



ISSUE 101

NEWSLETTER

DECEMBER 2023

www.sghs.org.uk

A Word from our Headteacher

Dear Parents/Carers,

Welcome to our December newsletter! As you will see, SGHS students and staff have had a really interesting and creative half term. I hope you enjoy reading the articles and finding out what we have been doing both in school and further afield.

We are particularly proud of the fundraising that has taken place this half term. Our school community have pulled together once again, to organise and lead a variety of activities to raise impressive funds and supplies for worthy charities.

This week has been a week of celebrations, with House Gatherings to celebrate Care, Community, Curriculum and Cultivation, led by the inexhaustible Ms Townsend and Ms Holdsworth. It was also amazing to have beautiful piano accompaniment from lots of talented students. Well done to all.

We also held our Prizegiving evening for the Class of 2023 who returned to SGHS, along with their families, after their first term away. We celebrated their achievements, enjoyed a wonderful address from our guest speaker and SGHS alumni Rachel Cox, and then caught up with all of their news over a mince pie. It is safe to say that they are thriving in their new pursuits, and we look forward to welcoming them back again in the future, to inspire further generations of SGHS students.

We wish Mr Shervey well in his new role at Clitheroe Grammar School and thank him for his support both in the classroom and beyond. We are also saying farewell to Miss Silver who has brought a lot of sparkle, joy and creativity to SGHS - thank you for everything.

Finally, as we look towards 2024, I want to take this opportunity to thank our whole school community for their support this term. When I asked Rachel Cox what she felt SGHS has given her during her time as a student, she said "the belief that I can do and be anything I want to be". An amazing legacy and one we will continue to champion.

I hope you all have a joyful and peaceful break and look forward to seeing you in the new year.

Martha Featherstone
Headteacher



Christmas Present Appeal

The annual Christmas Present Appeal at Skipton Girls' High School was very successful again this year. Our generous families, students and teachers donated a wonderful variety of gifts for Refugee Action – a charity which aims to help and give refugees essentials and Christmas presents, and we are very happy to know that they are going to be very gratefully received.

Two weeks prior to the event, the students at Skipton Girls' High School brought in presents for all ages from toys to socks and toiletries to jumpers. These were collected in form rooms over time then wrapped and labelled. All the presents were then brought into one room and organised into different age categories before being sent off to Refugee Action.

As a school we are extremely happy that these presents will bring so much joy to a family on Christmas morning especially in times of hardship. During times of war a small present such as the ones that the school has donated can brighten up someone's difficult times.

Isabelle Smith
Year 10



Skipton Girls' School new gym will power student laptops

Article taken from the Craven Herald

Written by student Poppy McBeath, Year 12 as part of a work experience placement.

Skipton Girls' High School student, Poppy Mcbeath, 17, loves writing and eventually wants to become a journalist. She is currently studying A-levels in history, politics and English literature with the aim of pursuing her dream to go into broadcast journalism.

Here, she tells us about young engineers of the future at her school, and how they have been helping to develop a new sustainable gym that generates electricity for the school and pupils' laptops every time one of the students powers away at one of the pieces of exercise equipment.



(Above) Students working on the power gym

The pioneering Skipton Girls High School club, Engineers of the Future has been tasked with the creation of a generate gym on the school site, where use of the equipment will generate electricity to charge students laptops.

Once complete and connected to mains, students will be able to log in connectively and compete with one another over how much electricity they have managed to generate after exercising. The final aim is to use this electricity to power the lights in the entire arts block in the school.

Every aspect of the gym is being meticulously developed, with students even visiting Corn House Care Farm, near Pateley Bridge, where they sheared sheep to collect wool, so once treated, it can then be used for insulation.

Additionally, excellent progress has already been made, with students working alongside structural engineers and architects to build the foundations of the gym.

Recently, a cross trainer and bike have been installed, the roof has been built, and solar panels fitted. The goal is to have seven pieces of equipment installed eventually. The next upcoming project is an outdoor classroom that will be built on the school 'hollow', with the aim of encouraging students to embrace the environment whilst learning.

In the past, the Engineers of the Future have been involved in creating innovative school projects all around school, to help the school attain its goal of becoming more eco-friendly.

