



Lymm  
High School

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The Show Must Go  
On Pg. 6

Lymm High's  
Performing Arts  
department back  
Theatre Support  
Fund+ campaign.

PE Update  
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Students back and  
enjoying sport again!

# NEWSLETTER

ISSUE: MARCH 2021 · WWW.LYMMHIGH.ORG.UK



## IT'S A RAM RAID!

It's Spring! And at this time of year, students are used to seeing sheep or cattle grazing in our neighbouring field.

One day last month, however, a flock of sheep decided that they liked the look of the lush school playing fields instead of their piece of land.

The school's maintenance team were quickly alerted and attempted to move the 130

sheep back into their enclosure. Apparently, they had got onto the Lymm High property through a hole in the fence.

"My first thought was to lock the school gates to stop the sheep wandering out on to Oughtrington Lane", said a

member of site staff. "And then that we had been ram raided!"

Staff and students are now looking forward to Easter and the annual arrival of the mother duck who raises her ducklings in the school quad. Hopefully, photos will follow!



# THE MASKED PERFORMER

Lymm students have been stumped trying to work out who's behind the mask!

Lymm High School's 'The Masked Performer' aired during form time this week with staff showcasing their singing, acting and performing talents with their identity hidden by a mask.

Eleven brave and talented members of staff performed, disguised as a variety of characters and animals for the school's version of the popular ITV competition.

Some of the performances included a very competent rendition of 'Since You've Been Gone' by Chicken and 'Proud Mary' by Cleopatra. Lobster provided an energetic version of 'Waterloo' and Cat's performance of 'Somewhere Over the Rainbow' was a definite highlight. Scooby Doo and Venetian Queen stunned with their interpretive dances. Clown

gave a creepy performance of 'Old Town Road' and there was an interesting upside-down cymbal playing performance from Batman in his Batcave.

Mr Bear was aspiring to be Rocky whilst Iron Man and Darth Vader gave us a singing and instrument-playing extravaganza.

It really was a spectacular event!

Mr Hayes, the host of the show reflected on the performances.

"It was a real success and so great to hear the performances being played in form rooms all across the school."

"This has allowed us all to get together as a school community in this difficult time.

The school staff have done such a great job – it isn't easy to guess who is who.

I think everyone will be quite shocked when the masks are removed!"

A huge thank you to all the staff and the sixth form who were involved in making this such a wonderful event.

Voting is currently taking place with the winner to be revealed next week...

# PTA EASTER ORIENTEERING

The PTA has organised an Easter Orienteering experience around Lymm from Friday 2nd to Sunday 11th April.

The route should take 1.5 hours if walking, or participants can run the course if they wish.

There will be a Leader board with prizes for the fastest finisher. Good luck all!



## Easter Orienteering

*1.5-hour walk (or run) around Lymm*

**PRIZES TO BE WON!**

*Friday 2nd - Sunday 11th April*



### How to play

- Pay £5 at [www.justgiving.com/fundraising/lymm-high-school](http://www.justgiving.com/fundraising/lymm-high-school)
- Email [kirstyagreen@hotmail.com](mailto:kirstyagreen@hotmail.com)
- Download the app



# NATIONAL CONNECTIONS

**T**uesday' by Alison Carr - 'Nothing exciting ever happens on a Tuesday' – unless you happened to be at Lane End School when the sky opened up revealing a parallel universe. How would you react if your double just dropped in from a world above?

Each year the drama department participates in the National Connections Festival which is run by the National Theatre. This provides the opportunity for an ensemble of performers to stage a production of a new script specifically written for the festival and to showcase their work at a local professional theatre.

In previous years the cast have performed at The Lowry Theatre in Salford and The Crucible Theatre in Sheffield, and in 2017 we were invited to perform our production of 'The Snowdragons' by Lizzy Nunnery at the National Theatre in London.

The festival is considered to be an important community event in the participating theatre's summer programme. As such the students get the chance to work with professional, directors, technicians and stage managers as well as receiving feedback and guidance from a National Theatre mentor director.

