

Why Magnolian?

A courtyard is located at the heart of our Senior School site which houses a beautiful Magnolia tree. Formerly part of the Cambridge University Botanic Garden, the Magnolia tree provided a welcoming sight for visitors to the gardens using the original public entrance on Bateman Street.

In October 1952, we agreed to exchange part of our original school gardens with the Botanic Garden for this area of land between The Elms and Paston House. This agreement enabled renowned architect David Wyn Roberts to create plans for a significant development of our Senior School that preserved the Magnolia tree.

Over the years the Magnolia tree has come to symbolise St Mary's School, and in our 120th year we planted Magnolia trees at our Junior School and our boarding house Mary Ward House to highlight symbolically the link of all three.

Find out more: www.stmaryscambridge.co.uk/magnolia



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FROM THE Headmistress

Our 120th year has encouraged us to reflect on our past, to value our core ethos and how it sets us apart. Equally, it has challenged us to look forward, to imagine an education that will continue to inspire, motivate and nurture future generations of St Mary's girls.



We often cite the phrase 'once a St Mary's girl, always a St Mary's girl'. It captures the invisible threads that connect St Mary's alumnae with today's students and to those girls who will join us in the future. Over the past 120 years, many 'gifts' such as advice, inspiration and solidarity have been passed along these threads. Such gifts are an integral part of what it means to be a St Mary's girl.

Earlier this year, we received the most substantial legacy donation in the school's history from Geeta in memory of her sister, Nisha Alvarez Meseses, an alumna who attended the Sixth Form as a boarder in 1968. This remarkable act of generosity will weave exciting new threads in to our future via bursaries that enable Senior School girls to progress to A Levels and travel grants to support cultural and linguistic experiences for Sixth Formers. We are eternally grateful for their kindness in remembering our School.

As our 120th year reaches a close, we are looking forward. Our priority is to ensure our education moves with the times, to enable our girls to thrive in a future we cannot fully predict. To this end, we have made great strides, not only in the development of our learning environments which our Bursar talks about in his 'Summary' on the following pages, but also in transforming the future of our teaching and learning, by becoming an accredited 'World Class' High Performance Learning (HPL) School. We join a global group of innovative schools, all committed to the HPL philosophy that *every student* is a potential high performer. With the appointment of Senior School historian, Dr Andrew Flint, as the inaugural *Global*

Lead Teacher for HPL, we are now leading the way and sharing our expertise with educators worldwide.

We are thrilled that our academic results continue to improve. This year we achieved our best ever performance at GCSE level - 40% of grades were awarded at A* or equivalent.

In terms of the future, it is vital that we continue to look beyond our school and ask how a St Mary's education can contribute positively to our society. As a Mary Ward School, our core ethos invites us, via our 12 Mary Ward characteristics, to eliminate injustice and to support others. In response to this, we are empowering our girls with the skills and values they need to provide answers to some of the big challenges we face. Alongside our formidable fundraising efforts, we have been making inroads in enabling our girls to become true global citizens. Our Eco Council's new initiative to increase biodiversity in our school grounds is just one example the creative, positive actions our girls are taking in response to the climate crisis – a vital area that we will build on in future. It is also heartening to see the growth of our STEM outreach programme, which offers vital access to STEM learning for children from local state schools. Alongside initiatives to raise funds and awareness of causes such as Period Poverty and Breast Cancer Research, our girls are experiencing what it takes to be a responsible, active citizen in both their local and global communities.

When I think of what the next 120 years will bring, I feel great optimism. Not just because of significant developments we have planned for our curriculum

and facilities, but because I sense the great potential of today's students. Mary Ward herself believed that 'by God's grace, women in time to come will do much.' I believe now is the time.

Charlotte Avery

Charlotte Avery
Headmistress and GSA Vice-President



Sr Jane Livesey CJ, General Superior of the Congregatio Jesu, unveils Mary Ward House commemoration plaque



Our Eco Council runs first planting event

FROM THE Head Girl



I can't believe that I am now drawing towards the end of my time at St Mary's. I joined the school in Year 6 which was the first year that the Junior School moved to Chaucer Road. While starting at a new school is always challenging, especially as I was joining after living in New Zealand, I was immediately made to feel so welcome and at home and for that I am so grateful.

St Mary's is a happy environment which embraces tradition and innovation. One of my earliest memories at the school is attending the Christmas Fayre. I soon found that this was just one of the many St Mary's traditions that makes the school so unique but also so enjoyable to be a part of. The fundraising aspects of the traditions, such as the Fun Run and Lourdes fortnight, not only help those less fortunate than us but are also an aspect of the school that stays with its pupils forever, giving a lifelong determination to think of others.

I feel so grateful for all the support that I have received from my teachers. From my Year 7 end of year exams, through to GCSEs and A levels, it has been a great comfort to know that I can contact or go and see my teachers at any time if I need help. Not only are they always there for academic reasons, but it is also so reassuring to know that there are an abundance of other people willing to help you with any problem, big or small.

During our Lower Sixth several of us completed our Gold Duke of Edinburgh Award and this was a particular highlight. At the start of the summer holidays, we went to the Lake District and walked in 30-degree temperatures carrying everything we needed to camp for three nights. While it was an extremely challenging few days, we worked together and the sense of achievement we felt at the end made it all worth it. A group of us are going to Buckingham Palace this spring to collect our awards.

One of the things I will miss most about the school is undoubtedly the amazing friends I have made along the way. Whether they joined before me, in Year 7, Year 9, Lower Sixth or at some point in between, I know that at St Mary's I have made friends for life. So, I wanted to finish by saying thank you to the school and everyone in it because I am so grateful for the all experiences I have had here and for everything



Sixth Form trip to Iceland: "One of the things I will miss most about the school is undoubtedly the amazing friends I have made along the way."

I have learnt, both in life and in the classrooms. I have no doubts that the values St Mary's instils in its pupils will stay with us forever and I am sure that this will enable students from this School to be successful in whatever they choose to pursue.

Helena Lewis
Head Girl



One of my earliest memories at the school is attending the Christmas Fayre.



FROM THE Chair of Governors

I am delighted to contribute some thoughts to this edition of Magnolian on the role and responsibilities of the Governing Body of St Mary's School, and on the strategic leadership which the Governors of the School seek to provide.

The need for governors of both maintained and independent schools to receive regular training regarding their responsibilities has become much more widely accepted in recent years. It would be hard to argue that the trend is somehow unnecessary, or inappropriate, despite the rather obvious, but important, observation that volunteer governors are invariably very busy people with demanding responsibilities elsewhere. However, this observation from an authoritative source provokes reflection: 'Training of governors tends to focus on responsibilities and systems, but it is the human dimension, understanding, courtesy and support, that matter most'.

So, does training militate against understanding, courtesy and support? It can, as the author is well aware, and there have been, and are, plenty of examples where governors and school leadership indulge in a rather undignified play for power, but it need not, particularly if their interdependence and the more obvious dangers are understood. With wisdom and perhaps some humility it is entirely possible for a clear understanding of responsibilities to promote these important qualities.

"Is that anywhere more important than in a school, engaged in guiding and nurturing young lives and promoting understanding?"

Governors of independent schools, who are usually trustees of the charity, are responsible for establishing the strategic aims which should be undertaken in consultation with the senior staff. Thereafter, in pursuit of their overall responsibility, it is for Governors to monitor the implementation of the strategy. To do that effectively Governors will need to have acquired an accurate and thorough knowledge of the way the school is run. But no school

can be run effectively by a group of non-executives, busy volunteers, many of whom have no educational background. This illustrates the importance of a complete separation between the Governors' strategic role and the day to day leadership provided by the senior staff. That leads to a fine but important distinction between Governors having a through knowledge of the school in order to inform their strategic leadership and to fulfil their monitoring responsibility, while avoiding using that knowledge in day to day management. Knowing where to draw the line calls for high order judgement. Getting it wrong will quickly lead to disagreement, distrust and confusion as to who is responsible for what.

Governors are committed to St Mary's remaining a girls-only school, based on the present site in the centre of Cambridge, fully committed to the Mary Ward values, and equally committed to making the best possible provision for our pupils.

In addition, we have had two further aspirations: One that we would undertake a fundamental review of our current site and consider how it might best be developed to meet the needs of the girls over the longer term and, second, that we would investigate the practicalities of establishing a 'satellite school' abroad, seeking to export the qualities which have made the values of British independent schools so sought after, securing a return for the benefit of our pupils and without unduly distracting the attention of the School's senior leadership. It is on those strategic ambitions that I wish to report now.

Making the very best provision for pupils, including top quality teaching, a very wide range of co-curricular activity and a pastoral provision which understands and supports individual pupils is proclaimed by pretty well every school in the land. And why not? Is anything more important? And isn't that why we have a compulsory inspection system (with inspections occurring every three years) which

guarantees the delivery of what we, as parents, so need and pay substantially for? Guarantee? I am not so sure. Intuitively the provision for pupils in independent schools would seem to be pretty good and the diversity of those schools, enabling them to provide for pupils of differing interests, temperaments, ambitions and needs is a decided strength too. But you will struggle to find an independent school's inspection report, addressing the quality of education, as opposed to compliance with regulation, which is other than 'Good' or 'Outstanding'. Can we believe the overall picture is quite so rosy? The author quoted previously, strikes a different, cautionary note: 'However, paradox as it may seem, a 'great school' may not be a very good school at all. Well known public schools can be just as guilty of complacency, self-delusion and the tacit assumption that the school exists primarily for the comfort of the teaching staff as any other school.'

Enquiring rigorously and regularly whether we are making the best possible provision for every one of our pupils, and how can we know that, should pervade every aspect of our school's culture, including that provided by our Governors. The art is in nurturing and promoting that constructively questioning approach, so that it is seen positively as part of the commitment of us all to children and their education, rather than negative, irritating questioning, designed only to trip up the leaders. At St Mary's that oversight of standards is provided initially by the Education Committee on behalf of the Governing Body. Our School has also, in recent years, entered into a partnership with 'High Performance Learning' (HPL) which seeks to bring scholarly analysis and rigour to the analysis of teaching (in all its forms) and assesses teaching within its partner schools against its published criteria. Teaching at St Mary's was assessed this term and was found to be of high quality.

"Teaching at St Mary's was assessed this term and was found to be of high quality"

This authoritative judgement from HPL, in addition to our own observations, gives the Governors confidence that this vital aspect of our overall strategy is being delivered but, of course, the constructive questioning will continue.

Our location on a constrained city centre site inevitably means that the opportunity to provide rich and extensive opportunities in outdoor activities is more of a challenge. The need to make the most of our outdoor opportunities in a world in which the profile of women in sport has risen dramatically is too obvious to require emphasis here. Two exciting developments are well on their way to fruition. Both involve partnership with Homerton College, a co-operation which we greatly value and appreciate, which will find tangible expression when the Bursar of Homerton, Deborah Griffin, attends Prize Giving on 28 June as our Guest of Honour. We have entered a contract with Cambridge City Boat Club and Homerton which already provides our girls with the opportunity to row and that opportunity will increase in future. The old boathouse has been demolished and construction of its replacement, to which our girls will have regular access, is nearing completion. We have also received long-awaited planning permission from the City Council for development of the currently neglected sports field in Long Road. Some challenges remain but we are confident of the outcome which will see a variety of modern sporting facilities and an attractive, comfortable pavilion available to our girls, the Homerton students and the local community. We have agreed that St Mary's girls will have access to the new facility at times which fit with their timetable. Earlier this year there was a review of the organisation of the provision for our girls to exercise and to be involved in team

games from which important recommendations have emerged. So, we are confident that in the short to medium term the opportunities for girls in this area will increase substantially.

During the last year the Governors have pursued various leads towards establishing a franchise partnership enabling us to sponsor a school abroad. The detailed work was undertaken largely by the Bursar and Hannah Helliar who have undertaken several trips abroad. We are at present not close to formalising an agreement and, in truth, we are in no hurry. Such an arrangement would bring exciting opportunities, including an income stream, and, as is well known, it is a route trodden now by many British independent schools, including several in our area. This is not a risk-free area, with reputation and distraction of key senior leaders thought to be the most prominent ones. We will continue to look for opportunities but will only consider seriously those where risk is minimal and where there is unqualified commitment to the values and vision of St Mary's School.

During the last eighteen months an extensive review of our site has taken place based on what ideally but realistically we would wish to be able to provide for St Mary's girls in the longer term. The aspirations are ambitious and, bluntly, we now know what we want. But even a cursory consideration of the nature of site indicates that the way ahead will be complex with many issues to be addressed, including possibly some at present unknown. Therefore, we will need to proceed with caution, accepting that we may well have to be flexible, willing to compromise and, particularly, to approach consultation conscientiously and with sensitivity. It would, we think, be unwise at this stage to make bold, specific announcements. Therefore, I ask you to accept that there is an ambitious vision regarding our buildings which is being actively pursued but a step by step policy will need to be adopted which does not underestimate the complexities.

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Some more minor, but nevertheless important, aspects of the vision can be undertaken internally without formal permission. They will be progressed in the short term. There may even be evidence of activity before this academic year is concluded. I hope so.

We have recently seen the departure from the Governing Body of Alistair Milne who provided valued advice in his area of specialism, human resources, and Dr Nessa Ward, a former parent and GP and, latterly, our Vice-Chair. Nessa's contribution to the School was quite outstanding. She took the responsibility of child protection Governor and worked at enormous length with Aodain Fleming, the School's Designated Safeguarding Lead (DSL), to ensure compliance in that vital area and to ensure the safety of our girls. Victoria Espley, the Bursar of Hughes Hall and a current parent, has succeeded Nessa as Vice-Chair. We were also delighted recently to welcome to the Board Jo Storey, a former head of Thornton College. Patrick Dunne, also a current parent with a very strong financial background was elected to the Board at the end of last term and will attend meetings during this term.

Finally, I wish to thank fellow Governors for their devotion of considerable time and talent to the strategic direction of the School. I wish to thank also, and with conviction, you our parents. We should not, and I hope do not, underestimate the faith which you place in us in entrusting your daughters to our care. You place on us a serious, but fulfilling, responsibility.

Stuart Westley
Chair of Governors.



FROM THE Bursar

The 120th anniversary year has been another very busy and productive one for St Mary's School, Cambridge and I am delighted to have the opportunity to update you on some of the recent and ongoing developments that will ensure that the girls continue to thrive in an outstanding environment.

After some significant delays, planning permission for the redevelopment of the school playing fields on Long Road was agreed in the Autumn Term and this now enables us to work in close partnership with Homerton College, University of Cambridge, on the provision of outstanding sports facilities - including all-weather pitches and a new pavilion to bring the area back to life. Delivery is targeted for early 2020 for this exciting project.

In addition to the land-based sports that will be provided at Long Road, I am equally delighted to update you on the fantastic new boathouse on the River Cam that we are developing, in partnership with both City of Cambridge Rowing Club (CCRC) and, again, with Homerton College. As I write this article, this impressive project is nearing completion and soon will enable the girls from Year 7 upwards to access rowing in the centre of Cambridge.

These two projects underpin our ambitious plans for sport and the wider wellbeing of our girls, and I should like to record my sincere thanks to colleagues at Homerton College and the City of Cambridge Rowing Club for their support and determination in seeing these projects through.



Our boathouse being constructed in May 2019

Closer to home, the programme of ongoing improvement of facilities in the main school buildings continues unabated. The creation of a new Art Room at the Junior School has further added to the excellent provision on Chaucer Road, and our focus now turns to the provision of a dedicated "STEAM" room. I am confident that we will be able to say more on this during the next academic year.

At the Senior School, we have been developing a "Masterplan" that will steer our estate development strategy for many years to come. This is expected to include significant refurbishment alongside new facilities, and I look forward to sharing these plans with you as they develop.



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The creation of a new Art Room at the Junior School has further added to the excellent provision on Chaucer Road.

In the last year we have made improvements to the Reception area, with the original circulation route around the Cortile reinstated, upgraded some of the toilet facilities, refurbished further classrooms and added new lockers for several rooms.

Still to come before the start of the 2019/20 academic year is some love and attention for the Cortile garden to provide a beautiful centrepiece for the girls at the heart of the school.

Mark Johnstone
Bursar



Artist's impression of our new pavilion at Long Road

FROM THE Pastoral Head

There are many sayings which come to mind when considering the variety of life found within pastoral work in a school:

“From tiny acorns grow mighty oaks.” D. Everett
“We are happy when we are growing.” W.B. Yeats
These are just two that spring to mind.

I think one of my favourites is from *Anne of Green Gables* when Anne declares that “true friends are always together in spirit.”

The friendships made at St Mary’s between the many different members of the community really do bear this out. Returning alumnae comment on the strength of those formed when they were with us at school and how they have survived the many changes life brings. I see staff united in a love for education and challenge, underpinned by a compassion for others and forging connections which unite them in and out of school.

Friendship was of course an abiding feature of the love which was evident between Mary Ward and her companions shown especially in the challenges which they faced. As I write this, the Year 11s have begun their study leave and the Upper Sixth are embarking on their final day as members of the St Mary’s community and I reflect upon the young women we, as a school community, are setting forth on their life journeys. I think back to the other young women we have had the privilege to serve as teachers and supporters along their journeys and ponder the changes they are currently bringing about in the world and think that our time has been well spent.

All those young women who have left us, or are about to leave, have left their footprint on the life of our school and we are the richer for our relationships and experiences with them. Those relationships have grown out of the many day to day interactions which take place in corridors, classrooms, offices and indeed across food, games, songs, trips and the odd Sixth Form Revue! So how do we continue to foster those relationships sure in the knowledge that it is out of friendship and a shared vision which will continue to feed the next generation of St Mary’s girls?

Many people talk about the academic curriculum and perhaps the pastoral curriculum is interwoven so skilfully that it passes almost unnoticed except in the fruits its labourers harvest. Our pastoral curriculum takes on many forms throughout the year and each year is different because each year group is different. This year the school has undertaken to continue its work on developing the inter personal skills which the students will need in their relationships throughout their lives. Year 8 were the first-year group to embark upon ‘Girls on Board’, an initiative which seeks to help girls, parents and teachers navigate their way through the complexities of girl friendships.

The language, methods and ideas empower girls to solve their own friendship problems and recognises that they are usually the only ones who can. By empowering girls to find their own solutions, parents need worry less, schools can focus more on the curriculum and the girls learn more effectively – because they are happier. As we approach the end of the school year, Years 7,9 and 10 will also be ‘on board’ and we hope benefitting from a practical approach which helps them take control of situations and help to resolve them.

Year 11 are annually appointed to be prefects for the Senior School, a role which is highly-prized given the number of applications to Mr Mallabone each cycle. As one area of responsibility, they are assigned to Year 7 tutor groups, through which younger students have the opportunity to develop a rapport and relationship with older students and seek their support. In turn, there has been a benefit to the well-being of the older students who have thoroughly enjoyed the opportunity to work with younger ones and take part in activities outside of the normal curriculum and their preparations for examinations. Year 11 has been invited to, and actively attended, Year 7 events such as their annual end of term party which again promotes healthy relationships across the year groups and sets the example to the younger students of the benefits of not always being totally work focused.



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Because it is in the sharing of ourselves that we are enriched and grow as humans.”

Every year we try to draw students’ attention to issues of importance to their wider well-being and safety. Having been contacted by Network Rail before Easter we took part in their most recent campaign highlighting the need to be safe around trains, railway lines and crossings. All year groups watched videos appropriate to their age and experience and it was interesting to hear the comments from girls as they left their form rooms expressing incredulity and fascination at the behaviour of those in the clips they had seen.

Each year the school highlights national days such as Safer Internet Day and Anti-Bullying Week. Back in November along with the rest of the country we looked at issues within bullying including the use of ‘banter’. Using lyrics from Taylor Swift’s “Mean” and even tweets from JK Rowling, the school tried to bring alive the issues surrounding bullying and the negative effects it has on both victim and perpetrator.

Friendships develop and growth takes place in all sorts of surprising places. Lourdes Fundraising Fortnight has always had the most magical impact on the school. Cakes are baked and consumed. Talent shows showcase undiscovered skills of both staff and students. Persuasion and cajoling are the order of the day. Dogs take centre stage and the atmosphere within the school day takes on a whole new meaning. It’s one of the many aspects of community life which is unique to our school. Many other places fundraise but nowhere else quite matches our style and take on how to do things!

This is also borne out through the Sixth Form revue. A disappearing feature from many schools the sense of anticipation which runs through the school after Christmas lunch can almost be felt and seen. Year 7s who have no idea what awaits them are carried along the swell of mounting excitement as the first music is heard and the school settles into what has to be the highlight of the year for many. Staff not involved are agog at the lengths to which their colleagues will go, to support the Sixth Form in their attempts to re-tell some tall tale-often with our beloved Mary Ward playing a pivotal role in some form or

another. Students roar with laughter and affection for reworded songs and dance routines and the innovative ways the Sixth Form go about engaging their audience year after year.

Often when thinking about their time at our school it is in these events that their dearest memories are held and in the small moments of co-operation and kindness that instill in them the intention to bring the St Mary’s they have loved with them into the next stage of their lives.

