



BOSTON BOUND

By Miss Stickler

We are thrilled to announce that two Year 12 students have been accepted on to the Sutton Trust America Summer Programme and will be jetting off to American universities this summer, all paid for by the Sutton Trust.

Liam Hooper and Billie Mai Cox went through a vigorous application process, involving testing and video applications. Over the Easter holidays they both went to Nottingham University to meet the other candidates. This experience opens them up to potentially applying to American Universities next year.

Here is what Billie Mai has to say about her experience so far...

In the Easter holidays, I took part in a four day residential for the Sutton Trust US Programme at Nottingham University. The programme is set up to help UK students get into college in America. At the residential, we covered a



variety of topics through numerous activities, that focused on helping to inform us about what studying at an American University is like.

We will continue to be supported by the Sutton Trust team, who are also currently helping us prepare for our college entrance exams this year, and we will gain further insight at another residential in June, held at Warwick University.

They believe that the best way to learn about study in the US is by experiencing it first hand, and so this summer, I am very lucky in that I will be flown out to (cont. on page 2)

AROUND THE SCHOOL

(from page 1) all expenses paid trip, where I will be staying at Princeton University for a week. I will also have the opportunity to visit many other universities, such as Swarthmore, UPenn, and Bryn Mawr, and talk to other colleges at the Harvard university fair that we will also be attending on this trip.

Here is what Liam says about the experience so far...
I applied for the Sutton Trust US programme by filling in their application and completing two or three essay questions, and didn't think much of it. I just thought it was good experience. I was shocked when I received the email and only then realized how big of an opportunity it was.

I recently went to a residential where we were given a lot of information about the programme and help on how to revise for the ACT. I got to meet people from all over the UK and realized how much support the programme will give

me in the future. I am now looking forward to going on the Boston week in the summer holidays to visit MIT and Yale University.

We are all very proud of you both and wish you well in the summer.



THE DEN ROCKS!

By Mrs Finney

As part of our nurture programme in The Den this term we have developed a new and exciting approach for pupils to express their feelings. The pupils have taken the opportunity to use their artistic skills to paint and decorate rocks to communicate their emotions.

After the rocks have been painted and sealed for protection the pupils place the attractive rocks in hiding places around the school and at their local parks. The aim is for the rock to be found, photographed and re-hidden by the finder. The photograph then gets uploaded onto social media and shared online.

There are no geographic boundaries for the rocks to be placed and we are currently observing via social media where the rocks have been found. Everyone is excited to see how far our rocks will travel.



A SAFER COMMUNITY

By Mr Williams

Since September, four Year 12 students, Tom Penikett, Liam Hooper, Isobelle Preston and Seren Hopkins, have been involved in an extra-curricular activity through the Engineering Education Scheme Wales.

For this activity, pupils were provided a real time engineering problem and brief from RCT in regards to road safety. To assist the pupils, two engineers from RCT, Adam Griffiths and Rebecca Smith were on hand with any queries.

The brief the pupils were provided linked heavily with the school, road safety in the local community. The pupils were required to identify key issues through research and create a detailed engineering report with potential solutions. If the solutions were suitable, RCT would even consider applying these solutions through the use of a grant from safe routes in communities.

During the course of the academic year the pupils spent their own time gathering information from the local community, RCT, the police, parents and students on what the issues were with traffic in the local community and how this could be addressed.

In April, the students attended the Big Bang Fair at St Athans, where 66 schools competed for various awards in relation to their work with their engineering companies. The Big Bang Fair is a celebration of the hard work and dedication the pupils have placed into their work throughout the year. Pupils submitted a 68 page detailed engineering document on road safety in their local community. The pupils were also provided a stall where they displayed their research and technical drawing information. This was used as an aid for the pupils as they superbly presented their findings for 20 minutes to a judging panel costing of three experienced engineers.



Due to the superb quality of their research and excellent presentation skills, the pupils were nominated for the award for "Best Appreciation of Safety Issues" and now had to present their findings in front of an expert. Again the pupils more than met the challenge and produced and outstanding display of professionalism.

At the end of the Big Bang event the awards ceremony takes place. It was a nervous wait to see if the pupils were successful and of course they were. Pontypridd High School won the award for "Best Appreciation of Safety Issues" beating one other school who were both shortlisted from the 66 competing. The combination of the pupil's hard work and effort outside of their normal school time table had paid off. As a result of this, the school received a cheque for £500 with a proportion of this prize fund being split between the deserving pupils.