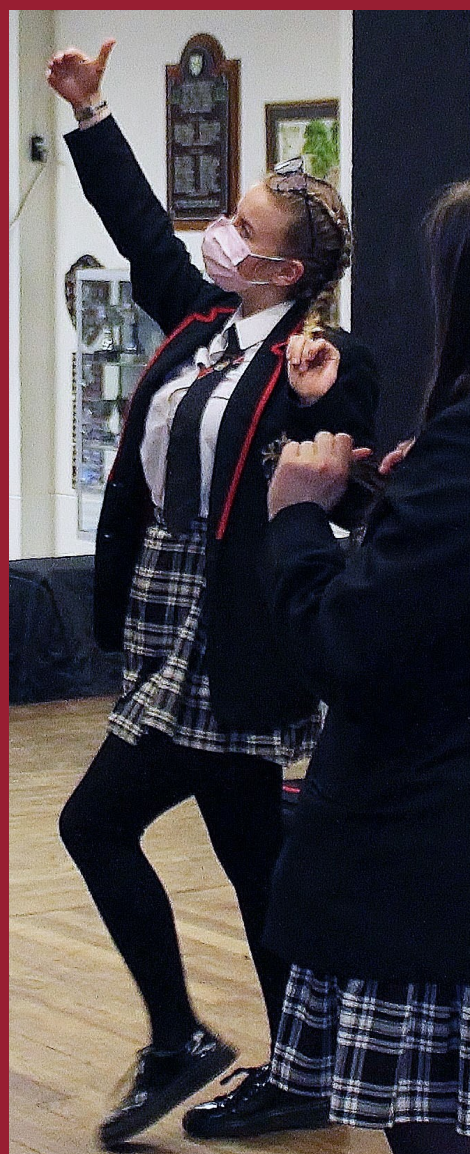
As a result of the continuing pandemic, the festival is taking place this year as a virtual event hosted by the local theatres. This year we are working on the play 'Tuesday' by Alison Carr, in partnership with Home theatre in Manchester with a group of Year 10 students.

Miss Finnigan, who is directing the play, explains how different this year's approach has been. "We initially chose this play because of the scope to create innovative ensemble work, however we have had to be really creative in finding ways to communicate the story whilst maintaining appropriate social distancing. This is an ambitious play and the Year 10 students involved have really grasped this challenge and have already staged some effective and exciting scenes."

The performance of 'Tuesday' will be streamed by Home Theatre during the festival which will be taking place on 10th-12th June. We hope to perform to a live audience in July dependant on government guidance.







# National Theatre

# Connections 2021



# THE SHOW MUST GO ON!



The Covid crisis has had a devastating impact on the Performing Arts industry.

Thousands of professional actors, dancers, musicians, technicians, designers, directors, choreographers and theatre staff have had no employment over this period, with no clear idea about how long the situation will last.

The [Theatre Support Fund+](#) has been set up to support freelance workers in the theatre industry and Lymm High's Performing Arts department are doing all they can to offer their support.

Mrs Richards explained why this is such an important charity to support.

"Our faculty works closely with a range of freelance practitioners who have had no income over this period.

In an ordinary school year, we would have taken students to several theatre events and we would have invited practitioners into school to work with our students.

We are also fortunate to have professional musicians as part of our team here and all their planned concerts and festivals they would have taken part in have come to an abrupt halt."

To show their support, the Performing Arts department purchased T-shirts from 'The Show Must Go On' merchandise range using funds that would ordinarily have been spent on props for a school production.

Miss Packman, drama teacher, said: "These T-shirts have been created by the art work from 16 different West End shows including Mamma Mia

and Hamilton, it's a really creative and thoughtful design."

So far, the fund has raised over £800,000 for those hardest hit by the closures of theatres.

The Theatre Support Fund+ was set up in May 2020 as a direct response to the Coronavirus Pandemic by Chris Marcus and Damien Stanton, two friends who work within the theatre industry.

Working alongside Acting for Others and The Fleabag Support Fund their 'The Show Must Go On!' Campaign is raising much needed funds for the theatre community.

Visit the website <https://theatresupportfund.co.uk/> for more information and to purchase merchandise to support the charity.





