

Friday 18<sup>th</sup> September  
2020



Penwortham Girls'  
High School

## Important Dates:



1st October  
VIRTUAL OPEN EVENING

26<sup>th</sup> – 30<sup>th</sup> October  
HALF TERM

19<sup>th</sup> November  
Year 11 Parents Evening

10<sup>th</sup> December  
Year 9 Parent Evening

## Computing, Arts and Technology Faculty

### Year 10 Sees Launch of GCSE Photography

This term sees the start of our new GCSE course in Photography. Students will be exploring a range of lens-based media techniques and enhance their critical understanding. Already our Photography group have been busy setting up their E-portfolios and learning how to present their ideas.

As a preparation task, our Photography Group were asked over the summer to investigate the genre of 'still life' and textures within nature. Below are some superb examples of their early work.

**EVERYDAY OBJECTS – RESEARCH – SEMI – SHOOT PLAN – CONTACT SHEET**

**Image Bank:**

**COMMON** **OBJECTS** **ABSTRACT** **BRIGHT** **MUTED**

**Artist Research: IRVING PENN**

My first project will be centred around Irving Penn and his still life work. Some of my favourite photos of his are his still life pieces, displaying different objects cleverly placed in an aesthetic way.

I love this type of photography because it brings beauty to ordinary items from around your household.

Most of the textures are flat and colours dull.

I like how all items are central, yet there is no symmetry, mainly abstract and carefully placed.

**Equipment:**

- Sony A6100
- Sony 16-50mm lens
- Photoshop
- Lightroom

**Artist Analysis: MEDIA**

**M** This photo has been taken at a close range and the subject of the photograph is in the centre third of the image. Nothing seems to have been cropped out of the image. This causes the teacup and objects surrounding it to become the focal point of the image. The game pieces have been placed around the teacup in the foreground, middle ground and background, leading your eyes around the teacup before looking at the centre. This photo was taken using cool, artificial studio light. The light source is placed to the left of the arrangement which is highlighting the glass and the right inner side of the teacup. This creates atmosphere because it presents to the viewer that this photo could have been taken in a normal household like your own, causing the viewer to relate to this image and understand and interpret their meaning behind the image. It can also create a sense of serenity, or anger, depending on their home experience.

**Contact Sheet:**

**REMOVE SHADOWS** **BRIGHTER** **WARMER** **WHITES** **REMOVE GROUND**

**Shoot Plan:**

To emulate this photograph myself, I'll use aperture 4-5, depending on how blurry I want the background to be. I'll also have the shutter speed at around 1/100, depending on how bright my setup is. I'll most likely use natural light because it's already quite cool. I'll edit the image on Lightroom and Photoshop.

I feel like the image conveys a message of homelife and memories of life at home and playing games with your parents, giving an energetic mood. It does this by appearing on a near white background, making the colour pop and stand out in an energetic way. I like how it involves drinks that would be drunk at the event.

**SEMI**

**Artist Analysis: SUBJECT - ELEMENTS**

**S** The name of this image is "After Dinner Games", taken in 1947, printed in 1955, by the photographer Irving Penn. The genre of this photograph is still life. The props used in this photo are as the title suggests, pieces from an after-dinner game. 3 cards have carefully placed on a cup of tea, next to a glass of what seems to be port with a domino piece balanced on the rim of the glass. There is also chips, two different dice and the knight chess piece.

**E** The composition of this photo shows three different layers to the image, the front contains the first card and a golden chip. This is the foreground of the image. The next layer of the photo is the middle ground, containing the knight chess piece, the teacup, dice and the other chip. In the background, there is the final two cards and the glass with the balancing domino piece. When an image uses composition of foreground, middle ground and background, it creates another layer of depth to the image. The perspective that Irving Penn has taken the photo from is at eye level. This perspective is effective because it gives the viewer the sense of attending after dinner games. The viewer's eye is lead around the image because of the composition and perspective Irving Penn has used. The photographer employs a range of visual elements in his work. The most striking element is texture, because of the vast range of media used, from glass, china, plastic, liquid and cards, it really builds a story of what the events surrounding this image could be.