As mentioned by many members of the EESW and various Engineering companies, our pupils were a credit to Pontypridd High School and they should be extremely proud of what they achieved.

UNIVERSITY EXPERIENCE



By Miss Stickler

In February, Miss James and Miss Stickler accompanied 30 students in Year 11 and 12 to Cambridge for an overnight stay and tour of some of the colleges.

The primary purpose of this visit was to break down some of the stigma that Oxbridge is not accessible to the students of Pontypridd High, and to encourage students to start thinking of future university choices and making the right decisions at A Level.

We visited three colleges; Magdalene, St Catherine's, and Newnham. Students also had a series of talks from the liaison officer and current students at Cambridge.

Here are what some of our students had to say about the experience.

Billie Mai Cox – Year 12

I was lucky enough to receive a tour of Cambridge University colleges last Friday, on an overnight stay to the town. I absolutely loved the experience, and my favourite part was visiting Newnham College, which has a library with three floors of space filled with individual and group study areas and thousands of books. It was very pretty and modern, and very different to the rest of the colleges.

Emilie Williams – Year 12

In early February I had the chance to visit Cambridge University and take a guided tour around the different colleges while meeting some of the students that study

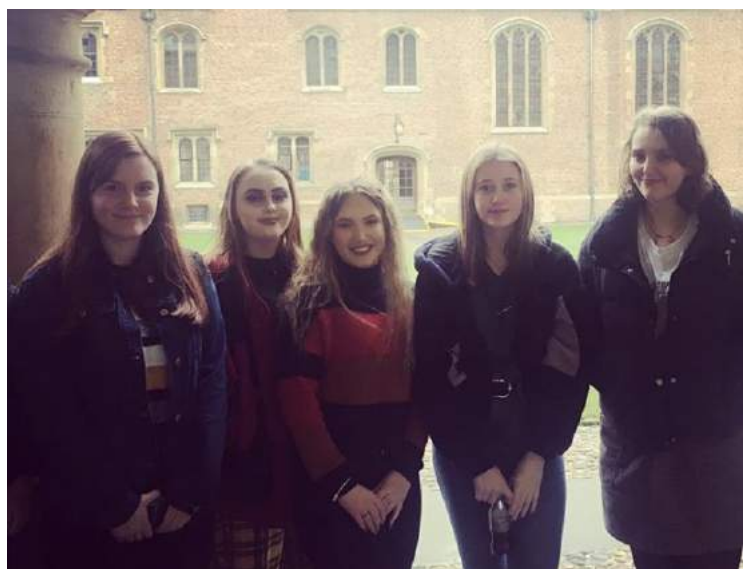
there. On the first day, we had the amazing opportunity to hear a presentation on the history of Cambridge and misconceptions about the University. The discussion was very light-hearted and informative, where Sandy (a staff member at Cambridge and former student) talked to us about the stereotypes around the students that study at Cambridge. It opened my eyes to how diverse the University really is, and that the higher percentages of students that study there are from backgrounds similar to mine. The most helpful part of the discussion, in my opinion, was when Sandy discussed super-curricular activities. He informed us on the most effective activities to be doing in order to build our knowledge on our chosen subjects, strengthen our skills around that field, and prepare us for possible University interviews. We also had the chance to talk to some of the students who study at the university. I could tell that they had a genuine love for their studies and that they find Cambridge to be the perfect place for them to practice that passion and love through their work. They seemed to be the perfect place to become inspired for an essay but also lively enough to make lots of friends and soak up the life of the city. I definitely enjoyed my visit to Cambridge University as it helped me break down the stigma of how scary university is.

Nia Davies - Year 11

During our trip to Cambridge, we had an insight of what University life was like. We learnt crucial information about the grades they look for in applications, as well as what to expect whilst living at the University. We went on several tours around different campuses to see how they differ from one another. My favourite part of the trip was seeing the facilities the University had to offer such as the Libraries.

Maxwell Pounder - Year 11

On our trip to Cambridge we had a very good insight of what to expect in University life. The trip to Cambridge was very beneficial as the majority of the pupils would like to attend University and now we're even thinking of attending Cambridge. I am now considering attending Cambridge in the future as I really enjoyed the experience and it made the process of applying seem a lot less daunting. My favourite aspect of the trip was exploring the many different campuses and having an insight into their ways of teaching and learning.



