

# Penketh High School Summer Newsletter 2025





## Let's Hear From Your Head of Year!

# Year 7

This year has been a remarkable journey for our Year 7 pupils as they transitioned from primary to secondary school. The move, which can often feel daunting, has been met with enthusiasm, resilience, and a growing sense of independence.

From the outset, pupils embraced the new routines, expectations, and opportunities that secondary school life offers. They have adapted well to moving between different subjects and classrooms, managing their timetables, and building relationships with a wider range of teachers and peers. Their ability to navigate this new environment with increasing confidence is a testament to their maturity and determination.

Academically, Year 7 students have shown strong progress across the curriculum. They have demonstrated curiosity, creativity, and a willingness to engage with new challenges. Many have developed effective study habits and are beginning to take ownership of their learning, setting a solid foundation for the years ahead.

Socially and emotionally, pupils have grown in confidence and self-awareness. They have formed new friendships, contributed positively to group work, and participated in a variety of extracurricular activities –from sports and music to clubs and school events. Their enthusiasm and team spirit have enriched the school community.

At the start of the year, I challenged year 7 pupils to embrace everything that Penketh High had to offer, and they certainly took up the many opportunities available. These included going on residential to Conway, netball and football tour in Belgium, performing in the production of Annie (both in school and at Parr Hall), rewards trips- ice skating and Alton Towers. Within their 'Career Clusters', pupils have had the opportunity experience a variety of events, including, visits to Manchester City, an advertising agency and a 3D construction simulator to name but a few. Within sport, many pupils have represented the school at events including rugby, football, netball, basketball and athletics. The athletics at Victoria Park was a particularly special day with year 7 pupils helping the school win the overall title.

Overall, Year 7 pupils should be incredibly proud of how far they've come. Their positive attitude, adaptability, and eagerness to learn have made this a successful and rewarding year.

I look forward to seeing them continue to flourish in Year 8 and beyond.

Mr Venables



## Let's Hear From Your Head of Year!

# Year 8

It's hard to believe we're already at the end of the academic year—how quickly it seems to have flown by. As I look back on the past months, I feel incredibly proud of how much our students have grown—not just academically, but personally, too. They are not only developing as learners, but as kind, thoughtful and resilient individuals, and it's been a privilege to see them evolve day by day.

I'd like to begin by celebrating those pupils who've achieved a remarkable milestone—100% attendance across the whole year. This level of consistency reflects not only excellent organisation, but also a real commitment to learning and making the most of every opportunity. A huge congratulations to: Thomas, Beren, Ella, Ela, Archie, Coby, Matthew, Angie, Brianne, Jessica, Harry, Daniel, Nicky, Dylan, Thomas, Aarya, Grace and Rocky. You've demonstrated incredible dedication and reliability, and I couldn't be prouder of each one of you.

I'd also like to highlight our most dedicated learners—those who have consistently shown excellent attitudes towards their studies throughout the year and earned the most learning score 1s. These students have demonstrated maturity, independence and a determination to do their very best, and I want to commend: Aarya, Alexia, Faye, Mason, Archie, Thomas, Summer, Jessica, Lewis, Max, Molly, Helen, Jacob, Evie, Hara, Elliott, Connor and Abbey. You've set a brilliant example to your peers, and I'm so proud of the standards you've maintained.

In addition, I'd like to recognise those pupils who've topped our league tables this year for exceptional effort and engagement across all subjects. A particular congratulations goes to Thomas and Daniel for reaching the highest level: Gold. You've both shown extraordinary consistency and enthusiasm that truly sets the bar for others. Well done also to Aarya, Dylan, Alexia, Max, Summer, Zara, Aadiy, Ben, and all who've ranked highly for their dedication.

I'd also like to highlight the fantastic achievements of a number of students in the Performing Arts—each one of them has shown exceptional dedication to rehearsals and school performances, often going above and beyond to support others and make each show something truly special. A huge well done to: Izzy, Hollie, Brannagh, Zara, Alyssa, Archie, Holly, Corben, Polly, Bea, Alexia, Molly, Maria, Ryan, Jess, Regina, Brianne, Jessica, Aria and Louisa. Your energy, creativity and passion have lit up the stage and inspired your peers.

Congratulations as well to all pupils who have shown dedication to sports throughout the year—it's been wonderful to see so many working hard in training and representing our school so proudly. A special mention goes to Bella, Layla and Ashton for their success on the football field, Immy for her achievements in netball, Leola for her incredible commitment to cheerleading, and Kevin for his impressive accomplishments in swimming. You've all demonstrated great perseverance, focus and team spirit.

As we head into the summer, I hope your families have a chance to rest, recharge and reflect on just how far your children have come this year. Thank you for all your support—it makes a real difference.

I can't wait to see what the next chapter brings.

Ms Lowe



## Let's Hear From Your Head of Year!

# Year 9

What a year it has been for this fantastic year group. It has been a privilege to support and guide Year 9 throughout their journey this year as their Head of Year, and it has been a pleasure to witness their growth - not only academically, but as individuals and as a community.

There have been brilliant achievements in the classroom, with pupils earning a huge number of Learning Score 1s, postcards, and Golden Tickets for their effort and attitude to learning. A special well done to the 10 pupils who secured Gold Awards for the second consecutive year - a reflection of their dedication and consistency.

A group of Year 9s recently took part in The Brilliant Club programme, an inspiring academic initiative designed to challenge and stretch high-performing pupils through university-style learning. Working with PhD tutors, students engaged in a series of rigorous tutorials on advanced topics beyond the standard curriculum, developing their critical thinking, academic writing, and research skills. The event culminated in a graduation-style ceremony celebrating their hard work and achievements. It was a fantastic opportunity for students to gain insight into higher education, raise their aspirations, and showcase their academic potential in a supportive and enriching environment.

Year 9s have also excelled in their respective sports this season. The Year 9 Boys Rugby Team became town champions winning the final 38 - 0, an outstanding achievement that highlights the most impressive teamwork and commitment. Daniella J represented Liverpool Basketball Club at national level in both U14 and U16 age groups, reaching the Toxteth Elite Tournament semi-finals. Carina H earned a place in the GB Archery squad for 2025/26, placed 2nd nationally, and holds multiple Cheshire records. Toa K L won double silver at the Jiu-Jitsu World Championships, competed successfully in interclub events, and secured a rugby scholarship with Warrington Wolves. Logan B also had a successful rugby season securing a rugby scholarship with Warrington Wolves. Frankie H represented Burnley U14 ETC, won league and cup titles with Cromwell Vikings, and helped Winsford Diamonds U15 finish second in their league. Gracie B placed 2<sup>nd</sup> in the Calling U Out dance under 16s competition in Blackpool and 1<sup>st</sup> place in the Duos competition.

In the performing arts, the school production of Annie was a highlight of the year. The cast showed outstanding commitment, attending rehearsals week after week to deliver a fantastic show. Well done to Catelyn H, Charlotte D, Ethan S, Isla E, Joshua M, Matilda S, May S, Ollie S and Sophie D for their incredible commitment and performances.