Irving Penn's "After Dinner Games", 1947

Irving Penn's "Still Life With Watermelon", 1947

Darcy G, GCSE Photography, Year 10



National Teaching School  
designated by  
National College for  
Teaching & Leadership

National Support School  
designated by  
National College for  
Teaching & Leadership



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**EVERYDAY OBJECTS – EDITED IMAGES – FINAL EDITED IMAGE**

**Edited Images : X3**



**RAW Photo:**  
In the original photo, the photo was quite dark, and is also not cropped to how I would like it. I also wanted it slightly blurry around the edges (unlike the original image), drawing your eye to the centre of the image.




**First Edit in Lightroom**  
I lightened the highlights and whites, and slightly turned the shadows down. I then changed the colours to be warmer and more yellow/green, unlike the original image. I also enhanced the primary colours, making the UNO cards stand out much more. When doing this, the teacup became much more vivid too.



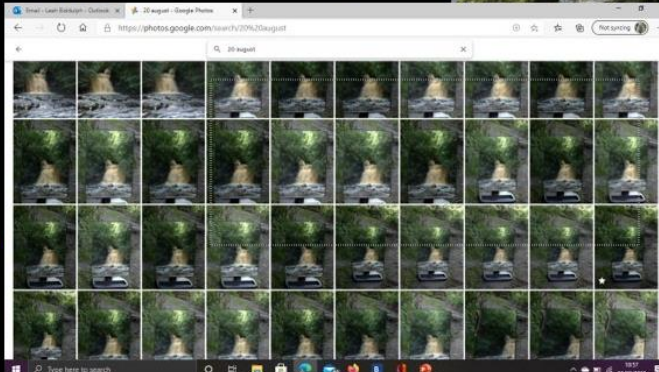



**The Final Image:**  
I then imported the image to Procreate and cropped the image and removed some of the shadows.

**Image Evaluation:**  
I finished my shoot quickly, as I managed to take my desired photos not too long after beginning. On my set, I would have swapped out the monopoly card for a chess piece, but unfortunately, I don't have one. I also would have filled the glass and teacup with some sort of alcohol and tea. When editing, I made the image warmer, as it suited the colours of my set more than cold colours. I recognize that the original image is cooler, but I made a conscious decision to portray the photo as warmer, as it brings me positive memories of playing board games with my parents. I also removed the background shadows to make the image seem much deeper, closer resembling the original image. From this shoot, I've learnt how to create a set that flows properly and guides your eye through the image. I've also learnt that improvising in a photo shoot is completely fine and copying something should not be strived for.

I will visit a waterfall, close to Leyburn, which I saw when exploring around a week ago. The trees around it help to block out the sun, which would be useful for long exposure on a sunny day.

I'll use a tripod, as to steady the camera, to reduce blur. Then use a mirror for reflection. Then take the photographs from the reflection.

I think I could have done better, if I chose a different technique and environment. I feel as if I have accomplished something, as this helped me try long exposure photography. I'm not good at mirror photography, though I have attempted reflective photography before, which I liked.

Leah B, GCSE Photography, Year 10



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## Analyse / Subject / Elements

The photographer of this image is called Lucy Shires.  
The title of this image is called...  
The genre of this image is macro.  
The props I can see in this image are leaves.  
The composition of the photograph shows that the tree is in the middle of the photograph going from big to small with the branches and leaves in the background blurred.  
The viewers eye is lead around the photograph because of the composition and perspective Lucy Shires has used.  
The perspective that Lucy Shires has taken this photo from below.  
This perspective is effective because gives detail to the start of the tree and slowly leads off to a blur.  
The photographer employs a range of visual elements in her work.  
The most striking elements in this photograph are, line is used in this to entice the viewer into looking at this image in more detail and accuracy, shape is used in this image to amplify the lines leading across the tree, texture is used here to highlight the shapes and dents in the log, colour is used in this photograph to illuminate the leaves in the background.

## Media / Intent

The photograph has been taken from a short distance, so this means the sides of the image have been cropped and the floor and the rest of the leaves have been cut out of frame.  
This is so the main focal point is the start of the log is the main focal point of the image.  
The tree has been placed in the middle ground of the image. By doing this, the viewers eyes are led up the tree towards the leaves and branches making the focal point the start and end of the log.  
The photo had been taken outside using natural sunlight.  
The light source has been placed above which is highlighting and creating shadows.  
This creates an atmosphere of highlights and some shadows.  
To emulate this photograph myself, I would have my iso on a low setting which will make shutter speed on a high setting. I would also need to place the camera at the bottom of the tree.  
I feel the photo conveys a message of a calm and tranquil environment.  
It does this by looking like a beautiful place where the trees and green and the flowers are picturesque.  
This work is relevant to the project and theme as it is zoomed in and fading into a blur.