THE NEST AND RISE

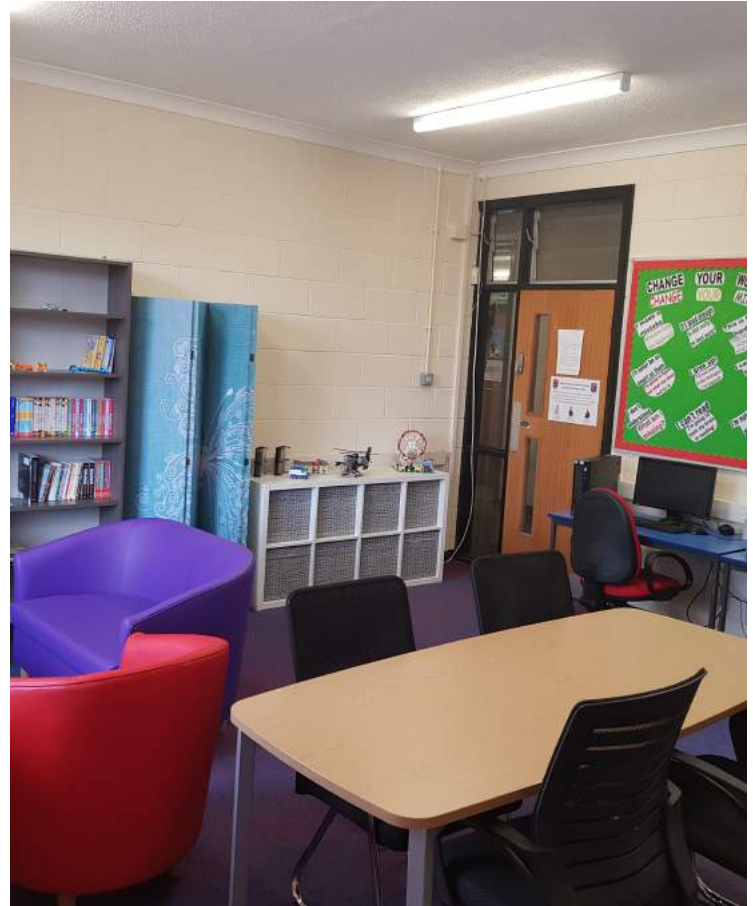
SUPPORT AND GUIDANCE

By Mrs Finney

Last term two new areas within school were developed to create an additional learning environment for pupils to seek extra help, guidance and support when required.

RISE (Reaching Independence through Structured Environments) is situated in the upper block and has been designed to support pupils mainly in Years 9, 10 and 11 to complete vocational qualifications such as Work Skills, Finance and Agored. RISE is a safe learning zone where the pupils can seek guidance with their studies and have individual support to help them achieve their full potential.

The NEST (Nurture, Emotional and Social Time) is an environment for our vulnerable and CLA (children looked after) pupils to provide them with extra support both emotionally and academically. Situated in The NEST is a key worker who has recently been trained on Attachment Theory and is therefore able to provide the correct support and guidance to pupils in their time of need.



THE RCT CUP FINAL



By Mr Longden

Well done to our Year 10 football team who reached the RCT Cup Final against Y Pant.

Y Pant took an early lead from a free kick however Ponty High showed great character and moved the ball extremely well building into game. A long accurate goal kick from goal-keeper and captain Will Pennell was well controlled by Jarrad Howells who beat a couple of defenders and goal-keeper to play in his strike partner Harrison Gibbs who trapped the ball into an empty net, score at half time 1 - 1.

Ponty High started the stronger of the two teams in the second half with Coran Clark and Callum Llewellyn controlling at the back and with Rhys Bradwick

distributing from midfield Ponty High were pushing for that all important second goal.

The width of the post denied Shaun Bullen from that second plus on three other occasions Ponty High hit the cross bar. With the game looking like it was going to extra time Y Pant scored their second from a well worked free kick. With only three minutes to go Ponty High were pushing for the equalizer unfortunately this allowed Y Pant to score their 3rd goal making the final score 3 - 1.

Well done to all the boys in the final squad and those who played in earlier rounds. It has been a fantastic season and we are looking forward to launching our Cup challenge next year.

HUMANITIES WEEK



By Mrs Farrow

April 8th saw the start of an action-packed Humanities Week for Years 7 and 8. Elements of each of the humanities subjects inspired the overall theme of global citizenship and an aim to inspire pupils to act locally and think globally.