Attendance remains a key part of success, and it's fantastic to celebrate those pupils who achieved 100% attendance this year - an impressive and commendable achievement. Congratulations to the 22 pupils that have achieved 100% attendance this year. A special mention must go however to Corey B, Mavis C, Cherish F, Sophie K and Blaide T for achieving 100% attendance for 2 consecutive school years, an incredible feat!

Recognition also goes to those consistently earning high numbers of Learning Score 1s - including Dua D, Matilda S, Charlotte D, Fahim G, Suleman R and Kaycee B - for their focus and dedication to their learning.

This year also saw pupils make their GCSE Options choices - a significant milestone that begins the next stage of their journey. They approached this maturely and thoughtfully, and staff across the school are excited to support them as they move into Key Stage 4.

Beyond lessons, pupils embraced a wide range of trips and opportunities - from cultural experiences to subject-specific excursions - and consistently represented the school with enthusiasm and maturity. These experiences have helped them develop independence, teamwork, and confidence, all of which will serve them well as they step into Year 10.

As Head of Year, I couldn't be prouder of what they have achieved this year. They are a kind, talented, and hardworking group of young people who have contributed positively to the school community in so many ways.

Wishing all of Year 9 a relaxing and enjoyable summer break. I look forward to seeing them return in September, ready to embrace the challenges and opportunities of Year 10.



## Let's Hear From Your Head of Year!

# Year 10

As we approach the end of what has been a hugely successful 1<sup>st</sup> year of your child's GCSEs, I want to take a moment to reflect on the incredible journey our Year 10 students have taken. It's been a year defined by growth, resilience, and maturity, and I couldn't be more proud of how this year group has risen to every challenge with such determination and focus.

Throughout the year, our year 10 students have consistently demonstrated a growing sense of independence in their learning. Their maturity in lessons has been evident, and their ability to maintain focus and strive for progress has stood out across all GCSE subjects. What has been equally impressive is the strong sense of community that has developed among the year group—students supporting one another, showing kindness, and contributing positively to the school environment in countless ways.

Our recent college trips have also been a real highlight, giving students the opportunity to explore a range of post-16 options and begin thinking seriously about their next steps in education. Year 10 pupils approached these visits with real maturity, asking thoughtful questions, showing genuine interest in the courses on offer, and representing the school with pride. Their engagement and focus throughout these experiences have shown that they are already beginning to take responsibility for their futures. We've also had the pleasure of welcoming several external organisations and visitors into school this year, and every single one of them has commented on how engaged, respectful, and well-mannered our Year 10s have been. It's always a proud moment when others recognise the values we see in them every day.

A special mention must go to the 12% of our year group who have sustained perfect attendance throughout the entire school year. This is a significant achievement, reflecting a deep commitment to their learning and to making the most of every opportunity available to them. Their consistency sets a brilliant example for others. I'd also like to highlight a group of students who have demonstrated truly outstanding dedication in lessons. Congratulations to Jenson, Harvey, Cheryl, Percy, Aden, Skye, Adam, Muhammad, Mia, Kenzie and Riley, who have all sustained exceptional focus in their learning, each achieving over 170 learning scores of a 1 across the year. Their consistent effort, positive attitude and drive to do their best in every subject have been remarkable.

Year 10 have worked hard and positioned themselves really well for the academic challenges and opportunities ahead. I'm genuinely excited to see how they continue to grow and thrive as they move into Year 11. Thank you for being such a positive part of your child's journey—your involvement, support and encouragement are invaluable in helping them prepare for a successful final year at Penketh.

Mr Billington

# Designated Provision



KS4 pupils in the Designated Provision have been taking part in The Active Adventurers Travel Training Programme supported by Warrington Youth Zone. They have had some brilliant experiences and gained valuable life-skills along the way. The programme involved planning bus trips to the supermarket and the cinema, a train journey to Liverpool and a river cruise on the Mersey Ferry. Pupils enjoyed making their chosen dish using ingredients purchased in the supermarket. A huge thank you to Nuvvy from WYZ and Mrs Jones for supporting pupils on their adventures.



# Designated Provision



We had a great time at Fire Safety Central and engaged with learning sessions linked to fire and water safety, hazard awareness and choices and consequences.



In May, we took part in another fabulous Ability Sport's Day hosted by WASSP. Another great day with lots of different activities to try out!



# Sports Day 2025



# Sports Day 2025



# Sports Spotlight



## Belgium 2025



# Sports Spotlight



Year 8 squad in the latest 9-a-side Warrington schools rugby tournament  
2/2 wins!

YEAR 8 CHAMPIONS!! 18-16 winners in the final of the Warrington schools' 9-a-side competition against a very strong Kings team. Well done to all boys involved!



YEAR 10 CHAMPIONS!! 24-16 winners v Cardinal Newman CHS in a hard fought Warrington schools' 9-a-side final. Huge congratulations to all the pupils.



# Sports Spotlight

Incredible performances from our athletes in Warrington Town Sports Competition. Girls overall 2nd place, Boys overall 1st place and total overall small schools winners!



YEAR 9 WINNERS! 38-0 winners v G.Sankey in the final of the Warrington Schools 13-a-side rugby competition. Huge well done to all pupils involved.



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# Trips and Visits





# Trips and Visits





# Trips and Visits



# Pupil Premium

## *Pupil Premium Coffee Morning*



The school recently held a coffee morning for Pupil Premium families. This event aimed to ensure that all families are fully aware of the support and resources available to them while their children/guardians are enrolled in our school.

## *Examples of support available*

- Uniform voucher – £50 for all FSM pupils Yr 7-10 in the summer term for the following year.
- Breakfast club £1 before 08:30am- for FSM pupils.
- Free revision guides/ resources for GCSE subjects.
- Free equipment as needed.
- Tuition for year 11 pupils leading up to exams.
- Funding contribution for all trips.
- Musical instrument lessons.



# HAF

## Holiday Activities and Food

Are your children on benefit related free school meals?

Scan me →



If yes, they can attend fully funded holiday activities at Easter, Summer and Christmas. Register your interest now at [warrington.gov.uk/haf](http://warrington.gov.uk/haf) or email [haf@warrington.gov.uk](mailto:haf@warrington.gov.uk) to find out more.

### Not eligible?

Many clubs offer paid places at a reduced rate.



