of parents and carers is crucial to the continued success and governance of our school, and we are eager to welcome new members who can bring fresh perspectives and ideas. If you are interested in contributing to the strategic direction of NGHS, we encourage you to consider this opportunity.

Last week, we had our whole school photograph, which was a fantastic event. Despite the logistical challenges, the day went smoothly, and we are eagerly awaiting the results. Everyone looked incredibly smart in their uniforms, and it was a proud moment for our school community. This occasion also serves as a timely reminder about our uniform standards. Miss Webster has highlighted the importance of maintaining these standards, particularly regarding skirt length, which should not be rolled up. We appreciate your support in ensuring that our students continue to present themselves with pride and respect at all times.

Finally, we break up for the end of term on Friday 11 April at 12.30pm and the school closes at 1pm. Our own coaches are running as usual and will leave at the early finish time. We understand that Adams coaches are running on this day, with a shuttle bus collecting students outside of school; these students must ensure that they leave school promptly to catch this bus.

Best wishes,

Mr A Jones, Headteacher

Newport Girls' High School

Wellington Road

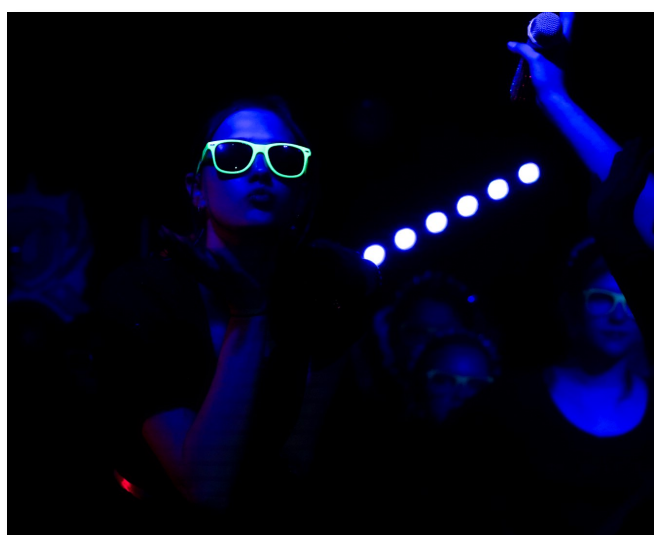
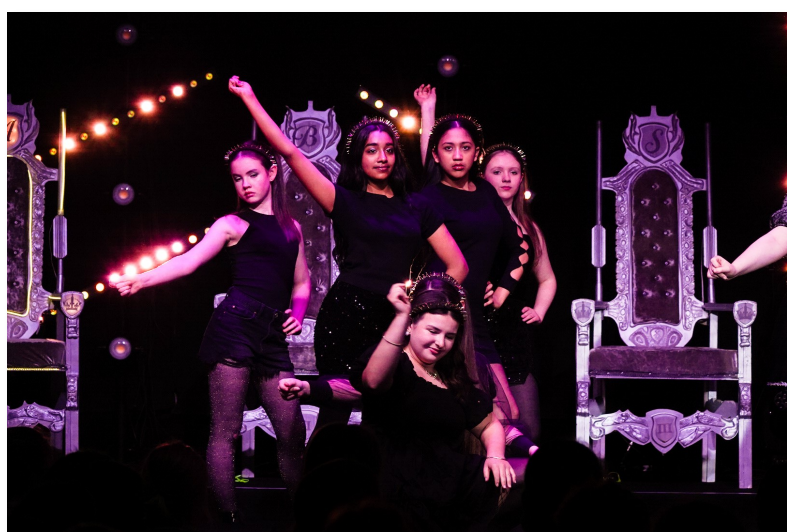
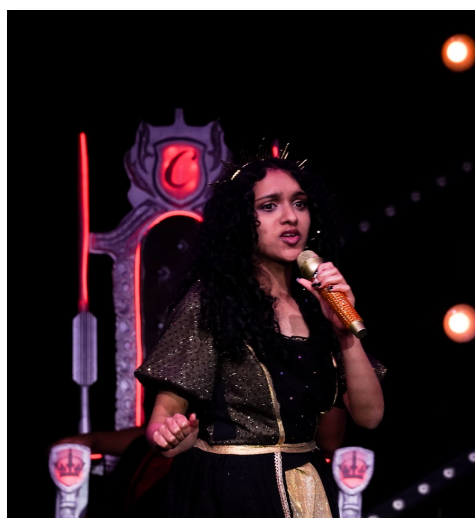
Newport, TF10 7HL

Headteacher: Mr A Jones

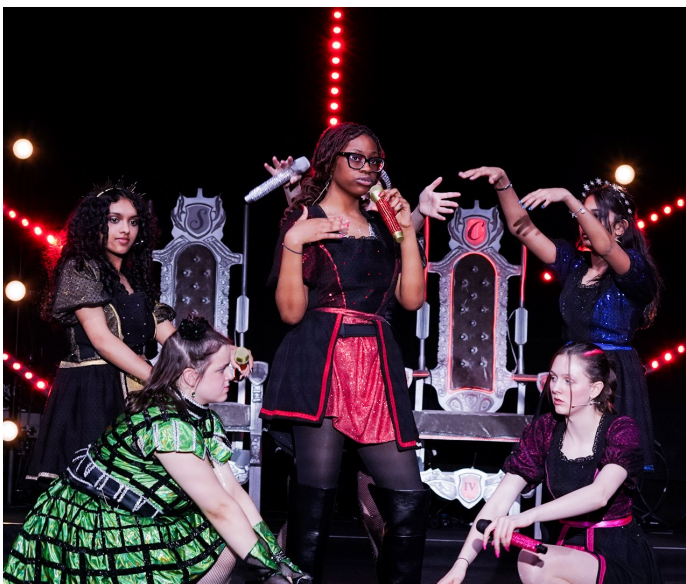
To contact the School about a general enquiry, please use schooloffice@nghs.org.uk

The week of 24th March saw several amazing performances of this years NGHS musical production, **SIX—The Musical**

It is no exaggeration to say that every single performance was absolutely stunning leaving the audiences in awe of the talent on show! Over the next few pages you can see a selection of photographs taken by Y11 student, Darcey G, who has captured some stunning images of the show in full flight! In the next edition of Newport News there will be a full report from the cast and crew giving you the inside scoop on what truly was a memorable NGHS performance!