So as the year draws to a close, we plan for the next set of new recruits to the St Mary’s way, hoping that they will also leave their footprints of time on us as a community and that our mutual sharing of all that is good helps us to remember that in life what really matters is what we bring from within each of us to enrich our community and help it to grow. Because it is in the sharing of ourselves that we are enriched and grow as humans.

Aodain Fleming
Deputy Head (Pastoral & Boarding)



FROM THE Director of Teaching and Learning

We have been progressing toward become a High Performance Learning (HPL) school over the last two academic years. I am delighted to announce that on 15th May, we had our assessment visit from the HPL team, and have been awarded official accreditation as an HPL school.

Why we believe in HPL at St Mary's

High Performance Learning (HPL) is a research-based, pedagogy-led philosophy that responds to our growing understanding of human capability. An HPL school believes what neuroscience tells us, that the brain is hugely plastic and can respond and develop if we train it in the right way; by systematically teaching ACPs (Advanced Cognitive Processes) and VAAs (Values, Attitudes and Attributes).

Maximising the potential of all our students to become intellectually and socially confident has always been hugely important to us at St Mary's, and we have seen for ourselves how engaging our students in thinking about *how* they learn as much as *what* they learn makes for a more creative and dynamic learning environment in which progress is much more likely.

What does this look like in lessons?

An important element of HPL is ensuring that there is focus on active enquiry in all lessons.

For example, in a Year 7 History lesson instead of a teacher beginning a lesson by saying, 'today we are going to learn about the Battle of Stamford Bridge', they might start by sharing images with students and asking them what *they* think the lesson's 'Big Question' might be. In this way, students are instantly active rather than passive learners who are necessarily making links and engaging in big picture thinking.

Next, instead of answering questions or filling out a worksheet about the causes of the battle, at St Mary's students would in, groups or pairs, create a poster using only a few key words. Students would then

assess each other's posters before being asked, 'Write down on the post-it an 'animal' characteristic (ACP) you used today and explain how it helped you learn'.

At the end of the lesson, students might also be asked, 'How did collaborating (one of the VAAs) improve your learning?' or even 'What do you think next lesson's Big Question might be?'

These subtle changes ensure that St Mary's style learning is a voyage of discovery rather than a 'one stop' destination.

What does HPL mean for our students?

HPL is changing students' experiences in all sorts of ways; one of the most notable examples this year was our first Integrated Learning Week for Year 7 students. The idea being that they were given time and space to make links in their learning, to work together and to be challenged. Normal lessons were suspended for the week and students participated in a Model United Nations and several workshops linked to the one of Mary Ward characteristics 'Eliminating Injustice'. Examples of workshops included; 'What is Fairtrade?' 'How have martyrs changed History' - linked to a visit to St Albans cathedral. Students also considered 'What has been the impact of protest songs?', 'Is sport fair?' And 'How does Maths influence road safety?' For many of the students, the highlight of the week was the whole day that they spent creating display which showed how a single invention had changed the world and how, in turn, they would change the world in the future.

We look forward to providing students with more integrated learning opportunities next year.

What does HPL mean for our teachers?

Our well-qualified team of hard-working teachers has been developing their practice in the light of HPL. For example, over the past two years our staff have collaborated in small groups- we have called them QUILT (Quality in Learning and Teaching). Each group has researched an area of teaching and learning, for example facilitating Enquiry Based Learning, Making Learning Stick or Integrating ACPs or VAAs into everyday classroom practice. Staff have shared their findings in an end of year marketplace. Just like our students we never stop learning and learn more when we collaborate than we do in our subject siloes.

We look forward to developing HPL in the years ahead so that all St Mary's students can go out into the world as learners who have the requisite transferable skills to make their St Mary's mark on an ever-changing world.

Kate Latham

Director of Teaching and Learning





FROM THE **Director of Digital Strategy**

Digital technology is an important aspect of any learning toolkit, a fact that remains true whatever the technology may be. I was reminded of my own technological journey recently when a student asked me why the save button on Microsoft Word was a square and I had a flashback to the really exciting moment I received a box of floppy discs to take to university – now a relic of our technological past.

This was followed by a visit to The Centre for Computing History where I discovered my first mobile phone model being displayed as part of a history of technology display. Clearly, as with my own experiences to date, the technology of today will not be the technology of tomorrow, but what remains important is that our students have the skills necessary to be digitally literate and use available technology to enhance their learning and make the best use of the world's online resources.

Digital resources have the ability to empower students in a variety of ways. Evidence of student empowerment in the digital arena has been evident

through the student led digital work of the Tech Council (Junior School) and Digital Leaders (Senior School).

In our Junior School the 'Techies' meet regularly with Mr. O'Reilly to experiment with the VR headsets, organise the use of the Amazon Echo and discuss any ideas and suggestions about how to improve the digital aspect of the Junior School.

The Digital Leaders are 9 students from Years 7–12 who are responsible for leading and promoting internet safety and awareness to their peers. Alongside this they also trial and experiment with

new digital education technologies, such as VR, AR and Virtual Trips, to explore innovative new ways in which students can learn.

Computer Science remains an important subject on our Senior School curriculum but being digitally literate does not always mean being a Computer Scientist. **This year saw the launch of the Duke of York Inspiring Digital Enterprise Award (iDEA) in Year 10.** This award complements our digital work in school as this is a formal international programme that helps learners develop their digital, enterprise and employability skills. Through online challenges in the areas of citizen, worker, maker, entrepreneur and gamer, our students have been gaining industry recognised awards whilst developing their digital literacy and its application to real world scenarios. As early adopters of the Award we have found it a valuable addition to our curriculum. We look forward to developing this further through the school.

As ever, our teaching staff are finding new digital resources to support the teaching and learning of our students. An example of this is the launch of GCSE Pod with Key Stage 4 students. This resource supports the use of flipped learning in the classroom – a pedagogical approach which involves moving the initial stages of learning beyond the classroom so that more time is available in the classroom to develop in depth understanding and engagement.

Flipped learning can help improve learning by:

- Keeping students more engaged
- Enabling students to work at their own pace
- Providing more personalised learning
- Enabling time to explore ideas in greater depth in the classroom

While flipped learning is not appropriate for every learning situation, it is a good example of how access to digital resources can expand the learning toolkit.

Other digital resources have provided different benefits this year and the use of a Future Learn course as part of preparation for the Extended Project Qualification (EPQ) at the start of Year 12 demonstrates this. Future Learn courses are a form of online learning and this one was used to support the teaching of the EPQ in terms of the skills needed to take on a research project of this kind.

As we know, technology does not sit still, and so different opportunities manifest each year. We are excited to see what the future brings and how it can further enhance the learning and development of our students.

Ruth Taylor
Director of Digital Strategy



Virtual Reality workshop with AstraZeneca

FROM THE Head of Juniors



As we near the end of our 120th anniversary year I have spent much time reflecting on how far we have come as a School.

St Mary's School started with two Junior School children. As the School Journal records on 3 October 1898 state:

"We admitted two little girls as day pupils, Dorothy and Daisy Moore of Chesterton Dorothy is eight and Daisy five. They are quaint little children."

So, it was very apt that our Junior School entered the 120th anniversary celebrations with gusto!

We, therefore, celebrated with several events to mark this special occasion. On Mary Ward's birthday, 23 January, we held a *Rebel Girls* tea party. Acton Hall was set out with the finest vintage china, bunting and even an original gramophone for musical accompaniment.

The girls were served refreshments and a cake after which they played party games. It was marvellous, and at times surreal, to see the girls dressed up as their favourite *Rebel Girl* sat next to each other at the tea party. Virginia Hall sat next to Coco Chanel and beside them Mary Anning! We ended the day with a parent tea party and an exhibition of the girls' enrichment work about their chosen *Rebel Girl* in class. To close the festivities the girls and parents happily joined me in three cheers for Mary Ward!

In addition to our party, we planted a magnolia tree to symbolise our significant link to our Senior School, Sixth Form and Mary Ward House, and our PTA also organised an incredible spectacle with 'The Greatest Showman' light show. It really has been the most memorable year as Head for me so far.



Rebel Girls tea party in Acton Hall



A Magnolia tree was planted in the grounds of the Junior School to mark the School's 120th anniversary

'The Greatest Showman' themed light show





Art

This year we were delighted to open a new Art room in the Coach House. Designed for all year groups, this space has enhanced the teaching of Art at our Junior School. Please see our 'Art at our Junior School' report for more detail about this year's activities.

High Performance Learning

Alongside our animal friends this year we have introduced three new superheroes – Empathetic Emma, Agile Amy and Hardworking Holly. Each superhero represents one of the VAAs (Values, Attitudes & Attributes). This year the teaching staff have focused on ensuring that every lesson they teach is based on HPL principles. As a learning

community we have found this to be an invigorating experience: it has refreshed our approach to teaching and learning and this was recognised as we were delighted in May to become an accredited HPL school, officially part of a global network of HPL schools which ensure that teaching and learning is innovative and excellent.

To learn more about High Performance Learning, visit stmaryscambridge.co.uk/hpl

Days of Reflection

This Spring Term the Junior School took a lead from the Senior School and introduced 'days of reflection', starting with Year 3. We have found these days have been extremely well-received by the girls and enable us all that valuable moment to slow life down, take time to consider ourselves and our actions, remind ourselves that we are a Christian community and concentrate on maintaining our well-being.

Mathew O'Reilly
Head of Juniors

Robocup European Success

We are awaiting the forthcoming RobocupJunior Euro 2019 Championships in Hannover, Germany, which take place at the end of June. We are absolutely thrilled that St Mary's Junior School has been selected to represent the United Kingdom. Our team of four Year 6 girls will be the only UK Junior School team competing at the Championships, against teams from approximately 18 other European countries. They will be experiencing three days of international level competition whilst competing in the Primary Rescue Simulation League, as well as gaining a

real insight into cutting edge developments in robotics and AI.

We look forward to reporting back on the outcome of this very exciting and challenging event.



FROM THE Head of Sixth Form

Inspiration and guidance are the two corner stones of a Sixth Form experience, and these are clearly evident as we look back over the last year. Whilst I would never undervalue the importance of students achieving the best possible academic results, it is not our sole business.

Education at St Mary's Sixth Form is about a learning journey where students can develop a range of skills and aptitudes within, and between, their academic disciplines and beyond. Our responsibility is to guide students through the increasing range of choices available and help them make decisions which are right for them personally.

In support of this, our Sixth Form programme has enabled our students to be inspired by a range of experiences. As part of our tutorial programme we have looked to the future in terms of both career paths and skills. We were fortunate, once again, to welcome Fiscorum Financial Intelligence to run a workshop to support our students in their understanding of concepts such as budgeting and credit cards - a much-needed skill at university!

As part of our Spring Term 'Careers come to St Mary's' focus, we have also been pleased to welcome representatives from the world of gap years and apprenticeships, where we were delighted to be joined by Morgan Sindall, a superb apprenticeship provider, amongst others. As part of this support and focus, students this year were provided with a 1:1 careers interview as part of our partnership with an organisation called 'Form the Future'. Tailored to the needs of each student, this independent, personal guidance provided the opportunity for our students to discuss their ideas, identify strengths, areas for development and a pathway to success. Students worked with 'Form the Future' to devise an action plan to make sure they are fully equipped to make decisions about their future.

All of this has been well supported by our Learning Lunch programme where, this year, students have been able to network and learn from women in the local community who work in the areas of conservation with the British Antarctic Survey, engineering, climate change and medicine.

Sixth Form is a time to try things out and make the most of the experiences on offer. As part of the

process of looking ahead at what's next, our students have had some remarkable experiences in terms of work experiences. Our dedicated Careers department have supported students into placements at leading engineering professional services firm WSP, The Libra Company, Cambridge University Hospitals, Cambridge University Museums, Theatre Royal Norwich, Mott MacDonald, Oasis Stores Ltd, Cambridge School of Visual and Performing Arts, Mills and Reeve, GSK, Cheffins Fine Art Auctioneering, Purcell Architects and Iliffe Media Ltd, amongst others.

This year saw the inaugural Sixth Form Well Being conference held in January. As we all know, Sixth Form students can face many challenges, not least making decisions about their future and navigating different relationships in their life. Sixth Form can feel overwhelming at times and we are committed to supporting the wellbeing of all our students during their time with us. Students really benefited from the expertise shared on that day. Real Talk Theatre provided an excellent workshop on confidence and self-esteem, there was a chance to relax with Yoga by CamYoga, an opportunity to cook as part of a healthy eating session, to hear about local wellbeing services and to spend time working on study skills and habits.

No Sixth Form year can pass without a mention of the superb creative, academic and sporting achievements of our students. Our Photography and Arts students have made a splash this year, winning prizes and recognition in the prestigious national 'Better Lives' photo competition and the annual Rotary Club Young Photographer Competition. We have had excellent performances from our Sixth Form Drama students, including a Year 12 performance of *Bye bye Baby* which portrayed the struggles of young women in a mother and baby home. Our Extended Project Qualification (EPQ) fair was outstanding this year and showcased the real academic talent and curiosity that we have in the Sixth Form. EPQ projects ranged from illustrations for books, to a guide on Tourette's for Tourette sufferers through to research into family history.



As ever, there is so much that I have not mentioned in these few brief paragraphs. The Sixth Form is a lively and active part of our community in which students contribute in a magnitude of ways. As a final note, I would like to make particular reference to the Sixth Form who have embraced leadership opportunities this year. **This year has been particularly rich in students finding a leadership role in which they can use their voice and actions to help make the world a better place.** Particular thanks to those students who been part of CAFOD Young Leaders, UNLOC and Girls Up, not to mention the prefect team.

Each Sixth Former has made their own individual and valuable contribution to the school community this year and I thank each girl whole heartedly. A school is made up of the sum of its parts and the Summer Term gives us the opportunity to reflect and take pride in what has been achieved. As the Upper Sixth count down their final weeks, I am proud that they leave us with a solid foundation for their future, empowered to make their next life choices and excited to follow their dreams.

Ruth Taylor
Head of Sixth Form

Education at St Mary's Sixth Form is about a learning journey where students can develop a range of skills and aptitudes within and between their academic disciplines and beyond.



FROM THE Head of Boarding

In our 120th year, I would like to take this opportunity to reflect on what has been another very busy, and successful year in boarding.

Each weekend has seen a packed programme of exciting trips and ‘in house’ activities organised for our boarders. These have included: bowling, cinema and theatre, swimming, Harry Potter Studio Tour, Eton 5s at Cambridge University Sports’ Centre, Easter Egg hunt, craft workshops, Clip ‘n Climb, punting, Evensong at King’s; The Fitzwilliam Museum and walks to Grantchester, as well as a few ‘firsts.’

In October, boarding staff organised a residential weekend to Manchester for Sixth Form boarders. The primary reason for the visit was to attend the University of Manchester’s open day, however we also explored the Whitworth Art Gallery; ate curry on the famous ‘Curry Mile’ and spent a few hours shopping. The highlight of the Autumn Term, however, was most definitely the inaugural boarders’ Christmas dinner at Peterhouse. It was the most wonderful evening: all the boarders enjoyed a sumptuous three course meal in the most beautiful, candle-lit setting of Cambridge University’s oldest college.

This will become a tradition for the boarders living at Mary Ward House. The evening also saw the first recitation of the new Mary Ward House prayer written by one of our Upper Sixth boarders, Miriam E.-N:

*Lord, thank you for this new family in
Mary Ward House.*

*We have come from countries all over the world,
we share different cultures and backgrounds.*

*Even though we may be far away from home,
we know that you are always with us.*

*Let this house be a place where love
and friendship grow*

*and where peace and joy reign
Amen.*

At the beginning of the Spring Term we welcomed our new gap assistants: Miss Eliza Sheldon and Miss Lily Nolan who joined us from schools in Australia after saying ‘adieu’ to the previous year’s gaps: Miss Downes and Miss Halley at the end of the Autumn Term.



Christmas dinner at Peterhouse



Another favourite weekend trip this year was the visit to the Christian Dior Exhibition at the V&A in London. This exhibition attracted national news coverage and was extended due to popular demand. The dresses really were a feast for the eyes! Our boarders are so fortunate to live in close proximity to London and be able to take advantage of such wonderful opportunities.



Monsignor Tony Rogers blessing Mary Ward House

The 23 January saw the official opening of Mary Ward House. In the afternoon, a representative from the British Boarding Schools Association oversaw the planting of a magnolia tree in the grounds of Mary Ward House. In the evening, we were honoured to have Sister Jane Livesey and Monsignor Tony Rogers officially open the house. It was lovely to see friends, old and new, come together for what was a very special evening. Each boarder received a magnolia pin badge to commemorate the event, as well as a slice of the cakes we had made to celebrate the special occasion.



Trinity Y., Fatima Y. and Mr and Mrs Holford cutting the anniversary cake

Towards the end of the Spring Term, parents, guardians, day staff and students enjoyed the phenomenal annual Boarders' Concert. This show is produced entirely by the boarders, with minimal help from staff. From music selection and choreography, to ticket and programme design, the boarders worked together as a team to produce an amazing final show. Just over £300 was raised for the charity CARE

International which works around the world to save lives, fight poverty and help women and girls fulfil their potential. Indeed 'unlocking potential' was the theme of the production, with boarders certainly demonstrating this. The concert consisted of thirteen acts made up of dancers, singers and musicians. For the finale, the entire boarding community came on stage to sing, which really was a special moment.

“

From music selection and choreography, to ticket and programme design, the boarders worked together as a team to produce an amazing final show.



Boarders' Concert and Sixth Form Ball

A huge thank you to all the boarders especially Head Boarder Fatima Y and her team of Boarding Prefects: Rebecca L, Catherine Z, Nina H and Bushra R who worked tirelessly to produce the concert.

The Summer Term was dominated for many of our boarders by the GCSE and A Levels examinations. As ever the girls worked extremely hard – I never fail to be impressed by their high levels of motivation and determination. That said, Year 11 and Year 13

were able to enjoy their own Balls before the hard really work began.

As our academic year draws to a close, I look forward to working with colleagues, old and new, to welcome the new arrivals at Mary Ward House in September, as we embark on the next 120 years.

Claire Elliott
Head of Boarding

FROM THE Director of Christian Life

Since I first heard it, I have loved the following quote from Fr Pedro Arrupe, who was Superior General of the Jesuit order from 1965 to 1983:

“Nothing is more practical than falling in love in a quite absolute, final way. What you are in love with, what seizes your imagination, will affect everything. It will decide what will get you out of bed in the morning, what you do with your evenings, how you spend your weekends, what you read, whom you know, what breaks your heart, and what amazes you with joy and gratitude.”

This year we have been focusing our reflections on the Mary Ward School characteristics of Pursuing Cheerfulness and Working to Eliminate Injustice. It has been good to discover frequently that they go hand in hand, for example in the Fun Run and Lourdes Fundraising Fortnight and during Children in Need week.

Year 9 were reflecting on issues of injustice in their day of reflection back in November. As well as considering things they felt were unfair in school, our communities and the world, they were able to look at encouraging news: extreme poverty reduced for more than a billion people since 1990. The infant mortality figure has been cut by half in the same time, almost half the number of children not in school worldwide than in 2000. These signs of progress should of course spur the global community on and not lead us to complacency.

Pursuing Cheerfulness is inextricably linked with eliminating injustice because it includes what the Church’s social teaching calls seeking ‘The Common Good’ - the good of everyone. We cannot be happy while others suffer. As we heard from St Paul’s letter in

an assembly at the beginning of this academic year: all are parts of one body and if one part suffers, all suffer together.

Pursuing Cheerfulness also gives us a duty to look out for good news and the good in others – to believe that generally the news is good. We may have been scared and confused or appalled by President Trump, uncertainty about Brexit, knife crime and violence, but this often obscures a bigger picture of the tolerance and compassion evident in most of humanity.

In a way, it’s appalling that in our society we need Children in Need appeals and food banks and homeless shelters, but we should also seek out with gratitude, on the media and in our own city, church, village and school, those who quietly and selflessly give of their time and themselves for others.

What does Mary Ward have to say about Pursuing Cheerfulness? In the Ignatian spirituality which she and Fr Arrupe shared, it is not just about clapping your hands if you’re happy and you know it... It is more about trusting – finding reasons to trust in God, or if you prefer the goodness in humanity as, for Mary Ward, in the words with which our school prayer ends, God was “the source of all good and from whom all good comes”. She said, “Be merry and doubt not our master,” and urged her companions not to be troubled by what they couldn’t mend but to have confidence in God.

Pursuing Cheerfulness is also about discerning our vocation, not just what we should do, but what sort of person we are meant to become. What are the things in life which lead to our flourishing and help us to bring about flourishing for others?

At one level this is a difficult and challenging question which needs hours of prayer and quiet reflection. At another level, pursuing our vocation is about a simpler question – what makes you happy?



“

*We cannot be happy
while others suffer.*



What ideas, activities, places and people, feel like home and fulfilment? For where your heart is, there your treasure is also.