WARRINGTON  
Borough Council



Department  
for Education

# SAFEGUARDING

## **CHILDLINE -24 HOUR**

HELPLINE FOR UNDER 18S  
0800 11 11  
WWW.CHILDLINE.ORG.UK

## **NSPCC**

24 HOUR CHILD PROTECTION  
HELPLINE 0800 800 5000  
WWW.NSPCC.ORG.UK

## **THE PROUD TRUST**

LGBT AND YOUTH SUPPORT  
0161 660 3347  
WWW.THEPROUDTRUST.ORG

## **CANCER SUPPORT**

CANCER SUPPORT LINE  
0808 800 1234  
WWW.CANCERBACUP.ORG.UK

## **CRIME VICTIMS**

VICTIM SUPPORT  
0845 303 0900  
WWW.VICTIMSUPPORT.ORG.UK

## **CRIMESTOPPERS**

CRIME PREVENTION  
0800 555 111  
WWW.CRIMESTOPPERS-UK.ORG

## **NATIONAL MISSING PERSONS**

PARENTS HELPLINE  
0500 700 700  
WWW.MISSINGPERSONS.POLICE.UK

## **RUNAWAY HELPLINE**

PARENTS HELPLINE  
0800 800 70 70  
WWW.RUNAWAYHELPLINE.ORG.UK

## **SAMARITANS**

24 HOUR SUICIDE PREVENTION LINE  
08457 90 90 90  
WWW.SAMARITANS.ORG.UK

## **STOP SMOKING**

QUITTING HELPLINE 9AM-9PM  
0800 00 22 00  
WWW.QUIT.ORG.UK

## **KIDSCAPE**

KEEPING SAFE, BULLYING & HOW TO COPE  
020 7730 3300  
WWW.KIDSCAPE.ORG.UK

## **YOUTH ACCESS**

DISCUSS PROBLEMS CONFIDENTIALLY  
020 8772 9900  
WWW.YOUTHACCESS.ORG.UK

## **CALM**

HELPLINE FOR BOYS AGED 15+  
0800 58 58 58  
WWW.THECALMZONE.NET

## **ANXIETY UK**

ANXIETY HELPLINE  
08444 775 774  
WWW.ANXIETYUK.ORG

## **ST. JOSEPH'S FAMILY CENTRE**

FAMILY SUPPORT SERVICES IN WARRINGTON  
01925 635 448  
WWW.SAINTJOSEPHSFAMILYCENTRE.CO.UK

## **MIND**

MENTAL HEALTH ISSUES HELPLINE  
0300 123 3393  
WWW.MIND.ORG.UK

## **CAMHS**

CHILD AND ADOLESCENT MENTAL HEALTH HELPLINE  
01925 579405  
WWW.YOUNGMINDS.ORG.UK

## **CHILD BEREAVEMENT UK**

CHILD BEREAVEMENT HELPLINE  
0800 028 8840  
WWW.CHILDBEREAVEMENTUK.ORG

## **HAPPY, OK, SAD**

LOCAL MENTAL HEALTH WELLBEING HELP  
01925 66 66 47  
WWW.CANCERBACUP.ORG.UK

## **RELATE**

RELATIONSHIPS HELP  
0300 100 1234  
WWW.RELATE.ORG.UK

## **BEREAVEMENT UK**

BEREAVEMENT HELP  
0300 100 1234  
WWW.RELATE.ORG.UK

## **YOUNG MINDS**

EMOTIONAL HELP  
0800 802 5544  
WWW.YOUNGMINDS.ORG.UK

## **BEAT YOUTH LINE**

EATING DISORDER HELPLINE  
0808 801 0711  
WWW.B-EAT.CO.UK

## **PAPYRUS**

YOUNG SUICIDE PREVENTION  
0800 088 4141  
WWW.PAPYRUS-UK.ORG

## **OCD UK**

OBSESSIVE COMPULSIVE DISORDER HELP  
0845 120 3778  
WWW.OCDUK.ORG

## **MENTAL HEALTH FOUNDATION**

MENTAL HEALTH ISSUES HELPLINE  
020 7803 1100  
WWW.MENTALHEALTH.ORG

## **NO PANIC**

HELP WITH ANXIETY DISORDERS  
0844 967 4848  
WWW.NOPANIC.ORG.UK

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SUPPORT FOR BEREAVED CHILDREN  
0808 808 1766  
WWW.CRUSE.ORG.UK

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WWW.GRIEFENCOUNTER.ORG.UK

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WWW.HEALTH.COM

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WWW.KOOTH.COM

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WWW.SAFEGUARDINGRESOURCEHUB.CO.UK

# PENKETH HIGH SCHOOL'S

# PUPIL PRESS

OUR TERMLY PUPIL NEWS

## SCHOOL PLAY 2025



Cast of Annie at Penketh High May 25

## PASSIONATE PENKETH PUPILS PERFORM



‘Annie’ was the musical that Penketh’s music and drama departments chose to put on this year.

### About ‘Annie’

The book and score for ‘Annie Jr’ was written by Thomas Meehan. It’s based on the famous musical ‘Annie’ that he also helped create. The musical was inspired by a comic strip called Little Orphan Annie, which came from an old poem. The show first came out on Broadway in 1977 and was a big hit, winning seven Tony Awards. Some of the most popular songs from Annie are “Tomorrow” and “It’s the Hard Knock Life.”

The book (which means the story, words spoken by the actors and the lyrics that

would be sung for the songs in the musical) has a run time of around an hour. This is a bit less than the version that professional drama groups would put on and there are some adjustments including to the songs to make them easier for school age pupils to sing.

### Plot Synopsis

For those who did not see our amazing show, Annie is a young girl living in New York City in the 1930s. She was left at an orphanage when she was a baby, and now she lives there with other girls. The orphanage is run by a mean lady called Miss Hannigan, who is really horrible to the children. But Annie is brave and always hopeful. She dreams of finding her real parents one day.

# PUPIL PRESS

One day, something amazing happens! Annie gets picked to spend Christmas with a rich man named Mr. Warbucks. His house is huge and fancy, and Annie gets to see what it's like to live a life full of fun and comfort. Even though she enjoys her time there, she still wants to find her real family. With her kind heart and positive attitude, Annie shows everyone that there's always hope for a better 'tomorrow'.

We chose to visit rehearsals and interview some of the cast to get their opinion on 'Annie'

Everyone who we interviewed was very positive about the whole experience and they really loved their time in rehearsals.

## **Interviews with the cast:**

### Martha (Year 7)

Who is your character? - Mrs Pugh

What character did you audition for? - Mrs Hannigan

What do you like about the play? - I like the comedy in the play and all the songs! I also like to see the lighting like the spotlights on the stage for example and the different lights and spotlights on the characters.

What inspired you to join the play? - I want to be an actress and comedian when I am older!

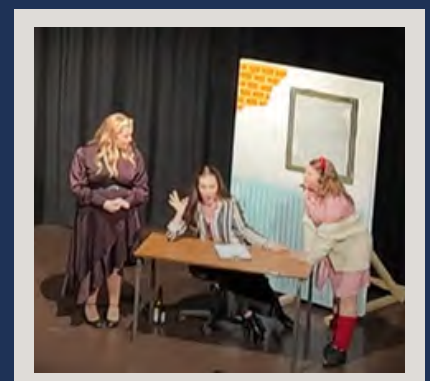
What is your favourite song or dance from the play? - my favourite one, is 'I think I am going to like it here!' because I get to do a different dance with the main servants as well.