**WIN**  
**A WHEELIE AWESOME PRIZE!**



- Please help give our fundraising a boost this term
- Tickets cost just £1 a week
- Cash prize winner EVERY week
- You could even win the £25k jackpot!

WIN A  
**£500**  
**BIKE**  
**VOUCHER**

**Buy A Ticket**

# LGBTQ+ HISTORY MONTH



Last month saw LGBTQ+ History month. Usually in school we would have the rainbow flag raised in honour and lots of different activities going on but with the current climate, things were a little different.

The flags were seen virtually whilst students created some brilliant resources shared in lessons including a guess the artist starter; when was the year: LGBT milestones quiz for history and many more facts and quick activities for different subjects highlighting LGBTQ+ members and allies.

Following this, the club want to give other students opportunities to get involved, become more familiar with the community and access resources that they may want to watch, listen to or read.

This month, the club thought they would provide a short list of LGBTQ+ friendly books to go alongside World Book Day, which members consider to be brilliant reads and highly recommend:

‘Kiss’, by Jacqueline Wilson (KS3+)

‘Simon vs. the Homo Sapiens Agenda’, by Becky Albertalli

(Age 13+)

‘This book is gay’, by Juno Dawson (Age 13+)

‘If I was your girl’, by Meredith Russo (Age 13+)

LGBTQ+ club will continue running virtually at 4pm on Tuesdays after the Easter holidays – email [lgbtlymm@lymmhigh.org.uk](mailto:lgbtlymm@lymmhigh.org.uk) if you want to get involved! All members or allies of the community are welcome.



# BRAVING THE SHAVE

A Year 9 student is shaving her hair off to raise money

**H**azel Brookhouse is fundraising for a cancer charity because her Godmother and her Great Aunt both sadly lost their battles with cancer.

Hazel was supposed to be taking part in St Rocco's Colour Bubble Fun Run in 2019, but it was cancelled following a yellow weather warning. She now wants to raise as much

money as she can for Macmillan.

Hazel said: "I'm doing 'brave the shave' because I have lost some very important people to cancer and I would like to do my part to help others who may become poorly".

So far, Hazel has raised over £400. If anyone would like to contribute they can donate by clicking [here](#).



Think you have what it takes to create the next viral ad campaign? Prove it!

'Bin It!' have launched an exciting new competition for 14–16-year-olds throughout the UK to showcase their creativity, media and business skills.

Working as a team, or as an individual, students are invited to create an advert that will inspire their peers to stop and think before littering.

They should consider what the advert looks like, where the advert would be seen and why they think it works. It can be a printed advert for a newspaper or bus stop, a TV advert, a social media advert, or even a TikTok... as long as it encourages people to change their behaviour!

Now more than ever, the environment is at the front of many people's minds and the pandemic has brought a new form of litter to our streets, PPE.

The prize is a £500 Amazon voucher for both you and one for the school. The deadline is Wednesday 26th May.

Please email your entries by then to [kyates@lymmhigh.org.uk](mailto:kyates@lymmhigh.org.uk). Entrants will also receive 5 hall points for entering and will see their advert displayed around school and on the school's social media.

# VISUAL ARTS

## CREATIVE CHALLENGE

The Visual Arts department continue to run their weekly creative challenges.

Each week students submit some fantastic pieces responding to the theme of the week. These can be any creative discipline from photography, textiles, collage or painting.

### Primary Colours





# Complementary Colours



# Structure



# THE IMPORTANCE OF READING FOR PLEASURE: AND FOR YOUR HEALTH!



**R**eading is one of the few activities that have remained a constant through the past turbulent year. If you browse social media, magazines, newspapers, Comics and Graphic Novels, Fan Fiction, Ebooks or a book in print... you ARE reading!

Many avid readers have found themselves reading more than ever and hopefully even the more reluctant readers will have discovered a new love for books.

“Reading is the gateway to almost every other subject, and to children discovering their own unique interests and talents” *Ofsted, The Annual Report of Her Majesty’s Chief Inspector of Education, Children’s Service & Skills 2017/18*

Reading gives access to facts and information, and helps to build a wide vocabulary.

Reading fiction improves comprehension which is vital in all areas of study and can

boost exam success.