So back to Fr Pedro Arrupe’s message: I imagine that when he is reflecting on the practical nature of falling in love absolutely, he is really talking about a commitment to God.

But I think it also applies to the places, people, values, ideals, and activities in which we flourish and see ourselves engaged in helping others to become their best selves, because where love is – whether it is deeply spiritual, romantic, the riotous laughter of friends, or in activities to address injustices suffered by those we may never meet – there is God.

“Nothing is more practical than finding God, than falling in love in a quite absolute, final way. What you are in love with, what seizes your imagination, will affect everything. It will decide what will get you out of bed in the morning, what you do with your evenings, how you spend your weekends, what you read, whom you know, what breaks your heart, and what amazes you with joy and gratitude. Fall in love, stay in love, and it will decide everything.”

Daniel Bennett
Director of Christian Life



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Careers provision AT OUR JUNIOR SCHOOL

The year seems to have had quite a focus on enterprise and entrepreneurship, with events that required girls to work collaboratively, and use their creative skills.

We started thinking about careers almost as soon as the year started. The girls in Year 6 went up to our Senior School for their careers-focused transition morning. They discussed the kinds of careers they would like in the future and then thought about what subjects would help them achieve their goals, using their linking and analysing skills. In small groups they took part in sessions that required them to think

like a product designer, where they made cookies to package. They had to design the packaging and think about how their product would be presented in the packaging. In a separate session, they were history detectives, using the skills that a historian would use. This gave them a great insight into life at our Senior School as well as giving them opportunities to practise their analysing and meta-thinking skills by problem solving in design technology and logical thinking when looking at evidence sources as historians.



Form the Future, a local company who organise career-based events and visit our Junior School annually, returned this year to run an Enterprise Day - which was designed to encourage students to think about what's involved in being an Entrepreneur and running your own business. The day saw the



Year 5 and 6 classes working in mixed teams to come up with business ideas, whether it was a product or service, and then present them to one of the company's group of volunteers.



“

This culminated in the best teams then pitching to a team from Form the Future 'Dragons', as in the TV series Dragons Den. Prizes were awarded to the overall winning team, as well as the groups that showed great team work and creative skills. It was a hugely enjoyable and inspirational day.

Sarah Cliff, Assistant Head, Academic, St Mary's Junior School

Careers provision AT OUR SENIOR SCHOOL

Our careers department has had another successful year, building on the new initiatives that were introduced last year. We would like to thank Kate Ross who retired in July 2018 for all her hard work. We welcomed Laura Brydie as our Work Experience Coordinator in September who has been an excellent addition to the department and who soon settled into life at St Mary's.

Being an HPL school means that employability skills are naturally embedded in our curriculum and this, combined with our careers programme, means all students are given the information, guidance and skills they need to make positive choices for their future. Some highlights from this year's careers programme include:

Careers Fair 2018

Our year began with a vibrant Careers Fair for Years 9 to the Upper Sixth with representation from an exceptional range of industries – law, engineering, computing, medicine, marketing, the army and the Royal Air Force, finance, architecture, higher education and apprenticeship providers, to name just a few.

Students asked the industry representatives a series of questions including 'What do you enjoy about your job?' and 'How does the career change as you become more experienced?'. Our guests were very complimentary about the students and their questions. It was a valuable opportunity for the girls to get industry-specific advice, and to learn about what a typical day is like in different industries. It was also great to see so many parents attending to support their girls in deciphering the world of work.



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I enjoyed learning about the top 5 things that companies look for in someone they are hiring.

Year 11 Employability Day

Year 11 had an interesting and informative Employability Day. They learnt about CV drafting, were given mock interviews and provided feedback on how they performed and attended sessions on age appropriate financial awareness and apprenticeships. It was a valuable opportunity to meet and learn from local business people from a range of local and international companies.

Year 7, 8 and 10 Employability Days

The Year 7 Enterprise Programme introduced students to the key aspects of enterprise: risk-taking, managing change and having an entrepreneurial spirit. It also reinforced for them the importance of having a positive attitude and helped prepare them for the world of work.

The Year 8 Motivate Programme introduced students to team working, problem solving and communication skills. It was packed with active learning, fun quizzes, novel activities, and enjoyable construction and trading challenges. It helped the students maintain a positive, “can-do” attitude; it encouraged their inner drive so they believed they could “make it happen”.



The Year 10 Employability Skills and Financial Awareness Programme introduced students to those skills, qualities and attitudes they will need, if they are to be successful in the working world and in life generally. The activities consisted of task-orientated challenges where students must collaborate, often with those with whom they do not regularly interact, to solve realistic problems.



Students gave very positive feedback to these career events which included:

“I learned about teamwork and how to present my products as an entrepreneur.”

“I learned more about good communication and how to be confident in front of a crowd.”



Year 9 Career lessons focused on Kudos

Year 9 have been introduced to Kudos, our careers software, which enables students to explore different career options, finding out more about specific roles, training, education and themselves as they develop a personalised careers plan. Kudos helps students understand which careers might best suit them by undertaking a quiz which looks at their likes and dislikes, personality and skills and matches these with personalised career ideas. It also helps students make informed decisions about GCSE choices and post 16 and 18 options. We encourage our students to use Kudos throughout their school life.

Sixth Form - Careers come to St Mary's

Our Sixth Form programme prepares students for their next steps. In the Spring Term it focused on providing students with exposure to, and information about, different careers and options available to them. This included Interview Skills, Gap Year and Apprenticeship presentations and one-to-one Career Guidance interviews for Year 12 with an independent adviser. This independent personal guidance is bespoke for each girl as it is tailored to the needs of each student and provides the opportunity to discuss their ideas, identify strengths, areas of development and a pathway to success.

WORK EXPERIENCE PROGRAMME

All Year 12 students are given the opportunity to undertake work experience during the school holidays. The Work Experience Co-ordinator organises bespoke Work Experience placements, in consultation with the individual students considering their ambitions and future career interests. Placements have included Law, Architecture, Medical, Engineering, Charity, Education, Interior Design and Fashion.

Year 13 'Work Experience Convention' for Years 11 and 12

Year 13 gave presentations to their younger peers about work experience they have done, from volunteering for charities, to work experience at the BBC, law firms, architects, fashion designers and many more.



This was a valuable opportunity for Year 11 and Year 12 to get advice and to start thinking about the future, and it was also a great chance for our Year 13 students to work on their presentation skills.

Kate Mead, Head of Careers

*Laura Brydie,
Work Experience Co-ordinator/
Careers Adviser*



Sport AT OUR JUNIOR SCHOOL

Yes she can becomes Yes she did!

It is our desire that all the girls at the Junior School can reflect on their sporting experiences over the last year and confidently proclaim that Yes they did...try a sport for the first time, improve their understanding of a new game, master a challenging skill, increase their fitness, win and lose with humility and grace, support a friend, be encouraged to persevere and most importantly, experience both fun and success in their sporting experiences and a passion to do more.

It is our intention that our high-quality physical education curriculum is one that inspires our girls to excel, gain confidence in their abilities, develop increased positive feelings of self-esteem and feel equipped to move on to the next stage whatever that may be.

Sporting highlights have included the commitment by a high number of girls to regularly attend Netball Club where they have improved their skills and had fun training with their friends. As part of the extra curricular netball provision, a number of the Year 9 Sports Scholars who competed in the ESNA Regional Netball Tournament representing Cambridgeshire have helped to train both the Year 5 and Year 6 girls. They have been great role models and something for our girls to aspire to. **This is the first year that two U8 teams participated in a netball festival.** It was such a success that the game was introduced during their P.E lessons for all the girls to enjoy and even the Year 2 Class, keen to get in on the action, were thrilled to try out an adapted 4 aside game. The U9 Netball squad played several home and away fixtures and showed huge development in their games understanding as well as appreciating the social element of match teas! **A high number of girls played in U10 netball**

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Here at St Mary's Junior School we are proud that our 'sport for all' ethos echos the intentions of the Youth Sport Trust.

matches and there were notable successes with the A team winning all of their matches at the U10 tournament.

Nerves were overcome and races enjoyed at the swimming gala hosted by St Faith's and **for the first time, a team consisting of swimmers from Years 5 and 6 joined the Senior School squad to compete at Stamford School in the GSA Eastern Region Swim Gala.**

Twelve girls represented the school at the 2019 Cambridgeshire Primary Cross Country Relay Championships. It was a fantastic event with 123 girls teams taking part. Many of the squad have been attending Mr Taylor's popular cross fit club and the three teams were spurred on to achieve a commendable 19th, 35th and 70th place.

It is thrilling to witness the increasing number of girls participating in a wide variety of sporting opportunities in their communities and we seek to support and encourage them.

Each lesson, fixture, tournament and inter house competition is another opportunity for the girls to develop the notion of fair play, honest competition, good sportsmanship and personal development.

Here at St Mary's Junior School we are proud that our 'sport for all' ethos echoes the intentions of the Youth Sport Trust, a charity working to ensure that every child enjoys the life-changing benefits that come from play and sport. We are passionate about providing just that type of opportunity for all our girls and believe that if a child learns to strive only for perfection they will always be disappointed but if they are nurtured to strive for excellence they will always be inspired.



Sport AT OUR SENIOR SCHOOL

Evolving sport for all

Encouraging every girl to lead a healthy lifestyle is an integral part of our commitment to supporting the long-term happiness and well-being of every student and is the essence of our 'sport for all' approach.

A 2019 research report, *Reframing Sport* produced by Women in Sport, a UK charity, highlights the critical relationship between sport and self-worth, confidence and body image in young girls. In response to this report, we conducted a student survey in the Senior School to further understand how St Mary's girls experience sport:

- **88%** of St Mary's girls enjoy PE versus 49% in *Reframing Sport* survey
- **97%** of St Mary's girls believe exercise is an important versus 56% in *Reframing Sport* survey

These findings suggest our 'sport for all' policy is having a positive impact. However, to ensure we are as effective in this area as possible, we are introducing the key recommendations of *Reframing Sport*, to underpin our existing approach.

8 Principles of Success

- **No Judgement** – take the pressure off performance and give girls freedom simply to play.
- **Invoke Excitement** – bring a sense of adventure and discovery.
- **Clear Emotional Reward** – reframe achievement as 'moments of pride', not winning.
- **Open Their Eyes to What's There** – redefine sport as more than school sport.
- **Build into Existing Habits** – tap into existing behaviours in other spheres.
- **Give Girls a Voice and Choice** – allow girls choice and control to feel empowered.
- **Champion What's in it for Them** – make it much more than just about health.
- **Expand Image of What 'Sporty' Looks Like** – create truly relatable role models which inspire.

This builds on our established policy and aims to ensure that ALL girls value sport and how it can enhance their lives.

Sporting highlights

This year we have celebrated a wide range of individual and team performances.

Netball dual champions

Yet again, our netballers experienced a very positive season. Our U16 team retained their position as **Cambridge Independent Schools Netball Champions** and our U16, U14A and Year 7A teams all secured victories to become **District Champions**. These achievements were followed closely by our Year 7B, U13A, U13B, U14B, U15A, U15B teams, who were runners-up in their respective tournaments.

Hockey District Champions

Our U16 team overcame challenging rounds to qualify for the **Cambridgeshire District Final**, where they had a slow start, but regained their focus to win all three games, becoming **District Champions!** A team of younger U15 girls competed in the U16 district B tournament and were declared **joint District Champions** – a great achievement!

We also enjoyed a Year 9 and 10 Hockey Tour to Valkenburg, Holland where girls experienced advanced coaching sessions, state-of-the-art facilities, matches with local Dutch teams and a tournament to end the week.

Athletics

Hard work throughout last year's athletics season paid off for Tamzin D.-R. who broke the St Mary's School records for the javelin, throwing an impressive distance of 23.46m as well as the Year 7 100m race with a time of 13.3 seconds.

Individual successes

Many of our girls pursue sporting interests beyond school, to an exceptional level. This year, we congratulate:

- **Canoeist**, Imogen H. for her bronze at the National Sprint Championships
- **Korfballer**, Sarah R. for her place in England's U15 Korfbal Squad
- **Fencer**, Holly T. for representing Great Britain in U17 fencing

- **Swimmers**, Georgie M. and Matilda R. for competing in the 19th National Arena League B Final as part of the City of Cambridge Swimming Club team. They have since been invited to compete the British Championships in Glasgow later this year.
- **Hockey-player**, Ella B. for her selection for Herts Academy Centre for Hockey, part of the England Hockey Player Pathway

District cross-country

18 runners competed in the Cambridge District Schools Cross-Country Championships. Completing a muddy, hilly course our girls showed strength, endurance and stamina, with four girls qualifying for the next round. Frankie H. won her race and is this year's intermediate District Champion. Girls have gone on to run in County, Regional & The English Schools Championships.

Rowing

Our ambitious plans for rowing are progressing rapidly – as we move closer to achieving our goal to become a well-recognised rowing school. Through an innovative partnership with the City of Cambridge Rowing Club (CCRC) and Homerton College, a full redevelopment of CCRC's original boathouse is nearing completion.

The new boathouse offers St Mary's girls access to exceptional rowing facilities, in a prime location on the River Cam. Via our current rowing programme, over 60

girls are enjoying a systematic training programme from Year 7 to Sixth Form, as part of the following squads:

- **Learn to Row** squad
- **Junior 3** squad (foundation racing)
- **Junior 2** squad (performance rowing and racing)
- **Junior 1** squad (higher performance rowing and racing)

Exceptionally talented rowers will also have an opportunity to prepare to attend GB trials, where successful athletes race as part of the GB squad. With the support of dedicated teaching staff, state-of-the-art facilities and the expertise of CCRC, we are creating an environment in which talented rowers can flourish. It is envisaged that St Mary's rowers will compete at a national level, against schools with a formidable reputation for rowing, such as Headington School, Oxford. Exceptionally talented rowers will also have an opportunity to prepare to attend GB trials, where successful athletes race as part of the GB squad.

Sports Awards

191 students and adults attended the very popular sports awards evening, at which we celebrated St Mary's sporting successes. They enjoyed a wonderful presentation from our guest speaker Sarah Holt, a British athlete who specialises in the hammer throw.

191 students and adults attended the very popular sports awards evening, at which we celebrated St Mary's sporting successes.



Art AT OUR JUNIOR SCHOOL

Art has always been a rich feature of our broad and creative curriculum at our Junior School, and this year we have embraced new initiatives to enhance our, already excellent, provision.

As Mr O'Reilly has already noted, Our new Art room in the Coach House has been an excellent addition to our learning spaces, and all year groups are already benefitting from this new space. Our very first artist in residence, Emily Kew has worked closely with the teachers to provide training on the teaching of Art and she has led many lessons. Two projects of note are the Ely Cathedral Science Festival in June and a stained-glass window to mark our 120th anniversary - to be unveiled in Acton Hall this summer.



Emily has worked closely with a group of Year 5 girls in an Arts Council to work on a mural for the Art room ceiling and on various other projects. This summer we look forward to our first summer exhibition: *each pupil will be invited to submit a piece of artwork to display in the exhibition which will be opened at Prize Giving.*

“
This summer we look forward to our first Summer Exhibition, whereby each pupil will be invited to submit a piece of artwork to display in the exhibition which will be opened at Prize Giving.”



Art AT OUR SENIOR SCHOOL

As a department we have been looking at how we can develop the Art and Photography student experience of their subjects through workshops.

It is well-established that workshops provide students with an opportunity to meet professionals working in the creative industry and can enable students to build on their technical skills. We also believe that workshops enable students to:

- Access alternative resources
- Develop an aptitude for intellectual risk-taking
- Share good practice and experiment
- Problem-solve

These qualities are embedded in High Performance Learning where Advanced Cognitive Performance

Characteristic (ACPs) highlight the need for learners to embrace such strategies for learning. With this in mind, we have built a year-long programme of workshops ranging from professional external visitors, to Art Scholars sharing skills.

On 17 October the Art scholars spent the day with the ceramic artist Rachel Dormor. The main focus of the workshop was to explore texture, colour and form while working with clay. They learned how to create tiles decorated with unusual textures and how to make a plate adorned with mono-printing, screen printing and paper resist patterns.



Art AT OUR SENIOR SCHOOL

In order to assist A Level students to prepare for their end of course exam we hosted workshops for photography and sculpture.

We were very privileged to welcome female sport photographer Cat Goryn.



Photography students worked with Cat investigating how to use telephoto and prime lenses and produce liquid developments in the darkroom.

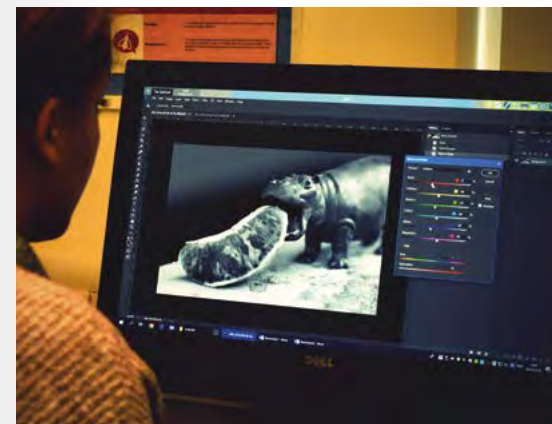
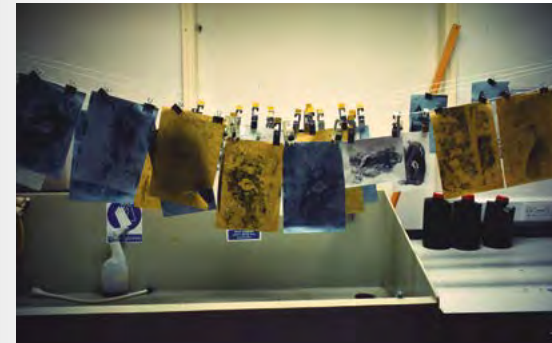


Students had the opportunity to discuss with the photographer her career, studies and techniques. They traversed between digital photography and traditional darkroom techniques.

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We find that workshops help engage students on a multitude of levels and are highly beneficial to their skills base, portfolios and ambitions concerning entering the art careers field.

Su Conroy, Head of Art



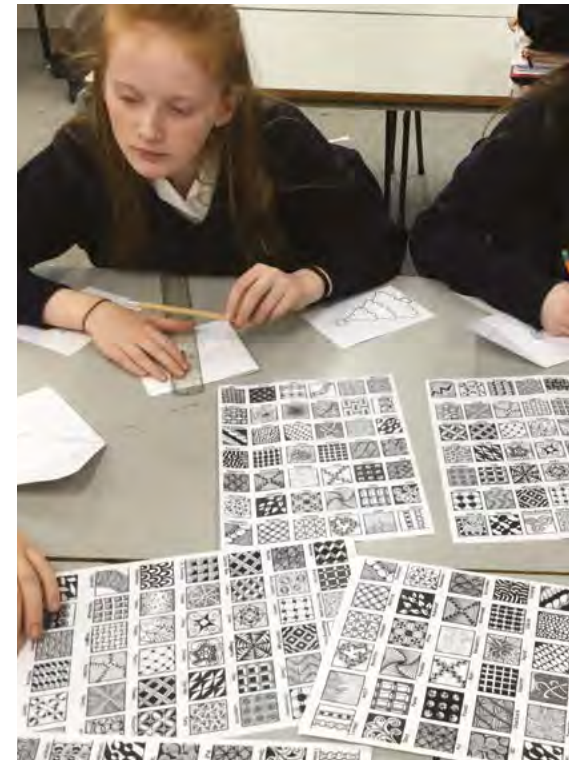
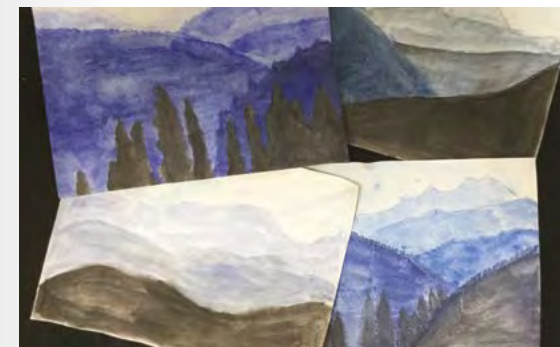
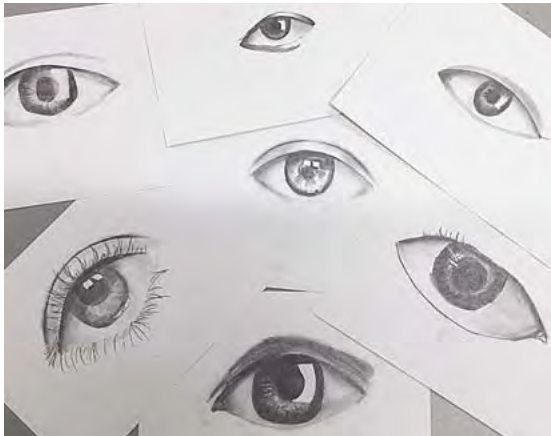
Art AT OUR SENIOR SCHOOL

Art students worked with sculptors Mark Dutton, Fay Palkimas and Dorian Wiltshire investigating the design and construction of three-dimensional art.