The week began with a carousel of Year 7 trips to Cilfynydd water treatment works, where they were able to take a tour of the works, learning about how our waste water is treated to be reused. They were also shown what should and shouldn't be flushed down the toilet! Meanwhile, Year 8 received thought provoking lessons in the classroom about development and poverty. They grew an awareness of global inequality by making paper bags to teach empathy and an understanding of the hardships and day to day lives of

people in low income countries. They received a lesson about the work of PONT in Uganda and the importance of building and maintaining the links between PHS and Bubutu school in Uganda.

On Tuesday, Year 7 had the opportunity to carry out some horticultural work with Mr Watson in our very own school greenhouse. Each pupil created a herb garden in recycled plastic tubs. Horticulture has been proven to inspire pupils to grow their own food to reduce the environmental impacts of food production and transportation, it develops an appreciation of where food comes from, and also even encourages them to eat more healthily. In addition, gardening is good for overall wellbeing and health.

Meanwhile, Year 8 received lessons delivered by Cilfynydd water works about the importance of

conserving water, the impacts of water scarcity and the inequality in water supplies around the world. They were given a problem solving task which developed their team work skills and definitely brought out their competitive side!

On Wednesday, Year 7 enjoyed learning about where clothes come from by looking at their labels. They learned about the poor working conditions of many clothing industries, the impacts of globalisation and the actions taken to combat this. The highlight of their day was using waste materials to design and create outfits for a fashion show which took place in the hall to end the day. The pupils came up with very impressive and creative designs. Pupil participation and enjoyment was excellent. They embraced the brief and learned about the importance of reducing their environmental footprint.

At the same time, Year 8 went 'Into the Wild' in the gym where they came face to face with animals from various ecosystems including a skunk, a meerkat, a python and an armadillo. Much to the pupil's joy, they were able to pet the animals and learn about their adaptations and human induced threats to their survival.

To mark the end of the week on a very sunny Thursday, Year 7 and 8 attended a trip to Coney Beach, Porthcawl to carry out a beach clean supported by Surfers against Sewage. They armed themselves with bags and gloves and got to work collecting plastic and other litter left along this iconic Welsh beach. They were shocked by the amount of micro plastic found and learned about the effects of these tiny pieces of plastic on marine life. Pupils admitted that they would reduce their use of single use plastics after carrying out this exercise.



MATHEMATICS SUCCESS

By Mr Astley

This term selected Year 10 and Year 11 pupils competed against the best mathematicians from across the country when they sat the United Kingdom Mathematics Trust (UKMT) Intermediate Challenge.

Between them the pupils achieved 5 silver and bronze awards - a new record for the school. Special mention goes to Keelan Evans who narrowly missed a gold award (and an invitation to the prestigious maths

kangaroo) by 4 points. Well done all!

More recently Year 7 and 8 pupils have participated in the Junior Challenge. The Maths Department are eagerly awaiting the results.

Pictured below from left to right:

Bradley Scott (best in Year 10), Aidan Pritchard (best in Year 10), Keelan Evans (silver/best in school), Dylan Williams (bronze), Malachy Jennings (bronze), Anna Jones (bronze) and Keynaan Edwards (silver).