Extra:

I think all the hard work will pay off on the night and that everyone feels really included during the dances even if you are not necessarily the main character!



Penketh High pupils in the cast of Annie



Interviews with the cast continued:

### Siena (YEAR 7)

Who is your character? – A member of the ensemble

Who did you audition for? – Ensemble

What do you like about the play? – I like the dances in the play because we have worked hard on them and persevered until the end.

What inspired you to join the play? – I really like singing and acting with others!

### Charlotte (YEAR 7)

Who is your character? – Duffy

Who did you audition for? – Tessie

What is your favourite song or dance? – my favourite, is 'You're never fully dressed without a smile!'

Was it a good or bad experience whilst rehearsing for the play? – Oh it was a good experience because we got to learn all the dances!

What inspired you to join the play? – probably primary school, because we did many plays in primary!

What is your favourite part of the play? – all the acting!

What did you like about the play? – EVERYTHING!!

### Inaaya (YEAR 7)

Who is your character? – Orphan and Ensemble

What is your favourite song or dance? – my favourite is 'Easy Street'.

Was it a good or bad experience whilst rehearsing for the play? – "I really liked the play because I think it has a lot of energy and there is a lot of work put into it."

Not only did the pupils really love taking part in it but the staff did too. All school productions need a huge number of people to help make them run smoothly, but they need staff to direct them and organise the whole thing.

Mrs Dean, our Head of Drama explained that they chose Annie, even though it might not have been everyone's first choice because it had not been done here before and she knew it quite well. She explained "We wanted to do our own version and there are lots of opportunities to make it a true ensemble show. We loved it because we made it our own!"



It was an ensemble cast, where many actors and characters are equally important and where the ensemble cast have an important role in many numbers.



# PUPIL PRESS

## CAREERS: YR10 WORK EXPERIENCE DAY WITH SELLAFIELD

On Thursday 10th July, James Mercer (who is an ex-student of Penketh High School) came in from Sellafield - a company which used to be a nuclear power station known as Windscale and nuclear site, but since 2022 has been involved in the decommissioning and processing of the nuclear waste left over from its earlier days. James explained that it is supposed to take 100 years to fully decommission the site properly. With the help of Mr Musgrove, they both organised this day to provide us with an amazing opportunity; whilst enriching our engineering skills and developing our dual curriculum skills that we would require in the workplace. By spending the day in form working in teams of six, they could advance in further expanding their skill set; including the additional Friday if they fully applied themselves.

Throughout the day, we planned, designed and produced a way to transport ping pong balls (representing waste) into a "safe zone" whilst minimising "contamination". Sellafield wanted us to design a contraption to move the waste out of the "pond". We also got the chance to experience a robotic dog and VR, which are now more commonly used in STEM jobs, broadening our world of work. After we had completed our project, we were tasked to present and talk through our processes and ideas in front of our form. During this, we explained and gave a detailed description of our 3 project ideas and why we chose the one we decided on, giving pros and cons of each.



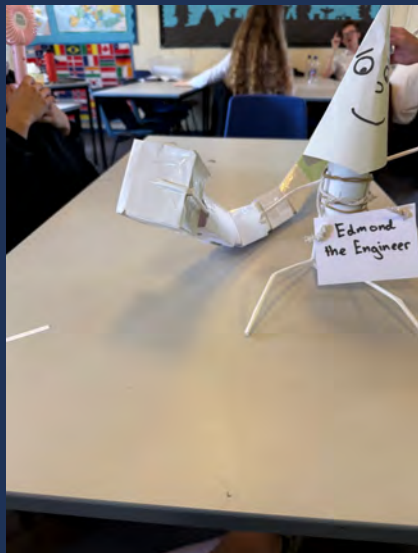
James started the day off by giving us some information about Sellafield and the types of jobs that they do there. He had a 'helper' in the audience - can you spot who it was?



# PENKETH HIGH SCHOOL'S CAREERS: YR10 WORK EXPERIENCE DAY WITH SELLAFIELD

Once in our form groups (we were located in Pankhurst for the day) we followed the instructions and started designing our 'machine' prototype for safely moving nuclear waste (a ping-pong ball in this activity). There were a range of designs, and some really were inventive.

You can see a range of different designs in different stage here. The groups loved the ingenuity of it all and the chance to work in a practical way.



# PENKETH HIGH SCHOOL'S CAREERS: YR10 WORK EXPERIENCE DAY WITH SELLAFIELD

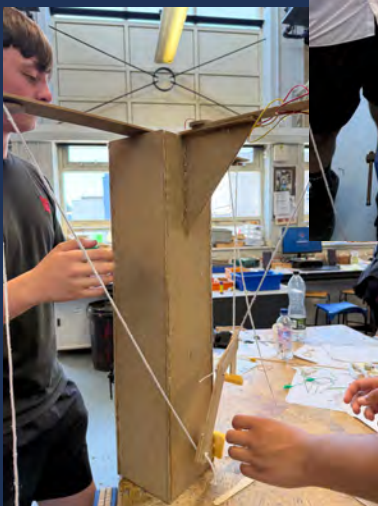


In between the sessions in our form we were able to go back to the drama centre and see the displays and equipment that James brought here. We were able to have a go at controlling the robot dog and also use the gloves in the sealed unit to allow us to experience what handle radioactive



material.

After we gave our presentations some of us nominated to go through to the next day where there were three groups. We had a similar activity but had to make it out of better materials,



We were using wood and circuit boards and had to create an actual working model of the idea that we had. It was quite challenging but some groups really did “impress” James.

# PUPIL PRESS

## YEAR 10 ENGLISH THEATRE TRIP



Year 10 pupils were invited by the English Department to attend an education enhancing trip to Llandudno to the Cymru Theatre, the beach and a journey on a tram up the Great Orme.

On Thursday 15th May, at 8:45, over 110 Year 10 pupils set off on a trip to Llandudno to watch a theatre production of a play they are studying in English: 'An Inspector Calls' by JB Priestley.

Pupils were allowed to wear their own clothes, however they HAD to wear a school lanyard throughout their visit for their safety and identification purposes. The pupils and staff from the English Department (Miss Bradshaw, Mrs Mollat, Miss Lowe and Miss Grant) set off on an hour and a half long coach journey out of Warrington and along the North Wales coast to Llandudno.