Students had the opportunity to discuss with the sculptors their career, studies and techniques. They learnt casting techniques involving alginate and plaster.

The Art Scholars are an integral part of our department and have an impressive range of skills between them. As part of our art scholarship programme we encourage our Scholars from Year 9 upwards to run an 'Arts and Crafts' workshop for their peers at lunchtime once a year.

It was an extremely intriguing and inspiring day.
 S. Parker Year 12
 Art and Photography student.



These workshops are devised with and support by an art teacher. They are created to offer the younger year students an opportunity to learn a unique visual art-based skill for example zentangling, or atmospheric perspective in a workshop-based learning environment.

Su Conroy, Head of Art

Art AT OUR SENIOR SCHOOL

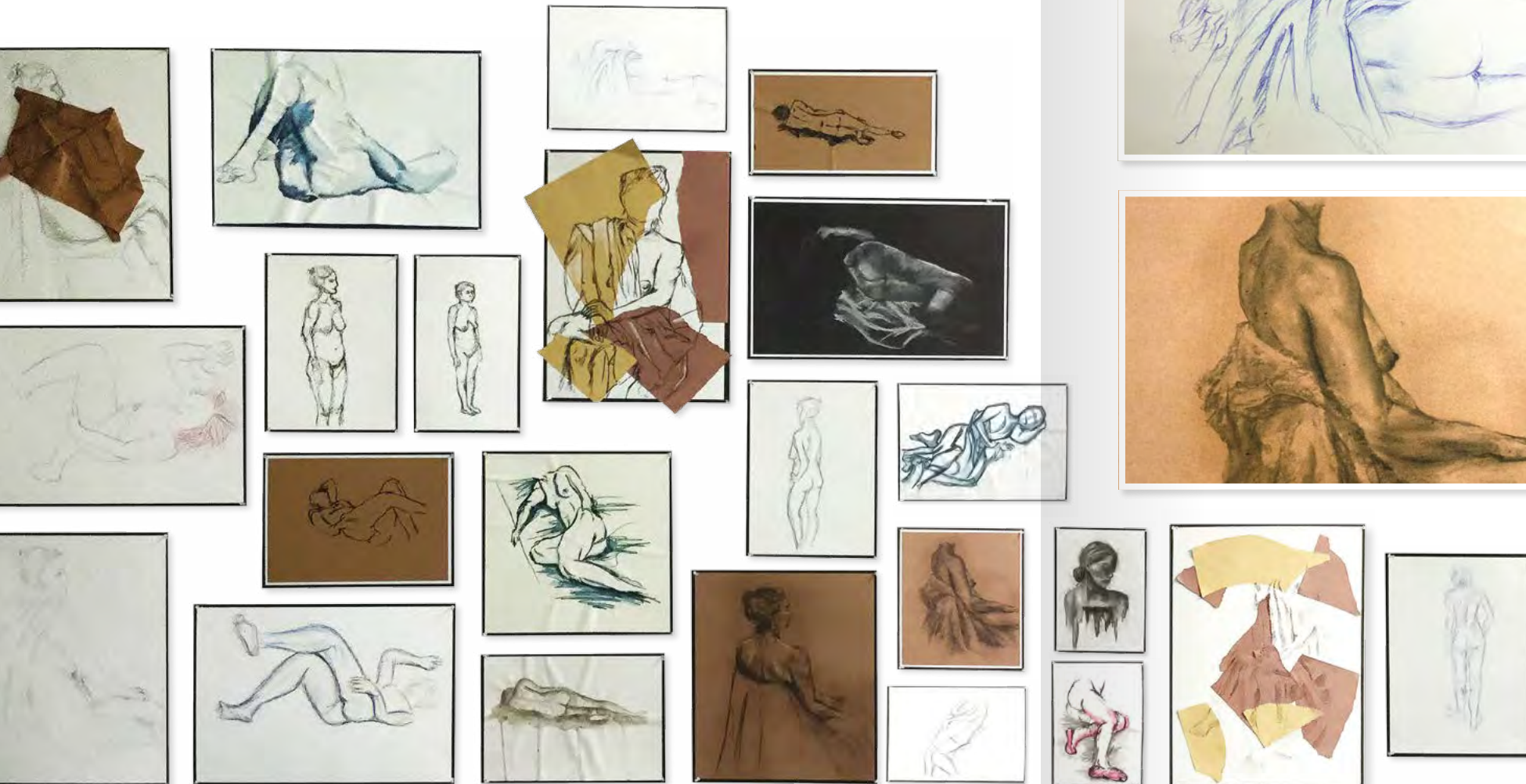
Throughout November we held our inaugural Life Drawing workshop classes for students in Lower and Upper Sixth on Tuesday evenings.

Life drawing, or drawing from the figure, is a challenging but vital skill that visual artists should master. It is of great benefit for students to understand the form of the human figure.

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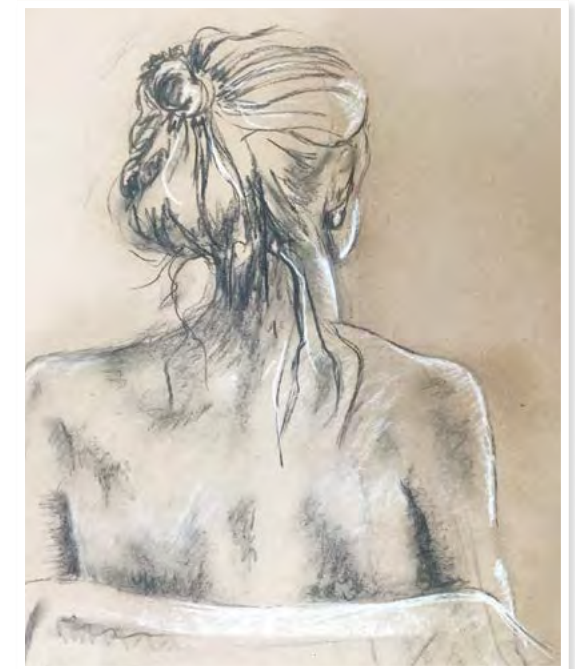
Let whoever may have attained to so much as to have the power of drawing know that he holds a great treasure.

Michelangelo 1452 – 1519



Life drawing takes many different forms, from full length nude poses, to partially clothed stances. We used a professional and experienced female model who provided a range of nude and clothed poses ranging in lengths. Students were asked to develop a series of sketches using a variety of media, ranging from watercolour and inks, to graphite and charcoal. The classes were taught by two trained art teachers and hosted in Studio 47 in a room that offers privacy, materials, space and easels.

A student in Lower Sixth remarked that over the series of sessions, her observation skills and her drawing techniques had advanced. To celebrate the work and achievements of these students we have created a large display in the Sixth Form studio space showing the wonderful outcomes produced.



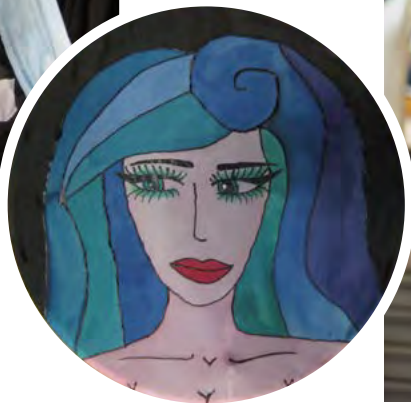
Textiles AT OUR SENIOR SCHOOL

Our Year 7 cushion cover project on portraits has this year been inspired by Sonia Delaunay and the students have been investigating a technique using fabric collage and embroidery stitching. Our Year 8 classes have made colourful resist dye shorts inspired by culture using cotton-based material, tie dye and batik as a resist to create unique patterns on shorts.

African Dutch fabrics, very colourful and with intricate patterns, have taken centre stage in Year 9. Students have created their own skirts inspired by the fabric. They have used transfer printing with digital, ink and crayons, block printing and stencil printing as their techniques. Year 10 have studied texture this year and created a neck piece inspired by different textile artists who use techniques such as felting, 3D free machine embroidery, appliqué and mixed media as their methods to create interesting tactile surfaces. Whilst our Year 11 have been busy finishing their first art and design course in textile design, creating unique pieces of fashion garments and accessories such as dresses, skirts, tops, trousers, bags and cushion covers, our Lower Sixth have focused

on natural forms in their first project and now they are realising their investigations into corsets using a variety of textile techniques including CAD, CAM, embroidery, quilting, free machine embroidery, dyeing and printing.

Upper Sixth students have completed their Personal Investigation work successfully and created a colourful carnival dress, a dress inspired by 'Wings and Petals', a reversible jacket on 'dreams' and three textile canvasses on family portraits including a range of textile techniques. Our textile scholars have designed, and are now making, Morsbags to commemorate our 120th anniversary using our own Sixth Form centre's recycled curtains as the material.



Music AT OUR JUNIOR SCHOOL

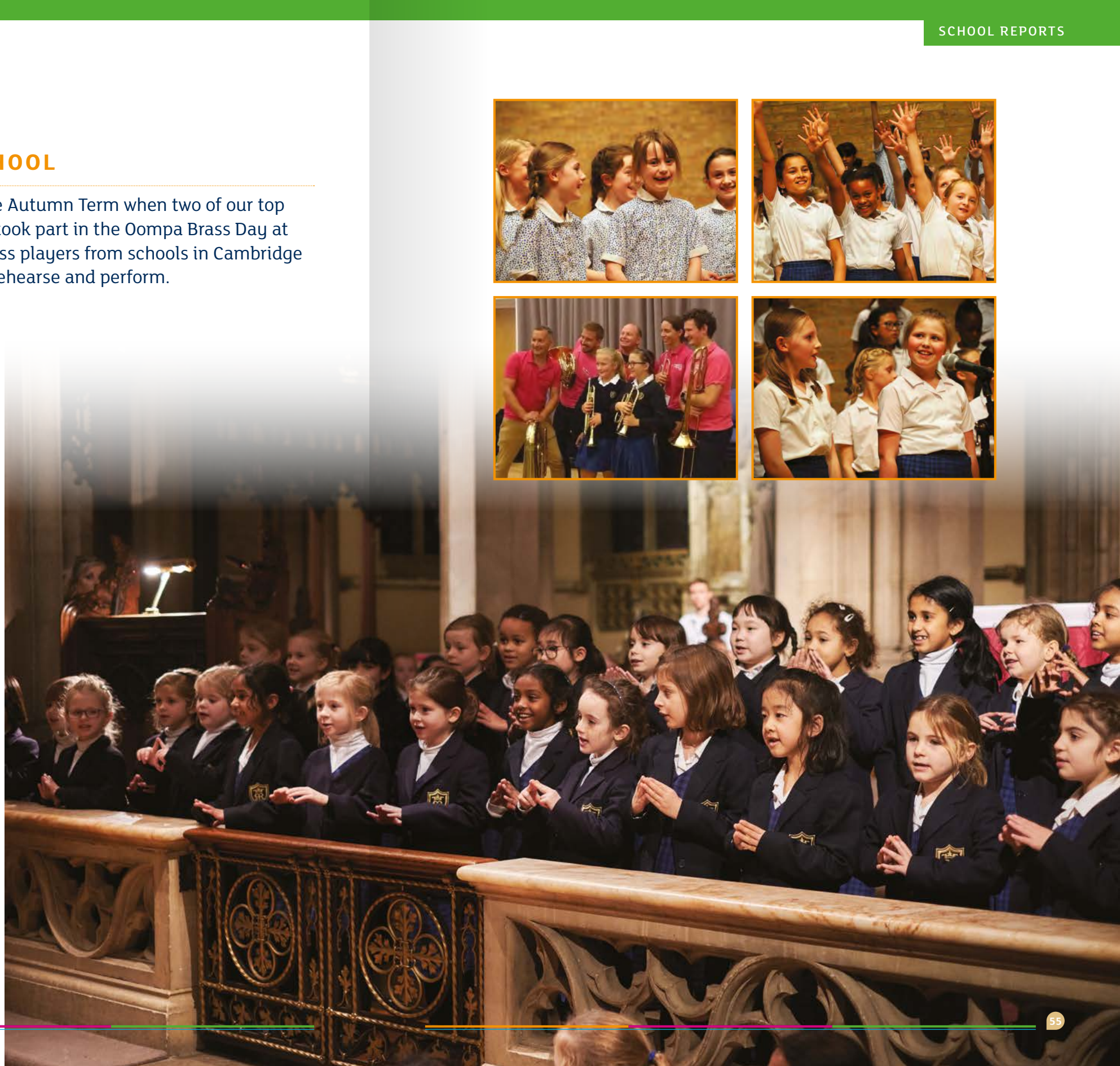
The year got off to a brilliant start in the Autumn Term when two of our top brass players, Elizabeth E. and Freya C. took part in the Oompa Brass Day at The Leys. The girls joined with other brass players from schools in Cambridge and London to form a brass ensemble, rehearse and perform.

The members of Year 5 and 6 Chamber Choir represented the school beautifully at the Rotary Carol Concert at Great St Mary's, delivering a strong performance and helping raise money for charity. Our Junior School came together at OLEM for our annual Carol Service on 10 December, with particular highlights being the Year 5 and 6 Full Choir's performance of Benjamin Britten's *There is no rose* with harp accompaniment and the St Mary's Junior School Staff Choir's performance of *Masters in the Hall* which was a lot of fun to rehearse!

There have been many opportunities for our girls to develop their musical skills this year and showcase their love of music. Many girls have signed up for Teatime Concerts throughout the year which take place each term and these concerts have been a lovely opportunity for girls to perform for each other.

During the Spring Term, we hosted our annual Music Festival and over 80 girls signed up to take part. Congratulations to our Year 6 group ensemble (Emily B., Elizabeth E., Margaret P. (vocal trio) and Harriet C. (cello)) who were awarded first place and were invited to perform again at the Summer Concert.

We ended the year on a high note with our annual Junior School Summer Concert - a wonderful celebration of music and featured performances from our six different choirs, the string ensemble, concert band, recorder ensemble, guitar ensemble and wind ensemble. Congratulations to all our girls on their wonderful performances and thank you to all the parents who continually support their daughters to pursue their love of music.



Music AT OUR SENIOR SCHOOL

This year has proved another busy and exciting year for our music department. Here are a few of the highlights:

St Mary's Young Pianist of the Year and Young Musician of the Year competitions

We were honoured to receive a visit from Ruth Ehrlich, professional violinist and teacher, at the end of October. As judge of these two events which celebrate our two annual music competitions: Young Pianist of the Year and Young Musician of the Year – two events which celebrate the wealth of musical talent from across the school. Now in its eighth year, the piano competition took place on 30 October. Students from Years 7 – 12 performed a range of repertoire from Baroque to Modern, each to a very high standard.

The **Intermediate Class Shield** was awarded to Year 10 student Isabella R.-L. for an expressive performance of *Arabesque*, Op. 6, No. 4 by Karganov.

The **Agnes Heron Memorial Cup** - awarded annually to the girl in the Advanced Class who gives the outstanding piano performance of the evening - was awarded jointly to students Mia R.-B. – a Year 11 GCSE Music student, and Annabelle B. – a Year 12 Music scholar who is currently studying A Level Music, and who intends to read Music at university after her A Levels.

Mia played a dazzling *Impromptu* by Schubert whilst Annabelle performed Debussy's beloved *La Cathédrale Engloutie*. Both students performed these pieces again for Ruth the following evening, and both also sang in the 'vocalist' category of our 'Young Musician of the Year' competition. Annabelle offered a third performance on violin within the string category and Ruth, as well as many audience members, remarked how astonishing it was for one student to be performing at such a high level across three different instruments. Annabelle and Mia were competing against nine other advanced instrumentalists (most of whom were Grade 7 standard or higher).

Ruth commented on how high the standard of musicianship was at St Mary's and awarded special commendations to the girls who she felt had given exceptional performances – Olivia B. (flute) and Maryam G. (voice). Maryam received a further commendation for her very fine viola playing. The overall winner of the competition was Annabelle B. (piano) who Ruth felt performed even better than she had the previous evening, and, at the time of writing, Annabelle is busy preparing the second movement - *Romanze*, from Mozart's *Piano Concerto No.20 in D minor K.466* which she will perform at the Summer Gala Concert on 19 June 2019.

“
Ruth Ehrlich commented on how high the standard of musicianship was at St Mary's.
”



Christmas Concert and 'world premiere'

Over 125 students from across our Senior School took part in the spectacular Christmas concert which brought festive cheer to a warm and appreciative audience at the Cambridge University Concert Hall on 10 December. Students delivered a feast of diverse repertoire, from classical music to pop and jazz, with some sacred music appropriate for the advent period.

Some of our most advanced musicians in Years 11 and 13 performed solos, and the audience were treated to a *Chicago* 'teaser' whetting their appetite for the Spring Term musical theatre production. A truly unforgettable highlight of the Christmas Concert 2018 was **the finale item which was the world premiere of a choral piece by internationally-acclaimed composer Ēriks Ešenvalds which was commissioned by our music department using a generous donation from our Circle of Friends.**

Ēriks wrote a bespoke setting of the medieval text *There is no Rose* for our two senior choirs *Allegro* and *Cantore* which was extremely well-received, and the students relished the challenge of performing a brand-new piece for double choir. The choirs aired this new piece for a second time a few days later at the annual carol service, and intend to make a tradition of performing this carol every few years so that every St Mary's student, present and future, will be acquainted with it.

“
The finale item which was the world premiere by Internationally-acclaimed composer Ēriks Ešenvalds ... commissioned by our music department using a generous donation from our Circle of Friends.
”



Chamber Music concert

Our annual Chamber Music concert - always a highlight in our musical calendar - took place on 26 March at the Emmanuel United Reformed Church. The evening featured performances from all our smaller chamber ensembles: our chamber choir *Allegro*, our string quartet, our flute choir *Tutti Flutti* and our clarinet ensemble *Reed all About it*, a new recorder ensemble *Recorder Madness*, and two very talented soloists - winner of the Intermediate Class of our Young Pianist of the Year competition Isabella R.-L. who performed the *Arabesque* by Karganov which won her the aforementioned title, and Year 11 GCSE musician, joint-winner of Young Pianist of the Year and talented singer Mia R.-B. who gave an expressive account of *Green Finch* and *Linnet Bird* from

Sondheim's musical *Sweeney Todd* - part of her ABRSM Grade 8 singing programme for which she had recently been awarded a distinction. **Audience members commented on the exceptionally-high standard of the performances as well as the broad range of repertoire - a lovely balance of sacred, classical, modern, profound and humorous.**

The Music department are currently preparing a wide, varied programme for the Summer Gala Concert which will take place on 19 June at West Road marking the end of another busy, productive and satisfying year for the team.



Chicago – High School Edition

The hotly-anticipated biennial extravaganza that is the St Mary's musical lit up the month of February for all involved - and those lucky enough to procure tickets. With exceptional teamwork from staff and students alike, this production dazzled from start to finish with an iconic score of toe-tapping musical hits helping evoke the spirit of the jazz age, high-energy dance routines and a witty, satirical plot with superb delivery from the company of actors under the direction of our dedicated drama team.

The 15-strong band of musicians providing accompaniment were given centre stage for this production – a masterstroke which helped give the performance the feel of a cabaret. The quality of the final performances was testament to the commitment of the performing arts team and the students themselves and all who were involved should feel incredibly proud of all that they achieved.

Drama

AT OUR JUNIOR SCHOOL

All pupils at our Junior School are performers, be it acting, singing, playing a musical instrument or presenting to their peers. By stepping on to the stage, whether literally or figuratively, the pupil gets to learn and demonstrate a range of skills that a narrow and purely academic education cannot teach. That is why here at the Junior School drama is highly valued and opportunities for dramatic expression are embedded throughout the curriculum.

Indeed, this year in the Autumn Term, like in so many previous years, the pre-prep girls performed an original Nativity play written and directed by our Year 1 teacher, Mrs Carol Kew. Then, in the Spring Term, Years 3 and 4 staged the Stone Age themed musical *Rock Bottom* and in the Summer Term, Year 5 and 6 girls will perform a musical version of Shakespeare's *Antony and Cleopatra*. Performance is also taking place in the classrooms, all across the curriculum, be it acting out a scene from a story being read in class to preparing for class assemblies to presenting a PowerPoint on an historical figure.

Drama and performance of all kinds are lived and breathed in the Junior School and all staff recognise the unique learning which comes from such experiences. Girls develop confidence and self-discipline, learn how to work as part of a team and experience a great sense of achievement. **All of which 'soft skills' not only benefit the girls academically but will also be of great value professionally when they finally enter into the world of work and, most importantly, personally as they grow to be socially engaged and responsible young women ready to perform on the world stage.**

“

Girls develop confidence and self-discipline, learn how to work as part of a team and experience a great sense of achievement.



“

“I didn't think I was sitting watching a School production – I felt I was there in the West End.”

Drama AT OUR SENIOR SCHOOL

It's been a razzle dazzle year from start to finish! *“The most extraordinary extravaganza of joy, energy and sheer sassiness!”* This was Charlotte Avery's response to the musical production of *Chicago: High School Edition*, the sell-out production of the year which became the hottest ticket in town.