My shoot went to plan. The strengths of my pictures are that they are colourful and bright. They are also taken from a different perspective to give a different view of the tree. The weaknesses of my photograph are that when putting together the images they went all different ways and made the collage look funky.

Marissa T, GCSE Photography, Year 10



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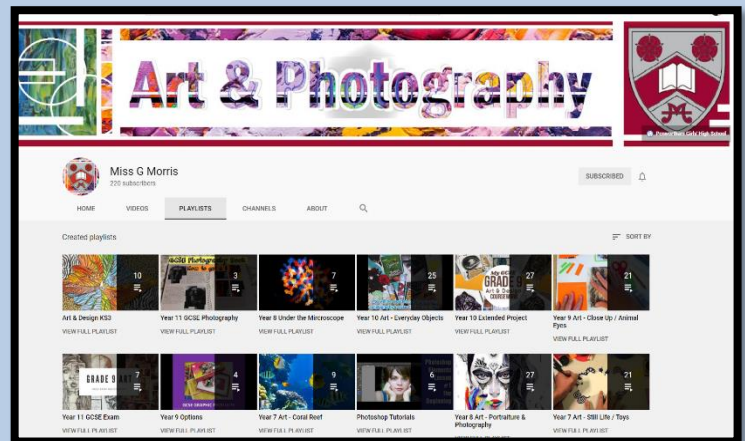


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## New Year, New Look!

This term, we have launched our new GCSE Photography website and revamped our signage for the Art & Photography YouTube channel.

Click [here](#) to see our YouTube updates.



## Feature Artist: Irving Penn

To celebrate the launch of our Photography course, our 'Feature Artist' this term, is internationally renowned photographer Irving Penn. Irving Penn was one of the twentieth century's great photographers, known for his arresting images and his masterful coverage of multiple genres.

At a time when photography was primarily understood as a means of communication, he approached it with an artist's eye and expanded the creative potential of the medium, both in his professional and personal work.

(Image on left 'Coffee Pot', New York, 2007)

The Irving Penn Foundation houses the largest repository of Irving Penn's work and was established to promote the knowledge and understanding of the artistic legacy of Irving Penn, including the diversity of techniques, mediums and subject matter that the artist explored. Visit [www.irvingpenn.org](http://www.irvingpenn.org) for more information.