Becoming more confident and articulate not only helps students to achieve academically but can improve self-esteem and promote wellbeing.

## **Why is the school library so important?**

“Children and young people who use the school library have, on average, higher mental wellbeing scores...

“Those who don’t use the school library are nearly twice as likely to have low mental wellbeing than they are to have high mental wellbeing.”  
*National Literary Trust, School Library Report 2018*

On even the most basic level there is nothing better than losing yourself in the plot of a good story, it can help to reduce stress levels and release tension, and reading for just 10 minutes before bedtime has been shown to promote restful sleep.

If you are still looking for reasons to read, think of this... your brain needs daily exercise to keep healthy and reading provides the mental stimulation and memory training to forge new synapses (brain pathways) and strengthen existing ones.

Reading fiction provides mental stimulation on many levels: you have to keep track of the characters names and how they fit into the story; you need to keep track of the plot and sub-plots and use your memory skills to piece everything together; if you enjoy crime and mysteries your brain will be trying to fit together the pieces of the plot puzzle.

If you put a book down for a day or a week and go back to it your memory will recall the story so far so that you can carry on... Reading keeps you sharp and alert! Fiction, non-fiction, Ebooks and audiobooks are all available through our school library.



We add new titles to our collections every month and are always looking for new trends and titles to buy to get our students reading.

Although we can't offer full access to book shelves in the library just yet, the ILC is open with staff available to offer help and support every school day between 9am and 3pm.

Books from the school library collection can be searched from home or in school via the library management system Eclipse.Net at <http://u012275.microlibrarian.net> or by downloading the **iMLS app**.

Once you know which books you would like to borrow you can email [ilc@lymmhigh.org.uk](mailto:ilc@lymmhigh.org.uk) with the author and title details so that we can find and reserve the books ready for your next library visit.

Up to 3 books can be borrowed for 3 school weeks (and renewed if necessary).

You can also access Ebooks and audiobooks on any computer, tablet or smartphone either through [soraapp.com](http://soraapp.com), or by downloading the **Sora app**.

The formats and fonts of most books can be changed to suit individual reading needs and a dyslexia friendly font is also available.

# WINNING AT WORDS: WORLD BOOK DAY WINNER!

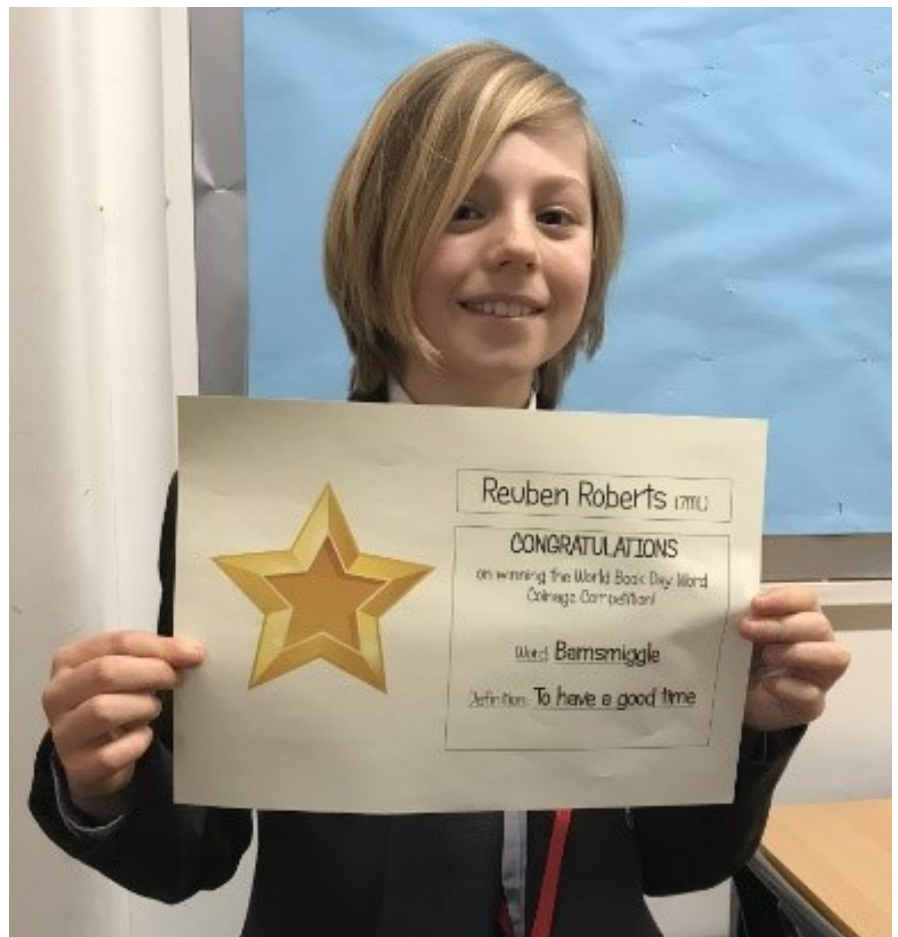
As we all know, Roald Dahl was a very famous British novelist whose most loved stories include 'Matilda', 'The Witches', 'The BFG' and 'Esio Trot'.