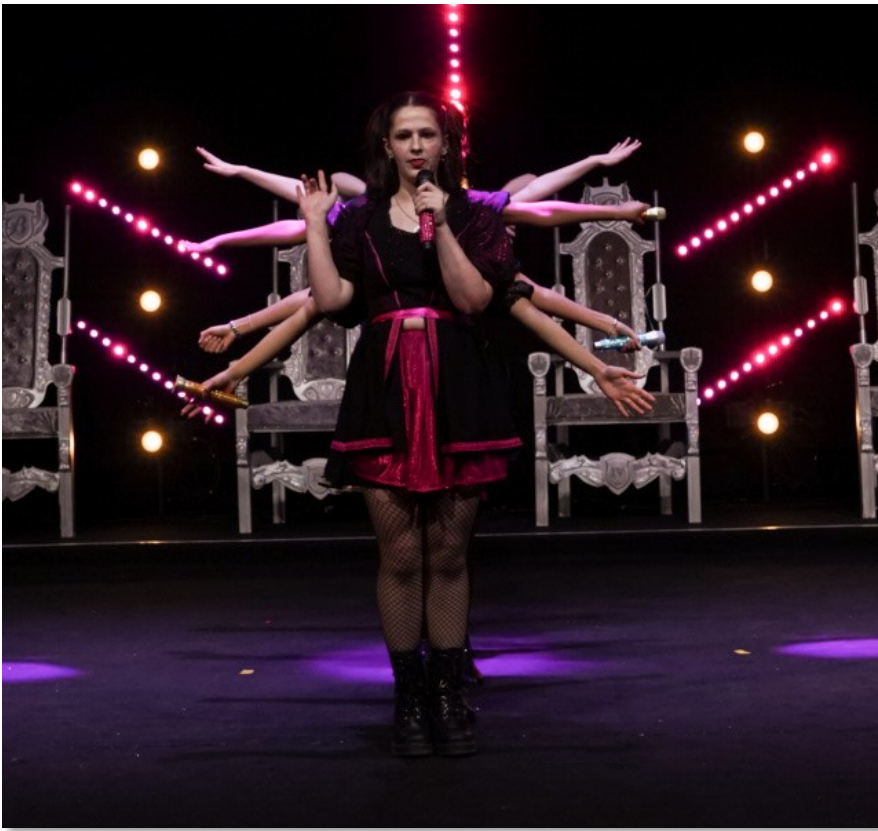














In the spotlight...



HUMANITIES AT NEWPORT GIRLS' HIGH SCHOOL

The Humanities Faculty is a very large and key department at NGHS. Covering seven different subjects it is the biggest department in the school and here you can find out all about it in the following pages!



MEET THE TEAM!



Mr J Pimm
Teacher of
Geography
Faculty Head



Mr P Bentley
Teacher of
Economics and
Business Studies



Mr B Twiss
Teacher of
Geography



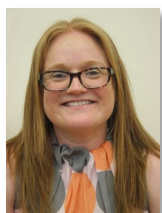
Miss E Pritchard
Teacher of
Psychology



Mr O Pointon
Teacher of
Psychology



Miss S Webster
Teacher of
Geography



Mrs K Gill
Teacher of
Geography



Mrs J Barker
Teacher of
Religious Studies
2nd in Faculty



Miss AM Davies
Teacher of
History



Mrs J Clarke
Teacher of
History and
Politics



Mrs R Webb
Teacher of
History



Mrs K Griffin
Teacher of
History and Politics

FACULTY DELIVERS FANTASTIC RESULTS FOR STUDENTS!

At NGHS all students study the following Subjects at KS3 and GCSE — Geography, History, Religious Studies (short course examination taken at end of Y10). At A level, students can additionally choose to study Psychology, Economics and Government and Politics. The table below shows the fantastic results that NGHS students achieved in these subjects in 2024. Business Studies A level is a new course that only started in September 2024)

SUBJECT	GCSE 7-9 (A/A*)	GCSE 4+ (Pass)	A level (A*-B)	A level Pass Rate (A*-E)
History	69%	98%	80%	100%
Geography	87%	100%	73%	100%
Religious Studies (short course)	78%	98%	71%	100%
Government and Politics	N/A	N/A	79%	100%
Economics	N/A	N/A	60%	100%
Psychology	N/A	N/A	93%	100%

POST NGH5 HUMANITIES DEGREE CHOICES

The Humanities Faculty are extremely proud of the number of students who go on to study the various subjects at degree level and beyond at some of the most prestigious universities in the UK. Here you can see a sample of the degree courses and universities that students have chosen in recent years:

Economics (and related) at University of Birmingham and University College London (UCL), East Anglia

Geography (and related) at Newcastle University, Exeter, Leeds and Liverpool

Politics (and related) at Warwick, Durham, Cambridge and Exeter Universities

History (and related) at Cambridge, Manchester, Bath Spa, Warwick and Aberystwyth

Theology and Religion (and related) at Durham and York University



HISTORY DEPARTMENT

HOLOCAUST MEMORIAL DAY COMPETITION

To mark this year's Holocaust Memorial Day, we held an assembly focusing on the theme 'For a Better Future'.

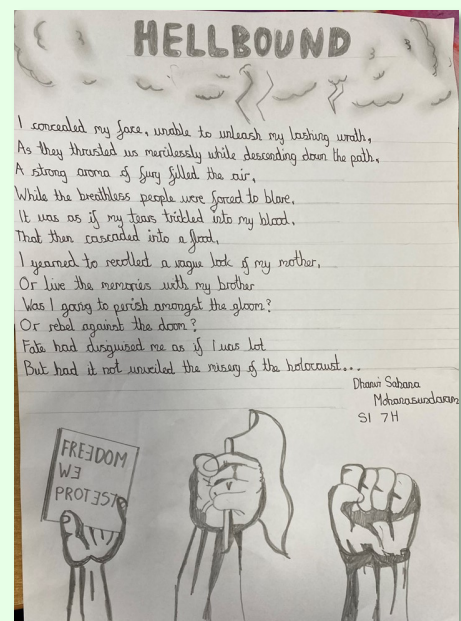
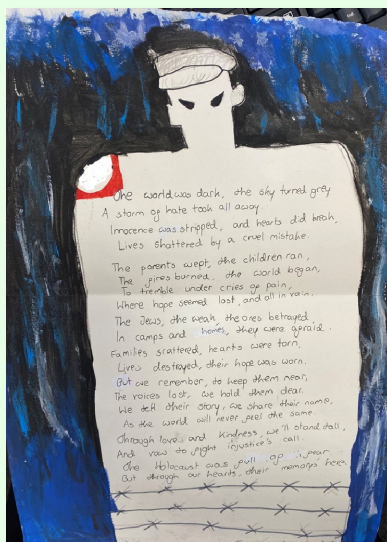
Led by the history department, in order to get students involved further, we launched a competition to encourage students from across the age range to use

their creativity to design something that commemorated Holocaust Memorial Day – either a piece of art or poetry for example.

We received some wonderful and very moving entries.