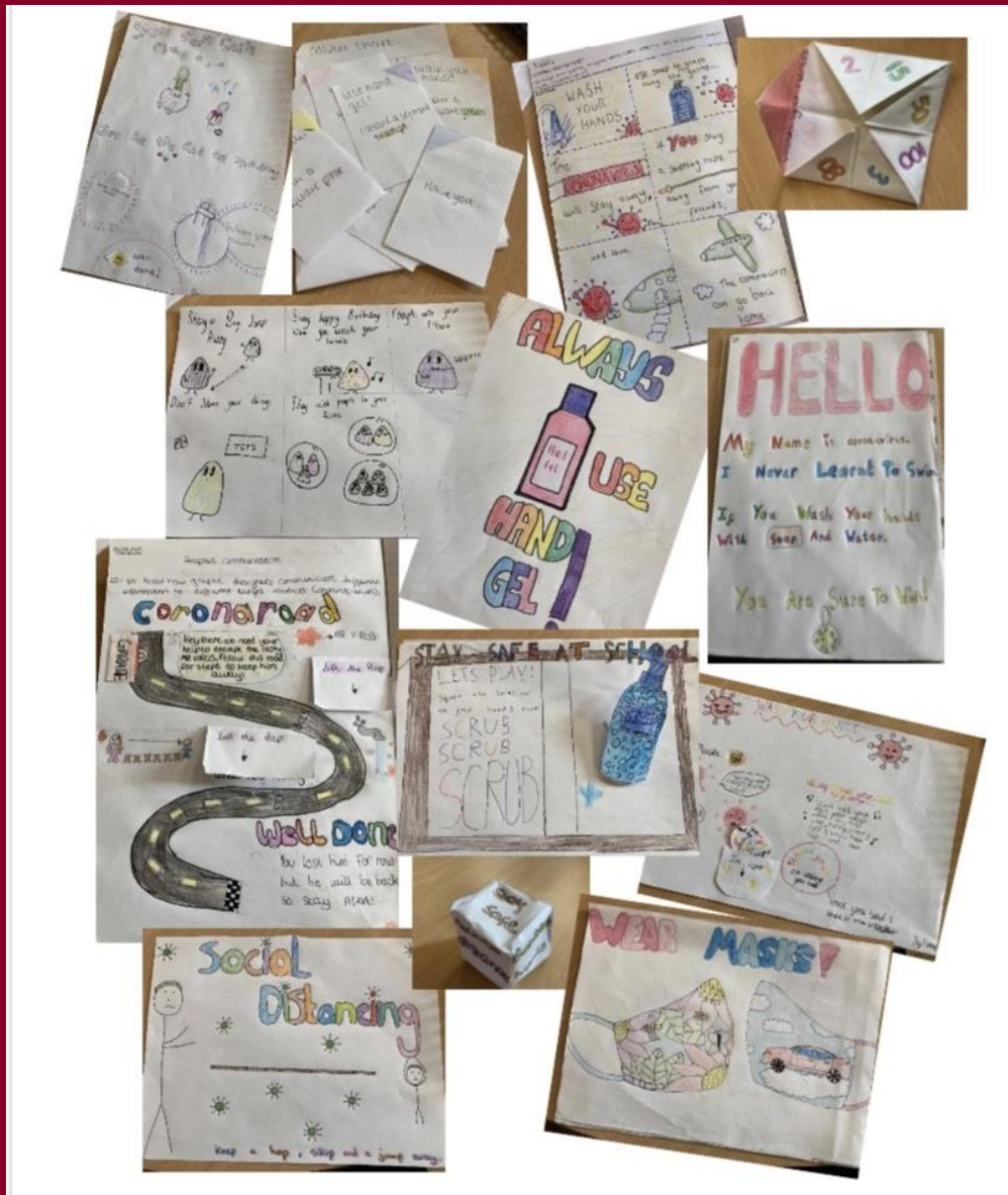


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# Penwortham Girls' High School

## Design and Technology



In KS3 D&T, the students have started to look at how graphic design can be used to communicate important messages to different target markets. Here are some wonderful examples of posters and simple board games that remind nursery children of the need to stay safe during the current pandemic. Designs produced by Mariam, Catherine, Molly and Bethany in 8S, Vedika, Katie, Heather and Jemima in 8P and finally Emily, Saniya, Beth and Tilly in 9J.

*Mrs Gornall*

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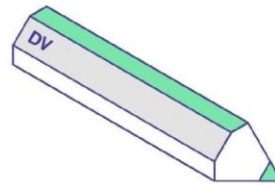


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## STEAM OPPORTUNITIES



**DESIGN  
VENTURA  
2020**



**Bringing the business of design  
to life with Deutsche Bank**

### **Design Ventura Online Mini Challenge for year 7 and year 8 students!**

**Design a product for the Design Museum Shop  
for your chance to win a prize.**

#### **Design criteria**

##### **Improving everyday life**

Your product idea can improve everyday life by meeting the needs of a specific audience group or by addressing a social, educational or environmental issue.

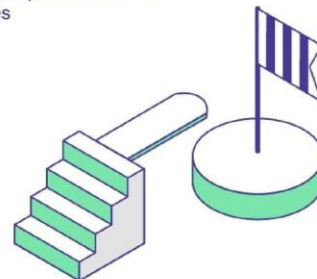
##### **The Design Museum Shop**

The business setting for your product is **the Design Museum Shop**. Therefore, your product must complement the other items on sale here, such as books, homeware, toys and games.  
[designmuseumshop.com](http://designmuseumshop.com)

##### **Target audience**

Your product idea can appeal to a wide audience but should directly target the needs of a specific group, such as:

- ▶ Adult design enthusiasts
- ▶ Young people and students
- ▶ Families



[https://investin.org/collections/all/products/the-young-engineer-programme?mc\\_cid=523ae6f046&mc\\_eid=193863d59c](https://investin.org/collections/all/products/the-young-engineer-programme?mc_cid=523ae6f046&mc_eid=193863d59c) (15-18 yr olds)

<https://investin.org/collections/the-future-programmes0/products/the-future-engineer-programme> (12-14 yr olds)

<https://investin.org/collections/the-future-programmes0/products/the-future-computer-scientist-programme>



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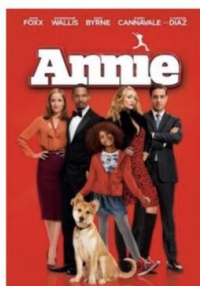


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## BTEC Creative media

During lockdown, the new BTEC Creative Media group created some great work exploring the three media sectors; audio/ moving image, publishing and interactive. Here are some examples of their responses to tasks, such as 'Creating a Sound Effect', 'Is Publishing a Dying Sector?' and the 'Mass Appeal of Video Games'. Work by Maddy, Lauren, Ruby and Donalia.

### The power of sound effects Annie



<https://www.youtube.com/watch?v=M6D8k3zU>

In the trailer for this movie there are various, noticeable sound effects and different musical themes. We are introduced with the sound of cleaning, such as spraying and scrubbing, this is then layered with audio and music and the song can be compared to musicals and Broadway. The mood is upbeat and lively, and following this there are clips from the movie where the main character nearly gets hit by a car. At this point things are busy and loud, with car horns beeping and nearby traffic creating background noise. Moreover, within the trailer there are scenes where paparazzi take photographs and we can hear the familiar

sound of cameras clicking and flashes going off. We can also hear other types of sound effects added to the audio such as the aeroplane, a dog barking, doorbell buzzing, and an elevator ding. The added special sound effects add to the liveliness of the trailer and are realistic sounding. They create a chaotic atmosphere, and the additional music helps to tell the storyline, for example halfway through we notice a dramatic change in the music and its tempo, this signifies the mood and specific narrative, but also helps build tension. However, the trailer ends with an abrupt increase of tempo and dynamic music, signifying the fact that overall the movie is upbeat, hopeful and full of happiness and excitement and has a positive ending.

Donalia

### Is publishing a dying sector?

1<sup>st</sup> July 2020

LO: to know what publishing is and how it has developed in recent years.

Magazine sales have dropped over the last 10 years because online publishing is becoming more and more popular as the years go on. Technology is advancing every year which makes it easier and easier to purchase and read things online which has led to a downfall of in store purchases and physical magazines. This may not be a bad thing for most people as reading magazines eliminated a whole step in the buying process (going out and buying it) however this isn't as good for those without online connections or simply don't want to. If eventually physical magazine purchases get so low, they may completely move online as some brands such as Glamour have already done. This means those people will no longer be able to read their favourite magazine as they won't be available for in-store purchase.

Some advantages to magazine companies moving online are that they can reach a wider amount of people. This is because people who can't fully access shops or simply don't go in many that sell them can be able to see and read them without having to go inside them. This would also likely be a popular transition within younger generations as they are more active on their devices and know how to use them better than older generations. Online magazines are also a huge step towards a greener environment. This is because there is far less paper being used and then thrown away after a week or possibly less. In 2018, in the UK, over 373.8 million paper magazines were sold that year alone which is a lot of wasted paper.



On the other hand, lots of people would be unable to access online magazines and publications. This could be for many reasons such as not having technology, not having internet connections or simply not wanting to have to read off of a small screen. A transition such as this can be difficult for older generations to accept as many people enjoy keeping things the way they are.

### Lesson 3- The mass appeal of computer Games

Learning Objectives: To understand why computer games become popular with different types of players.

#### Minecraft's appeal

When Minecraft was first released, it was a simple game of building and exploring. However, it quickly became one of the most popular games in the world. This is because it offers a unique experience where players can build anything they can imagine. The game is also very easy to learn, which makes it accessible to a wide range of players. Additionally, the game has a strong community, which has helped it to become a cultural phenomenon.



#### Minecraft vs Pacman

Over time, computer games have changed a lot. Pacman was one of the first computer games, and it was very simple. It was a maze game where you had to eat dots and avoid ghosts. However, Minecraft is a much more complex game. It allows players to build anything they can imagine, and it has a much larger community. This is why Minecraft is so popular, while Pacman is not.