Within his stories, Roald Dahl loved to coin (make up/ invent) new words and he especially loved to do this by using sounds that children love to say, like squishous and squizzle, or fizzlecump and fizzlewiggler, which

makes his stories so much fun to read!

This World Book Day, the challenge for KS3 students was to coin their own brand-new word and its meaning.

Congratulations to Reuben Roberts (7ML) who won the Word Coinage Competition with his superb new word, Bamsmiggie, which means to have a good time!



# It's all About STEM

## BRITISH SCIENCE WEEK

When we came back to school on the 8th March, there was lots going on in relation to the national British Science Week.

The week is an opportunity for students to engage and think about not only science, but also technology, engineering and mathematics.

The theme for this year was Innovating for the Future and so students were challenged across the STEM fields.

Linking in with International Women's day (8th March) students were to look out for inspiring women within the STEM fields as posters were put up around school.

STEM careers see the biggest gender inequality gap and so when looking at the future, and thinking about who may inspire us, we believe it's important to showcase the women that are so often underrepresented.

It was brilliant to see some students finding the posters around school and sending in the names of those on it.

Climate change, alongside other elements of the environment, is often talked about in the media and within school and so we asked students to discuss ideas for keeping the world a cleaner place, and then went further to ask how renewable energy could be made more accessible.

From housing tiles that look 'normal' to economic benefits there were an array of ideas thrown around Form times, which was brilliant to hear!

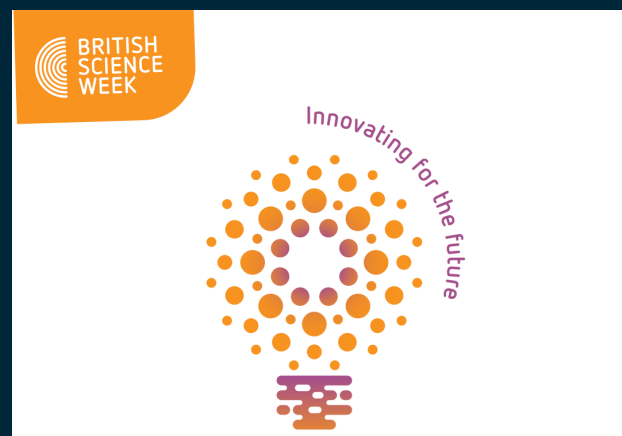
Amongst the ideas, discussions were made on many topics. One of my favourites was a Covid-related invention by Alisha in 7DL to battle those who don't cover their full nose and mouth with their mask.

The invention was described as so: "When you walk into a public area there is a machine below your feet that blows warm air upwards. The power will lift you mask up above your nose, keep you warm and dry you off if it has been raining." – if only such an invention could be easily made!

Following British Science Week, the KS3 STEM club were set a challenge run by BP to design a home for nature. Jake S in 8AL had a fantastic entry where he considered the wildlife alongside renewable energy he could get from his home. It's brilliant to see students still getting involved even though it isn't always as easy due to the current climate.

Thanks once again to all students getting involved with the week!

If you are female, work within STEM and would like to help inspire students based around your job role, please get in touch with [stem@lymmhigh.org.uk](mailto:stem@lymmhigh.org.uk).