The two pieces that particularly stood out were both created by Year 7 students –

Willow M (on the left) and **Dhanvi M** (below). The judges were so impressed with the level of poignancy and maturity expressed here. A huge well done to both students – prizes to be collected from Miss Davies!



YEAR 10 TACKLE THE BERLIN WALL!

Year 10 students are currently studying the Cold War as part of their GCSE history course. As part of the course they have studied different types of propaganda and have had a go at creating their own.



Abi, Jasmine, Rasmin, and Eleanor tackle different perspectives of the Truman Doctrine and Soviet expansion in Eastern Europe in the 1940s.

This term, year 10 have looked at the building of the Berlin Wall and have been producing propaganda as if from August 1961. Students chose to either view the creation of the Wall from a Soviet or a western perspective to show an understanding of how the Wall was used as propaganda against the 'enemy'.

Hajira, Charlotte, Eleanor and India looked at the Wall from both sides to show the contrast in views.



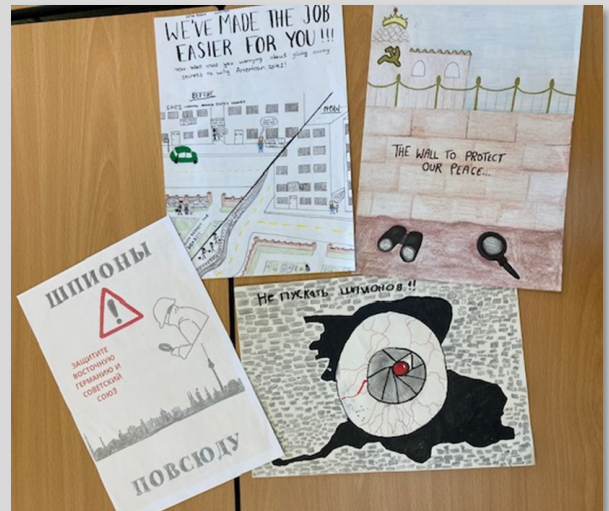
Jessica, Elia, Jess, and Robin examine the view from the East showing the idea that building a wall was necessary to keep out Western spies.

Special mention to Lotty who took JFK's speech in

Berlin in 1963 as the focus of her Soviet propaganda.

Kezia, Chizzy, Addien and Kushi took the American view – seeing the Wall as a way to keep the East Germans as prisoners and to prevent their escape to the West.

A special mention to Charlotte who produced a cartoon strip showing the Western view of the Soviets and brought in her language skills in too.



WAR OF THE ROSES CONFERENCE

On Tuesday 4 March, Year 12 and 13 history students attended an online conference to widen our understanding of our depth study, the War of the Roses. This was an insightful day, as we heard from numerous credited historians, such as author Lauren Johnson, Helen Castor, Professor John Watts and Dr Sean Cunningham. They provided an in-depth analysis of some contemporary sources and gave their interpretations of events such as the usurpation of Richard II and Yorkist threats to Henry VII. This was followed by an intense debate regarding the breakdown of the relationship between Warwick and Edward IV's which was argued between Dr Ross and Dr Grummit. The year 12's were then given an opportunity to listen to Dr Gordon McKelvie, a professor at University of Winchester, who provided helpful advice for our applications for University in the upcoming year. This was an amazing opportunity and we are all so thankful for the additional knowledge gained to aid us in our A-Levels. – History Ambassadors (**Emma M, Marissa G, Joanna R**)

Year 12 Student reactions



"I really enjoyed the conference, as it wasn't just beneficial, but was also interesting and provided the speakers' opinions on aspects of the course we have covered. My favourite part was the debate between Dr David Grummit and Dr James Ross as it highlighted how the same source and event can be interpreted in different ways to reach a judgement on the cause of the event" – Edie

"The Richard III society history conference was an insightful experience. My favourite part of the day was when we got to learn about Margaret of Anjou from Lauren Johnson who was a really interesting and engaging speaker. I also enjoyed the debate as it was interesting to listen to two very articulate historians give their opinion of Warwick and Edward IV. To finish off the day, we got some really useful information about applying to university that I will take with me on my next steps" – Elizabeth

"The conference, being specifically tailored to A-level students, was a wealth of information and insight into the things we are currently learning about. For me, the most interesting part of the conference was the historical debate as it was intriguing to see how two historians can have the same evidence on their hands and interpret it in completely different ways, and I found myself constantly swapping back and forth

between sides. More than information about Wars of the Roses in general, there was also a useful section dedicated to history degrees and provided some valuable perspective on what pathways are available if you enjoy history and think you might want



Helen Castor

to study it further in the future. Without a doubt, the conference was nothing but an amazing experience to understand the Wars of the Roses on a deeper level and to interact with the possibility of studying history in the future." –



Evie

"Altogether I thought the conference was good for consolidation and background information although some of the information may be more useful later. I learnt a lot of new things about Margaret of Anjou in particular especially concerning her shifting role from dutiful wife and child bearer to a more central political role after her husband's breakdown as well as the perceptions people had of her during her reign as Queen and whether or not the idea of a 'She-wolf' is applicable to her." – Riya

Year 13 Student reactions

"The Wars of the Roses conference was an amazing opportunity to understand our A-level course in greater depth.

We particularly enjoyed the talk on Margaret of Anjou, which gave a fascinating insight into how late - medieval women were treated, and how we remember historical figures. The lecture on the Paston letters was also really useful as it gave us historical context for the sources question. We learned a lot more about the purpose of these historical letters and the role of the gentry in 15th century society. Overall, it was a really interesting and educational experience that gave us a different perspective on our A-level" – Sherman & Izzy

"I found the lecture by Lauren Johnson on the political influence of Margaret of Anjou very useful, and interesting, as we don't often explore the role of women in the WOTR. I found the lecture by John Watts on York and Somerset's

rivalry particularly relevant for my A-level, as it provided specific nuances that I can use in my A-Level exams." – Maddie

"The Wars of the Roses conference was insightful for our study period and gave us insight into different historical interpretations that are relevant

to our course. The talk by John Watts was particularly interesting because it offered a different perspective of the rivalry between York and Somerset which we may not have looked at in class, and we would recommend it to any students studying The Wars of the Roses." – Ava



Matthew Lewis



Lauren Johnson

YEAR 12 STUDENT WINS PRESTIGIOUS DEBATE TITLE!

The history department are delighted to announce the success of one of our year 12 students in this year's Great Debate competition. The theme given this year was 'How can your local history tell a global story?'

The competition is run by the Historical Association and gives students 5 minutes to present a convincing argument about anything that fits the theme. In school, the department runs a lunchtime club from September to introduce the theme for the year and to help students practice their public speaking and how to write clear arguments. We also consider different themes and how to research them. Students then write their own argument for an internal heat. This year, we welcomed back Miss Davies, Mr Pimm and Mrs Griffin to judge the school heats.