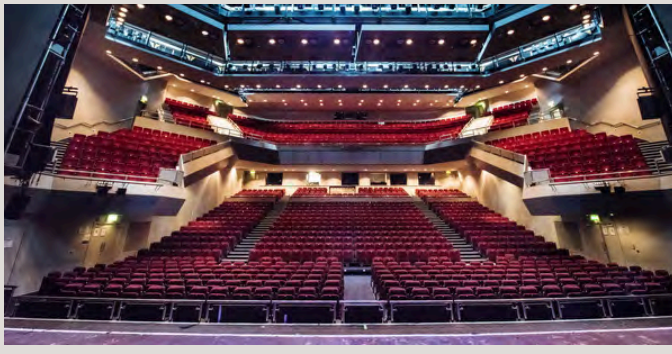
The weather remained fine and sunny and upon arrival they were split up into 3 groups. Each group enjoyed a tram ride up the Great Orme (a large hill or small mountain that is a recognisable landmark of Llandudno).

The tram up and down the Orme took around forty five minutes and at the little station at the top the pupils enjoyed some time exploring the breezy headland



When they had all returned off the tram to the bottom, the pupils spent around 45 minutes enjoying the area's local beach and then went off to take a short break eating lunch on the pier, in which many of the students indulged in a tasty treat: donuts and even a few portions of fish and chips for some!





The inside of the Theatre Cymru

After lunch and an exploration of the beach and the pier, finally the group arrived at the cool and prestigious Llandudno Theatre Cymru. Once inside, the group were sat in their allocated seats. With such a large number the pupils were in several areas of the theatre, but all were seated in the stalls. (The seats on the stage level, not upstairs on a higher level.) Some, including Mrs Bradshaw were sat right near the front and those on the front row had a great view of the stage and the actors.

The English Department's main goal of this trip was to enrich the students' learning experience by watching this dramatic interpretation of the performance, whilst deepening their understanding of the story that Year 10 study and its underlying themes.

The theatre itself was packed with a large audience, contributing to the lively and exciting atmosphere for those present. The students sat together in stalls, observing the stage's impressive elaborate set designs and the effective staging techniques that captured the audience's attention. By the end, the visit to the theatre hooked the spectators collectively, and ultimately provided both an educational opportunity and an enjoying theatrical experience for all.

The play had a stage that featured an impressive model of a house that opens up to reveal the family that the play is about: the Birlings. The story is set before World War I but was written by JB Priestley at the end of World War II.

Mrs Mollat, teacher in charge of Key Stage 4 English explained that "We took students to

see *An Inspector Calls*, a play central to their English curriculum. Seeing the production brought the text to life, deepening their understanding of its dramatic tension, character development, and themes of responsibility and social justice."

She also added that "A Live performance helped reinforce key learning points in a memorable and thought-provoking way."



The pretty seaside town of Llandudno

She explained that "Alongside the theatre visit, we explored Llandudno, giving students a chance to experience its rich history and stunning seaside landscape. It was a fantastic opportunity to connect classroom learning with real-world experiences, while also fostering curiosity, independence, and shared memories beyond school walls."

The play is about the Birlings family, who are part of the upper middle class and quite self-aware of their social status. One evening, they receive an unexpected visit from an Inspector. He tells them that a young woman named Eva Smith has taken her own life. As the story unfolds, it becomes clear that each member of the family played a part in what led to her death. The father, Mr. Birling, had fired her after she went on strike. Later, Sheila (his daughter) also got Eva dismissed from another job. Until by the end of the play each member of the family's behaviour is exposed.

The Year 10 pupils interviewed really enjoyed the day and thought that it brought the play to life!

All images by Lily Yr10 & Mrs Mollat, except inside theatre from promotional literature.



We hope to bring you one or two creative pieces in this part of the Pupil Press - a window on the world of our creative minds - somewhere to showcase the amazing creative talents that we have in school.

This edition, we have the opening of a short story written by a Yr7 pupil - Fearne.

## 'Escape'

I plugged in my earphones as one of my carers shut off the lights. Tomorrow would mark 8 years since I was put here: Greenbow Community Centre, or as I call it: Dirty Old Home. Oh, how my life had changed since the news of the car crash spread. But I'm happy now. I've found my people, I've found my hobby, and most importantly: I've found my amazing life.

I looked over at my shared nightstand, my alarm clock marked 20:01, not that I know that it's actually right. It has been years since I last saw the outside world, and even that was a misery. My time here is nothing different to the ordinary idea of freedom, but to me it's extraordinary - extraordinary for being the worst place you could ever be in.

"Paige, Paige!" I turned over; it was my best friend Holly from the other bunkbed. She first joined only a week after me, after being disowned and found in a forest all alone, bereft and hungry. Her past is heartbreaking for a sweet 12-year-old who wouldn't even hurt a fly. "Nnn-yeah?" I answered.

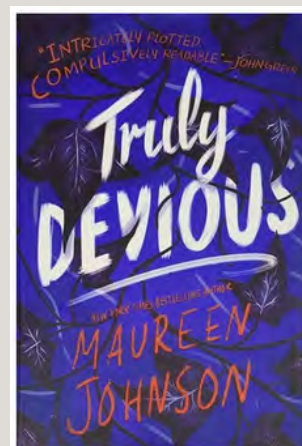
"I keep hearing a voi--"

Holly was suddenly interrupted; a boy, about 7

Every edition in this section we aim to review a **film** or a **novel, series** or some other **text** from all the amazing stories out there, so that you have some ideas about what to watch or read.

## BOOK REVIEW

### 'Truly, Devious' by Maureen Johnson



Truly Devious is the first novel in a young adult murder-mystery trilogy, wrote by bestselling author Maureen Johnson in 2018. The other books in the series are "The Vanishing Stair" (2019) and "The Hand On The Wall" (2020)

This book is about a private school in Vermont for the best and brightest students around named Ellingham Academy. When Ellingham's wife and daughter (as well as one of the students) were kidnapped in 1936, the only clue was a mocking riddle listing method of murder, signed "Truly, Devious". The disappearances became one of the greatest unsolved crimes in history.

Many years later, a true-crime obsessed girl, named Stevie Bell, is set to begin her first year at the academy, and she is determined to solve the case. But, she can only do so when she gets to grips with her new school life and housemates: the inventor, the novelist, the actor, the artist and the jokester. Then, Truly Devious makes a surprise return. The past has repeated itself and someone has got away with murder. (Continued on the next page)

or 8 came dashing down the halls and appeared at our door, screaming and crying I like he'd just seen the face of death, his eyes empty and soulless and his hair dishevelled and unkempt. I had never seen him before, until now, but whatever he was crying for – my heart went out. I know how it feels to be new and lonely. And that makes it sound like you're only lonely when you're new, but that's not true. I still have workers monitoring me all day, but I have not stopped feeling lonely. Which is what happens to everyone, I guess, when they first arrive. Holly has it worse than the majority of us though, there are workers still supervising her, no matter what – which in my opinion is too much.

“Holly; it's fine.” I turned over.

All at once, a massive swarm of workers came racing after the young boy, who was screaming loudly at this point. He was roughly shoved into the detention room for isolation so he doesn't encourage the majority of us into being 'dangerously disruptive' too, but I reckon that he did nothing but act as a child.

The next day, me and my friends: Holly, Zara, Chloe, Abigail and Emily were discussing the boy. It turns out that Abigail's bunk is right by the isolation room, and all night she had heard muffled shouts coming from it.