The highly accomplished cast of 58 was supported by a production team and crew of 51 who provided technical support and creative design which was an impressive evocation of the 1920s. All the roles were brilliantly played by girls, including that of the suave and persuasive attorney, Billy Flynn played by Cicely G. and the down-trodden husband, Amos, Gigi D., with the actors capturing male physicality to such effect that many of the audience were asking if these 'young men' had been drafted in. There were stellar performances by Molly P. as Roxie and Ava L. as Velma whose singing and dancing brought an astounding maturity and energy to their portrayal of these “scintillating sinners”. The achievements of the leads were enhanced by an ensemble whose energetic, highly stylised and impeccably synchronised dance routines made the

most of an angular art-deco set which encased the on-stage jazz musicians who brilliantly underscored the action.

For the director of the show, Esther Roberts, this production has been “one of the most enjoyable experiences of my directorial career. The girls were on such an incredible high after the show which was fabulous to witness; seeing Molly P. who starred as Roxie, breaking apart her bouquet of flowers to distribute single roses to cast members truly expressed the camaraderie and spirit amongst them all. It's been an absolute blast!”

The exam pieces from Year 11 followed on from *Chicago* demonstrated a real breath of exploration of texts to ensure that the girls were able to showcase

their skills with a range of characters, genres and styles. It was an exciting day of live theatre with the girls performing to an external examiner. Our fabulous new Drama teacher, Mr Abery, who joined us last September said, *“I have never seen such commitment from students to their performance work before, attending lunchtime and after school rehearsals to ensure that they created believable, energetic and truly focused performances. The Drama department felt they had each performed to the very best of their ability”.*

The Upper Sixth's performance exam quickly followed with the girls choosing to perform John Godber's *Teachers*; a fast-moving, inventive and highly entertaining play evoking life at a modern comprehensive. Gigi D., Aurelia P.-G. and Rosie W. delivered a highly energetic performance demonstrating outstanding acting skills as they proficiently multi-rolled the various characters to much hilarity making it was probably the most entertaining exam ever witnessed! They contrasted this with poignant monologues including Gregor from *Metamorphosis*, Nora from *A Doll's House* and the titular character from *Mary Stuart*.



“

They received some glowing reviews, having reduced much of the audience to tears.



As part of their course, the Lower Sixth are set the challenge of creating an original piece of theatre in the style of a theatre practitioner. Choosing to explore the methodologies of award-winning theatre company Shared Experience, they devised the heart-wrenching and highly engaging piece, *Bye Bye Baby* which explored the experiences of young unmarried mothers who were placed in baby homes during the 1960s. They received some glowing reviews, having reduced some of the audience to tears with their clever mix of light-hearted comedy (shown through camaraderie and the effervescence of youth which the characters exuded) juxtaposing this with their chosen expressionistic style which explored the psyche of the characters as they relived their past and faced the dawning realisation that they must give up their babies?



“I’m scared Matron. I’m scared I’m going to love it”

On 2 April, as Lower Sixth Drama and Theatre students, we performed our devised piece, *Bye Bye Baby* to an audience unprepared for the heartbreak they were about to experience.

Bye Bye Baby revolves around the lives of unmarried mothers in the 1960s, ostracised from society and considered ‘fallen women’. Often the women, or more commonly teenagers close to our own age group, were sent away to a mother and baby home in order to conceal their pregnancy and shield their family and themselves from shame – this is the point at which our play starts. We followed the experiences of three young women, each with a different background and road that led them to the doorstep, through an interesting mixture of humour and trauma, naturalism and fantasy.

“The play explores how comradery and hope can be found in one of the most desperate situations.”

Using Amanda Whittington’s play *Be My Baby* as our initial stimulus, we began to devise this original piece of theatre in the style of our chosen theatre practitioner, ‘Shared Experience’. ‘Shared Experience’ is a British touring company who produce movement-based theatre focusing on the feelings that drive characters and projecting them on stage. Polly Teale, their creative director states that they are committed to “giving form to the hidden world of emotion and imagination”, an approach that we carried through in our piece enabling us to be incredibly imaginative when undertaking the devising process.

“Giving form to the hidden world of emotion and imagination”
Shared Experience

As part of the devising process, we carried out extensive research, not only uncovering the historical facts surrounding mother and baby homes in the

1960s, but also explored the social, cultural and political context, all of which influenced our drama. From true stories about the biology of bunny rabbits used to the condemning approach of religious orders to unmarried mothers - all was key to our understanding of the era and the construction of our characters. A major turning point within the development was talking to a lady who had been at the baby and mother home on Bateman Street called ‘Ely Diocesan Maternity Home’. She gave us a first-hand account of life in these homes describing the monotonous routines of the days and allowing us to get a sense of the everlasting pain of separation from your baby.

Live theatre also had a huge impact on our practical work. Having been inspired by the use of ‘Plastic Theatre’ within Tennessee Williams’ *A Streetcar Named Desire*, we decided to design a versatile set which could mimic the disintegration of the women’s mental state through a deterioration of the set itself. This built upon our knowledge of our practitioner, ‘Shared Experience’, by delving into the characters psyche, dissecting their feelings of isolation and desolation, projecting them on stage and allowing the audience to truly empathise.

At the end of the performance, the audience were emotionally moved, some to tears, especially those in the audience who were parents, who understood the emotional bond that is instantaneously created between mother and baby, and how heart-breaking it would be to lose that bond. One member of the audience commented, “I was very impressed that three young women who have yet to experience the aspects of womanhood the play was concerned with had managed to evoke them so vividly and movingly.”

We were also pleased that our expressionistic style had an impact on the audience showing, “how ‘public morality’ brings about personal tragedy” and



appreciated our use of music to create atmosphere, “One piece that stood out was the twisted fairground music that came behind and built as the rape story grew – it helped grab your spine and twist it a little to make you feel even more uncomfortable.”

“The conclusion [was my favourite part], where the gauze became the babies in swaddling clothes and was then opened to reveal nothing. It was a powerful expression of loss”

Ms Esther Roberts, Head of Drama, said: “The girls worked incredibly hard on creating this original piece

of drama in the style of the theatre company ‘Shared Experience’. The examination unit requires them to become theatre makers; researching, devising, script writing and staging the piece, considering the form, concept and key messages that they want to communicate to their audience. They took to the dramatic style extremely quickly, and impressed Mr Abery and me with their creative and expressionistic approach, which resulted in a really moving piece of theatre that had me in tears every time I watched it. I couldn’t be prouder of them all.”

By Molly, Isobel and Abbi

Speech and Drama

Speech and drama continues to thrive at our Junior and Senior Schools with all year groups participating in a diverse range of exams from Verse and Prose, Reading for Performance through to both scripted and devised Acting.

LAMDA exams are very well known and respected worldwide and in taking the exams the performer is given the rare opportunity of opening windows upon a huge array of styles. Preparing for and succeeding in LAMDA exams essentially helps learners whatever their ages or aspirations, to develop a broad range of skills that will serve them throughout life. They provide opportunities to nurture natural abilities and critical skills enhance students' self-confidence to engage and contribute fully to fulfil their future potential. All exams are rooted in encouraging students to develop a love of literature, poetry and drama and thus improve standards of communication through the spoken word.

Approximately a hundred students take part in classes in our Senior School and thirty in our Junior School. The examinations take place in school and range from entry level in our Junior School through to Grade 8 Gold Medal in our Senior School. The examinations are accredited and used by universities as evidence of a broad oral foundation and an extended literary background: on achieving Grades 6, 7 and 8 students can earn valuable UCAS Points.

We welcomed eighteen students from Year 7 in September: they embarked on their Speech and Drama journey preparing for their Verse and Prose Examination in March with exuberance and enthusiasm. All passed with flying colours and an exceptional number of students received Distinctions. The Spring Term is always busy with four days of

exams taking place this year. The percentage of Distinctions in all exams is exceptional at St Mary's; our results in our 'For the record' section reflect our students' commitment put into their Speech and Drama studies – as you can see by the high results achieved across the board in our 'For the record' section.

Our annual Speech and Drama Showcase took place in the Spring Term with students from all year groups taking part. They enticed the audience with dramatic, comedic and tragic performances as the programme developed through the evening, offering classical pieces from Shakespeare, comedies from Noel Coward to modern, challenging dramatic texts. Our students always enjoy the chance to perform on the main stage and the audience were hugely appreciative.

We say goodbye this year to Gigi D., she has progressed from Year 7 through the three Levels of examinations, receiving Distinctions for all her Grades, culminating last term in a Distinction for her Grade 8 Gold Medal Acting Examination: earning her 30 UCAS points! Gigi has worked with integrity, enthusiasm and great imagination, she is an exceptional student who wishes to further her love of all things dramatic in the future. We wish her every success in her field, she is a naturally talented performer and it has been an absolute privilege to teach her.



“

A love of dance at St Mary's need not be exclusive or selective – it is for every girl. To move, to express, to create, to collaborate: these are the goals of dance.



Dance

In the words of Plato – “to dance well is to be educated”.

This year the dance bug continues to spread throughout St Mary's! Senior girls have been trying out an eclectic range of dance styles, from street dance to lyrical jazz, while the Sixth Formers have been improving stamina and flexibility with a dance-based exercise regime designed by Darcey Bussell. Junior School pupils have been busy creating collaborative group dances based on creative expression through group work.

Despite the varied academic commitments of students, dance clubs have been well attended this year. A faithful cohort of ballerinas have been working on line, extension and technical accuracy in Barre Club, some using the club to bolster their ballet training outside of school. The after-school Contemporary Club, taught by Lucy McMahon, an established outreach and community dance teacher, proved very popular. Lucy brought a flavour of Brazil to the club, introducing the girls to the flair and freedom of Brazilian Passinho street dance, learned on her travels.

The long-term goal of dance activities this year has been to establish dance beyond the remit of PE

and Games and to promote self-generated creative and artistic movement as well as encouraging students to pool ideas and abstract concepts in a co-operative environment. **In addition to the creative aspects of movement, the skills learned in dance support education on many levels. Fluent thinking, intellectual playfulness, connection finding and abstraction are all facets of education which are honed through dance. Through the purity of movement and the conditioning of dance, the benefits of stamina, strength and agility are carried through to Physical Education.**

Dance is also emerging as an integral part of the St Mary's community. Last year's bi-annual dance showcase presented the diverse variety of cultures and creativity in St Mary's, with dazzling costumes and both classical and contemporary dance styles. This year, Dance Club members plan to give a presentation of all the dance sequences they have learned, in aid of a charity to be decided by the club members. **A love of dance at St Mary's need not be exclusive or selective – it is for every girl. To move, to express, to create, to collaborate: these are the goals of dance.**

English AT OUR JUNIOR SCHOOL

Before you can be a writer, you need to be a reader, so the teaching of creative writing at our Junior School is underpinned by the exposure to a range of high-quality texts within the classroom. Texts be they a traditional fairy tale, a narrative poem or a modern children's novel, are chosen because they are a good example of their craft, showing and teaching the girls something about the art of written storytelling. Junior School staff facilitate this process by not only choosing the texts to be studied so that they match the age and interests of the girls, but also by being writers themselves in the classroom and sharing their greater experience.

Indeed, the process of creative writing is a chance for the girls not only to learn from others, be it a teacher, an author or a character, but also to express themselves through the written word and to learn about others, to encounter different realities, experiences, viewpoints and worlds they might otherwise never encounter. It is also an opportunity for them to hone their technical writing skills, skills that are relevant throughout all areas of the curriculum and in life. So, the teaching of creative writing forms a major part of the English curriculum and the eventual end product is widely and rightly celebrated with examples of the girls' creative writing proudly displayed in all classrooms.

The Year 5 and 6 girls are also very much encouraged to enter the annual St Mary's Creative Writing Competition - now entering its eighth year - and there

is an after school Creative Writing club open to all girls in Years 4-6. Creative writing truly is an ongoing story at our Junior School and where all the girls and the staff are its authors.

Our girls were thrilled to get top tips from two female authors during Book Week. Author Lou Kuenzler shared a range of great techniques for writing stories with each year group, encouraging the girls to start writing their own stories and leaving them brimming with enthusiasm for reading and writing. Pre-prep girls were also treated to a visit from author Charlotte Sebag-Montefiore, who read from her books of animal-themed poetry before helping the girls have a go at writing their own rhymes and riddles.

Next came Drop Everything And Read (D.E.A.R) on World Book Day itself, where all the girls and staff made sure to always have a book to hand so that when the signal was given everyone got reading, wherever and whatever they were doing at the time! An Extreme Reading competition ran throughout the week, with many girls sending in brilliant photos of themselves reading in a range of unexpected places and/or unusual poses.

Finally, Friday was dress-up day, when girls and staff came to school dressed up as a favourite book character. There were some amazingly imaginative costumes on display. Many girls picked female protagonists and heroines as it was International Women's Day!



“

Creative writing truly is an ongoing story at our Junior School and where all the girls and the staff are its authors.





Debating AT OUR SENIOR SCHOOL

Oracy matters. Speech and communication form a central part of school life, and St Mary's has a long-standing commitment to providing girls with opportunities for developing effective oracy skills. Yet there now seems to be an even greater need than ever before for equipping pupils with an ability to express themselves fluently, clearly and successfully. **We now live in a world that is more connected than ever, where there is more global interaction than ever, but where, ironically, there are fewer and fewer coherent and balanced conversations taking place, either socially or politically.** All too frequently, our young people are trying to understand profound and life-changing issues through the medium of pithy sound bites, 200-character Twitter feeds, and sensationalised, or 'fake' news.

Even emotions and opinions can get reduced to 'likes', posts and emojis. But the world demands more than this and young people are desperate to be heard in relation to serious concerns such as climate change and the environment. How can we ensure our pupils are capable of navigating such a confusing web of fractured and fast-paced interaction, and how can we best prepare them for being able to tackle some of the biggest issues the world has ever faced?

Oracy skills are also crucial for the world of work. Of course, employers want to recruit young people who have the relevant knowledge, experience and qualifications, but they also require employees who are effective public and social

communicators. However, employers often express concern over the fact that far too few candidates seem to possess these desirable skills. Despite this, Neil Mercer, Professor of Education, University of Cambridge, has reported finding it very hard to persuade the former Secretary of State for Education that 'speaking and listening' should remain in the National Primary Curriculum for English, and he has expressed concern that 'there still seems to be an influential view that 'talk' does not need tuition, and that if children are talking they are not learning'.

One further problem encountered by Secondary School English teachers is that during the recent reforms to GCSEs, the oral language component was removed from the English Language syllabus; in essence, speaking and listening skills are no longer an intrinsic part of the examinations. With students no longer 'gaining marks' through oracy, and with the increased demands and content of the reforms, English teachers now feel it is more important than ever to place a high value on oral skills. Our English department are indeed determined to 'make up' for the reduced focus on oral skills in the GCSE curriculum. **One such measure has been to re-establish our relationship with the English-Speaking Union (ESU), a leading charitable and global organisation working on oral literacy in young people.** The ESU is deeply committed to giving young people the tools that debating and public speaking provide, so that they are able to talk about both personal and global issues confidently, fluently and effectively.

In January of this year, six Year 10 and 11 girls from our St Mary's Debating Club took part in the ESU's annual Public Speaking Competition. Girls were allocated one of three roles: Speaker, Chairperson or Questioner, each role coming with a demanding and rigorous skills set. The two statements debated by our two speakers were 'Words only have power if you give it to them' and 'Positive discrimination does more harm than good' – challenging topics to say the least! Both teams performed extremely well and although they didn't win the competition, they gained a wealth of valuable experience. **Throughout the process of preparing for and taking part in the competition, the girls not only developed personal and social skills (such as self-confidence, listening skills, collaborative skills, focus and resilience), but also honed their linguistic and cognitive oracy abilities (reasoning, questioning, critical thinking, rhetorical skill, organisational skills and analytical skills) along with improving**

the 'physical' skills of oracy (gesture, pace, volume, body language, eye-contact and so on).

There are clearly so many benefits to teaching and developing effective oral skills in young people and this competition was one of many steps along the road to enhancing oracy skills in our pupils, thereby **helping them to navigate their way through an increasingly competitive, confusing, and connected yet fragmented world, in order that they are more equipped for a workplace that requires high levels of communication, collaboration and confidence, and for a world that needs – perhaps more than ever - dynamic leaders, debaters and orators.**

<Footnote to piece> 1. *Why teach oracy?*, 2014, <https://www.cam.ac.uk/research/discussion/why-teach-oracy>



Languages AT OUR JUNIOR SCHOOL

Language provision at our Junior School continues to grow and thrive. This year we officially introduced Spanish into the Years 5 and 6 curricula, under the direction of Mr Del. The girls have enjoyed the opportunity to learn another European language before making their language choices in Year 7 at the Senior School. **Mr Del has also signed the school up to the EU Twinning programme and we hope to link with schools on the continent.**

Madame Lea's French musical goes from strength to strength: this year we were treated to *La Belle at la Bête* (*Beauty and the Beast*). The girls impressed with their perfect accents and accomplished acting and it displayed the great confidence and enthusiasm of both girls and teachers at St Mary's.

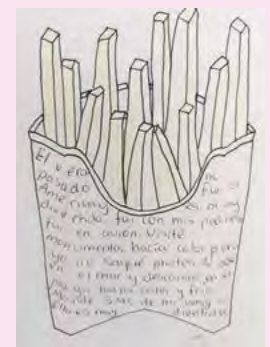
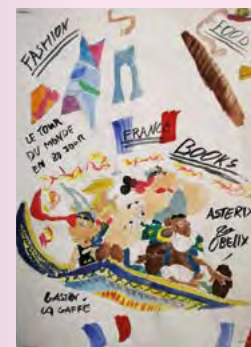


Languages AT OUR SENIOR SCHOOL

This academic year has been busy both inside the classroom and beyond for the Modern Foreign Languages (MFL) department. We started the academic year by celebrating Languages Week in September. This involved a range of competitions and special film screenings in school. In January, 29 students of Mandarin went to Noodles Republic for a special dinner to celebrate the Chinese New Year. In March, our Spanish A Level Spanish students went to see one of Federico García Lorca's plays at Corpus Christi Playroom. Lorca is one of the most emblematic twentieth century writers whose work is included in the syllabus for Spanish A Level. The evening helped students not only to expand their knowledge and to develop their understanding of Lorca's plays and his political and social context in the relaxed atmosphere of a theatre, but also to put them in contact with the academic life of university students who attend or have an acting role in the play. One student commented: *"Watching Yerma has been very useful to further understand Lorca's use of symbols. I can use Yerma's themes to support the analysis of the literary text I study for my A Level. It also illustrates Spanish society previous to the Civil War and during the dictatorship"*

During the Easter break, 40 girls from Year 8 and Year 9 and four members of staff went on a French Study and Activity Trip to Burgundy in France. They had four very busy days taking part in a wide range of activities which were all seamlessly led in French. This included fun and interactive French lessons, archery, mosaic making, circus skills and cooking. They also enjoyed visits to the beautiful and historic town of Vézelay, a local market in Vermenton and the nearby town of Avallon. Everyone who took part enjoyed a character building, fun and exciting week at the Maison Claire Fontaine.

Closer to home, the French department has held special activities such as a French café for Year 9 and a French cooking lesson with Year 10, whilst the Spanish department held a Mexican-themed party for Year 8 to link with the topics that they have been studying recently. This involved a piñata competition, a flamenco session and lots of tasty Spanish and Mexican snacks and drinks, some of which were prepared by the students themselves.





Computer Science AT OUR JUNIOR SCHOOL

It has been a very busy and exciting year for Computer Science at the Junior School with many trips and competitions taking place, in addition to the weekly specialist taught Computer Science lessons.

The year got off to a great start in September with a visit to the Centre for Computing History here in Cambridge. Our Year 6 girls were invited to help launch their 'Her Story' exhibition about

famous women who have worked in the technology industries; and had the chance to program BBC Microcomputers from the 1980s using the text-based BBC Basic coding language. They were also introduced to some of the robots at the Centre – including “Jennifer”, a robot who can do taekwondo, and explored the development of computer games by gaining hands-on experience with a variety of historic computers and their original software.



In October, some of our Year 5 and 6 girls participated in robotics 'taster days' at BT Headquarters in Martlesham Heath, Suffolk. These were the first stages in two national robotics competitions, which culminate with the UK National Finals in June.



Our Year 5 girls took part in a CrumbleBot Taster Day during which they learnt how to program their robot to compete against other teams' robots to track around a circuit following a black line, as quickly as possible. The competition at the end of the day was contested by 35 teams from schools across East Anglia. Many congratulations to our Year 5 team who finished in 4th place overall.

“

The competition was contested by 35 teams from schools across East Anglia. Congratulations to our Year 5 team who finished in 4th place overall.