Riya was one of two students that were selected after the school heats to go forward to compete in the regional heats of the Historical Association's Great Debate competition in Stourbridge. Both students performed excellently and Riya made it through as the regional winner to an online semi-final that included schools from all over the country. There were some excellent and polished performances covering a wide range of ideas from all over the country.

Riya's speech impressed the judges again and this time she was to compete in the final along with 19 other students at Windsor Castle on Saturday 29 March. In addition to performing her speech again, Riya and her family were also given the chance to explore St George's chapel at Windsor and experience the changing of the guard.

Riya's experience: "The Great Debate was originally something that I wanted to participate in as part of my supercurriculars for my UCAS in the future. However, through the course of learning more about my own local area I was able to forge a more personal



connection to my roots and develop my skills of debate, academic research and my confidence with public speaking under pressure. Overall, I would say that for any student interested in history either as a subject or a personal interest, this competition is the perfect springboard to push yourself to achieve on a national platform and develop a further interest in history as a subject. I am definitely grateful I was given to opportunity to have my voice and opinions heard amongst so many other young people's across the UK and would definitely recommend the experience to anyone interested."

The history department would again like to congratulate Riya on her tremendous achievement and we hope that she will inspire more students to get involved next year. The competition is open to years 10 to 13 so keep a look out for more information – the theme for 2026 will be announced in the summer term and the club will start in the autumn term.

If you would like to hear the speeches from the final this year (including Riya's) then head to the HA website and search The Great Debate 2025, they should be added in the next few weeks.

<https://www.history.org.uk/student/categories/student-competitions>



Y8 SLAVE TRADE DEBATE!



them as 'The right Honourable'!

They thoroughly enjoyed the experience and many of them became quite heated, during the debate, sticking to their own views and arguments.

Mrs Rebecca Webb
(History teacher)



Year 8 have been studying the Slave Trade this year and we finished this course with learning about the Abolition Act, 1806.

I decided to split the classroom into two and re-enacted a live debate (one side supporting the abolition and one side voting against it). All pupils had to represent a constituency and as the speaker of the house I referred to



CLEGGMANIA IS BACK "I AGREE WITH NICK!"



The A level politics group really went to town when studying about the impact of

the media between and during general elections. Students dressed up as Nick Clegg and David Cameron to share their knowledge of the leader's debates where "Cleggmania" took hold of the country. As part of the course, students also have to be knowledgeable of the impact of newspapers, social media, TV, radio and podcasts, hence them also dressing up as Alistair Campbell and Rory Stewart from our favourite podcast "The Rest is Politics". **Mrs K Griffin** (Politics Teacher)

NGHS NEEDS YOU!

APPOINTMENT OF NEW PARENT TRUSTEE(S)

All parents of current students have recently received a letter via 'Edulink' inviting them to apply for the position of 'Parent Trustee' (Governor) here at NGHS.

This is a vital role in helping to ensure that NGHS continues to thrive and flourish as one of the leading grammar schools in the West Midlands.

If you feel you would like to be considered for the role of 'Parent Trustee' then please see the letter you will have received on 'Edulink' or click the link below to view the details and application form on our website:

<https://www.nghs.org.uk/about-us/governance/governor>

THANK YOU!



YEAR 7 DESIGN A CASTLE COMPETITION



The year 7 history students took part in the Norman Motte and Bailey castle building competition over the last few weeks. The castles that were entered astounded us and were built to a very high standard. It was clear that a lot of effort and time was put into the research and construction of these castles! We, as history ambassadors, were very

impressed and struggled to pick the final winners. We judged them by several determining factors; their creativity, their accuracy, and extra points were awarded for extensive research, and the particularly impressive use of



materials.

The winner was Alice in A3, whose accuracy and creative use of materials was especially fitting for the criteria. Alice even went to visit a Motte and Bailey castles on the Welsh border and conducted her own research of this castles, which showcased her dedication to this project. Well done!

The runners up were Tabitha in R1, and Matilda in R2. Tabitha was very precise, and her creativity was outstanding! Matilda built a reconstruction of Corfe Castle; it was a very accurate representation and thoroughly thought out. Well done to both of them!

For the most creative, we awarded this to Jina from R1. It was extremely intricate and unique and every aspect of it was accurate! Imogen from A1 won best use of materials because she used sweet treats to construct an excellent cake version of a motte and bailey castle.



Lastly, the prize for the best research was given to Isla in S2. It was inspiring to see the level of dedication put into this project, alongside a wonderful castle.

Well done to everyone who participated!

Marissa, Emma and Joanna (History Ambassadors)

GEOGRAPHY AT NGHS

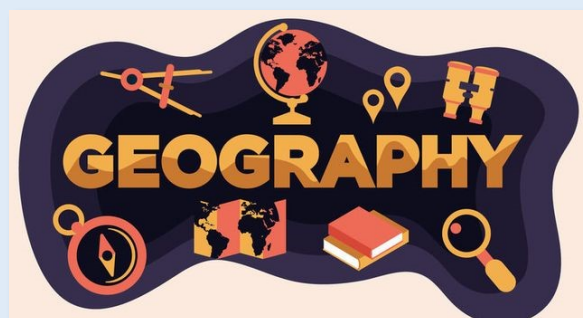
Geography is an integral part of learning at NGHS, offering students an exciting and dynamic subject that connects classroom knowledge with the real world. Studied at both GCSE and A-Level, geography encourages curiosity, broadens perspectives, and deepens understanding of the world around us. Lessons always remain relevant, with a strong focus on current affairs bringing real world events and the latest news stories into discussion.

Across all year groups, the course covers an incredible variety of topics, from river systems and extreme environments to the complex nature of urban living and global governance. Alongside these, students develop a wide range of skills, including map reading, data analysis, and essay writing linking geography to most, if not all, other subjects available at NGHS. Whatever your interests, whether it be sustainability, geology, or how cities evolve, there's something for you to enjoy!

Outside of the classroom, studies come to life with the array of hands-on field trips available. GCSE students are offered the opportunity to explore the power of rivers at Carding Mill Valley, evaluate the urban regeneration of the London Docklands,

and even travel to Iceland to visit one of the most geologically active places in the world. A-Level students take their studies even further with a summer trip the Lake district, gathering important data for their NEA (coursework project) expanding their investigative skills out in nature. These experience not only reinforce learning but also help spark passions for geographical study beyond education.

Geography at NGHS is an amazing learning experience, provided by inspiring teachers who encourage students think critically about everyday choices and their impact on the planet. With doors opened to a wide variety of careers, geography at NGHS equips students with the knowledge and the skills to make a lasting, positive impact on the world around them. **Rebecca M**, Year 12



WHY STUDY PSYCHOLOGY?