We decided it was time to investigate. And so, at 9AM on the dot, Emily distracted the cafeteria worker by spilling her gruel-looking sort of 'food', if I can even call it that. Workers were pulled right, left and centre for backup on the spill and the chaos that caused, so when the dormitory was empty with just us in, we snuck into the isolation room.

It was like the stories we've all heard of a prison; but at least 10 times worse.

The room was long with two beds on opposite walls, the same walls that were torn and stripped of wallpaper, like a cry for help. Spiderwebs inhabited each corner with pride and dirt was everywhere. Furniture was collapsed and what looked like a window was smashed in anger.

O-Oh my god.” Chloe whispered, trying not to

'TRULY DEVIOUS' review continued...

Some reviews of this book include:

“I LOVED THIS BOOK. If you need a new YA mystery novel, this is the one for you! Truly Devious totally took me by surprise. I had no idea I would love this book as much as I did!”

“This was my first YA murder mystery. I will definitely be reading more.”

“Oh I love Stevie Bell and her brain. This mystery was great and I was not only invested but also trying to guess who could have been truly devious all those years ago. Let me tell you I was wrong about everything and almost every page had a little gasp moment.”

“This book is incredible. I loved the twists and turns that take the book to the next level. IT IS AMAZING!

---

'ESCAPE' continued...

get the attention of the guards.

“Language, Chlo!!” Zara exclaimed, but then in the corner of my eye, I saw workers racing everywhere.

“Damn- I forgot the storage room was next to here.”

“Chloe...” we all replied.

“Quick!!” I slammed the door shut.

“Now what are we going to do? I swear every time we take you some place you either get us caught or lock us in a flipping isolation room.” Zara said argumentatively.

“G-guys. Wait, we're not dead yet. What's that on the door?” I saw a small, folded up piece of paper, taped behind where the door would open.

Holly ran up and grabbed it, leaving a tiny bit of tape behind. The sheet read: “ESCAPE PLAN” and then had a diagram of the building, along with a dotted line of what my guess was the 'escape'. ...

## SCHOOL UNIFORM: TIES:

Many feel that uniforms can play a crucial role in improving students' focus on their education.

When students wear uniforms, they are less distracted by their clothing and more likely to concentrate on their studies. Research indicates that schools with uniform policies report a 5 to 10% improvement in academic performance. However, they should NOT be a disturbance in education- most students agree they are uncomfortable with their current ties. In addition, me and my peers agree they do not serve their purpose as some, in particular, Year 11's look extremely untidy, possibly after being worn for a whole 5 years for 190 days each year.

Things to consider:

We could add tie sizes - a couple bigger/smaller just to ensure students still match with their uniform size and look presentable at the same time.

We could also think about looking to use old style traditional ties- where you need to tie them yourselves instead of velcro being used to fasten them. Although you might take longer in the morning, it would mean you are able to change the size yourselves while giving you a life skill at the same time! (Many of us might end up in a job where we need to wear one)

By Kate, Yr7



## SAM THOMPSON SOCCER AID

On June 4th Sam Thompson (Sam Thompson is 32 years old, an English tv star of the show Made In Chelsea and was born in London) recently was a part of a fund raiser called Soccer Aid for UNICEF. On this fund raiser he travelled 260 miles from Stamford Bridge in London all the way to Old Trafford in Manchester and with this he raised over 2million pounds for UNICEF. At one point of his mission, he even went through Warrington.

Sam did this challenge to inspire and make sure children across the world could grow up safely, be healthy and are able to play. On the matter Sam said: "To everyone who has donated, I've said it before, but I'll say it a million times, you are so heroic. This money will help so many children!"

On the mission Sam from the 2 to the 6 of June, he had a lone 5 days of walking, cycling AND running 260 miles. Apart from the fund raiser the other mission was to deliver a Match Ball to the finish line in MK Dons' Stadium in Milton Keynes.

Now, this does not seem controversial, but what has been to some is the idea that Sam is not afraid to show emotion. He does not seem afraid of having others judge him for being a man in tune with his emotions.

When he was on his Match Ball Mission he became quite emotional at several times. Once when his best mate Pete Wicks in the crowds supporting him. The other brave admission was the fact that Sam did not feel that he was good enough. He was worried he would not rise to the challenge and said "I'm not the guy". It is pretty clear that he WAS the guy and he did a great thing!

Mason, Year 8



# GIRLFEST 2025



GirlFest was an event that came out of Mrs Bradshaw's EmpowerHer enrichment that we profiled in our first issue.

This month, a day long activity was planned to celebrate being female.

## What was the point of Penketh High GirlFest 2025 ?

One of our Year 10s explained "Girls should realise that they should not be thought of as stereotypical - girls should realise the fact that they can do anything, despite what anyone says."

In the day we learnt about a range of things that are relevant to being a modern woman in the 21<sup>st</sup> century, including self defence, where we were taught about how to DEFEND OURSELVES. It wasn't all aggression though as the first thing we were taught to do was to WALK AWAY and get ourselves out of the situation.

We also learnt about several other women's issues including famous women such as HARRIET TUBMAN who have stood strong for their rights and also about the issue of abortion.

I believe that learning about the hardships and history of women's rights and how women were treated creates a sense of understanding and a community, yes, women support women, but so can men.

We learned about many women who shaped the world including two extraordinary individuals: Emmeline Pankhurst - the woman who got voting rights for women in the UK showing a great sense of determination and perseverance in her course and Rosa Parks - the woman with a heart of a lion; brave strong and courageous - standing up for what's right in a time of segregation and racism against different skin colours other than white.

She knew the danger of not giving up her seat for a white individual, she knew she could get arrested but her defiance sparked inspiration throughout the world causing the Montgomery bus boycott - one of the most persistent blockades ever and she even inspired one of the greatest speakers campaigners, Dr Martin Luther King Junior, with her act of bravery. They were just women trying to live in an

unjust society, yet they refused to stay silent and rebelled. Think about it, if Rosa Parks just followed the rules would Martin Luther still have the courage to create a civil rights movement? If Emmeline Pankhurst and the suffragettes never roared against women's rights to vote, how much longer would women live for without voting?