## ARKWRIGHT ENGINEERS: SUCCESS TO THE NEXT STEP



Earlier in the year you may have read about Owen, a Year 12 student and Tom, a Year 13 student, who were both successful in an incredibly competitive national scholarship called the Arkwright Scholarship.

This year, we have supported more applicants than ever before in applying for the scholarship and we are really proud to announce that four students have successfully made it to interview.

This is a huge achievement and as the Chief Executive from the Scholarship Programme says:

“This year the quality of applications was, as always, extremely high. It is the consistently high quality of all applications each year that ensures the prestige of the Arkwright Engineering Scholarships.

All of this year’s candidates are clearly destined to secure a successful career in their chosen field.

But, inevitably, we can only take the highest-performing candidates through to interview.

Any of your students who have been called for interview have done fantastically well and are to be congratulated whatever the outcome of the interview stage.”

So, a huge congratulations to: Ben Bower, Joseph Chadwick, Adam Coady and Jacob Dobson. We wish you all the best in a tough interview day ahead, which is at the end of April.

# NCS SUMMER PROGRAMME



The NCS programme offers young people, aged 16–17, a once-in-a-lifetime opportunity to do something meaningful with their summer break, as well as a chance to develop skills and take on new challenges that will set them up for adult life. They'll also do something good for their local community, carrying out a project to support a cause they care about. The organisers say they have seen first-hand what an amazing feeling of accomplishment and increased confidence this brings.

Last August, teenagers on NCS donated 200,000 hours of their time to help rebuild their communities after the first lockdown, showing what a difference young people can make when they work together towards a goal.

Over a period of 2 or 3 weeks, students will:

- Meet new people
- Try new things
- Give back to their local community through voluntary action
- Take on new challenges
- Develop the skills and

confidence to take on their next steps

- Generate experience for their university application, job/apprenticeship interview or CV and more!

NCS is all about helping teenagers realise their potential by giving them a taste of independence and loading them up with new skills that set them up to achieve their future goals, whatever they may be. And this year, it's your teen's turn! More information on the NCS summer programme can be



# OLLY ENCOMPASSES ETHOS

Throughout lockdown, a Year 9 student has been volunteering his time to give back to the local community.

Olly Murphy and his family are part of a community volunteer group that has planted nearly a thousand trees in Lymm over the past year.

Olly is now attending tree planting sessions on his own, whilst adhering to Covid-19 rules. "To date he's been to four sessions, each of around two hours, the latest one filling in hedgerow on Whiteleggs Lane at the weekend", said mum Jen.

Olly has also started to help pack food parcels with the Leave No one Behind in Lymm group. He has helped twice,

each for two hours, and plans to keep helping in the same volunteer slot on alternate Thursdays.

"He really enjoys volunteering, it's very obvious to us that it's something that improves his wellbeing", said Jen. "We are very proud that we can send him off to these groups and know that he will conduct himself in a mature, considerate and Covid-19 safe manner."

Commenting on Olly's achievements, Head of Year 9 Mr Scott said: "This is fantastic to hear. I'm going to give him 10 hall points for citizenship".

If you know any student achievements that encompass the Lymm High's Ethos, please let us know.





# MEET THE STAFF



This month we find out a bit more about Dr Sharkey.

## Tell us about yourself

Hi! I'm Dr William Sharkey and I joined Lymm in November 2020. I was born in Scotland and was raised (mostly) in Edinburgh. I've lived in various places and I tend to move fairly frequently (mostly for study/work).

My favourite places to have lived (in order) are Glasgow, London, Dublin and Liverpool! I moved back to the UK from Dublin in August last year and I've really enjoyed exploring the outstandingly cool city of Liverpool. I am very much looking forward to visiting Manchester and Leeds when lockdown ends.



I don't have much by way of family, but I do have a partner called Elizabeth – I call her 'Lizard' – and now almost everyone else does too. I also have two guinea pigs (named 'Pickles' and 'Special Agent Bruce Lee: Private Investigator') and a cat (named 'Fellini' after the Italian film director).