I have always had a particular interest into psychology, I'm fascinated by human behaviour and the mind. Understanding how individuals think, feel and act in different situations has always been intriguing to me. I was thrilled to see NGHS offered it as an A-level. While I'm only around halfway through the course, I've enjoyed each topic for different reasons but I particularly enjoyed learning about attachment. I found the research into infant caregiver attachment particularly gripping such as why babies may have a strong or weak attachment to their mothers. I haven't decided which career is best suited to me but I'm considering an occupational therapist, genetic counsellor or a child psycho therapist.

This course would be useful of each of these careers as I can be more understanding to individuals due to learning thought processes to, fixations and the way memory works. A-level psychology has shown me how passionate I am towards psychology and that its definitely the career path I want to follow. I believe having such a broad knowledge of psychology will benefit me at university and in everyday life.
Charlotte D Year 12

I chose to study psychology due to my long-standing interest in why we do certain things, as well as the fact that it can help in a broad range of careers. I enjoy psychology because it covers a broad range of topics that I find interesting. Since psychology has so many fields, the A-Level course aims to give a basic understanding of many topics. The chosen modules are also interesting and offer an interesting insight into various topics. In the future, I aim to become a Forensic Psychologist, working for either the National Crime Agency, HM Prison Services, or a mixture of both. Part of this role would involve being an expert witness, rehabilitation programmes and generally working with offenders, victims and other legal forces to understand criminal behaviour and assess risk. One topic we cover here is Forensic Psychology, which focuses on offending behaviour. This is directly relevant to what I wish to continue further, so this will introduce me to the topic and

help me gain a basic understanding of it. The other topics covered in the course also offer many explanations for our actions, which is beneficial in understanding different behaviours.
Alyssia A Year 12

I find psychology extremely interesting as it is something I can apply to everyday life in order to understand more about both myself, and those around me. I am also interested in the area as it can be used to help others and increase compassion and tolerance within society, which is something I feel is extremely important to create more understanding, unified communities. Another benefit of studying psychology is that the discipline is dynamic and will continue to grow in the future as people gain increased understanding of the close relationship between our mental and physical health. A-level psychology has given me a broader understanding of what psychology is about, and my interest in psychology has guided me when making university choices, as I wish to do a psychology degree and go on to get a doctorate, in order to pursue clinical neuropsychology. This is a career path that will enable me to learn more about the ever-growing subject, and help the people in my community.
Lila L Year 13

Psychology appealed to me as an A-level choice as someone who has always been interested in the studies of people, human emotions, thoughts and behaviours. I really enjoy the topics on this course as they cover such a variety of elements, with social influence being my favourite so far, and its versatility gives it good connections to other areas such as medicine, sociology and law. Psychology lessons include a lot of critical thinking and application skills, giving you the opportunity to get involved in discussions regarding the topic we are doing and strengthen and develop your evaluation techniques. Psychology exams consist of both essay-based questions along with short answers that include more maths and science-based skills, giving you a variety of question types depending what you prefer. Psychology A-level can open up so many university and career options beyond school, such as areas in psychiatry, therapy or people studies. I am hoping to progress onto doing a Psychology degree at university, with a particular interest in criminal psychology or psychology along with criminology.
Grace B Year 12

**Psychology Society Starting Tuesday
6th May at 1pm in Room 11**



PSYCHOLOGY SOCIETY



What is it?

This society will focus on different career paths that psychology can lead to, as well as focusing on recent discoveries within the field. This is a great opportunity to explore the subject if you're currently unable to take it!

When/Where is it?

You can find us on Tuesdays at 1pm in room 11!



Who is it for?

This will be open to any Year 9 or above who is interested in a career in psychology or has an interest in psychology.



NEWS FROM THE ECONOMICS DEPARTMENT

YOUNG WOMEN INTO FINANCE INTERNSHIP SCHEME

By Ibukun A, Year 13



The Young Women into Finance programme (YWIF) is an initiative created to combat the gender inequality in the finance industry.

Currently, the average annual graduate intake represents a ratio of 75:25 male to female. As part of this programme, you get a mentor in the world of finance, two paid summer internships during university and a network of inspirational, like-minded women.

Additionally, across the 5 years of this programme, you can gain 4 professional financial qualifications from the Chartered Institute of Securities and Investments (CISI). The last year has been absolutely phenomenal and I'm incredibly grateful for the support YWIF has given me both professionally and academically. After sharing my experiences, four girls in year 12 have joined the programme and hopefully more girls from Newport can join in the following years!

ECONOMICS SOCIETY NEWS

By Anona R, Year 12

This half term the economics ambassadors launched economics society! Each week we organise different presentations to encourage discussions for everyone to engage in. The widespread influence of economics is often overlooked, and we aim to create a deeper understanding of economics and how it can relate to our everyday life. Over the next few months, with the help of everyone that attends, we plan to publish our own journal. With our overarching theme being gender inequality, we will delve into its different aspects that are impacted by economics.

Through the journal, our goal is to highlight this issue and offer solutions to prompt the overdue change. Economics Society will give you the opportunity to work collaboratively share your views. We meet every Monday at 1pm in Room 14 and welcome anyone from Years 10-13. There's no need to worry if you don't take economics, if you are interested in the economy or would just like to learn more about it please come along!

WHY STUDY ECONOMICS? A STUDENT VIEW

Economics is important on a global scale in that it underpins every market and therefore impacts everyone and everything, setting it apart from other subjects. Economics lessons at NGHS include plenty of debates about economic policy, real-world links and examples, and most importantly an opportunity to challenge and develop the way we interpret worldwide economies.

This subject holds significance especially over the economy today and in the future, making it a very powerful tool that enables us to predict recessions or economic booms that impact everyday life. Examples such as the cost-of-living crisis and COVID both highlight the importance of economics in how markets fluctuate drastically, especially in terms of how they impact people's finances and how we make decisions universally. As a subject, economics also provides transferable skills such as simplifying complex information, analytical skills, critical thinking and being able to comprehend data, to name a few.

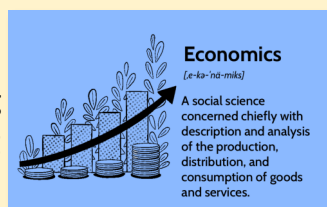
Even in other subjects such as history which seem completely parallel, economics holds significant relevance

through its links to economies at specific periods of time, identifying links and broadening understanding in linking subjects. In NGHS specifically, economics opens many doors

through opportunities such as Young Enterprise and Young Women in Finance which are both invaluable in not only exploring economics further but also helping students to figure out for themselves whether a career in economics is something they want to pursue.

These opportunities have also provided the opportunity to learn skills such as leadership, communication, time-management and cooperation which are each vital in many careers. Overall, economics is an extremely versatile subject that you will find a genuine passion for whatever you are interested in because of its variety of links with other subjects and the real world. The opportunities it provides are countless and if you have an interest in the behaviour of society, analysing problems and finding solutions, and understanding how the world works, economics might be the perfect A-level for you.