Our Year 6 girls took part in a more advanced RoboCupJunior CoSpace Rescue Taster Day and learnt how to program virtual on-screen robots as part of an earthquake rescue simulation. The girls had approximately two hours to program their robot to compete head-to-head against another team's robot and collect as many coloured objects as possible. All of the objects had to be deposited in the orange 'drop zone' before the end of the three-minute competition time and bonus points were also awarded for specific actions. The competition was contested by 36 teams, with each team playing three matches against teams from other schools. Well done to our Year 6 Team who finished in 5th Place overall.

It was an exciting and challenging day, during which the girls demonstrated excellent levels of enthusiasm, perseverance and teamwork. They were complimented by the organisers for their ability to transfer their new skills seamlessly between different applications and scenarios. Congratulations to all those involved in a highly successful event.

In January it was the turn of some of our Year 4 girls to visit Martlesham Heath, for a Computational Thinking Day. The focus of the day was problem solving through computational thinking processes, using a variety of software and hardware (including Scratch, Crumble and LEGO WeDo). The girls participated in eight half hour workshop sessions during which they learnt how to design, test and debug algorithms, convert 'pseudo-code' into computer code, make predictions, and use 'repeat loops' and 'conditional statements' to improve the efficiency of their code.



In their weekly Computer Science lessons (in addition to more 'traditional' Information and communications technology (ICT) activities such as spreadsheets, databases and desktop publishing), all the girls have gained experience of a wide range of different coding methods, using both physical and virtual (on-screen) equipment.

Our Reception girls have learnt about sequences of instructions and programmed BeeBots (small wheeled robots which look like bees!) to navigate around a specified route. They have also extended these skills using the BeeBot iPad app. In Years 1 and 2, the girls have been introduced to Scratch Junior – a piece of software that has a colourful and easy to use interface, which allows the girls to select sequences of command functions (without yet using code themselves) in order to create animations and trigger on-screen events. Girls in Year 3 and

4 have used the full version of Scratch to develop simple computer games. They have also learnt the basics of Crumble programming with our new Crumble 'Playground' equipment, which includes LEDs, switches, buzzers, light sensors, motors and touch sensors. In Years 5 and 6 the girls have learnt about visual flowchart programming and begun to explore text-based coding using both LOGO and HTML.



As we write Magnolian this year, our Year 5 and 6 girls are preparing for the 'RoboCupJunior Line Tracking UK Primary Championships' and the 'RoboCupJunior UK National CoSpace Championships' respectively, which will take place in late June. They are hoping to build upon the successes of last year's teams:

Year 5 - fastest times in the 'Marathon Challenge', the 'Mountain Challenge' and the 'Spiral Challenge'; 2nd Place in the 'Pursuit Knockout Competition'; 'Best Teamwork Award' and 'Highly Commended' in the 'Best Poster Presentation Award'.

Year 6 - 3rd Place Overall; 'Highly Commended' in the 'Innovative Programming Strategy' category; 'Highly Commended' in the 'Best Technical Interview' category; 'Best Poster Presentation Award' and 'Best Teamwork Award'.

We are also delighted to announce that our Junior School has been selected to represent the United Kingdom at the prestigious 'RoboCupJunior Euro 2019 Robotics Championships' in Hannover, Germany during June 2019.

Our team of four Year 6 girls will be competing in the Primary Rescue Simulation League against teams representing at least 18 other countries from across Europe. As well as experiencing three days of international level competition they will have the opportunity to gain a real insight into cutting edge developments in robotics and Artificial Intelligence (AI). I look forward to reporting back on the outcome of this very exciting and challenging event.



Computer Science AT OUR SENIOR SCHOOL

Our Technology department has been experiencing exciting changes this year; it is growing, expanding and keeping pace with new technology in order to equip our students with a broad range of skills and knowledge of the ever-changing world in which we live.

Computer Science at our Senior School

About half of our Year 10 IT students have already achieved their Duke of York Bronze Award in Digital and Enterprise skills, completing online challenges to create lifelong learning skills and gaining industry recognised awards.

For more information on our Duke of York Bronze Award in Digital and Enterprise skills visit www.stmaryscambridge.co.uk/digitalschool

Our Year 10 GCSE class worked hard this term on their entry to the Hills Road Robotics Competition, ROBOCON, which took place in April. This was a wonderful opportunity for our students to learn about robot design and programming, as they were provided with the kit to build the robot but had to learn, and



problem solve, the design and make elements of the project. Our students had a great time at the competition. **Our team was the only all-female team out of 16 teams, and they were awarded a judge's award for their teamwork, particularly for their professionalism and camaraderie!**

In our lunchtime clubs Year 7 and 8 have been practising coding and working with the Raspberry Pi's. On Tuesday students have been experimenting with Lego Mindstorm, and after school there are some keen students in Year 8 and Year 9 learning robotics.

Eight of our Year 8 students thoroughly enjoyed their first DigiGirlz event at the Microsoft offices where they had the opportunity to learn about careers in technology, hear from inspirational female speakers, connect with Microsoft employees, and participate in hands-on computer and technology workshops.

This event aimed to empower girls to consider a career in STEM and inspire a passion to #MakeWhatsNext

The first thing was to create a team name

- The name of an inspirational woman
- A word that you'd use to describe your teacher
- The name of your favourite piece of technology



The challenge was to design and make a prototype of an everyday object for someone who suffers with a disability of some kind; (someone who is vision impaired, hearing impaired, has short term memory problems, limited mobility, is an amputee or has dyslexia) using a Micro:Bit and craft materials. The girls coded the Micro:Bit to work with motors, LED lights and play music. In the afternoon we pitched our product to Haiyan Zhang, Innovation Director at Microsoft Research and Cindy Rose, Chief Executive Officer of Microsoft UK.

We were in two groups making our prototypes. One group designed a camera to read text out loud so to help people with learning disabilities such as dyslexia. Another group designed a device that you could carry around and it would tell you if the doorbell rang. This would help someone who is hearing impaired.

“
Our team was the
only all-female team
out of 16 teams.”





Food

Our students in Year 12 studying the Leiths Introductory Certificate in Food and Wine are now well into their third term of cooking and planning, and they have had some wonderful opportunities to show off their developing skills. They have created canapés for many school events including the Sixth Form Open Evening, the wine tasting evening for our Circle of Friends, parents' evenings as well as the very special opening of Mary Ward House.

They have also enjoyed a trip to London to visit international markets and street food stalls and have been learning about new ingredients, provenance, seasonality, flavour and presentation of food. The rest of this year sees our students complete a mock practical exam and an assessed visit from the deputy MD of Leiths School of Food and Wine.

Seven Year 6 students have just achieved the Leiths Let's Cook Certificate during after school sessions at the Senior School, cooking dishes such as Beef Koftas with homemade hummus, pitta bread and tabbouleh, fresh tagliatelle a pesto with parsley and almonds and salmon with a herb crust, to name but a few.

On 5 November students created a night to remember not only for the firework displays but also for the food displayed after school to celebrate dishes from around the world at our annual International Food Fair. Over 20 students from Years 7 to 10 came into school on the Sunday before to prepare their chosen dishes and then set up their stall and displays for students, staff and parents to enjoy the following afternoon. There were traditional dishes and drinks to taste and games to play originating from USA, Iran, China, Russia, France, Italy, Finland, South Africa and Ukraine.



Design Technology

This September saw the new Design Technology (DT) workroom opening its doors to its first cohort of Year 7 students.

Our girls have enjoyed finishing off their main project of the year; a bench hook, which they will be using in Year 8, and then progressed on to an Easter-themed project using wood.

The bench hook has given them the opportunity to work with hand saws, fret saws, pillar drills, sanders, hand drills, files, hammers, screwdrivers and engraving tools.

The DT department also took advantage of housing a Claybot 3D printer for a six-week loan - that uses environmentally friendly clay. This broadened Year 7 students' understanding of 3D printing in practice. In this photo you can see the printer starting out on a wavy vase!

“
This September saw the new Design Technology (DT) workroom opening its doors to its first cohort of Year 7 students.”



STEM AT OUR JUNIOR SCHOOL

Our Junior School girls have undertaken a variety of projects in their STEM lessons this year.

Reception class pupils have been developing their woodwork skills: They have enjoyed hammering, sawing and using a screw driver, drill and sandpaper. They have used their newly acquired skills to create some wonderful models, ranging from pull along cars to a selection of unicorns!

Further up the school, our girls have applied some of the science they have learned to design and build something relevant to their class topic:

Year 1 have studied the human body and used their understanding of bones and joints to make some wonderful hanging skeletons.

Year 2 have explored how different things fly and designed and built flying machines for a teddy.

Year 3 have applied their understanding of magnetic forces to build magnetic puppet theatres.

Year 4 have explored the properties of solids, liquids and gases and designed and built their own erupting volcanoes.

Year 5 have researched different types of renewable energy and, having focused on capturing the sun's energy, have built greenhouses, exploring different types of design find the most efficient solar captor.

Year 6 have applied their understanding of electrical circuits to design and build Morse code machines, during their study of the First World War.

In addition, during the Summer Term, each class undertook a STEM skills day, to develop a specific building skill.



STEM AT OUR SENIOR SCHOOL

As ever, our students have shown great enthusiasm and ingenuity in their participation in STEM activities. Year 9 excelled in their Science Fair Projects completed for Science Week. They carried out careful research and practical investigation, before displaying their endeavours on well-designed posters presented to parents and Year 7 students during Science week.

Rotary Technology Tournament

Two teams of Year 9 students entered the Rotary Technology Tournament held in February. The challenge was to build a remotely-operated crane to remove a barrel of hazardous waste from a railway track. Both teams showed great dedication and teamwork in design and construction. One of our teams won the 'Overcoming Difficulties' award for their determination and grit in the face of adversity.



STEM AT OUR SENIOR SCHOOL

Rocket Car Racing

All students in Year 7 participated in a national rocket car competition called Race for the Line. This required our students to work as engineers, planning in small teams and drawing on their knowledge from a mixture of subjects - forces and practical testing from science, design skills and practical, safe use of tools from DT, and measurement skills from maths. The winning team – Amanda, Anne-Marie, Laura and Zoe - participated in the regional finals in Duxford and their full report of the whole competition follows.

Race for the Line - a report from Amanda, Anne-Marie, Laura and Zoe, Year 7

In January Dr. Crawshaw introduced us to a new and exciting project - Race for the Line. She explained that we would have to learn about drag forces and friction to help us build a car that was special. A car that had a rocket inside.

We started to build our cars for race day - 16 March at School. As a team, we built our car in six lessons full of fun and saws, sanding and files. Our team name was the 'Aqua Marine Alicorns'.

The other team's racing times were:

- Above Limits-20.75 m/s
- Black Horse-2.25 m/s
- Bolts-20.75 m/s
- Caterpillar-8.75m/s
- CLIV-17.3 m/s
- I'm a Kawaii Seagull-24.0 m/s
- Infinity and beyond-16.8 m/s
- Jets-12.25 m/s
- Pidgey Biscuits-19.0 m/s
- Thunderbolt-14.0 m/s
- Trio Trail Blazers-16.9 m/s
- Yellow Lemons-21.8 m/s

Our racing time was...24.4 m/s!

In April we competed in the regional finals. We left school to go to The Imperial War Museum, Duxford at 8:30am.

We went into the aeroplane hangar and sat at a table. We had sandpaper, a new foam block and a ruler. We only had one hour to make the car (unlike the school competition where we had about six hours to make the first car) and the teachers were not allowed to help. We measured out the no cut zones and the design, cut out the foam with hot wire, sanded it as much as we could, attached and reinforced the wheels and prepared the car for racing.

At lunch, we were free to explore the museum with the teachers. We got to see all the planes and use the interactive activities. We explored Concorde and sat on a cool bench!

After lunch, we had the race. The cars were raced two at a time outside. Ours was raced first.

Our results

Our car: 13/19

Tips for next year:

Make the car small and thin

If you use pringle-lids as wheels, reinforce them with hot glue and paper

Don't decorate it

Sand it a lot

Don't cut too near the no cut zones

Use the same design for all races

Have fun!!!

Young Engineers

Young Engineers are an enthusiastic and dedicated group of students who apply their imagination, practical skills, and scientific knowledge to a range of engineering problems. This year they have made, and tested, heat-proof space capsules to provide a comfortable and soft landing for their astronauts - fresh eggs, in this case. Competition was tough...and quite messy.

For their next challenge, our Young Engineers made wind-powered cars. The wheels turned and their vehicles moved to the finish line at dignified speeds in a zero emissions race. We are not sure that the quantity of glue applied using hot glue guns to

keep the cars together was sustainable, so for future challenges our engineers will be thinking more carefully about their designs in this respect!

A small group of Year 9 students who participated in the technology tournament used their experience to provide inspiration and guidance for the current challenge presented to our Young Engineers. This will require some circuit building and careful thought about use of cogs in designing a remotely-operated crane.





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SCHOOL NEWS



120 news

Our Welcome Tea started off our 120th year, complete with a large 120th cake!

The official opening of Mary Ward House on 'Mary Ward Day' was a fantastic event; a magnolia tree was planted in the grounds of the boarding house and another was planted in the grounds of our Junior School. The Junior School celebrated 'Mary Ward Day' by holding a tea party and dressing up as their favourite *Rebel Girls*.

To celebrate our 120th year wine has arrived! We held a wine tasting event earlier in the year with local vineyard Tuffon Hall and collectively those who attended helped us to select a suitable St Mary's wine to celebrate our 120th anniversary.

Artist alumna Alice Thomson has designed some beautiful artwork which features on our '120th' mugs and prints.

Follow us!

To keep up to date with all the latest news, follow us on social media.

Find us on Facebook at www.facebook.com/StMarysSchoolCambridge

Follow us on Instagram at www.instagram.com/stmaryscambridge

Follow us on Twitter at www.twitter.com/StMarysSch - our handle is @StMarysSch. You can also follow the Junior School (@StMarysJuniors) and the Sixth Form (@StMarys6Form).

Ambitious boathouse plans on course to boost rowing

We are making rapid progress with our ambitious plans to greatly enhance opportunities for our girls to experience that most iconic of Cambridge sports: rowing.

An innovative partnership between St Mary's, the City of Cambridge Rowing Club (CCRC) and Homerton College is delivering the redevelopment of CCRC's original boathouse, which offers prime river frontage on the Cam. This shared vision will deliver exceptional rowing facilities for our girls and the wider local community via CCRC, the oldest town rowing club in the city.

As the only all-girls school in Cambridgeshire, we are keen to encourage more girls to experience Cambridge's most iconic sport. We have already built a solid reputation for excellence in rowing. Our girls have access to CCRC's excellent Junior Rowing Programme and from age 12, students can opt to join CCRC, opening up opportunities to compete for St Mary's School and CCRC. A number of our students have gone on to row at university level, joining teams around the country, including Cambridge's University Boat Race team.

Establishing a new 'home' on the River Cam will build on our record of success. With the support of dedicated teaching staff, state-of-the-art facilities and the expertise of CCRC, we are creating an environment in which talented rowers can flourish. It is envisaged that future Sixth Form rowers will compete at a national level, against schools with a formidable reputation for rowing, such as Headington School, Oxford.



Over 60 girls are already enjoying regular opportunities to row, benefiting their fitness levels, as well as their communication and team-building skills. We currently have a number of rowing squads, including a Learn to Row squad, Junior 3 squad (foundation racing), Junior 2 squad (performance rowing and racing), Junior 1 squad (higher performance rowing and racing). Exceptionally talented rowers will also have an opportunity to prepare to attend GB trials, where successful athletes race as part of the GB squad.

Charlotte Avery comments: *"I am delighted that we are progressing rapidly with our plans to establish a boathouse for St Mary's School – which will give our school direct access to the River Cam. Our innovative partnership with CCRC and Homerton College has opened up exciting opportunities for our girls to pursue their rowing talents, with access to exceptional facilities in the heart of Cambridge, a city renowned for the sport."*

Redevelopment work will continue over the forthcoming months, with the aim of opening some of the initial facilities to rowers later this summer.



Redeveloping our sports grounds at Long Road

We are partnering with the University of Cambridge's Homerton College to deliver our vision for sporting education through substantially regenerating our sports ground, located on Long Road.

The redevelopment is exciting news for both us and Homerton but will also have a huge impact on the wider community. In support of Cambridgeshire County Council's Health and Wellbeing Strategy, the facility will also be available extensively for community use. Space for organised sport is extremely limited in the city centre and the growing need for sports facilities cannot be met by the current resources. By extending the use of the redeveloped grounds, both the School and the College hope that this will provide much-needed additional resource for the people of Cambridge to enjoy a healthy lifestyle.

The redevelopment will include a range of enhancements to the existing provision including new AstroTurf pitches for hockey, rugby and football; new netball and tennis courts; athletics facilities comprising a grass running track and field events facilities; a new pavilion, including a kitchen and changing facilities; and floodlighting.

The benefit of sport in terms of mental health and wellbeing has been proven and is an area that we continue to successfully promote.



To find out more about rowing at St Mary's, visit stmaryscambridge.co.uk/rowing

Sarah plays korfbal for England

Earlier this year, Year 10 student, Sarah R. was picked for the England korfbal team, and trains with them every other Saturday. She juggles schoolwork with training, as she trains with her club every Wednesday evening, and has club matches every Sunday evening.

In November she took part in an U15 tournament, representing England in Belgium. They played four different regions of Belgium and one region of the Netherlands (where korfbal originated from). On Saturday 10 November the team won one and lost one match, while on Sunday 11 they won two and lost one match.

Sarah said: *"It was such a great experience playing for my country, and it was interesting to see the differences and similarities in terms of the korfbal tactics that other countries used. The Belgians and Dutch were very friendly and welcoming and it was great to see the wider korfbal community."*



Sixth Formers win prizes in national photography competition

Charlotte S. and Emma P., two Upper Sixth photography students, both won prizes in a prestigious national photography competition. Emma S. (Lower Sixth) and Alice P. (Upper Sixth) were also highly commended for their entries.

The 'Better Lives' photo competition was the fifth to be organised by the Economic and Social Research Council, and gave young people aged 14-18 the opportunity to get creative with their cameras and smartphones, and explore the real issues that impact society. This year the competition asked students to take a photograph exploring what the phrase 'better lives' means to them. Pupils were encouraged to think about how health, relationships, education, the economy and the environment all contribute to society and people's lives.

Winners were divided across the five categories of the competition that explored important issues in the social sciences: Better Economy, Better Education, Better Environment, Better Health and Better Relationships.

Charlotte was awarded runner up in the 'Better environment' category of the competition for her image 'Fun or Deadly?', and took home £50 in vouchers and a



medal. Emma was crowned the winner of the 'Better Health' category for her photo 'Antioxidant' and was awarded £150 in vouchers and a trophy. Alice and Emma S. were given certificates of commendation and medals for their entries. Our Photography teachers, Ms Dutton and Ms Conroy, were immensely proud of their students' achievements.

The young photographers were given their prizes at an awards ceremony held at Espacio gallery in London on 26 March, and their images were displayed in a special exhibition at the gallery between 27 and 30 March.

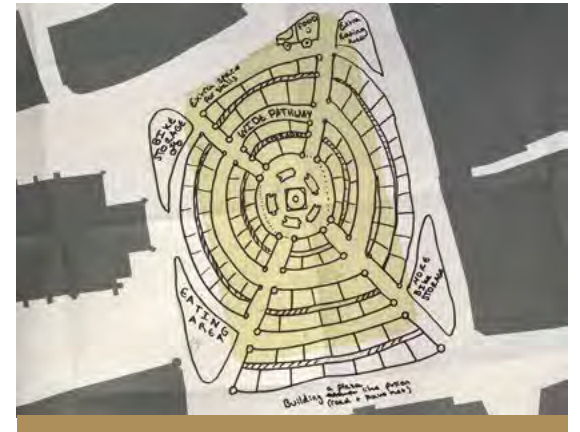
The judges were overwhelmed by the quality of the entrants, and there were more than 500 entries of nearly 800 images submitted by students from 160 places in the UK, with pupils coming from a wide range of schools and colleges.



Art Scholar part of winning team in the Shape Your City challenge

In the Autumn Term Art Scholar Louise P. went to the Guildhall to take part in SHAPE YOUR CITY: an Urban Design Challenge for the Next Generation.

This was an opportunity for 12-19 year olds to help the Greater Cambridge Partnership to explore ideas on how to improve urban spaces for future generations. Louise worked with city planners and landscapers to develop innovative ideas to make Cambridge a more beautiful place. Working in a team of four, she helped to redesign the market square. Her team won the competition.



Student's artwork is 'highly commended' in CISC Christmas card competition

Each year St Mary's enters the Catholic Independent Schools' Conference (CISC) Christmas card competition. This year's theme was 'child of our planet', which gave plenty of scope for young artists to think creatively! Year 8 student Amie B.'s work was 'Highly Commended' in the Junior Category.

Sixth Form explore the geographical wonders of Iceland

Our Sixth Form headed off to Iceland over the October half term holidays. They enjoyed wonderful weather as they explored some of the natural wonders around Reykjavík. The 'Mary Ward' shoes accompanied them on their travels; some highlights included exploring the Blue Lagoon, a natural geothermal spa, climbing onto and along one of Iceland's largest glaciers

(with the help of hired crampons and ice axes!), and visiting the black sand beach at Reynishverfi and the Seljalandsfoss, Skógafoss and Gullfoss waterfalls. The trip was a fantastic opportunity to experience and learn more about the geographical wonders that Iceland has to offer.