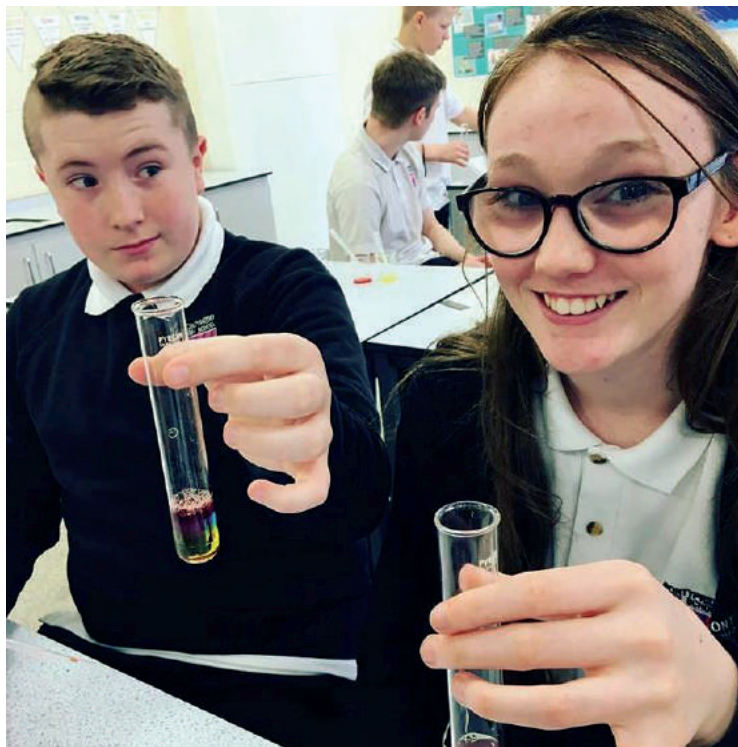
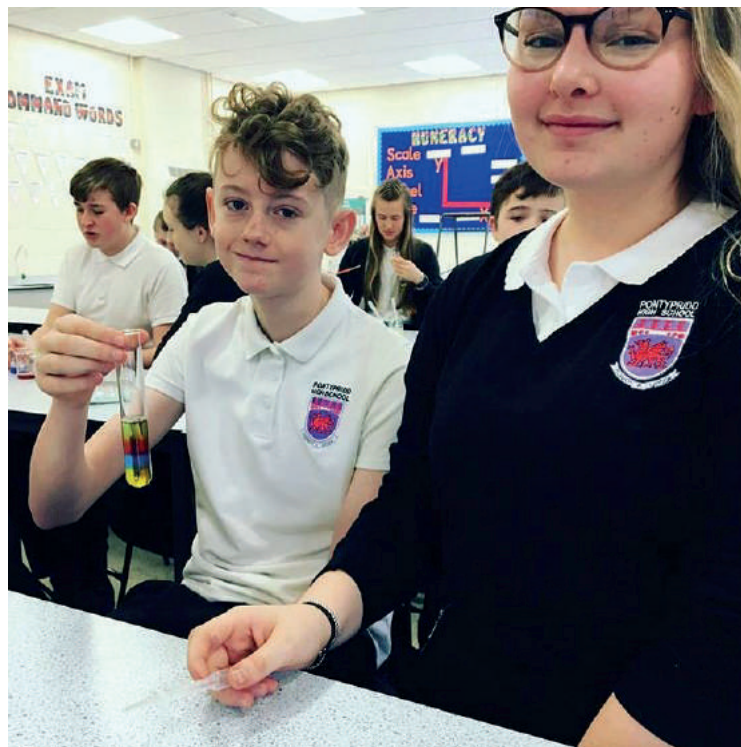
SCIENCE IN ACTION

By Miss Davies

A very successful National Science Week for Year 7 and 8 started with a bang! The theme this year was 'Journeys' and all students thoroughly enjoyed a week of hands on WOW experiments in their Science lessons, discovering more about Hydrogen powered cars, walking on custard (yes it's possible!), fire-writing, fruit-powered clocks, balloon motion cars and space missions to Mars!

There was a real fun feel within the faculty and some pupils had excellent ideas which they were able to build on. Methane bubbles were a firm favourite as always and it was great to get the pupils thinking about transportation in the future and where the renewable energy for this could come from.

A big thankyou to our Science technicians for the support they provided. We can't wait until next year.



STUDENT SHOWCASE

By Miss Pullen

The Student Showcase section celebrates the fantastic work that goes on day-today at our school.

This month's Showcase Stars are: Alisha Hernandez, Abby Davies, Grace Hubbard Jarrod Carter and Mrs Murphy's Year 10 Science class.

Abby Davies - Year 11 (Argumentative Writing)

'Young people are selfish. They should all be made to volunteer to help others'

Presuming that "Young people are selfish" and that they, "Should all be made to volunteer" is completely ridiculous. We may be lucky enough to have legs that walk and mouth that talk (before we put our dentures in) and backs that don't give out after a slight downwards motion. However, we aren't lucky enough to have hours of free time, money fed to us from the government and rollercoaster rides that zoom us up the stairs: the elderly are as privileged as the Monarchy. They sit at home all day, with free passes in their pockets and permanently reserved seats on the bus. Why can't they volunteer? Why can't they help out? I think we often forget that they have just as much reason to help as we do. Some may suggest that old people are too weak, too fragile and too worn out – however, if that's the case, they must be too weak, fragile and worn out to complain about us and our "selfishness". Surely?

Secondly, what about adults? All they do is complain and file papers, despite them having a million opportunities thrown at them every second of the day. They complain about the monotony of life yet never take the leap into the unknown. Young people are planning futures whilst dealing with the present. They are dealing with the cynical, cruel, crippling changes that both life and hormones throw at them. They "can

barely help themselves" according to every grandparent that's ever lived – surely it seems ironic that they are now being asked to help others?