By Dua Yr9

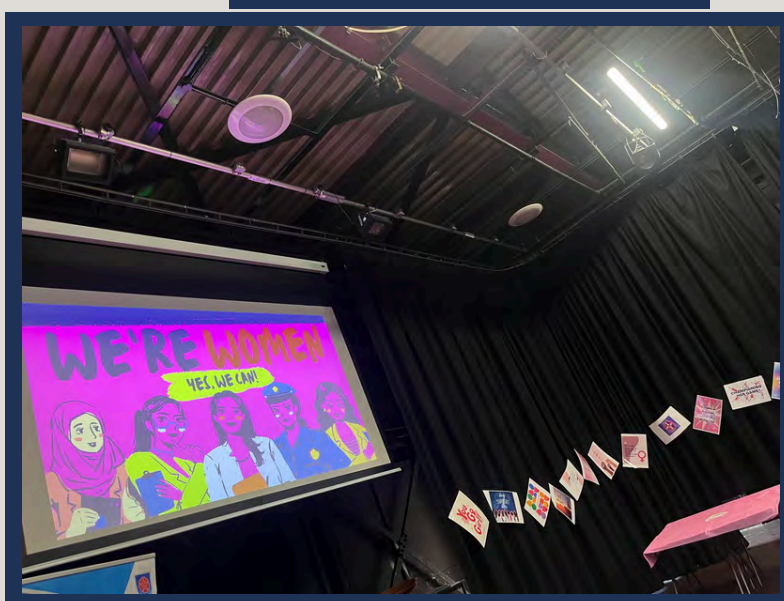


Staff and students worked hard to organise the programme of events for Penketh's GirlFest 2025.

There was a self defence class and several talks and presentations about issues that may impact and effect a woman's life.

During lunch between 12 and 1 outside Riley there was a bake sale which pupils were encouraged to buy from and so help raise some money for Women's Aid!

Each activity and the whole day was focused on encouraging women to support women and to think about celebrating the support that women can offer other women.



# COLLEGE TRIPS 2025

## YR10 GO TO COLLEGE

**Each year, Year 10 get the chance to attend some exciting Taster days at local colleges. This allows our pupils to get a proper idea of what the colleges are like and what courses they have on offer.**

**On Thursday the 26th June** Year 10 assembled in the canteen and waited to get on the buses to Cronton Sixth Form College.

We arrived and were seated in a big colourful marquee. Free lanyards and breakfast bars and an introduction to the college was great and then we were divided into the groups for the our first taster sessions.

There was a range of lessons on offer and the choice of subjects were both academic and more practical hands on courses. Some of these courses like hairdressing were usually taught at the Riverside campus, but we all had a chance to do a hands on activity - if you chose hairdressing you had to put the hairdressing model hair(it was made with real hair)into a chignon - which we were taught is French for low bun. There were other practical hands on courses, plumbing where we had to plumb together a range of pipes, media make up, where we got to design an ombre background with some stencil work on the top, and engineering and motor maintenance. Each

of these subjects had tasks to demonstrate the type of hands on learning that would go on if you chose that course and gave a good idea of the types of activities you would be doing.

We also had a chance to sign up for the academic courses too, and we saw a range of A level subjects, such as Law, English, Media and Film, the sciences, and History and Geography.

We got a great introduction to all the range of courses that they run: A levels, vocational courses, such as Animal Management and Animal Care and enjoyed going in to see the animals that they have on site, such as the rabbits, guinea pigs and the snakes.

We also got some great lunch from the pizza van and a Starbucks. We were able to sit outside on the benches for lunch too.



**Cronton Sixth Form College outside seating area**



**On Tuesday 8<sup>th</sup> July** Year 10 had a different college to attend. Buses came to take us to Warrington Vale Royal College this week.

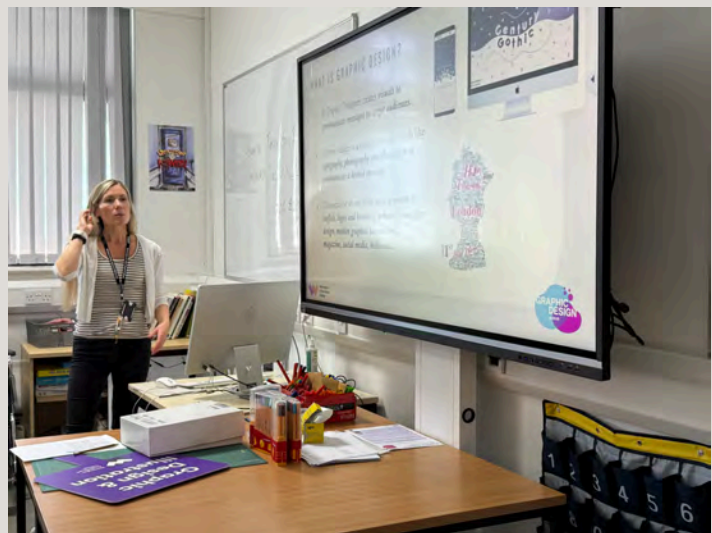
We were the first to arrive and were given seats in their huge cafeteria area. we took over about a third of the space and soon Yr10s from Padgate High and Hope Academy arrived. We were then split up in our chosen taster sessions and the tutor collected us and took us to their department areas. Again there was a great range of subjects and we got to see all of the different blocks and their specialisms.





Pupils (above) in a small group taster session of the Health & Social Care course. They were considering the importance of mental health and the importance of how to discuss mental health sensitively.

Below is the taster session of the Graphic Design element of the Creative Media courses.



Again we got a good look at the college and the different subjects that we could study there. Each group of about 10 - 15 pupils got some information about the course that was run and also a chance to do a little activity based around the activities you might have to do if you were on that course.

Some of the courses are very different to the things that we have studied at school and just like Cronton have a much more hands on practical element, such as Motor Vehicle Maintenance and Repair, Plumbing, Electrical Installation and Carpentry.

Health and Social Care, Culinary Skills are more like some of the subjects some of us have chosen for our GCSEs but they were really hands on and we tried a range of activities, such as icing cakes and thinking about our mental health. We also got to use a range of different computers, so for the Creative Media we were taken to their classroom with a top of the range Apple

computers. We were talked through the logon process and there were some files for us to use to help design some fonts and we were given some details about the elements of the courses, such as the graphic design element.

For all our activities we were in small groups with a range of pupils from the two other schools which gave us a good idea what it would be like when we start college. We also got another lunch provided; again we had pizza or there was a choice of chicken burger and chips.

We had the chance to go on the Xbox or try our penalty shoot out skills at lunch and we enjoyed the free time and the chance to see a college and see where we might choose to go to and what we could choose to study.

by Yr 10 pupils

# Enrichments - Boys Aloud

By Mason - Yr8

## Boys Aloud

Boys aloud is one of the many enrichments Penketh offers. The enrichment was created by the music teacher Mr Mughal and was centred around singing for boys. When asked about why he made the enrichment and why it is just for boys he answered with "To break the stigma around boys singing."