Trip to France

Students in Years 8 and 9 enjoyed their study and activity trip to Burgundy in France. Our students had a great time at Maison Claire Fontaine - they had a go at archery, petanque, mosaic making and even learnt some circus skills! The girls enjoyed learning more about French culture with trips to Avallon and Vezelay, and have improved their language skills with some intensive French lessons.



> STEM AT THE JUNIOR SCHOOL

Our Junior School to represent the UK at the RoboCupJunior Euro 2019 Robotics Championships

As Mr O'Reilly has mentioned in his summary on p.13, St Mary's Junior School has been selected to represent the United Kingdom at the prestigious 'RoboCupJunior Euro 2019 Championships' in Hannover, Germany at the end of June. We are thrilled – good luck girls, we are looking forward to hearing all about it on your return!

Keep up to date with all our latest news on our website! Visit stmaryscambridge.co.uk/news



Full 'STEAM' ahead! Engineer encourages girls to aim for the stars (and Mars!)

Female engineer Abbie Hutty, who is currently working for Airbus on the European Space Agency's project to send a rover to Mars in 2020, talked to our Year 5 pupils about her mission, and inspired the girls to aim for the stars (and Mars!) themselves.

The girls were amazed by the project's aim of finding out if there is life on Mars, and by the logistics of ensuring that the rover is not contaminated by bacteria or fungi before its mission. Abbie explained the design of the rover, as well as the logistics of its entry, descent and landing on Mars.

Abbie stressed the importance of balancing STEM with creative subjects. At A Level she studied Maths and Physics, but also Design and Technology and French, before going on to study Mechanical Engineering at university

Abbie said: "I really enjoyed coming in and talking to the girls at St Mary's. They asked brilliant questions. I hope that some will come to work in science and engineering in the future!"



Year 6 girls help to launch Her Story exhibition

Our Year 6 girls helped to launch the Her Story exhibition at the Women in Computing Festival 2018, which was held at the Centre for Computing History in Cambridge.

For more information about STEM at our Junior School, read the Technology Spotlight on pp. 76-79

Year 5 learn about app design and experience Virtual Reality in workshops with AstraZeneca

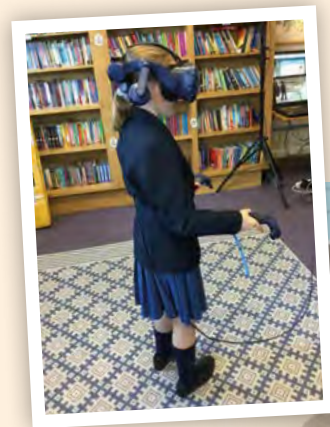
Our Year 5 girls participated in a special STEM Activity led by a team from AstraZeneca, the global, science-led biopharmaceutical company based here in Cambridge. The focus of the session was learning about the real-world process of designing a brand new app for a smartphone or tablet.

The girls took part in a series of practical activities which took them from discussions about their favourite apps and what makes them appealing, through generating original ideas, gaining feedback from user interviews and designing a paper-based prototype, to presenting their ideas to possible clients.

They also had the opportunity to experience the very latest in VR (Virtual Reality) Technology by exploring the new AstraZeneca Medical Research Centre that is currently under construction in the centre of the

Cambridge Biomedical Campus near Addenbrooke's Hospital. The girls were amazed at being able to 'walk' through a building that doesn't yet exist and visit the science labs, office areas and even the staff canteen!

The team from AstraZeneca were delighted with the high levels of interest, enthusiasm and teamwork shown by our girls, who demonstrated their creativity with a wide range of carefully thought-out and appealing app designs that took the user feedback into account. The girls were also proud of what they had achieved during the session, and felt that they had learnt a lot about the process of app design in 'the real world', as well as about possible future careers in high-tech and science-based industries.



Year 5 enjoy an engineering workshop with the Royal Academy of Engineering and Fulbourn Primary School

Following on from the success of last year's workshops with the Royal Academy of Engineering and girls from Fulbourn Primary School, our Year 5 girls enjoyed a morning of activities which aimed to teach the children about manufacturing. They learnt about the world of engineering in an interactive way, by making and flying paper planes.

Dr. Susannah Evans, Outreach Officer from the Royal Academy of Engineering, said: *"We hope to inspire more girls to do science and engineering. We think it's really important to work with primary age children because we want to encourage an interest in STEM from a young age."*



Year 6 explore future technologies at British Science Week Exhibition in Suffolk

To launch this year's Science Week, the Year 6 girls enjoyed a visit to the British Science Week Exhibition organised by BT at their headquarters in Martlesham Heath, Suffolk. They spent an afternoon exploring the BT Future Technologies Showcases and participating in a wide range of hands-on activities related to Science, Technology, Engineering and Maths (STEM) in real-world contexts.

Highlights included: visiting a bank, hospital and shop of the future; experiencing the latest virtual reality equipment; learning about fibre-optic technology; exploring the possible ways we will lock our doors in future; and discovering the complex maths and physics behind space exploration. On return to school the girls then embarked on a STEM project lasting the full week. In groups, they were tasked with imagining they were charity workers in Kenya who had to design and build a hand washing model that collects and dispenses rain water. They also had to produce educational information to promote hand washing to young children to help stop the spread of infectious diseases.

Success in the Junior and Senior Maths Challenge

Approximately 60 students from Years 10-13 took part in the Senior Mathematical Challenge. Those in Year 10 and 11 took a challenge aimed at Sixth Form, so have done extremely well. 5 students went through to the next stage, (called the "Senior Kangaroo"), one of whom was a Year 10 student. Congratulations to Barbara Z., who made it through to the follow-on round of the UK Mathematics Trust (UKMT) Intermediate Mathematical Challenge and achieved a Merit Certificate in this round! We also had some fantastic results in the UKMT Junior Maths Challenge. Anna L., Andreann W., Lila R., Zoe W and Charlotte B. all achieved gold awards, and Anna has qualified to go through to the next round! We also gained 11 silver and 15 bronze awards.



Young writers inspired at Creative Writing Competition final

We held our seventh annual Creative Writing Competition final at the Senior School in November. The theme this year was 'Mystery and Detective Fiction'. Students from Years 5 to 8 from 11 schools across Cambridgeshire entered the competition, and over 330 people came to the presentation evening on 8 November. Julia Golding, author of the Cat Royal and The Companions Quartet series, was the guest speaker at the event and announced the winners. St Mary's student Lilian G. received the accolade of runner-up in the Year 7 and 8 category.



Junior School Prize Giving 2018

On 3 July 2018, our Junior School pupils and their families gathered together in the garden of our Junior School to celebrate our annual Prize Giving. Guests were welcomed by a wonderful performance by the String Ensemble, and later in the programme were serenaded by the Year 6 choir.

Head of Juniors Matthew O'Reilly welcomed the attendees and, along with testimonies from some of the girls about their experiences at the School, explained what it means to be a St Mary's girl. He referenced the *Rebel Girls* book, hoping that the Year 6 pupils leave the Junior School as brave and compassionate girls who know that they can go on to do anything and have the confidence to challenge where they see injustice.

We welcomed Miss Helen Fernandes as our guest speaker. Helen is a Consultant Neurosurgeon at Addenbrooke's Hospital, the first female surgeon to be appointed there. She emphasised that St Mary's, Cambridge gives the girls the confidence to feel that they can go on to do anything. This belief in oneself, she added, is just as important as the abilities

and talents of the girls that are nurtured at the School. In a world where many women suffer from 'Imposter Syndrome', confidence and self-belief are extremely important in combatting inequalities in the workplace. She explained that we still have some way to go; although 70% of medical students are women, they represent only 10% of surgeons. However, she believes that St Mary's girls have the ability to go out into the world and right some of these inequalities, by believing in themselves and nurturing their talents.

It is precisely these qualities – discovering and nurturing new talents, hard work and supporting one another – that we look to celebrate at our annual Prize Giving.



Senior School Prize Giving 2018

On a sunny afternoon on 29 June 2018, Senior School and Sixth Form students and their families gathered together to celebrate our annual Prize Giving ceremony.

Some highlights of the ceremony included wonderful performances by Henrietta McF. and Gerri S. Henrietta McF., who was an Upper Sixth Music Scholar, Music Captain and St Mary's Young Musician of the Year 2017-2018, delighted the audience with a performance of *Méditation* from 'Thais' by Jules Massenet, and Gerri S., St Mary's Young Pianist of the Year 2017-2018, gave a stylish performance of Chopin's *Nocturne (Opus 9. No.1)*.

We were delighted to welcome Joanna Cruse, entrepreneur and Managing Director of The Unreasonables, an organisation that delivers leadership programmes to schools across the country, as our guest speaker. She gave a poignant speech, reminding the students that "we do ourselves a great disservice if we aren't able to celebrate both our successes and our challenges". Echoing one of our Mary Ward characteristics, 'coping effectively with failure', she embraced "sometimes forgotten moments of triumph", such as "when you have doggedly persisted at something that truly challenged you, or chose to learn from failure rather than be discouraged by it".

She started the speech by recognising this in herself; The Unreasonables sadly closed down over the summer, but she looked to the future excited about

new possibilities. She also empathised with the Upper Sixth regarding the challenge of getting ready to face the unknown, but recognised that St Mary's gives the girls a metaphorical compass that they can draw upon to help chart their path forward. Citing the School's "passion for STEM, excellent pastoral focus and integrated approach to education", as well as the "ways of thinking, interpersonal skills and knowledge" that High Performance Learning has given the girls, Jo explained that St Mary's gives the students "an extraordinary grounding not just for learning, but for life."

Jo also praised the strong and loving community of young women at St Mary's, adding that it will be fantastic for them to leave the School with this powerful network of extraordinary allies at their side. The Mary Ward values of valuing friendship and supporting one another will stand them in good stead going forwards.

Jo stressed that it is important to allow oneself the space to explore new paths, and to remain open to opportunities and possibilities that they "may not even have dared to imagine", in doing so uncovering the right path for them, and becoming "the fullest and most authentic version" of themselves.

Spectacular 'The Greatest Showman' light show

We went above and beyond your average fireworks display with our 'The Greatest Showman' themed light show at the Junior School. It was a spectacular evening, with Matthew O'Reilly dressed up as P.T. Barnum!



Christmas Fayre

On 4 December crowds of students and their families attended our annual Christmas Fayre. The raffle proved to be one of the highlights, with some lucky students and their families, as well as a few staff members, winning some wonderful prizes, including some special '120th anniversary' Christmas puddings. We raised £4,000.



World premiere of choral piece unveiled at Senior School Christmas concert

At the Senior School Christmas concert was the world premiere of a choral piece by internationally acclaimed composer Ēriks Ešēnvalds. The piece was commissioned by our Music department, using a generous donation from the Circle of Friends, to celebrate the School's 120th anniversary. Ēriks wrote a bespoke setting of the medieval text *There is no Rose* for the two Senior School choirs, *Allegro* and *Cantore*.



Christmas pudding stir up

The girls took part in a centuries-old Christmas tradition, stirring Christmas pudding mixture, to raise money for charity. Donating 20p for a stir and a wish, the money raised went to Cambridge charity Blue Smile, a children's charity that provides counselling and therapy for pupils in schools between the ages of 3 and 13. The mixture was cooked to become special 120th anniversary Christmas puddings. Some lucky St Mary's families won the puddings in the raffle at our annual Christmas Fayre.



Charity Fun Run - 'To Infinity and Beyond'

Our annual Charity Fun Run lived up to its name: our girls dressed up in a bright array of brilliant costumes which fitted our theme – 'To Infinity and Beyond'. They raced around Lammas Land dressed as stars, planets, aliens and astronauts. The Fun Run raised over £7900 which will go towards the ongoing construction of our sister school in Mbizo, Zimbabwe, as well as charities such as Tom's Trust and SENSE.



SPOTLIGHT ON OUR ALUMNAE

Lucy Unwin reflects on her career as a sculpture artist

We are eagerly awaiting the arrival of a sculpture which is currently being created by alumna Lucy Unwin and which will be available for viewing at Mary Ward House later this year, before being moved to the Cortile garden at the Senior School. Having already created two sculptures for the Junior School, we are very excited about having one for the Senior School in the near future. Lucy is Prize-Giving Speaker at the Junior School this July.

Although I had always enjoyed Art I had certainly never considered it as a career option, and initially I did not think myself talented enough to make a career as an artist. However, after discussing it with my parents we decided it would be worth having a few extra-curricular Art lessons particularly in life drawing in order to create a portfolio to enable me to apply for Art school (the Art department at the time was a long way off what it is now!)

A lady from Cambridge Artworks, a group of studios run by artists, kindly offered to give me a few drawing lessons. When I turned up for my first lesson I saw Esther Joseph carving a large block of alabaster stone into a human figure, and I immediately knew that was what I wanted to do! I took evening classes with Esther throughout Sixth Form and worked to produce my portfolio by also spending time when my timetable allowed sketching the plaster casts

of Roman and Greek sculptures in the Museum of Classical Archaeology, which was arranged by school. Although the London Art schools had the best reputation, they didn't appeal to me and I chose Winchester School of Art which was affiliated to Southampton University. This meant I was able to get involved in all aspects of university life, particularly the sports clubs.

The next four years felt like a constant battle. My tutors appeared to only recognise and appreciate conceptual art, which didn't interest me and they certainly didn't have time for my figurative stone carving. In a vain attempt in my third year to get on the good side of my tutors, I learnt to weld and started constructing objects in steel. I ended up making figurative work, this time life size human figures in various sporting poses. When it came to results time, once again I was devastated not to get the grade which I was sure I deserved. I was, however,



the only student in my year to sell work from my degree show and was also picked up by a London art agency which commissioned me to make three steel figures for the Brewery Conference Centre in London: my first ever commission!

As soon as the degree show was over, I headed off to Pietrasanta in Italy, situated at the bottom of the Carrara mountains, where some of the finest marble in the world is quarried. I spent a month learning new carving techniques and buying marble that I then had shipped home. Once back in England, I immediately got on with building a portfolio. The first few years were a steep learning curve, usually finding out by mistake how to improve my work, and setting up for exhibitions. It has been 13 years since I graduated and I now live in the Cotswolds where I rent a barn in beautiful countryside where I can make a huge amount of both dust and noise! I still make my life-size steel figures, doing all the cutting and welding myself before they are galvanised and powder coated, as well as working in all kinds of stone, such

as alabaster, marble and onyx. I produce the pieces that I design and create that go on exhibition as well as working to private and public commission, where I often work closely with the commissioner to create exactly what they envisage. I have exhibited all over the country as well as having had an exhibition in Sweden and have sold work to the Caribbean and across America and Europe (including a pair of four metre high Icelandic wrestlers for a hotel in Geysir, Iceland!). Probably the most prestigious exhibition I have taken part in (twice) is the bi-annual sculpture exhibition called 'on form' that takes place at Asthall Manor in Gloucestershire and is the only exhibition in the UK dedicated exclusively to stone sculpture. Sculpting is far from the serene and peaceful career people often imagine. It is physically very demanding. In winter it is very cold (one winter it got down to -14°C in my studio!) and there are long hours working on my own. However, it is incredibly rewarding and fulfilling to make a living doing something I absolutely love.

SPOTLIGHT ON OUR ALUMNAE



Zoe Slattery aBLE in Pondicherry



Zoë Slattery is a student in the Department of Electrical & Electronic Engineering at Imperial College London who chose an unpaid project in India for her summer placement this year, helping to develop a mobile phone application to assist women and girls who are being sexually harassed. She told us about the need for the app, the company she worked with, and what her work experience was like.

Despite recent introductions of legislation concerning sexual violence, female education and gender equality, India was still voted in a recent poll as the “worst G20 country in which to be a woman” (Amnesty International, 2018). aBLE is focusing on the issue of public sexual harassment within Indian communities, and the role that technology can play in preventing and reporting such incidents. Five years after the brutal Nirbhaya case, in which a young medical intern was gang-raped and tortured in a moving bus in South Delhi (Bandyopadhyay, 2018) – which caused global shockwaves and condemnation of Indian authorities – 79% of Indian women still report having experienced some form of public sexual harassment or violence. aBLE is working to create an app which can be used to safely and efficiently report uncomfortable public situations before they escalate.

Following the Nirbhaya case and the subsequent increase in reporting of public sexual harassment, several female protection apps such as ‘Watch Over Me’, ‘Circle of 6’ and ‘Himmat’ emerged globally as methods of reporting incidents. These generally took the form of creating an alarm which alerted either phone contacts or the emergency services. Some included extra features such as a loud noise, scream detection activation, tracking services or video recording of the incident, however none have taken hold in the Indian market. At aBLE they believe there are two main reasons for this. Firstly, the logistics of alerting only phone contacts is not feasible. It is unlikely, especially for women travelling alone, be they students or professionals, that their family and close contacts will be at a nearby location when an incident occurs. Secondly, the motivation to use such technology only directly extends to the women

themselves, and other incentives should be created for an expanding user base.

The unique selling point of aBLE is that it works on creating safer communities, rather than safer individuals. Instead of the current approach of using only individual phone contacts, aBLE targets small neighbourhoods in which trusted, vetted community members can act as ‘superheroes’. These members will be alerted when an incident occurs within a certain radius of their location. This approach works well in the target communities, generally smaller villages, which tend to have a high level of community cohesion due to their close-knit, familiar nature. aBLE also provides an incentive for community members other than women who feel vulnerable to sign up.

Zoe’s main role in this industrial placement was as the technical lead software engineer in charge of furthering progress on the app itself. In addition to this however, due to the small, start-up nature of the company, it was necessary to take on several different roles and responsibilities. These included organising part-time programmers, interviewing graphic designers, producing grant applications, creating marketing materials and performing feasibility studies for the company’s future. This breadth of duties was initially difficult to handle as it involved a high level of personal responsibility and self-organisation.

This industrial placement was an amazing experience filled with opportunities for personal growth. It was by no means, if such a thing exists, a conventional work experience.

There were a huge number of challenges, which made completing work to pre-defined timescales and coordinating with other members of the team difficult, or sometimes impossible. However, she has been given a unique and useful glimpse into the industry of humanitarian engineering, the sector in which she hopes to work in the future. She has learned a huge amount about my own work ethic and practice, and about the management of a humanitarian social enterprise.



Habiba Daggash

Alumna Habiba Daggash came back to St Mary’s to talk to the Sixth Form at a ‘Learning Lunch’ about her research on climate change. Her interest in energy began during her Extended Project in the Sixth Form at St Mary’s, in which she explored the possibility of a world solely dependent on renewable energy. Having completed Bachelors and Masters degrees in Engineering at the University of Oxford, Habiba is now in the third year of her PhD at Imperial College London; she is researching the implications of climate change mitigation objectives on energy system transitions, within the context of geopolitical and biogeophysical constraints. She is also the current Chair of IChemE Energy Centre’s Future Leaders Group. The girls were galvanised by her exciting career path and inspiring work.



SPOTLIGHT ON OUR TEACHERS



History and Politics teacher, Dr Flint, becomes inaugural HPL Global Lead Teacher



Dr Andrew Flint, teacher of History and Politics, was selected as the first ever Global Lead Teacher for High Performance Learning (HPL) earlier this year. In this prestigious role, Dr Flint shares his subject-specific HPL expertise with history teachers from around the world in HPL's Global Community.

Dr Flint has been the HPL Lead Teacher at St Mary's since we started on our HPL World Class Status award journey in 2017. He has a wealth of knowledge and experience of implementing HPL in a history classroom, enabling him to support students in his subject area to achieve the very highest results.

Matt Daly, HPL's Online Community and Teacher Engagement Manager said: *"The judging panel was impressed with Andrew's knowledge and enthusiasm for HPL. As our Global Lead Teacher (GLT) for history, he will be leading a webinar on an HPL history lesson,*

leading history discussion groups, presenting at HPL events, contributing to history journals and much more as the GLT role evolves."

Ms Avery nominated Andrew for the role. She said: *"Andrew is an outstanding classroom practitioner with a proven track record of excellence in the classroom. He is a superb advocate for HPL with an ability to coach and inspire both students and colleagues."*

Dr Flint has engaged students in the process of embedding HPL in St Mary's and models high academic standards himself through his ongoing commitment to research and publication. His interdisciplinary and cross-curricular approach has led to him creating a wide range of HPL resources, activities, information and guidance for colleagues across all subject areas as well as presenting whole school CPD sessions.

Vicky's Half Marathon Victory!

School nurse and school alumna Vicky Knight won the women's race at this year's Cambridge Half Marathon. We would like to congratulate her and the other staff members at the Junior and Senior School who ran the race for their tremendous efforts!



School kitchens awarded five-star food hygiene

On 14 January 2019 our Senior School received an unannounced inspection from the Environmental Health Office. We maintained our 5 stars (the highest rating possible for food hygiene and food standards). Later in the year, our Junior School was also awarded a 5 star rating following an unannounced inspection.