Freya J, Year 12



GAIN INVESTMENT CHALLENGE!

By **Sanisa G and Oak D**, Year 12

The GAIN Investment Challenge is an amazing annual stock pitch competition organised by Girls Are Investors (GAIN). It is designed to help young women and non-binary students in the UK, years 10 to 13, succeed in the world of investment management by helping them to build key analysis skills.



As an economics student, my experience with the GAIN Investment Challenge has been incredibly insightful and rewarding. It has allowed me to go beyond the standard A-level curriculum by exploring complex financial concepts.

Analysing real-world market trends and making informed investment decisions has strengthened my critical thinking

and analytical skills. Additionally, listening to and learning from industry professionals and like-minded peers has broadened my perspective on the practical applications of economic theory. This experience has not only enhanced my knowledge of investment but also reinforced my passion for economics and finance, inspiring me to pursue further education in this field.

GAIN has been a wonderful opportunity to work as part of a team and learn about investing. It's great to have an opportunity to learn for those who don't take business or economics and I'm really happy to have gotten better at researching and interoperating stocks as this skill is very useful.

I've always wanted to pursue a career in finance and GAIN has made that feel much more achievable so I'm grateful for this opportunity, especially as it has been not only incredibly useful but also incredibly fun! The sessions have been interesting and engaging and the support from both, the program and Mr Bentley has been so helpful.

Another positive of this challenge is its relevance, we are given companies that are currently active and use information that's up to date, I feel like this gives us a real insight into the current financial market, an opportunity that we don't have in day-to-day life!

MODEL UNITED NATIONS

By **Muskaanpreet S**, Year 12

Model United Nations (Model UN) is an educational simulation where students take on the role as delegates representing different countries in mock sessions of the United Nations, and it is a collaborative and competitive experience that mimics real-world diplomacy. Participants debate global issues, draft resolutions, and work to find solutions through diplomacy and negotiation. Each delegate must research their assigned country's position on the topic being discussed and advocate for it during sessions. The goal is to develop skills in public speaking, critical thinking, and international relations.

Model UN is one of the most helpful extracurriculars to any student aspiring to do anything that would require debate. Not only is it accessible to those in humanities subjects, especially for those considering a career in politics or law, but to those who have different subject tastes, such as STEM, it is useful in that the debated topics

in our resolutions are applicable to those subjects. It is also extremely useful in developing public speaking skills, debate skills, and research skills. Additionally, Model UN opens doors for one's future in that it looks great on an application, and it makes you more appealing as an individual. With time, we're trying to make Model UN more accessible to more students in school, so if you're interested, please feel free to come and watch (or join) Model UN in Room 14 on Wednesday lunches! (2nd Half)



ECONOMICS ESSAY COMPETITIONS

There are currently many different essay competitions available which are all beneficial for your future as they allow you to learn more about the world of economics and reflect your interest in the subject if you want to apply for it at university or for a degree apprenticeship. Each of these competitions would be useful research for an economics based EPQ as well!

FCDO Next Generation Essay

- You must write a 1000 word letter addressing one of the questions provided on the competitions website.
- You must be at least 14 years old to enter.
- The winner will receive a prize of £500, and present their essay to FCDO chief economist.
- The deadline is May 11th 2025.

<https://www.gov.uk/guidance/fcdo-next-generation-economics-competition>

Young Economist of the Year

- Answer one of the five questions in a blog post or media format of maximum 1000 words.
- You must be in years 10-13.
- The winning entry will be published in the Financial Times.
- The deadline is most likely, July 14th 2025, but will be officially announced after easter.

<https://res.org.uk/committees/education-training-committee/young-economist-of-the-year/>

London School of Economics Essay Competition

- Entry's have not yet been released, but more details will be out after easter.



John Locke Essay Prize

- Write an essay to answer one of the questions for the subjects on the website.
- You must register for this competition before May 31st 2025
- The deadline is on June 30th 2025
- The winner for each category will receive a scholarship worth \$5000 for any John Locke institute programme.

<https://www.johnlockeinstitute.com/essay-competition>

Kings College Cambridge Competition

- Write a 1000 word essay on one of the provided questions.
- You must be in years 11-13.
- The deadline is July 25th 2025
- The winner will receive £1500 and attend a prize-giving ceremony

<https://www.kingselab.org/essay-competition>



YEAR 10 MATHS FEAST!

Thursday 27th March saw 8 Year 10 students travel to Madeley Academy to compete in a **MATHS FEAST!**

Organised in conjunction with AMSP (Advanced Mathematics Support Programme) the students competed against 6 other schools with a total of 15 teams entering.

Across a series of four individual and team rounds, the competition lasted approximately 2.5 hours and certainly



challenged all of the contestants! At the end of the morning NGHS were outright winners of one of the rounds and overall finished 3rd and 4th out of the 15 teams entered!

This is a fantastic achievement and maths teacher, Mr Oliver Green declared, "All the girls had a challenging but enjoyable

day. To win one round outright is fantastic and to finish 3rd and 4th against such strong competition from around Shropshire is a superb effort—well done all!



NEW HEAD GIRL TEAM ANNOUNCED!

As the Year 13 students approach their time for study leave, we are proud to announce that the new Head Girl Team has been decided following a comprehensive and challenging series of interviews. Huge congratulations to the following students on their achievement of being on the Head Girl Team at NGHS:

Head Girl: Shaan Kang

Deputy Head Girl (Academic Chair): Grace B

Deputy Head Girl (Community): Emily R

Deputy Head Girl (Marketing): Avani A

Deputy Head Girl (Participation & Inclusion): Niamh S

Deputy Head Girl (Transition & Integration): Ronnia A

Deputy Head Girl (Transition & Integration): Emily J

Deputy Head Girl (Wellbeing): Isabel C

In the next edition of Newport News, we will have a special feature on both the Head Girl and House Captain teams where they will introduce themselves and outline their plans for the coming year!

WHEN THE SUN HITS YOUR EYE LIKE A BIG PIZZA PIE...

Wednesday 2nd April saw our in house caterers (Academy) being extra busy as they held their first ever PIZZA DAY!

With 6 different kinds to choose from it was a great event to showcase not only the fantastic pizza's but also everything else they offer! Everyone agreed they were 'deliziosa!'

Look out on social media and in Newport News for other exciting special events in the canteen for the rest of the year!



SPORTS ROUND UP

U13'S DEFEAT OLD FOE THOMAS TELFORD TO REACH DISTRICT CUP FINAL!