Older people should volunteer. Unlike the youth, they've had experience, they've lived through wars, crises and pain and they would understand those in need the most. No, only is it unfair to throw the responsibility of volunteering onto young people, it simply does not make sense.

Furthermore, young people have about 2% of what older people have, especially in the old world stripped of political correctness, worries and responsibilities. Compare that to the young world, you can't say (you can barely think) anything that may offend anyone. You must pass your exams, you must develop a future, and you must care for your family. The fact is: older people must be given more responsibility.

Of course, I understand the hardships old people face: mountains of sweets to put in the sweet jar, jittery false teeth to put in their mouths, and, the land mines of ridicule to shove into our minds. For that, I can do nothing but sympathise. However, I'm sure they have room in their gargantuan picture-perfect, sixteen-pounds-of-the-government's-money-wasted-style-calendars for even just a miniscule amount of volunteering.

In conclusion: Old people may say what they like but it's the young ones that help their friends, families and neighbours; whilst the elderly sit at home wearing crowns of ignorance, listening to no one and nothing, other than the sweet sounds of Prue and Paul eating cakes and cooking up criticism.

Gallant Lies

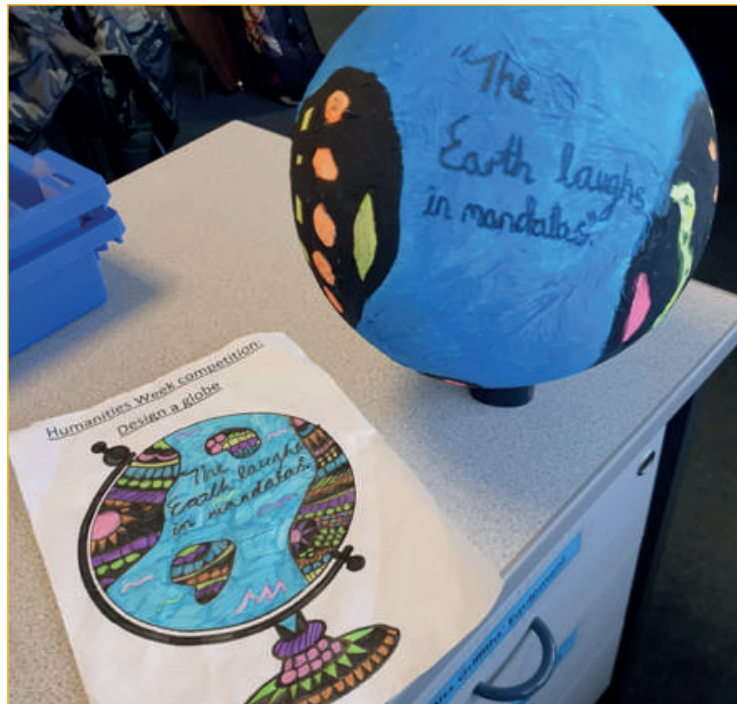
Through pride we join our country in war,
We 'wanted' glory and victory, nothing more.
But as we neared the trenches in which we would dwell,
We figured that this was just a lie that they tell,
For what is glory without a life?
It is like a killer without a knife.

We trekked through the blood of the fallen men,
They were just like us, why back then,
Coughing, gagging, we stumbled blind.
Our lost smiles wish it was death it would find.
The screaming of soldiers ring out like a bell,
Crying and wishing they don't go to hell,
For the mistakes of the ones who lied to the young,
The lies that they shouted, announced and sung.

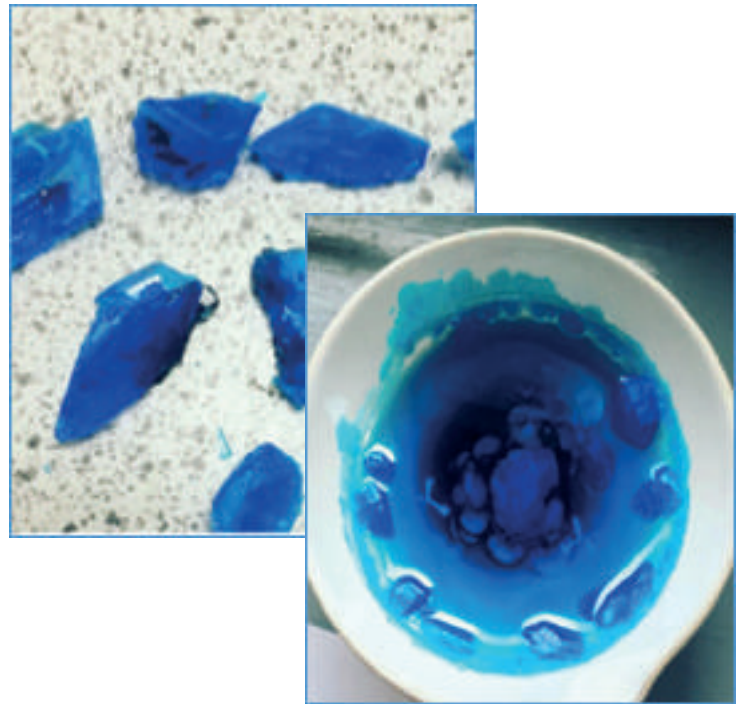
The trenches are no place for joy,
Guns are not some mere toy,
Darkness has no place for light,
Soldiers march until out of sight.
In the mud, there we stumble,
Until the bitter end in which we mumble;
Our last goodbyes to the world so cruel
That only ever treated us like a tool.