Teacher Rebecca Lofthouse, who last year won the ERA foundation's David Clarke prize for 'outstanding secondary teaching in the field of engineering' runs the programme, explained that 'sustainability is at its core'.

She said the programme was undoubtedly empowering students to take up careers in engineering and in science, technology, engineering, and mathematics (STEM) subjects, which will hopefully inspire them to challenge the underrepresentation of women in these career pathways.

PE News!

Orienteering

Over the summer, we had a member of Airenteers orienteering club map our school site so we could study Outdoor Adventurous Activities in our PE lessons this year. This term we have been looking at orienteering, looking at aspects like map reading within the school premises and navigating our way using compass skills. In orienteering we had to approach our challenges with wit, whilst also working at a good pace. I found orienteering extremely fun and engaging with each lesson being presented with a new challenge. Orienteering also got us out and about, running outside and competing with the other teams adding a fun, competitive feature. Overall orienteering has been an enjoyable and informative experience.

Dheera Priyesh
Year 8



Please keep letting us know what you are achieving outside of school – we love hearing your success stories! We really appreciate parents letting us know about the students' successes when they are too modest to do it themselves!



Year 10 GCSE History Trip to Ripon

On Thursday 16th November Year 10 History students visited Ripon to enhance their learning for the Crime and Punishment unit of their GCSE. They visited three separate museums and learned about crime, punishment and law enforcement in the eighteenth and nineteenth centuries in Britain. The museums reinforced student learning outside of the classroom with many experiencing what it was like to turn the crank, lie on a prison bed and face the jury in the courthouse. A very enjoyable day for both teachers and students.

Mrs Bean
Teacher of History



Prison and Police Museum

In this museum we were able to see the Whipping Pole, Pillory and Jougs. We have learnt about Stocks and Pillory in our History lessons, so it was really cool being able to see the Pillory in real life. When we went inside, we were able to see many cells and in one of them there was the crank and the treadwheels. These were pointless punishments; they were used to keep the prisoners occupied and to make them feel like they are pointless. Near the end, we re-enacted a scene about a very notorious criminal and his brother whose names were Elijah and John Sinkler. We found out that they were both sent away to Australia (transportation). John for 9 years and Elijah for his whole life.

I think this trip was interesting as we were able to learn what it was like for criminals and being able to see what they were made to do as punishments in real life.

Fiza Ashraf



The Courthouse Museum

The experience at Ripon Courthouse Museum was incredible, and our guide was so lovely! We were taught about and shown all around the court. Personally, I loved learning about the docks that the accused would stand in while their cases were going ahead along with the holding bay.

After learning about the different parts of the court and the roles took on, for example the magistrate or the jury, volunteers from the class had the opportunity to act out a real court case that happened in the Ripon Courthouse. Acting it out was extremely fun as the people who took on important roles from the 2 brothers case got to dress up with wigs that the



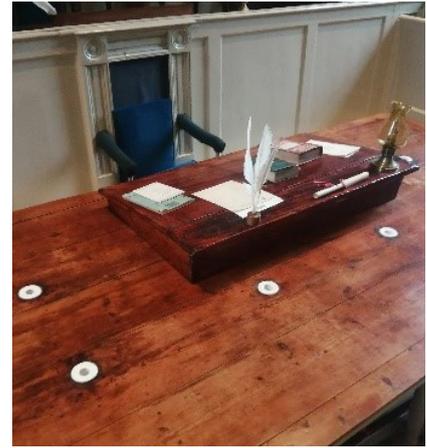


magistrate, lawyer and the Clerk would have worn. It was very interactive as those of us who did not take on one of the main roles were the jury and asked questions about case and to end with, if we believed the brothers were guilty.

To end the experience, we had time to explore the courthouse a bit further and most of us took this opportunity to see what it was like in the position of the lawyer, accused, witness etc.

Overall, it was a brilliant experience and has to have been my favourite part of our trip to Ripon!

Frankie Ellis



Workhouse Museum

The workhouse was very interesting. It had a range of different exhibits, from a representation of a school classroom to a kitchen. There was the main building, with re-enactments of life in the workhouse and also a garden, which showcased many crops that would have been grown back when the workhouse was in use. At each station there were information boards where we could find out more about areas such as the piggery, a small building that was used to raise and feed pigs until they were ready to be killed and their products distributed. The workhouse museum was my favourite part of the trip as I got to learn a lot of things that I didn't already know.