Monday 31st March in the bright sunshine NGHS played TTS in the year 8 district cup semi-final. Last year TTS knocked us out in this round taking us all the way to penalties, so NGHS was ready and pumped up hoping to take the win this year.

As the game kicked off you could tell it was going to be an evenly matched game, with both sides having chances. But NGHS did have the upper hand in the first half, they controlled majority of the possession and played some excellent football but TTS defence and goal keeper were having an excellent game and making it difficult for NGHS to get the opening goal. It took some individual brilliance from Olivia on the left wing to run pass the defence and produce an excellent goal, to take NGHS into half time 1-0 up.

The girls knew the second half was going to be difficult and they had to make sure they got the next goal. NGHS kept putting on the pressure and we had many chances but somehow TTS kept the score to 1-0. With 13 minutes to go of the game, Olivia received the ball on the

left and had a great run into the box, she looked up and made a superb cross to Louise who was at the back post to tap it in, to make it 2-0 to NGHS.

The last 13 minutes NGHS looked comfortable but TTS did start to fight back with the last 5 minutes to go, but some excellent defensive plays from Rhea, Zoe, Evie and Freya along with some great saves from Izzy, kept the score at 2-0. The final whistle blew and the girls were so happy to beat TTS 2-0 and to progress into the final, where they will be playing Ercall. I am so proud of every single player yesterday, everyone worked together and I can't wait to see them all play in the final. Good luck girls. **Miss Saunders**, Director of Sport



U12'S WIN COUNTY PLATE NETBALL FINAL!

On Thursday 20th March the U12 netball team travelled to Wrekin College to compete in the County Finals. In the first round they played six and won four matches which qualified them for the plate competition.

At that stage they played a semi final which they won comfortably to advance to the final! Playing against The Grove School from Markey Drayton, the girls were in determined mood and showed great skill and teamwork to run out the eventual winners!



Team coach, Miss Teggin, commented, "All of the players were a credit to the school and themselves. Considering it was their first county finals they were not fazed at all - I couldn't be prouder of them! A special mention must go to Evie A for her use of space and great technique to lead the team to glory!"



SPORTS ROUND UP

YEAR 10 STUDENT REPRESENTS SWITZERLAND!



Layla B and her U17 International teammates!

Between the 4th to the 9th of March, I was lucky enough to participate in the U17s Netball Euros held in Belfast. It was a dream come true to represent Switzerland doing a sport that I love and it is an experience I will always cherish! We won 2 out of 4 matches and I was lucky enough to be awarded oppositions player for two of them! We may have not gotten the final result we wanted, but if I am lucky enough I will be able to do it again next year! **Layla B**, Year 10



U19'S BATTLE WOLVERHAMPTON GRAMMAR IN HIGH QUALITY CONTESTS!

The U19 'A' and 'B' netball teams travelled to Wolverhampton Grammar School on Wednesday 26th March to play against regular foes, Wolverhampton Grammar. Both teams knew they would be in for tough matches and it certainly turned out that way!



U19 A and B Netball Teams

In the first match, the 'A' team played a nail-biting and high quality match that came down to the last few minutes. Having started slowly, the team found themselves down by 9 goals at the end of the 3rd quarter and many teams would have folded at that point. However, a stirring comeback showing guts, determination and no little skill saw them storm back into contention as the minutes ticked away!

However, despite their amazing come back, they couldn't quite overcome the large deficit and eventually ran out losing by the score of 30-27!

In the second match, the 'B' team were immense and showed their class and excellent teamwork. In another closely contested match they were not to be denied and ran out winners by a score of 26-19.

Team coach, Mrs Martin, was extremely proud of both teams and was thrilled with the way all the players never gave up!

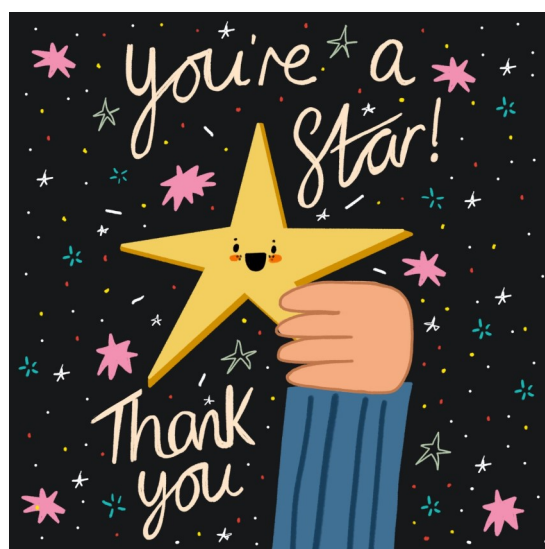


THANK YOU FRIDAY

Congratulations to this fortnight's winners...

Each fortnight we recognise students who have gone the extra mile to help a member of staff. Parents will receive recognition of the child's success through a postcard home and publication in Newport News.

Awarded to:	Awarded by:
Emily B (A6)	Ms J Capaldi
Arabella B (6S2)	Miss S Webster
Grace B (6S2)	Miss S Webster
Yula G (6A2)	Miss S Webster
Freya H (6R1)	Miss S Webster
Chloe H (S4)	Mrs T Fujii
Isha J (6A1)	Mrs K Griffin
Holly J (S6)	Mrs T Fujii
Srinidhi K (R4)	Mrs T Fujii
Genevieve L (S6)	Mrs C Petford
Katie M (6A1)	Miss S Webster
Heidi M (6A1)	Miss S Webster
Megan S (R6)	Mrs T Fujii
Tulsi M (6S1)	Miss S Webster
Anona R (6S1)	Miss S Webster
ElizabethW (6S2)	Miss S Webster
Grace W (6S1)	Miss S Webster





Newport Girls'
High School
Academy Trust

**JOIN OUR
TEAM**

Teacher of Mathematics

Part time/Full time (0.6 - 1.0 FTE)

Required: 1 September 2025

Teacher Salary: MPS/UPS incl. ECTs

Closing date: 9.00am on 29 April 2025

Interviews to be held shortly after the deadline

Teacher of History (with RE)

Full Time

Required: 1 September 2025

Teacher Salary: MPS/UPS incl. ECTs

Closing date: 9.00am on 29 April 2025

Interviews to be held shortly after the deadline

**To apply visit our website:
www.nghs.org.uk/about-us/recruitment**

YEAR 10 STUDENT GRABS FANTASTIC DOUBLE MUSIC AWARD!

Here at Newport News we always love to celebrate students achievements outside of school and here we can share the fantastic achievements of one of our wonderfully talented Y10 musicians!

"We are delighted to share that last weekend (22-23 March), Lisakee participated in the Newcastle-under-Lyme Music, Speech & Drama Festival and achieved outstanding results.