Alisha Hernandez (Y8)

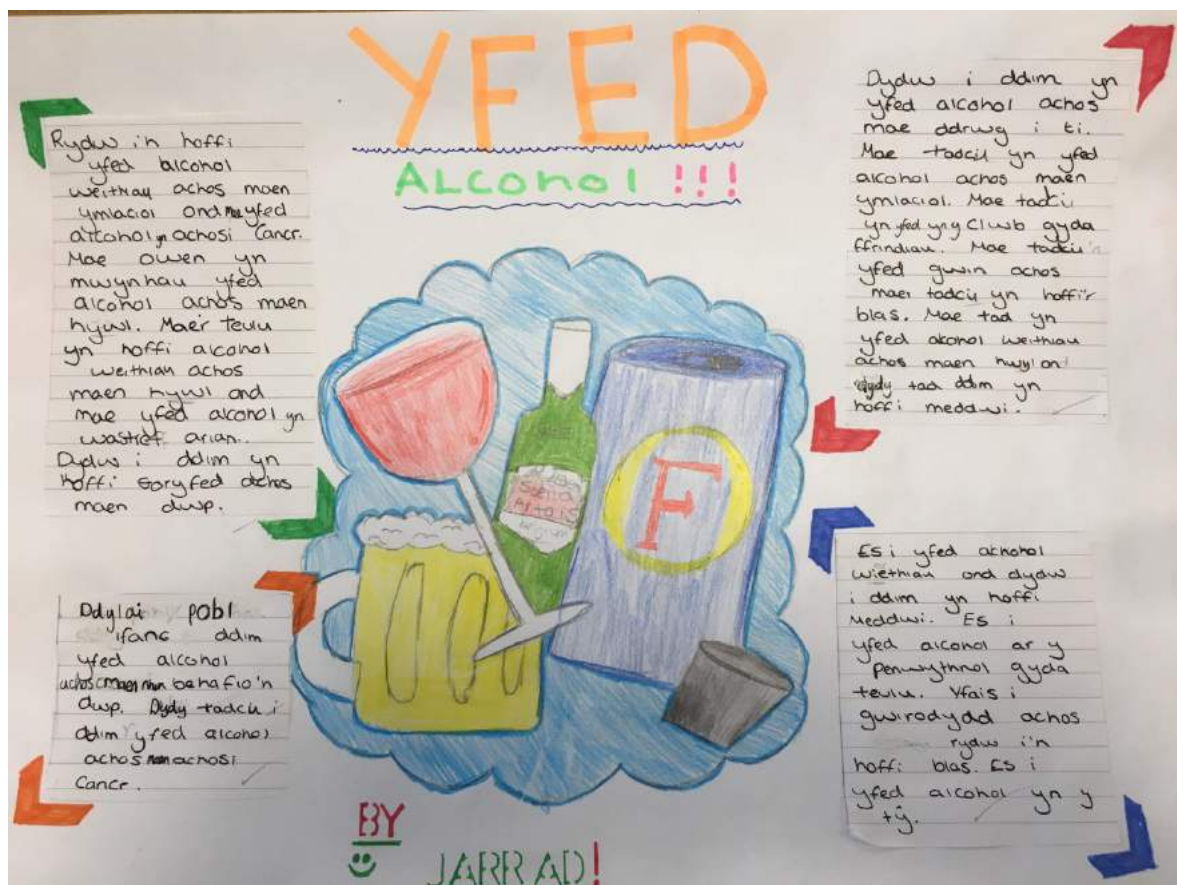
Grace Hubbard - Year 7 (Discover More)