Kirstin Appleton



Review of the Trip

Overall, I really enjoyed the trip to Ripon Courthouse and Prison and Police Museum as we were able to imagine what punishment was like 200 years ago and really understand how a court worked and the different roles within it. We got to re-enact a court case, which allowed us to feel like we were there 200 years ago. The Workhouse and prison allowed us to see how prisoners and vagrants were treated all of those years ago compared to today. I especially enjoyed the Prison Museum as we were able to explore hard labour and even try it out for ourselves! The knowledge that we learnt when we were there such as the history of the police force, a case study and different punishments and juries really helped me to remember knowledge from our lessons. I think this was a great experience which has allowed us to explore crime and punishment on a practical level and has really helped with our understanding of this topic.

Florence Perry



Geography Trip to London

At the end of November the Year 13 geographers spent two nights in London. We stayed right by St Paul's Cathedral and really made the most of our time in London criss-crossing central and east London in pursuit of human geography! We had an evening on the South Bank and a trip to the Tate Modern the evening we arrived.

On the Monday we took a trip to Museum of London Docklands to understand factors creating change in London Docklands followed by a trip to London's highest public park – the Skygarden where we got phenomenal views despite less than perfect weather! We then walked through the City of London to Spitalfields and Brick Lane – it is amazing how much change you can see over such a short distance. After lots of walking and discussing the nature of urban change we finished off the day with a curry on Brick Lane.

On our last day in London we returned to King's Cross (via a bit of sightseeing in Westminster) where we saw the rapid pace of change taking place in the King's Cross area which provided us with a contrasting example of regeneration.

We managed to squeeze in a lot into 48 hours which will really support our students in their A level exams as well as introducing them to some new places, ideas and experiences.

Ms Phillips
Teacher of Geography



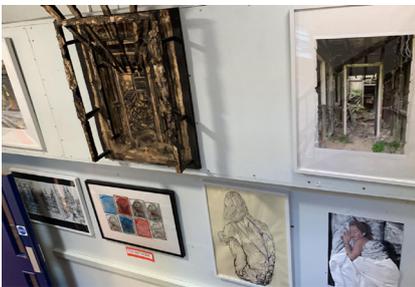


Winter Concert and Art Trail

This year we were offered the opportunity to help curate the Winter Art Trail exhibition to coincide with the Winter concert, we assisted Mr Durward in taking down the old Art exhibition, organising the new work and then framing the work before deciding which arrangement complimented the work. At the Winter Art Trail parents had the opportunity to view the work done by the GCSE art and photography students, and also the A-Level art students. The art teachers have expressed how proud they are of the work and are delighted to have the opportunity to have this work presented around school.

Mrs Scott would like to thank all of those involved.

Emily Barrett, Jenny Whitaker, Emma Ohren Scott and Aqsa Shazad



Christmas Card Competition

Thank you so much for the Christmas card designs this year, they were superb, well done all!

SLT had a very difficult time choosing a winner, in the end they chose Year 8 Viktoria Rozycka's design!

Mrs Scott
Learning Director:
CREATE



Student Executive Team Update

As I'm sure you're all aware, our new student executive team for 2023/2024 has been chosen, with students from years 7 up to year 12. Our year 13 Heads of Houses and the Head Girl Team are also a part of this team.

Our new members submitted a 100-word piece to express why they believe they would make a good student executive member, before performing a 2-minute speech to the peers in their year group and house. Their peers then voted for their representative, and so we now have representatives for each year group and all houses. A massive thank you to everyone who put themselves forward for the elections, and congratulations to our new team!