She competed in two piano categories:

Piano Solo Open – 1st Place

Piano Solo Open (Baroque Period) – 1st Place

We are incredibly proud of her achievement, and all of the hard work and dedication she has put in." A wonderful achievement Lisakee!



Lisakee H (Y10) with her 'Open Category' Trophy!

UPCOMING EVENTS AND DATES

Diary Dates

- 08.04.25** Main School Open Morning and Evening
- 09.04.25** Year 12 A-level MFL Speaking Assessments
- 11.04.25** House Art and Photography
- 11.04.25** End of term 12.30pm
- 28.04.25** Start of Summer Term
- 28.04.25** French GCSE Speaking Exams
- 28.04.25** Year 12 Internal Assessment Week



**DATES FOR
YOUR DIARY**

IMPORTANT NOTICE - NGHS students who catch the Adams Grammar school bus need to be at the usual bus stop **PROMPTLY** at 12.40 on the last day of term as Adams Grammar are also finishing early on the last day of term!

Ofsted
Outstanding
Provider

THE SUNDAY TIMES
SCHOOLS GUIDE
2025

Top results in region
at GCSE & A-level
since 2019

Outstanding Ofsted
2019 & 2022

Excellent Pastoral
Care & Support

Year 7-8 mixed forms
to support Transition

Friendly family-feel
to our community

Benefits of all-girls
education

See what makes **Newport Girls' High School** special at our

OPEN MORNING and EVENING

Tuesday 8th April BOOKING REQUIRED via nghs.org.uk

Come and discover an **outstanding girls'** selective school education for your daughter



N
G
H
S

ART & PHOTOGRAPHY COMPETITION



HAND IN
MONDAY 28TH APRIL

THEME

SONDER

"Sonder" Definition – noun.
the realization that each
random passerby is living a
life as vivid and complex as
your own – populated with
their own ambitions, friends,
routines, worries and
inherited craziness – an epic
story that continues
invisibly around you like an
anthill sprawling deep
underground, with elaborate
passageways to thousands of
other lives that you'll never
know existed, in which you
might appear only once, as an
extra sipping coffee in the
background, as a blur of
traffic passing on the
highway, as a lighted window
at dusk.

John Koenig
creator of The Dictionary of Obscure Sorrows

HANDING WORK IN

Deadline - Monday 28th April 2025

There will be a tray/box in the
art room on top of the drawers to
the left, as you walk into the
room - please put your entries in
this tray or hand them to Miss
Walker or Mrs Benoit. For
photography pieces please make
sure they have been printed off
(check quality of image and
paper).

IMPORTANT

Your full name, house and form
group needs to be on your art
work.

What Parents & Educators Need to Know about

INSTAGRAM

AGE RESTRICTION
13+

Instagram remains one of the world's most popular social media platforms, especially among teens – with around 70% of 13 to 17-year-olds using it. Owned by Meta, Instagram allows users to share photos and videos, create interactive 'stories', broadcast live, send private messages and follow others. With regular updates and new features, it's essential for parents and educators to stay informed about how children are using the app – and what the risks are.

WHAT ARE THE RISKS?

EXCESSIVE SCREEN TIME

Instagram's design encourages prolonged use through endless scrolling of trending content and generating a fear of missing out (FOMO). Children can quickly lose track of time browsing posts from friends, influencers, and strangers, which may disrupt their day-to-day activities.

AI CHATBOT CONCERNS

Meta's AI, which is available on Instagram, allows users to chat with an in-app chatbot. While often helpful, it can blur boundaries for young users, who may ask for or read content that is inappropriate or see it as a real friend or confidant. Privacy issues also arise, as conversations may not be as secure or private as children assume.

RISKS OF GOING LIVE

The livestream feature allows real-time broadcasting to followers – or anyone, if the account is public. This increases the chance of unwanted contact from strangers and pressure to act in ways that gain attention, including engaging in inappropriate behaviour. Viewers may also post offensive or harmful comments during live sessions.

THREADS INTEGRATION

Threads is Instagram's sister app for public, text-based conversations. Posts from Threads appear in users' Instagram feeds and can lead children to view, share, and comment on public conversations with strangers. The content may not always be age-appropriate and can be misleading or false.

SCHEDULED MESSAGING

Instagram's newer ability to schedule direct messages means that children could receive messages late at night or early in the morning. This can disrupt their sleep or keep them preoccupied before the school day even begins.

EXCLUSION AND LOW SELF-WORTH

Feeling left out online can have a real emotional impact. Being left out of photos, receiving fewer likes, being unfollowed, or being ignored in chats and comments can leave children feeling excluded, which often hurts as much as in real life. There is a risk this can lead to reduced self-esteem and a sense of not belonging.

Advice for Parents & Educators

USE INSTAGRAM'S SUPERVISION TOOLS

Instagram's built-in Family Centre lets parents monitor how much time their child spends on the app. Specialised 'teen accounts' are private by default and offer controls on who can message them. Make sure that children use their real age when registering their account to ensure they have these protections.

OPEN UP THE CONVERSATION

Talk regularly to the children in your care about what they enjoy on Instagram – and what makes them uncomfortable. Encourage honest chats about filters, body image, and online approval. Reassure them that they don't need to edit their appearance or chase 'likes' to feel valued.

SET BOUNDARIES FOR THREADS AND AI

Parental controls on Instagram also apply to Threads. These allow parents to monitor time spent in the app, check follower lists and adjust exposure to sensitive content. Discuss AI features, too, therefore helping children understand that chatbots aren't real people and should be used with care.

BE MEDIA-SAVVY WITH INFLUENCERS

Parents should follow a few of the influencers their child watches, so they can better understand the content they're seeing. Use this as a springboard to talk about the difference between genuine recommendations and paid promotions – and how online personalities can shape opinions and behaviour.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



#WakeUpWednesday

The National College®

NGHS PASTORAL TEAM

WHO'S WHO?

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.

Heads of Year



Mrs D Martin
Head of Year 7



Mrs K Danby
Head of Year 8



Mrs A Chapman
Head of Year 9



Miss A M Davies
Head of Year 10



Ms J Capaldi
Head of Year 11



Mrs K Griffin
Head of Sixth Form

Wellbeing Team



Mrs Aver-Howdle
Years 7—10
Wellbeing Officer



Miss E Heyes
Wellbeing Officer
(Y11/Sixth Form)



Mrs V Glew
Administrator
(Sixth Form)

Safeguarding Team



Miss S Webster: Deputy
Headteacher & DDSL



Mrs K Danby : Well-being
Manager, CSE Lead & DDSL



Mr A Jones: Headteacher & DDSL



Mrs F Davenport: Pastoral Support &
DDSL



Mrs H Birch: Assistant Head, DSL
(currently on maternity leave)

DSL—Designated Safeguarding Lead
DDSL—Deputy Designated
Safeguarding Lead