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## CAT Faculty Twitter

Keep up to date with all the latest CAT faculty information by following us on twitter to see some of the amazing work the students do in Computing, Art, Food and Design & Technology.



**CATfaculty@PGHS**

## GCSE Design & Technology

The new year 10 GCSE Design & Technology: Textiles class have made a great start to the term in the newly refurbished Design & Technology classroom. We have started to discuss and look at how the textile industry has helped to support the fight against Covid 19 through the manufacturing of scrubs and masks. Students have started to explore a range of materials and designs which will help them to design and develop a range of new face masks which meet the needs of a chosen client.

## PPE update

It has been great to see the visors, which were produced by the CAT faculty during lockdown, being used in some primary schools and nurseries. Hopefully, the cartoon characters and bright pink headbands made the children smile!





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## STEM

Unfortunately, due to Covid 19, all clubs have currently been put on hold at school, including our very popular **STEM Club**. However, we have lots of ideas of how we can include STEM in your lessons and we have some exciting competitions lined up, including the 'The Bang Competition', the 'Tomorrow Engineers Robotics' and more!



## Year 10 & 11 Textiles 'Wool4School' Competition

The Wool4School design competition will be introduced to students in years 10 & 11 who have an interest in fashion and design. It is an annual competition that encourages budding fashion designers to show their creations by demonstrating their creative thinking and skills in fashion and textiles.

This year, they asking students to ***design an outfit which is versatile, protective, dynamic and functional to aid your commute as you travel.*** More information will soon be available but if you have questions please speak to or email Mrs Freer.

Mrs Freer



WOOL4SCHOOL  
DESIGN COMPETITION

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## **Key Stage 3 Computing**

Key Stage 3 Computing has started this academic year with year 7 pupils learning about different aspects of online safety including cyber-bullying, social networking and how to stay safe using this media. They will be learning about viruses and other dangers to technology. They will also be learning about the digital footprint.

The teaching of online safety is crucial with young people. It isn't to tell them not to use social media and different technologies, but to make them aware and give them the skills to be able to keep both themselves and others safe. It is designed to give pupils the knowledge about privacy settings, private accounts and to make them aware of where they can go for help and support.

Year 8 pupils are learning about internet searching techniques and looking into a variety of research including primary and secondary research, with the girls conducting their own primary research around the topic of aliens. The girls will be analysing their findings and then producing an information leaflet about aliens using a variety of sources.

Year 9 pupils are learning about website design. They will be looking at a variety of websites and their different features. They will be designing their own websites and creating them using 'serif web plus'.

## **GCSE Computer Science**

Computer Science is off to a great start this academic year. Year 11 have been looking at encryption and databases and will be moving onto looking at how the internet works and different network topologies.

Year 10 have made a fantastic start to Computer Science. They have learnt about the CPU components and how the CPU works. We are currently learning about a variety of storage devices and how they work.

## **BTEC Creative Media Production**

Year 11 are looking at interactive aspects of media, focusing on websites and looking at how websites are designed to target certain audiences. This will end with the students designing and creating their own homepage for a website for a teenage audience. The students will then be preparing for their practical exam.

*Mrs Bennett  
Curriculum Leader for C.A.T. Faculty  
and Teacher of Computing*



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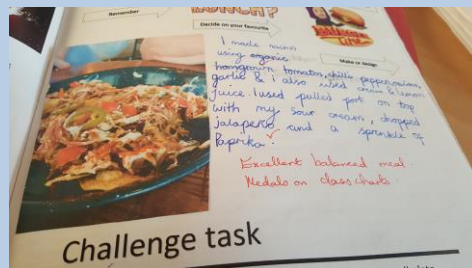


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# FOOD TECHNOLOGY

Year 7 have come back after the Summer and produced some excellent healthier 'fakeaway-takeaway' meals. They have also completed a nutritional challenge, by studying the sections of the 'eatwell plate' and making a balanced meal product. I have been amazed at some of the cooking and nutritional information. What an amazing start! I hope that we will be able to use the food room in school to showcase some of your exceptional skills.

Keep handing in your work by uploading to Classcharts or taking out the food page and handing it in to me. I have awarded medals for some excellent work. Well done!