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	HEAD OF HOUSE
 FRANKLIN (Monday)	Cordelia Farrell-Hood	Ummehani Uzair	Lena Parys	Grace Curtis	Rosie Barber	Lia Puthenkalam	Emaan Majid
 BRONTË (Tuesday)	Rebekah McKinney	Leena Kamran Dheera Priyesh	Antonia Ross	Brooke Parker-Rea	Kay Ul-Haq	Labeeba Naeem	Rosa Birks
 CURIE (Wednesday)	Tehmida Rehman	Beth Kent	Rita Box	Orla Clossick	Riva Sachdev	Zoya Atif	Kate Boumphrey
 JOHNSON (Friday)	Olive Perry	Viktoria Rozycka	Isabella Shorrock Akila Kumar	Florence Perry Jessica Nelson	Ruby Emmott	Georgia Bateson	Neha Alexander

The first task that our team has been working on is our school values as based on the four C's of: **Care, Community, Curriculum and Cultivation**. In our first student executive gathering, we presented the four Cs to all the students in SGHS and collected their views on how we can demonstrate each of these within our school culture. The student executive then worked together to read through all these ideas and to compile them in writing the SGHS values and promises. We have noticed that there's a set of values that underpins all four Cs – that of respect & kindness. The Senior Leadership Team are now going to finalise these values and promises, which we believe will represent who we are and what we do at Skipton Girls' High School.

Emily Butcher
Deputy Head Girl



(Above) Our Student Executive Team

Cooking Demonstration by SCITT Trainee (ex Chef de Partie)

Dylan Boardman a SCITT trainee History teacher shared his valuable food experience of working in two renowned restaurants with the Year 11 Food group. Dylan has worked as a Chef de Partie at both The Angel at Hetton and The Man behind the Curtain both of which have a Michelin star rating.

Dylan demonstrated how to make Chicken Mousseline Ravioli served with a butter and Chive lemon sauce and Choux au Craquelin with Chantilly cream.

The students learnt a range of complex skills which they are hoping to include in their next set of practical lessons and assessments.

Thank you to Dylan for sharing his expertise and knowledge with the Food group.

Mrs Yasin
Teacher of Food Preparation
and Nutrition

(Right) Watch Dylan's demonstration



Creative-writing Workshops

On Wednesday 6th December we welcomed author Jennifer Burkinshaw into school to deliver a series of workshops based around her two Young Adult novels, *Igloo* and *Happiness Seeker*. Students were guided in originating their own stories and given the building blocks to take them home for further development – we will compile a booklet of their masterpieces next term! Jennifer's visit was enjoyed immensely.

Mrs Walkden
Librarian

Here is some feedback from students:

The creative workshop helped me learn new writing techniques. Learning from a real published author was inspiring and I will definitely take these tips to develop my story. The workshop was great!

– **Chloe Brady, Year 7**

*The workshop we did was amazing – I really hope we do more things like this. Because of Jennifer's attention to detail with *Igloo*, she has changed the way I think about creative writing. Even though we didn't get a chance to finish our stories, I think the skills that we learned will help later. I would certainly do more workshops like this extraordinary one by Jennifer Burkinshaw.*

– **Maya Wall, Year 7**



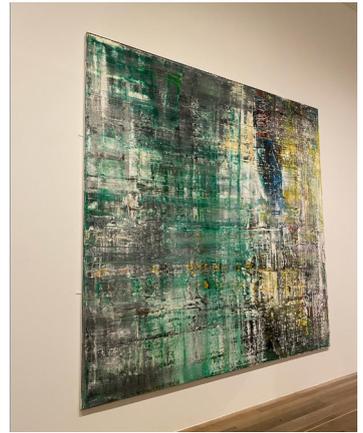
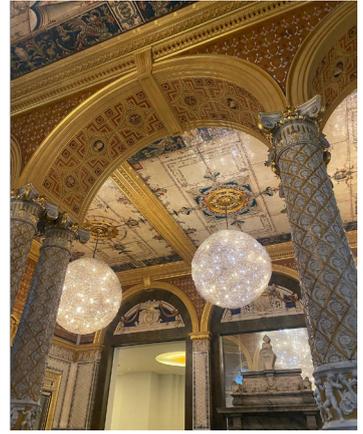
London Art and Computing Trip

We have just enjoyed 2 wonderful days in London with our Year 11 Art/Photography and Computing students. Starting at the V&A, the Art/Photography students got lots of ideas for their upcoming exam project, whilst the Computing students visited the Science Museum and took part in some workshops. We all then made our way to the underground, a first for many, and hotfooted our way to Westminster, taking in the London Eye, Trafalgar Square and along the embankment. Seeing the whole of London lit up as we walked to St Paul's Cathedral to our wonderfully located youth hostel. After our tea, we walked along the South Bank to take in the Globe and other sites along the way.