## Boys singing

Mr Mughal's answer ties into many reports done about boys not singing. In 2007 a report was published about this subject. In the report a range of boys were interviewed and when asked about why they do not want to join a choir, many said 'it's unnatural' and they regarded choristers (those who are members of a choir) as 'weird'. Other common responses were that there were 'too many girls than boys' and that 'people will judge' them. With this you can see why Mr Mughal made the enrichment as it has and will encourage boys to sing just like it was intended to. Statistically it was found that boys tend to not join a choir, but singing in a band is cool and singing solo or singing along to ipods is seen as cool, but when it comes to singing in choir boys are "scared of being seen" and they "don't want to sound like girls". Also it was found that boys dropped out of singing when criticised by girls as they must have felt quite self conscious. Girls do tend to outnumber boys in choirs and in 2014 a campaign called "Boys Keep Singing" was created which encouraged boys to sing and was even funded by the government. It was found that "stronger boys choirs happen" when there is: "Support and encouragement of a committed and gifted teacher" and when boys can sing without "embarrassment"

## About Boys Aloud

When Mr Mughal was interviewed he explained that he "was bullied in high school for being the only boy who sang in Year 7" and then he explained how things changed the year after "But by year 8 we started up a vocals group consisting of just boys (called 'Boys Choir') which later become 'Boys Aloud'"

## Interview with Mr Mughal

We asked Mr Mughal some key questions and you can read them below.

1. What does 'boys aloud' mean and why did you choose that name?

It's a vocals group, 'boys aloud' is encouraging boys to sing 'aloud' and not be shy.

2. Why did you create the enrichment?

To break the stigma around boys singing. I was bullied in high school for being the only boy who sang in year 7 but by year 8 we started up a vocals group consisting of just boys (called 'Boys Choir' which later become 'Boys Aloud')

3. Do you think 'boys aloud' has helped boys sing more/give them more confidence?

Yes I do believe this is the case! It has always been my motive!

4. What songs are you currently practicing?

Benson Boone 'Beautiful things', Everybody wants to rule the world, Callum Beatie 'Man behind the sun'.

5. Why did you make it just for boys?

My response would be similar to answer no. 2 about breaking stigma around boys singing. It's to help build confidence and encourage people to step out of their comfort zones and not be afraid to express themselves.

6. Is there anything else you think it is important for me to report about your enrichment in my article?

Pupils are always welcome to join and express their creative side with us - Mondays Period 6 in E18 - if they are interested please come speak to the music department!



Mr Mughal is clearly a keen and supportive teacher and has had a really dedicated and regular turn out for boys choir.

You can see them here in their practice sessions which take place in P6 enrichment and in other rehearsal sessions when needed.

The lads love being "part of something and learning the songs".

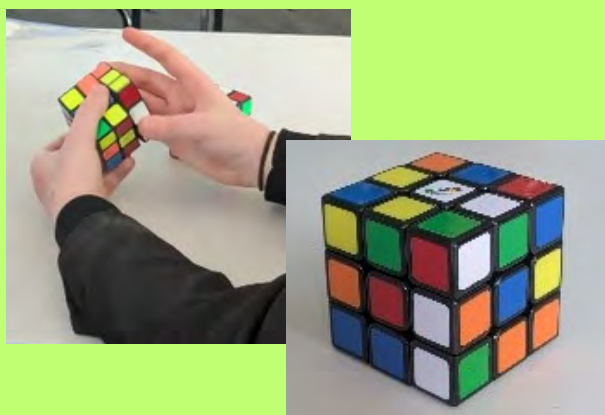
## Enrichments - Rubik's Cube

By Esmail - Yr8

### Rubik's Cube enrichment

The aim of this enrichment is to teach students how to solve a cube using the beginner's method by going through one step per week. This is modified to suit each group. So far, 1-2 people have fully learnt to solve a Rubik's cube each term, which is better than first expected.

When the enrichment sign-up goes live at the start of the term/end of previous term, the enrichment is capped at 14 spaces because if there is any more, it can be quite difficult for Miss Heyes to help everyone.



In this enrichment, students learn tips and tricks to help you work towards solving a Rubik's cube. This is the only enrichment run by a TA (Miss Heyes) in the entire school. She chose to teach how to solve a Rubik's cube rather than anything else as she learnt at an "early age to do the Rubik's Cube so really wanted to help others achieve the same" as she really felt a "great sense of achievement" when she finally did it.

It takes place in P08, one of the history classrooms. Also, if one student already knows how to solve a Rubik's cube, they can choose whether they would like to help others or learn a different method.

If multiple students are struggling with the same step, Miss Heyes will either demonstrate how to do it at the front of the class, or play a video showing the method. If just one student is finding it difficult she will sit with them and encourage them as they attempt to solve it.

Some opinions from the students include:  
'Its very enjoyable to do and it is a peaceful place to learn'

'It's the best enrichment because everyone helps me progress and learn'

'Favourite enrichment out of them all!'

# STAFF INTERVIEW

Each term we hope to interview a key member of staff at school. For our third issue, selected members of the Pupil Press team sat down with a key member of our school staff: **Mr Farrar, our Vice Principle in charge of Curriculum.** Here's what he had to say:

## Pupil Press interview with Mr Farrar

### **What are the important goals of being a Deputy Head?**

Mr Farrar explained that there are two deputy heads, he is "in charge of the curriculum side" and his "goals are to make sure the curriculum is good and balanced" and to make sure that each "set of qualifications is delivered appropriately".

### **Why is perseverance important?**

"Because when anyone tries something new sometimes failure happens and if you always give up you will never try anything new. In terms of lessons you need to persevere in lessons to achieve well."

### **What Improvements could you make to our school?**

"Well – we are currently undergoing some exciting plans for school – the building is already being looked at, so I would like to improve the choice of subjects that people can do for those who find in-class working difficult." He said he would like to ensure people can do more practical subjects if they want.

### **What motivates you in your personal life?**

"In terms of work, trying to make a difference to the young people in our school." When it comes to family he said: "trying to make sure that everyone is living the best life they can live".

### **If you were to advise people who want to pursue a teaching career, what would the advice be?**

"My advice would be it is amazing – however, you have to be sure it's what you want to do. You must be passionate".

### **Is there anything you do not like about being a teacher/ Deputy Head?**

"Paperwork – this can stop me interacting more with students instead".

### **Are you proud of the school?**

"I am always proud of the school – the last 6 or 7 years I have been most proud of the current reputation of the school within the local community."

### **Why do you think attendance is important?**

"When Penketh High Students attend more than 92% they achieve their target – when they don't they achieve 2 grades less than they should"

### **What was your first job, even if it was part time?**

"Paperboy – delivering newspapers, and then washing dishes in a hotel in Blackpool."

### **What is your favourite lesson in school and why? - Maths**

### **What did you study at college and university?**

"Geography, Germany, Christian Theology and Geography at University"

### **What is the meaning of Learning scores?**

"To ensure that accurate record of pupil's effort in each single lesson"

### **What inspired you to start teaching?**

"I always wanted to be a teacher, my mum and dad were both teachers."

### **What is your usual takeaway?**

"Chicken fried rice, large curry sauce, salt & pepper chips."

### **What is your favourite musical? "Jesus Christ Superstar."**

**THANK YOU MR FARRAR FOR GIVING US AN INSIGHT INTO YOUR ROLE AND ALLOWING US TO PROFILE YOU AS A KEY TEACHER IN THE PENKETH COMMUNITY**