Mrs Khan  
Food Technology Coordinator

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## Head's Commendations

### YEAR 10 PHOTOGRAPHY

- Year 10 Darcy G – A great start to GCSE Photography
- Year 10 Leah B – A great start to GCSE Photography
- Year 10 Marissa T – A great start to GCSE Photography

### YEAR 10 ART & DESIGN

- Year 10 Codie F B – A great start to GCSE Art & Design
- Year 10 Emily F – A great start to GCSE Art & Design
- Year 10 Chelsey P – A great start to GCSE Art & Design

### YEAR 11 ART & DESIGN

- Year 11 Chloe F – Excellent effort with the GCSE Art Summer Tasks
- Year 11 Millie P – Excellent effort with the GCSE Art Summer Tasks
- Year 11 Abi F – Excellent effort with the GCSE Art Summer Tasks
- Year 11 Aimee C – Excellent effort with the GCSE Art Summer Tasks
- Year 11 Emily C – Excellent effort with the GCSE Art Summer Tasks
- Year 11 Sophie C – Excellent effort with the GCSE Art Summer Tasks
- Year 11 Livv T-W – Excellent effort with the GCSE Art Summer Tasks
- Year 11 Millie L – Excellent effort with the GCSE Art Summer Tasks
- Year 11 Macey M – Excellent effort with the GCSE Art Summer Tasks
- Year 11 Anna P – Excellent effort with the GCSE Art Summer Tasks
- Year 11 Jasmine R – Excellent effort with the GCSE Art Summer Tasks
- Year 11 Emily M – Excellent effort with the GCSE Art Summer Tasks
- Year 11 Tegan L – Excellent effort with the GCSE Art Summer Tasks
- Year 11 Fay R – Excellent effort with the GCSE Art Summer Tasks

### DESIGN TECHNOLOGY

- Year 7 Emma, Sofia, Alesha and Grace – excellent work in Graphics!
- Year 10 Olivia S – Superb homework!
- Year 10 Senna H – Superb homework!
- Year 10 Sophia C – Superb homework!
- Year 9 Tilly P - For creating a fantastic board game, educating nursery children about washing their hands.

### YEAR 10 COMPUTER SCIENCE

- Year 10 Darcy G -fantastic start to year 10 GCSE
- Year 11 Lily T – fantastic work completed during home learning

### FOOD TECHNOLOGY

- Year 10 Sienna B, Fareesha K- Excellent start and enthusiastic first piece of work
- Year 11 Khadija Y, Mariam A, Ellie B - Excellent start and enthusiastic first piece of work



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## COVID 19 Government Guidance



Do not send your child to school if:

- they are showing coronavirus (COVID-19) symptoms
- someone in their household is showing symptoms

Arrange a test if you or your child develops symptoms. Inform your nursery, childminder, school or college of the results.

If the test is positive, follow guidance for households with possible or confirmed coronavirus (COVID-19) infection, and engage with the NHS Test and Trace process.

It is really important that you help nurseries, childminders, schools and colleges to implement these actions by following the advice set out here and wider public health advice and guidance.

If you have any of the main symptoms of coronavirus (COVID-19), get a test as soon as possible. Stay at home until you get the result.

### Main symptoms

The main symptoms of coronavirus are:

- **a high temperature** – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- **a new, continuous cough** – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- **a loss or change to your sense of smell or taste** – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

Most people with coronavirus have at least 1 of these symptoms.

### What to do if you have symptoms

If you have any of the main symptoms of coronavirus:

1. Get a test to check if you have coronavirus as soon as possible.
2. Stay at home and do not have visitors until you get your test result – only leave your home to have a test.

Anyone you live with, and anyone in your support bubble, must also stay at home until you get your result.

Get a test to check if you have coronavirus

Please visit our Attendance Policy Appendix on our school 'September 2020' webpage for further Attendance information. <http://www.penworthamgirls.lancs.sch.uk/september-2020-opening/6093207.html>

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**SCHOOL  
ADMISSIONS  
SECONDARY**

**SOUTH**

Do you have a child starting secondary school  
in September 2021 and living in Lancashire?