The following day, the two groups split up, one going to Tate Modern, and the computing students to an escape room activity, meeting again in Covent Garden for lunch. As we made our way back to Kings Cross we took in Chinatown, Soho, Carnaby Street, and Liberty's. The students were an absolute joy and I know they will have lasting memories of our visit to London.

Mrs Pitt
Teacher of Art







Last Wednesday SGHS hosted a creative writing workshop led by Jennifer Burkinshaw based on her book Igloo. During the workshop we touched on many important topics on how to write and finish an entire story – such as, helping us find our own safe place to insert into our book as our main character’s solace, helping us find our protagonist and antagonist, and tying up any loose ends. This workshop was extremely fun, exciting, resourceful, and has definitely helped budding writers!

– Dheera Priyesh, Year 8

We really enjoyed the creative writing workshop on Wednesday 6th December, as it gave us the opportunity to come up with a piece of writing that we were happy with. We think that the way Jennifer Burkinshaw did the layout of the workshop was very helpful, giving us enough things to think about and time to do them, but also making sure to be quick enough to cover everything in the time we had. I even went on to continue my story after school due to how inspired I was. We also liked how she gave us a planning sheet and allowed us to create our characters in sections, and a rough idea of the setting, and then she gave us time to simply write everything that came to mind. We would definitely do this workshop again as we found it extremely useful.

– Matilda Walkden & Alice Weekes, Y9

Participating in a workshop with an author was a truly enjoyable and enlightening experience. Engaging directly with the author’s insights into storytelling and the creative process was inspiring. The collaborative atmosphere and discussions with fellow participants fuelled my creative aspirations. The workshop not only deepened my understanding of literature but also left a lasting impact on my approach to writing.

– Aksa Vikas, Year 12

Jennifer Burkinshaw’s visit to the school proved an engaging opportunity for the Sixth Form students to go beyond the usual curriculum and enjoy creating a story of which we can be proud. The experience has certainly pushed me to think more specifically about the technicalities behind creating a story, in preparation for my English Language coursework. Burkinshaw was very helpful in providing us with inspiration and revealing some (but not all) of the secrets to what it takes to be a good author. I am really grateful to both the author and Mrs Walkden for providing us with this opportunity, and I look forward to seeing the booklet of stories inspired by the session soon.

– Millie Wooler, Year 13

Book Bake Off

On 11 December we ran a Book Bake-Off, where pupils created a book from or inspired by their favourite novel. It was great to see how creative people were, both design- and flavour-wise, and how they interpreted and transformed their favourite piece of literature into something edible. We had many amazing (and delicious) entries – however, our favourite cakes came from:

- **Katie Wellock (Bronte)**
- **Effy Watson (Curie)**
- **Tilly Alford (Curie)**
- **Eliza Wajid (Johnson)**

We thank you all for your participation and effort put into your design.

Holly Archer & Lola Carr
Year 12 Literacy Leaders



Katie Wellock



Tilly Alford



Effy Watson



Eliza Wajid



Chloe Wade

Skipton Girls' triumph in GCHQ cyber skills competition

Article taken from the Craven Herald
Written by Lesley Tate - Chief reporter

A team of schoolgirls from Skipton Girls' High School has been crowned regional winners in a nationwide competition aimed at putting their cyber security skills to the test.

The four strong team - called Purple Pandas and made up of Ava Gath, Izzy Hutchinson, Ruby Mellin and Katie Hood, claimed the top prize in the Yorkshire and Humberside final of the CyberFirst Girls Competition, run by the National Cyber Security Centre, a part of GCHQ.

Held remotely, the school was up against teams from nine other schools, including Beverley High School, Fulford School, York and Heckmondwike Grammar School, West Yorkshire. Skipton Girls' High School has now been invited to a prize winners dinner and celebration due to take place next year.