My favourite things to do include drinking an appalling amount of extremely good coffee, sitting in a café with a book (often with a pair of headphones on), listening to music (I am very into jazz, electronica, vaporwave and classical), rowing, visiting art galleries and watching films.

Having spent five years of my life blind, I am also

"I feel very recognised, noticed and appreciated here and this is because everyone is very good at vocalising gratitude and kindness."

EXTREMELY into social activism and ensuring marginalised groups are

respected to the same degree as non-marginalised groups, but I'm not sure if this can be described as a 'hobby'.

## Why did you enter the teaching profession?

While working as a researcher I was

obliged to teach undergraduates (university students) moral and political philosophy.

Normally university staff dislike lecturing as it takes them away from their projects (for which they receive funding) and their interests – however, I absolutely LOVED teaching. I decided to train as a teacher when my contract was up for renewal and I've never looked back.



I've had many jobs in the past (ranging from working in Thornton's Chocolates to working in Parliament) and being a teacher is, without a doubt, my absolute favourite job. I really enjoy seeing young people do well; giving them the skills to participate in projects they consider necessary for their quality of life is very important to me.

### **What degree course did you take?**

I studied philosophy, economics and mathematics, and then philosophy, psychology and sociology. I became OBSESSED with philosophy after my first or second lecture, so I chose to focus on that for my honours degree. I then did a masters degree in philosophy (writing a dissertation on the role of conflict in Hegel's Phenomenology), then a PhD, and then I worked on a post-doctoral project on political economics. I recently started a degree in architecture (after becoming obsessed with 'space' in Minecraft) which I'm studying as a distance course at NYU. Studying is definitely also a hobby of mine.

### **What are the best and worst parts of the job?**



*Dr Sharkey is Head of Religion, Philosophy & Ethics.*

The best part of my job at Lymm is the staff and students. I feel very recognised, noticed and appreciated here and this is because everyone is very good at vocalising gratitude and kindness.

I'm not sure there are any aspects of the job I don't enjoy – perhaps the gross smell that sticks around in my room after I teach a load of Year 9 boys?

### **Are you glad that the students are back in school?**

I am extremely happy the students are back in school. I was humbled with how well everyone participated in online learning, but it's just not the same as seeing everyone's lovely smiling (ha!) faces. I'm also, as a teacher, better able to gauge more accurately how much a person has learned, and how effectively they've grasped the material taught.

# PE UPDATE:

## STUDENTS BACK AND ENJOYING SPORT AGAIN



Extra-curricular sports clubs have started back with a range of activities on offer.

The PE Department have enjoyed an excellent return to school following the lockdown and students should be congratulated on their positive attitude to learning in lessons.

Over the last four weeks, PE students have been developing their skills in rugby and netball and have had the opportunity to apply their skills, techniques and knowledge in conditioned games whilst also demonstrating key themes of leadership, teamwork and sportsmanship.

A number of extra-curricular sports clubs in year group bubbles also resumed, with football, rugby, hockey and

netball now available after school for Years 7–13.

The attendance at these clubs has been amazing, with over 150 Year 7 students attending sports clubs on a Tuesday alone. In total, over 500 students have participated in some form of extra-curricular sport each week.

Students who would like to take part should line up, where they usually do for PE lessons, at the end of the school day. They will then be directed to either the Sports Hall or Changing Rooms to change into their PE kits.

All sessions finish between 4.15 and 4.30pm.

Students taking part must

ensure a consent form is completed and given to the PE Department before they start their first session.

“To ensure government guidelines are being followed we have had to make certain changes that will initially limit the depth and breadth of our provision”, said Mr Hampton.

“Unfortunately, this means that inter-school sports fixtures are still on hold for now but we still have much to look forward to with our focus switching to traditional summer sports after the Easter break.”

Plans for future PE lessons and extra-curricular sport can be accessed by clicking [here](#).



# UPCOMING IMPORTANT DATES

**Friday 1st April**  
Half Term Break Begins

**Friday 2nd -  
Sunday 11th April**  
PTA Orienteering Expedition

**Monday 19th April**  
Students Return

**Monday 3rd May**  
Bank Holiday

**Thursday 6th May**  
Y10 Parents Evening



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