**APPLY NOW!**

**WWW.LANCASHIRE.GOV.UK/SCHOOLS**

or give us a call on 01772 532109

**CLOSING DATE: 31 OCTOBER 2020**

You must apply even if an older brother or sister is already at the school.

#### **HAVE YOUR SAY**

Between 1 October and 31 January schools are consulting with you to make sure admission arrangements meet future needs. To find out more please visit [www.lancashire.gov.uk](http://www.lancashire.gov.uk) and search 'School Admission Policies'.

[www.lancashire.gov.uk/schools](http://www.lancashire.gov.uk/schools)





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**PRESTON'S**  
COLLEGE

**THE BEST  
PERFORMING  
COLLEGE** IN CENTRAL  
LANCASHIRE

## OPEN EVENTS

### DATES & TIMES

Wednesday 7th October 2020 (Virtual)  
4.00pm – 7.00pm



Thursday 8th October 2020 (Virtual)  
4.00pm – 7.00pm

Saturday 7th November 2020  
10.00am – 2.00pm

Thursday 28th January 2021  
4.00pm – 7.00pm

Wednesday 24th March 2021  
4.00pm – 7.00pm

**APPLY NOW**  
[preston.ac.uk/apply](https://preston.ac.uk/apply)

  [prestoncollege](https://www.instagram.com/prestoncollege)

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## Attention all parents!



## ParentMail Have you registered?

It's an easy, convenient way to  
receive school messages.

### You can:

- ✓ Receive messages on your computer, tablet or mobile
- ✓ See all your messages in one handy, uncluttered feed
- ✓ Link to other schools or clubs that also use ParentMail
- ✓ Keep up to date with your school calendar
- ✓ Authorise trips or permissions online



### Registering is really easy...

Ask your school office to send you a registration message



## Attention all parents!

### Download the ParentMail App for the best way to pick up school messages

FREE  
DOWNLOAD



"Nice simple little App but such a great, effective way of accessing important school information"



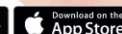
"Great communications tool - makes life a bit more organised"



"Brilliant! I don't have to go back to all my emails to check up what's going on at my children's school, 10 out of 10"



Search "ParentMail" in your App store...



ParentMail



Please note: If you are not already registered, you will need to register online on the ParentMail website before trying to access the App. Please ask the school office to send you a registration message.

Follow us on twitter  
for regular school  
news and updates. @  
<https://twitter.com/PenworthamGH>



## Virtual Open Evening

We will be holding a virtual open evening for prospective parents and pupils on **Thursday 1st October from 6pm**. Whilst we're unable to meet face to face, we hope parents and pupils will enjoy our 'Virtual Open Evening' experience.

Prospective parents and pupils can visit our school website for the virtual open evening and this information will stay live throughout October. Parents and pupils can watch our curriculum films to meet the staff and will be able to get in touch with the school by email to ask any questions that they may have regarding our school and the admission process.

## Breaktime service



Break-time service will  
resume on **Monday  
21<sup>st</sup> September** with  
one year group per key  
stage, each day.



Friday 18<sup>th</sup> September  
2020



Penwortham Girls'  
High School

## New Work Experience Opportunities

An excellent opportunity to advertise to students in Years 10 and 11



## New Work Experience Opportunities

Ages 12 to 18

Autumn Internships

8 New Industries

For further details please visit the website using the link below:

<https://mailchi.mp/investineducation/7mwpbvydmd-996567?e=cf07ad3cc3>

# Newsletter

Friday 18<sup>th</sup> September  
2020



Penwortham Girls'  
High School



Supporting world class treatment,  
research and outstanding care  
Reg. Charity No. 1051294



Lancashire Teaching  
Hospitals  
NHS Foundation Trust

**Virtual Rainbow Run 2020!**



Supporting world class treatment,  
research and outstanding care



**Get your rainbow colours on and run, walk,  
cycle or scoot in support of our hospital  
charity, any day & distance between**

**Monday 5th and Sunday 25th October!**

Whether it be a 1k Rainbow Toddle for families with young children to  
a full marathon, the distance is completely up to you, so you can set  
your own personal challenge!

For more information and to sign up visit:

**[www.lthcharity.org.uk](http://www.lthcharity.org.uk)**

Or call us on: **01772 528500**

f t in @LancHospCharity  
[www.lthcharity.org.uk](http://www.lthcharity.org.uk)