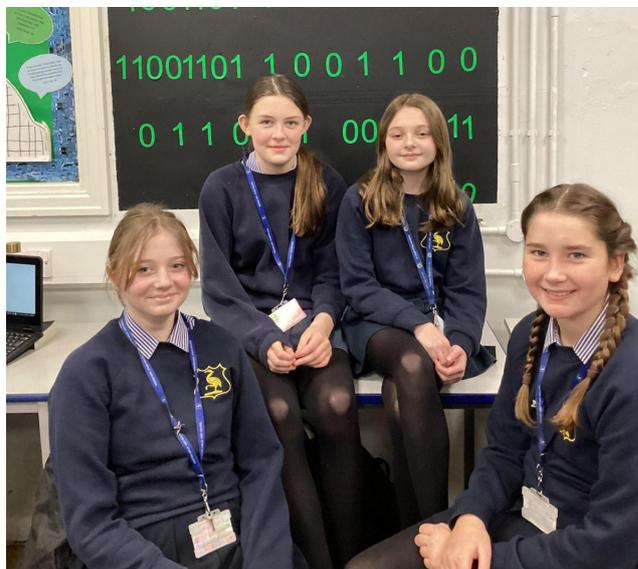
Now in its seventh year, 621 girls in 178 teams from state schools from across the region took part in the competition which aims to encourage girls aged 12 to 13 years old to consider pursuing an interest in technology and introduce them to the idea of a career in cyber.

Chris Ensor, NCSC Deputy Director for Cyber Growth, said Skipton Girls' High School's success was *"not just a triumph in the competition but a great demonstration of breaking barriers and addressing the need for greater female representation in the cyber security industry."*

Martha Featherstone, headteacher of Skipton Girls' High School said: *"We are very proud of our students for their impressive win in this competition. This is a brilliant example of the work we do to show our students that they can thrive and lead in all industries."*

In this year's competition, girls tested their cyber skills in cracking codes, decrypting messages, and solving coding puzzles.

The contest is designed to encourage girls to explore the world of cyber and technology, helping to address the lack of diversity in the UK cyber workforce, where women currently make up just 17 per cent.



(Above) Team Purple Pandas, made up of Ava Gath, Izzy Hutchinson, Ruby Mellin and Katie Hood



The winning teams from each region have been invited to a grand prize winning dinner and celebration day taking place early next year. Also, Deloitte has donated 250 laptops to 30 schools across the UK that took part in the competition with the aim of boosting pupils' learning journey as well as supporting the wider drive to close the digital skills gap.

The CyberFirst programme offers a range of free opportunities aimed at offering young people the skills, opportunities and exposure they need to thrive in cyber security.

More information about CyberFirst opportunities can be found on the NCSC website.

Pillars of Autocracy

This term in Year 12 history we've been learning about the fascinating topic of Tsarist Russia in 19th century. One key concept that underpins everything we've learnt is the key 'Pillars of Autocracy', which each played a vital role in supporting the Tsar's authority. These include, for example, the Orthodox Church, hugely influential for peasants, the army, bureaucrats and many more. After a lesson of learning the theory behind it, to help us grasp this rather difficult concept, it was really enjoyable (and nostalgic) making LEGO models to create visual representations of these 'pillars'. The class was split into groups each producing their very own LEGO representation of these pillars of autocracy. The Tsar himself was represented by a range of figures in each group, ranging from a horse to a lion!

Since we learnt that these pillars were crippling towards the end of the 19th century, some groups decided to destroy some of their 'pillars', by removing LEGO blocks, so some were even falling apart. At the end, once all groups had finished it was fun, engaging and insightful, listening to groups presenting their models to the class, and helped consolidate our knowledge.

I can guarantee that now, our class will never forget the pillars of autocracy!

Poppy McBeath
Year 12



Year 7 Carlton Lodge

Our brave new Year 7s spent the week at Carlton Lodge, Thirsk for an exciting week of team building, adventurous activities, sleeping in dorms and a completely new and different environment to SGHS.

For many of our students this was the first time that they had stayed away from home, shared a room with multiple people, tried brand new activities and pushed themselves way out of their comfort zones. Our students were brilliant ambassadors for the school and made a fantastic impression on the staff at Carlton Lodge who couldn't praise them enough.

Students threw themselves into climbing, problem solving, canoeing, raft building, archery, bushcraft amongst many other activities and a brave few even ate dried insects in true bush tucker trial style.

Congratulations Year 7 you were an absolute delight and really threw yourself into the whole experience.