Mrs Murphy's Year 10 (Science - Crystallisation)



Jarrold Carter Year 10 (Welsh)



PARENT VOICE FEEDBACK

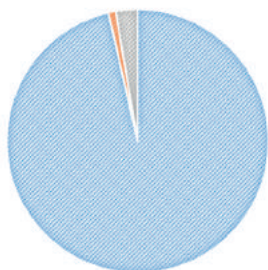
By Mr Ivins

Regular, open communication and consultation is highly valued at Pontypridd High School. Parent Voice aims to represent the views of parents and to be a voice to inform our school of the needs of children and families.

This academic year over 200 parents have completed our questionnaire during parents evening. Here is a summary of the results:

I REGULARLY RECEIVE INFORMATION REGARDING THE SCHOOL VIA THE PARENT MAIL APP..

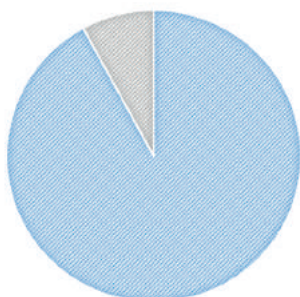
Agree Disagree Don't Know



Agree	96%
Disagree	1%
Don't Know	3%

I BELIEVE MY CHILD IS MAKING GOOD PROGRESS AT SCHOOL.

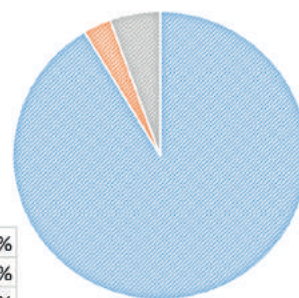
Agree Disagree Don't Know



Agree	92%
Disagree	0%
Don't Know	8%

I BELIEVE MY CHILD IS GIVEN THE SUPPORT THEY NEED TO PROGRESS.

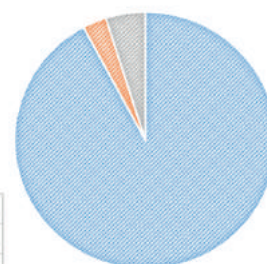
Agree Disagree Don't Know



Agree	91%
Disagree	3%
Don't Know	6%

MY CHILD ENJOYS LESSONS AND LEARNING EXPERIENCES, INCLUDING TRIPS AND VISITS.

Agree Disagree Don't Know



Agree	92%
Disagree	3%
Don't Know	5%

*All parents who disagreed with a statement were contacted by a member of the Leadership team.

Quotes

"Excellent school, excellent teachers"

"My child has settled very well, loves school and feels fully supported"

"Parent Mail is a really good communication tool for parents"

You asked.....

If parents could have access to class teacher email addresses to contact directly regarding queries. As a result there will be access to individual staff emails on the school website.

WHAT'S GOING ON

UPCOMING EVENTS AND DATES

As a school we understand the importance of being regularly informed of any upcoming events and important dates.

As well as sending out letters, emails and text messages the school website is full of information and current news - www.pontypriddhighschool.co.uk

How to contact us:

Email: contact@pontypriddhighschool.co.uk

Tweet: @pontypriddhs

Phone: 01443 486133



SCHOOL EVENTS

June

Monday 3rd - Year 7 Exams Week
Wednesday 12th - Year 11 Prom
24th - 27th - Year 6 Transition Week
26th of June - Year 6 Transition Evening
Monday 17th - Year 9 Exams Week
Friday 28th - INSET Day

July

1st - 3rd - Year 7 & 8 Health and Wellbeing Week
1st - 3rd - Year 9/10 Careers Week
Wednesday 3rd - Year 4 and 5 Open Evening
Saturday 13th - Year 13 Prom
Thursday 18th - Activities Day
Friday 19th - Last day of term

ROOM HIRE

Pontypridd High School regards the school buildings and grounds as a community asset and will make every reasonable effort to enable them to be used as much as possible.

Charges – Lettings September 2018 to August 2019

Hire of School Hall	£25.00/hour
Hire of School Gym	£25.00/hour
Hire of Sports Hall	£25.00/hour
Hire of Drama Studio	£20.00/hour
Hire of Training Room	£20.00/hour
Hire of Classroom	£15.00/hour

Tea/Coffee charges at an extra cost of £2.00/head.
Caretaking costs (hourly) will be charged for any lettings outside of school hours. This cost is in addition to any room hire charge.