Mrs Melanie Winter
Head of Year 7 & 8



'Feeding Coutances'

At the start of November, we had the opportunity to visit Ilkley Manor House's exhibition 'Feeding Coutances' with our French A-level class. Stepping onto the top floor of the Manor House, we were immediately transported back to a Coutances street of the 1940's. From the replicas of a street and an authentic dining room to the starry backdrop of the 'Marché Noir', we were all thoroughly impressed by the attention to detail in the exhibition.

Since 1969 Ilkley has been twinned with Coutances, a Market town in Normandy of a similar size to Ilkley. Despite their similarities, the two towns had a rather different experience of World War Two, as the Ilkley-Coutances Twinning Association showed in this recent exhibition. A collaboration with the Musée Quesnel-Morinière, the exhibition focused on the period of German occupation in the early 1940s and how it impacted Coutances as a rural town, as well as France on a wider scale. The exhibition successfully highlighted the experience of France as an occupied country to an audience most likely better acquainted with the history of WW2 through a British lens.

Upon arrival at the exhibition, we were greeted in French, and continued to be immersed in the language throughout the exhibition. Split into three parts, the exhibition began with a stroll down 'Rue St. Nicolas', with replicas of authentic French posters detailing rationing quantities on the walls. Rounding the corner, we entered a traditional French dining room of the 1940's, complete with baskets of food on the table, and posters about the different cooking methods used to save food during the war. The exhibition ended with a starlit scene of a 1940s black market.

We were struck by the authenticity of the exhibition which made the facts all the more powerful. The personal setting of the kitchen area allowed us to put ourselves in the shoes of those living under occupation and imagine the impact that slogans such as "300g, that's all you get" might have on their lives.

We thoroughly enjoyed our experience at The Manor House, and while the 'Feeding Coutances' exhibition is now closed, there are many other events including live performances, family events, and exhibitions to go and see. Thank you to the Manor House team for making us feel welcome and giving us a brilliant and immersive experience

Lilia Harris and Kate Bournemouth
Year 13



Fundraising for Save the Children

This school term, through the effort of a team of sixth form students, we have held multiple events to raise money and awareness for Save the Children. From the henna stall we held over the course of a week, we managed to raise £285.60, from the bake sale we managed to raise £217, from the tombola we managed to raise £85.90, and from the sponge the teacher we managed to raise £207.64, totalling to an amazing £927.24!

This money will all be donated to Save the Children's Gaza Emergency Appeal. Save the Children is at the forefront of providing crucial aid and support to the children affected by the conflict by distributing food parcels, water, hygiene products and recreational kits to families. They have also started to provide mental health and psychological support to children and their families as well as supporting hospitals in Egypt to receive medical evacuees from Gaza.

[More information can be found via this link](#) ➔

Your support through participating in our events is much appreciated and we hope the money we have raised will have a meaningful impact. We urge you to continue supporting and spreading awareness for the cause. Don't hesitate to talk to a member of staff or a Wellbeing Champion if you feel overwhelmed or confused by the conflict.



Save the Children

Walk and Talk at Lunchtime:

I have joined 'Walk and Talk' for the past few weeks on a Friday and it is a great way of having a change of environment, increasing my physical activity, and building on friendships across year groups whilst strolling across Aireville Park! During 'Walk and Talk', we enjoy the company of Mabel who comes with us. We usually walk around the park but some of us sometimes stop at the play area. We go on the ziplines or the swings. Personally, I enjoy going on the zipline as it is a lot of fun!

Thank you to Mrs Beaumont and Miss Smith for taking us to the park every Friday.

You can come and join the 'Walk and Talk', on Wednesdays and Fridays between 12.25 - 12.55 pm

Anam
Year 10

New Online Resource

We are delighted to announce that SGHS students and staff now have full access to JSTOR – a digital library of scholarly journals, books and primary sources. While A-Level and EPQ students will find JSTOR particularly helpful for accessing specialist research materials to support their coursework and projects, it can be used for wider reading by all members of the school. Other digital resources that can be searched via our online library catalogue, Accessit, include BBC Bitesize, DKfindout!, Financial Times, National Geographic and Ted Talks.

Mrs Walkden
Librarian





Prize Giving

Skipton Girls' High School had the pleasure, last night, of hosting the annual alumni prizegiving evening for its community of leavers. The event saw the return of over 70 alumni, who had travelled back home, many from their higher education destinations from across the United Kingdom, to come together to celebrate their not trifling achievements during their time at Skipton Girls' High School.

Teachers, parents and alumni alike shared the opportunity to reflect on the achievements of this outstanding year group, of whom 92% secured places at competitive higher education institutions, with an impressive cohort of individuals studying medicine, dentistry and taking up a place at Oxbridge.

The evening boasted a series of impressive musical interludes from Skipton Girls' High School's current, talented musicians from sixth form and key stage three, interspersed with some joyful subject and individual prizes and a stirring and inspiring talk from alumna Rachel Cox, who left us in 1999 and who went on to set up an array of businesses internationally, specialising in HR and talent management. Rachel shared her experiences with us of her time at Skipton Girls' High School, commenting on her pride that our institution afforded her the space to grow as a strong woman, without limits. She summed this up nicely with one of her concluding comments that "this school teaches you that you can be anyone you want to be", commending Skipton Girls' High School for its culture and environment in supporting the growth and championship of women.



This aligned perfectly with Ms Featherstone's key note address, in which celebrated the fact that our students benefit from a world of opportunity, free from barriers, in an environment where girls' voices are not marginalised or in a minority. Ms Featherstone went on to thank long-standing governor, Howard Cutler, who served as governor for Skipton Girls' High School for over 30 years and is a respected and valued fixture at the school.

The speech also asked for support from the community to advocate for the charity work of the 'Be More Laura Foundation', a brain tumour charity set up by parents of alumna, Laura Nutall, who was tragically diagnosed with a brain tumour soon after her leaving the school and passed away in May 2023. The foundation seeks to build upon its inaugural donation of £25,000 to help fund clinical trials in memory of Laura. Supporters are invited to donate by buying a t shirt in Laura's memory:

www.doingitforlaura.com/shop-1 



'Girls Like That' Review

'Girls Like That' is a strong, powerful, and realistic play. Exploring gender inequality and the problems in social media facing our younger generation. It highlights how friendships and decision of behaviour can impact the lives of others.

The staging is impactful as the actors tend to be in the centre of the stage which there are key parts occurring which is very impactful as your eyes are drawn to the middle and the rest of the stage are made to be irrelevant. This is done further by using lighting including: spotlight, general wash, and gel lighting (colourful). Used to transition between scenes and to identify main parts in the play/climaxes.

A recurring soundtrack of female empowerment, played between the flashbacks in the historical decades/years of primary. These are however seen as controversial as the songs are about how strong and good women are but in the play it's the exact opposite. It's a juxtaposition of the entirety of the plot especially as the artist are known for producing/singing about the power of women. The key points: the photo sent around and the historical events, also had specific noises like the pinging of messages and airplane turbines.

The way that the script was characterised was playful and interesting. Mainly because there were no direct and set characters, aside from Scarlett's speech when it was obvious who the actor was portraying. Other than the scenes of Scarlett's female ancestors, the photos of both Russel and Scarlett and the girls at St Helen's School collectively no other characters were mentioned. It was unique to see the script divided with a free structure. The performance was well thought out and 'realistic'. 'Realistic' in the way of how the girls were naturally acting/not overly poised and proper, very much like how peoples body language would be the situations and events throughout the play.

In 'Girls Like That', there is a minimal use of props and costume only being chairs or uniform and a related headwear from the decade flashbacks. The uniforms were worn how pupils would generally wear it. The chairs were moved around to act as different locations. E.g. In a row for the playground in primary school, huddled when talking about Scarlett's photo, facing away from each other when in their own homes.

The photo of Scarlett first being sent out was a well-executed scene as all girls were still connected through conversation, yet doing their own spreading, comparing, and judging of the photo. The lighting change of darkness to flashes and messages on the floor made it very evident that an important event had occurred. This created a thrill to the scene.

My only critique to this play is that the actions of the girls are heavily based on stereotypical thoughts of how girls would behave if they had no respect for each other. This may perhaps be because the author/director is a male however it might not and on purpose meant to be stereotypical to be more effective to show that this is the worst scenario.

'Girls Like That' is an awaking and genuine production. The St Helen girls show how just being kind can be a blessing, as a moment of unsupported or unfairness in a situation where its needed most can cause a whole flip on someone, their connections and their mentality.





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of the Newsletter, can also be
viewed on the School Website.

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