We would like to thank our catering team, Charlie, Ashley, Diego, Will, Craig and Dawn and Pauline for their exceptional standards in food hygiene, cleanliness and food hygiene regulations – as well as preparing such delicious lunches for us all every day!

Valete

We thank the following staff leavers for their service to the School:

Teaching staff

Gordon Miller	Teacher of Physics
Elisabeth Miller	Biology technician
Delia Russell	Teacher of Physics
Daniel Gabbittas	Teacher of Physics
Darren Kelly	Head of Maths
Heewon Park	Teacher of Classics
Ed Piercy	Teacher of English as an Additional Language
Barbara Raine	Teacher of Mathematics
Raphael Maringue	Teacher of Modern Foreign Languages

Support Staff

Karen Langford	Head of Human Resources
Kate Martin	HR and Recruitment
Tracey Westwood	Food Services Assistant
Tiffany McCrea	International Admissions Officer
Yvonne Green	School Counsellor
Tina Shannon	UK Admissions officer
Emily Howell	Learning Support Assistant
Kimberley Perks	Food Services Assistant
Abigail Downes	Gap assistant
Phoebe Halley	Gap assistant
Helena Campbell	Admissions and Reprographics
Paul Cullum	Kitchen Porter
Olivia Seidler	Admissions and Reception
Jodie Mack	Sports Graduate



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BLOGSPOT

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Blogspot

Staff and students from across the School contribute to our online blogspot. Over the past year we have published a host of blogs. Here are just some of those highlights.

Read these, and other insightful blogs at:
www.stmaryscambridge.co.uk/blogspot

The invisible value of arts education

Matthew O'Reilly explores the connection between the creative arts and mental health, exploring some of the 'hidden' value that creative subjects offer our young people.



Why can not taking risks be a risky business?

Matthew O'Reilly explores the important role that risk-taking has to play.



How can I secure an exciting career post Sixth Form?

Our Head of Careers, Kate Mead explores some top tips to make yourself more employable and stand out from the crowd.



Mary Ward believed "women in time to come will do much". Now it is time to Balance for Better

Charlotte Avery explores what Mary Ward would think of today's society, and the progress made towards gender parity in education, to mark International Women's Day 2018.



On Epiphany: a reminder of tolerance and diversity

Daniel Bennett, Head of Religious Education and Director of Christian Life, looks at the meaning and history of Epiphany.



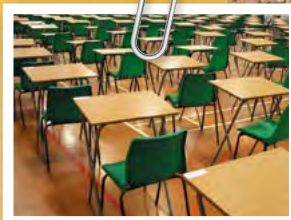
Latest sports review: hockey, netball and cross-country news

Find out the latest team and sports update from our Senior School sports report.



Why SATs and 'teaching to test' can be so damaging

Kerry Owens, Deputy Head, St Mary's Junior School, looks at the potential damage teaching to test can cause, and discusses how and why we assess our children in schools.



The flowering of faith

Lay Chaplain Kay Dodsworth explains how faith has been flowering at the Senior School in the run up to Easter.



The pervasiveness of bullying, from the NHS to politics

Our Pastoral Deputy Head, Aodain Fleming, has written a blog about bullying and explains why we must all 'choose respect'.



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FOR THE RECORD

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Junior School

POSITIONS OF RESPONSIBILITY



Prefects

TERM	NAME
Autumn 2018	Anoushka B. Emily B. Samaeha H. Trinity Y.
Spring 2019	Zara A. Madeleine H. Alexis K. Sadie P.
Summer 2019	Harriet C. Ela G. Olivia H. Ava P.

Prefect Assistants

TERM	NAME
Autumn 2018	Sissi H. Sophia N. Emily S. Pheobe T.
Spring 2019	Emily H. Emily K. Nina L. Emilia V. T. C.
Summer 2019	Anna T. Maisie D. Jessica M.

Faith Council

TERM	NAME
Autumn 2018	Chloe D. Phoebe H. Prudie I. P. Margaret P. Sophia R. Diya S.
Spring & Summer 2019	Geneva C. Madeleine D. Aleena A. Eilidh H. Amelia L.

Eco Council

TERM	NAME
Autumn 2018	Greta C. Karima El. G. Naomi H. Alexis K. Emily M. Elanaz M. Silvia N.
Spring & Summer 2019	Emily B. Esther H. Olivia K. Maya P. Anna W.



Tech Council

TERM	NAME
Autumn 2018	Maia B.
	Emily E.
	Tuppence J-K.
	Ava P.
	Philippa R.
	Gemma S.
	Elena S.
	Isla S.
	Jessica W.
Spring &	Avni A.
Summer 2019	Stella C.
	Lola F.
	Kierat G.
	Anna H.
	Leonie H.
	Mengyu L.
	Sophia L.

School council Start of year to Lent half term

- Ellie C.
- Carala C-R.
- Youshan H.
- Rosie J.
- Sarah-Rose Q.
- Pragati S.
- Ziren S.
- Charlotte S.
- Lexi Su
- Beatrice T.
- Anna W.

School council Lent half term to end of year

- Emily B.
- Girija K.
- Anati L.
- Sonia S-S.
- Molly S.
- Molly S.
- Methmi D. G.
- Isabella D.
- Prudie I. P.
- Greta G.
- Brooke F.
- Georgie H.
- Ellie W.



Painting of Junior School by artist Alice Thomson

Junior School Lamda Speech & Drama Examinations

Acting Grade Entry	Stella C.	Pass with Distinction
Acting Grade Entry	Harriet C.	Pass with Merit
Acting Grade Entry	Brianna M.	Pass with Merit
Acting Grade Entry	Kiana S.	Pass with Distinction
Acting Grade Entry	Izabella A.	Pass with Distinction
Acting Grade Entry	Maia B.	Pass with Distinction
Acting Grade Entry	Greta C.	Pass with Distinction
Acting Grade Entry	Karima E. G.	Pass with Distinction
Acting Grade Entry	Georgina H.	Pass with Distinction
Acting Grade Entry	Phoebe T.	Pass with Distinction
Acting Grade 1	Tess F.	Pass with Merit
Acting Grade 1	Kiana S.	Pass with Distinction
Acting Grade 1	Natasha T.	Pass with Merit
Acting Grade 3	Clemmie W.	Pass with Distinction
Acting Grade 3	Cecilia V-F.	Pass with Distinction
Solo Introductory Stage 1	Hannah J.	Pass with Distinction
Solo Introductory Stage 2	Zara D.	Pass with Distinction
Solo Introductory Stage 2	Hannah J.	Pass with Distinction
Solo Introductory Stage 3	Maia B.	Pass with Distinction
Solo Introductory Stage 3	Zara D.	Pass with Distinction
Speaking Verse and Prose Grade Entry	Izabella A.	Pass with Distinction
Speaking Verse and Prose Grade Entry	Saffron L.	Pass with Distinction
Speaking Verse and Prose Grade Entry	Brianna M.	Pass with Merit
Speaking Verse and Prose Grade Entry	Diya S.	Pass with Distinction
Speaking Verse and Prose Grade 1	Avni A.	Pass with Distinction
Speaking Verse and Prose Grade 1	Stella C.	Pass with Distinction
Reading for Performance Grade 1	Tess F.	Pass with Distinction



Junior School Music

The Associated Board of the Royal Schools of Music (ABRSM Examinations)

Stella C.	Voice	Grade 3	Merit
Phoebe H.	Voice	Grade 3	Merit
Nina L.	Voice	Grade 3	Distinction
Elanaz M.	Voice	Grade 3	Pass
Julia M.	Voice	Grade 3	Merit
Eloise R.	Voice	Grade 3	Merit
Emily B.	Voice	Grade 4	Pass
Alice K.	Voice	Grade 4	Distinction
Imogen S.	Voice	Grade 4	Merit
Danielle V.	Voice	Grade 4	Merit
Isla S.	Voice	Grade 5	Merit
Eva P.	Cello	Grade 2	Merit
Madeleine D.	Cello	Prep Test	Certificate
Harriet C.	Cello	Grade 2	Distinction
Gayatri K.	Piano	Prep	Pass
Kiana S.	Piano	Prep	Pass
Ilsa R-L.	Piano	Grade 1	Merit
Danielle V.	Piano	Grade 1	Merit
Freya C.	Trumpet	Grade 1	Merit
Laura R.	Trumpet	Grade 3	Merit
Elizabeth E.	Cornet	Grade 3	Pass
Ela G.	Violin	Grade 1	Distinction
Victoria L.	Violin	Grade 1	Merit
Anna H.	Violin	Grade 1	Merit
Girija K.	Violin	Grade 1	Merit
Amelia L.	Violin	Grade 1	Distinction
Julia M.	Violin	Grade 2	Merit
Lethando M.	Violin	Grade 2	Pass
Enrica R.	Violin	Grade 2	Merit
Gemma S.	Violin	Grade 2	Merit
Sophia R.	Violin	Grade 2	Pass
Cecilia V. F.	Violin	Grade 4	Distinction

Junior School Music

The Associated Board of the Royal Schools of Music (ABRSM Examinations)

Imogen S.	Flute	Grade 3	Pass
Eilidh H.	Clarinet	Grade 3	Pass
Phoebe H.	Flute	Grade 4	pass
Olivia H.	Clarinet	Grade 3	Merit
Alexis K.	Flute	Grade 4	Pass
Danielle V.	Flute	Grade 4	Merit
Naomi H.	Guitar	Grade 1	Distinction
Stella C.	Guitar	Grade 1	Distinction
Evangelia F. M.	Guitar	Grade 1	Merit
Kierat G.	Guitar	Grade 1	Pass

Junior School Sport

Half Colours are awarded in Years 5 & 6 for commitment:

Year 5 Netball Half Colours

Isla S.	Phoebe T.	Eilidh H.	Anna H.
Nina L.	Anna T.	Natasha T.	Greta C.

Year 6 Netball Half Colours

Leonie H.	Esther H.	Anoushka B.	Yuchin L.
Trinity Y.	Prudie I. P.		

Year 6 Gymnastics Half Colours

Ela G.			
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Year 5 Athletics Half Colours

Natasha T.	Greta C.	Phoebe H.	Brooke F.
Anna T.			

Year 6 Athletics Half Colours

Prudie I. P.	Leonie H.		
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Full colours are awarded in Years 5 & 6 for ability as well as commitment:

Year 6 Netball Full Colours

Sadie P.	Avni A.	Emily B.	Imogen S.
Elizabeth E.	Alice K.	Harriet C.	Olivia H.

Year 6 Athletics Full Colours

Sadie P.	Emily B.	Elizabeth E.	Olivia H.
Harriet C.			

Senior School

SENIOR PREFECT TEAM 2018/2019



Head Girl
Head Boarder
Deputy Head Girls

Helena L.
Fatimah Y.
Gigi D. and Niamh H.

Sports Captain
Music Captain
Drama Captain

Amelia S.
Aurelia P-G.
Rosie W.

Boarding Prefects

Ameena B.
Nina H.
Rebecca L.
Bushra R.
Catherine Z.

Senior Prefects

Alice P.
Alice S.
Annabel T.
Emily H.
Julia R R.
Kelly S.

Public examination results 2018

A Level Results for 2018

SUBJECT	A*-B GRADES AWARDED
Biology	57%
Business Studies	14%
Chemistry	82%
Chinese	100%
Computer Science	50%
Drama	100%
Economics	100%
English Literature	70%
EPQ	56%
Fine Art	100%
French	100%
Further Maths	83%
Geography	33%
Government & Politics	80%
History	67%
Mathematics	61%
Music	100%
Photography	100%
Physics	67%
Psychology	20%
Religious Studies	67%
Spanish	100%
Textiles	67%

GCSE results for 2018

SUBJECT	9-6 GRADES AWARDED
Additional Maths	100%
Arabic	100%
Art	64%
Biology	95%
Chemistry	93%
Classical Civilisation	71%
Classical Greek	100%
Classical Greek (Short Course)	67%
Computing	100%
Drama	77%
English Language	80%
English Literature	86%
First Language Chinese	100%
Food	92%
Foreign Language Chinese	86%
French	65%
Geography	85%
German	67%
History	98%
Latin	100%
Latin	100%
Maths	58%
Music	100%
PE (Short Course)	100%
Physics	91%
Portuguese	100%
Religious Studies	100%
Science (Double)	88%
Science (Double)	66%
Spanish	88%
Textiles	95%

Leavers' Courses and Destinations 2018

Higher Education destinations 2017/18

- Anglia Ruskin University
- Aston University
- Bath Spa University
- Birmingham City University
- Central Saint Martins
- City, University of London
- Coventry University
- Durham University
- Imperial College London
- Loughborough University
- London School of Economics
- Nottingham Trent University
- Oxford Brookes University
- Royal Veterinary College
- University of Arts, London
- University of Bath
- University of Birmingham
- University of Brighton
- University of Bristol
- University of Cambridge
- University of Durham
- University of East Anglia
- University of Exeter
- University of Leeds
- University of Manchester
- University of Nottingham
- University of Oxford
- University of Southampton
- University of St Andrews
- University of Warwick
- University of Westminster, London
- University of York

Higher Education courses 2017/18

- Acting
- Art
- Accounting & Finance
- Architecture
- Biomedical Sciences
- Built Environment
- Business Management
- Chemical Engineering
- Chemistry
- Computer Science
- Design for Branded Spaces
- Economics
- English
- Fashion and Business Management
- Geography
- History
- History and Politics
- International Hospitality Management
- International Relations
- Investment and Financial Risk Management
- Marketing
- Mathematics
- Mathematics and Statistics
- Medicine
- Modern Languages
- Music
- Photography
- Physics
- Politics and International Relations
- Psychology
- Speech and Language Therapy
- Veterinary Science



Senior School Arts Awards

BRONZE AWARD

Zoe A.
India B.
Laura C.
Emilia C.
Frances D.
Cicely G.
Ella G.
Lulu H.
Brooke L.
Ella Mc.
Elodie P.
Charlotte P.
Cecilia R B.
Katherine S.
Victoria W.

SILVER AWARD

Mackenzie A.
Lizzie H.
Maddie M.
Emily O.
Ella P.
Isabella R.

Biology Olympiad

Biology Olympiad

- Maria K. Commended
- Anastasia W. Commended
- Alice S. Highly Commended

Duke of Edinburgh's Awards 2018/2019



BRONZE AWARD

Ella B.
Iona B.
Maddy B.
Jasmine C.
Doris C.
Sophie C-B.
Jessica C.
Caitlin D.
Elizabeth D.
Tabitha D.
Emma F.
Elizabeth H.
Cindy H.
Cristina H-P.

BRONZE AWARD

Katie H.
Juliet H.
Issy H.
Christina K.
Francesca K.
Grace K.
Zara K.
Jasmine L.
Martha L.
Charlotte L.
Dharma L.
Reyati L.
Alexandra M.
Keeva Mc.

BRONZE AWARD

Alice Mc.
Claire M.
Emily O.
Ella P.
Olivia R.
Lilianna S.
Jennifer S.
Belinda T.
Matilda T.
Holly T.
Cathy W.
Amy Z.

Duke of Edinburgh's Awards 2018/2019

SILVER AWARD

Liberty B.
Anna C.
Jodie D.
Grace F-M.
Mariana G. O.
Amy H.
Grace H.
Kate L.

SILVER AWARD

Eve Mc.
Ella P.
Alice P.
Lucy Q.
Charlotte S.
Hannah T.
Sophie W.
Lizzie W.
Sophie Y.

GOLD AWARD

Emily B. G.
Costanza C.
Jesslyn F.
Helena L.
Aislin Mc.
Niamh Mc.
Olivia S.
Alice S.
Annabel T.



Senior School Lamda Speech & Drama Examinations

Speaking Verse and Prose Grade 2	Natalia P.	Pass with Distinction
Speaking Verse and Prose Grade 2	Arianna F.	Pass with Distinction
Speaking Verse and Prose Grade 2	Izzy C.	Pass with Distinction
Speaking Verse and Prose Grade 2	Laura R.	Pass with Distinction
Speaking Verse and Prose Grade 2	Bianca L.	Pass with Distinction
Speaking Verse and Prose Grade 2	Orla D.	Pass with Distinction
Speaking Verse and Prose Grade 2	Alexa B.	Pass with Merit
Speaking Verse and Prose Grade 2	Gracie G.	Pass with Distinction
Speaking Verse and Prose Grade 2	Sophia D.	Pass with Distinction
Speaking Verse and Prose Grade 2	Emily C.	Pass with Distinction
Speaking Verse and Prose Grade 2	Anna S.	Pass with Distinction
Speaking Verse and Prose Grade 3	Béatrice L.	Pass with Distinction
Speaking Verse and Prose Grade 3	Izzie R.	Pass with Distinction
Speaking Verse and Prose Grade 3	Mariella R.	Pass with Distinction
Devising Drama Grade 2 - Duo	Clemmie W.	Pass with Distinction
Devising Drama Grade 2 - Duo	Cecilia V-F.	Pass with Distinction
Devising Drama Grade 2 - Duo	Charlotte B.	Pass with Merit
Devising Drama Grade 2 - Duo	Anne-Marie C-P.	Pass with Merit
Acting Grade 3 - Duo	Lucie D.	Pass with Merit
Acting Grade 3 - Duo	Megan W,	Pass with Distinction
Acting Grade 3 - Duo	Achu-Poni L.	Pass with Distinction
Acting Grade 3 - Duo	Amie B.	Pass with Distinction
Acting Grade 3 - Duo	Annabelle P.	Pass with Distinction
Acting Grade 3 - Duo	Hattie N.	Pass with Distinction
Acting Grade 3 - Duo	Madeleine E.	Pass with Merit
Acting Grade 3 - Duo	Rebecca A.	Pass with Merit
Acting Grade 3 - Duo	Rose S.	Pass with Merit
Acting Grade 3 - Duo	Lucy T.	Pass with Merit
Acting Grade 3 - Duo	Lucy G.	Pass with Distinction
Acting Grade 3 - Duo	Anouk S.	Pass with Distinction
Acting Grade 3 - Duo	Connie P.	Pass with Distinction
Acting Grade 3 - Duo	Anna L.	Pass with Distinction
Acting Grade 3 - Duo	Susannah T.	Pass with Merit
Acting Grade 3 - Duo	Martha B-C.	Pass with Distinction

Lamda Speech & Drama Examinations

Acting Grade 3 - Duo	Maia G.	Pass with Merit
Acting Grade 3 - Duo	Matilda R.	Pass with Merit
Acting Grade 3 - Duo	Chloe T.	Pass with Distinction
Acting Grade 3 - Duo	Ella H.	Pass with Distinction
Acting Grade 4 - Duo	Felicity W.	Pass with Distinction
Acting Grade 4 - Duo	Medeea G.	Pass with Distinction
Acting Grade 4 - Duo	Lucy S.	Pass with Distinction
Acting Grade 4 - Duo	Amélie S.	Pass with Distinction
Acting Grade 4 - Duo	Emily H.	Pass with Merit
Acting Grade 4 - Duo	Imogen H-H.	Pass with Merit
Acting Grade 4 - Duo	Ella C.	Pass with Distinction
Acting Grade 4 - Duo	Georgia M.	Pass with Distinction
Acting Grade 4 - Duo	Freya B.	Pass with Distinction
Acting Grade 4 - Duo	Sacha M.	Pass with Distinction
Acting Grade 4 - Duo	Isabel R.	Pass with Distinction
Acting Grade 4 - Duo	Amelia A.	Pass with Distinction
Acting Grade 4 - Duo	Bethany P.	Pass with Merit
Acting Grade 4 - Duo	Imogen C.	Pass with Merit
Acting Grade 4 - Duo	Ellen A.	Pass with Distinction
Acting Grade 4 - Duo	Harper A.	Pass with Distinction
Acting Grade 4 - Duo	Amelie A.	Pass with Distinction
Acting Grade 4 - Duo	Maryam G.	Pass with Distinction
Acting Grade 5 - Duo	Madeline A.	Pass with Distinction
Acting Grade 5 - Duo	Charlotte T.	Pass with Distinction
Acting Grade 5 - Duo	Jessica F.	Pass with Distinction
Acting Grade 5 - Duo	Ruby P.	Pass with Distinction
Acting Grade 5 - Duo	Catherine L.	Pass with Distinction
Acting Grade 5 - Duo	Jessica D.	Pass with Distinction
Acting Grade 5 - Duo	Olivia B.	Pass with Merit
Acting Grade 5 - Duo	Isabella R-L.	Pass with Merit
Acting Grade 5 - Duo	Charlotte P.	Pass with Distinction
Acting Grade 5 - Duo	Kaura G.	Pass with Distinction
Acting Grade 5 - Duo	Brooke L.	Pass with Distinction
Acting Grade 5 - Duo	Lily R.	Pass with Distinction



Acting Grade 5 - Duo	Zoe A.	Pass with Distinction
Acting Grade 5 - Duo	Katherine S.	Pass with Distinction
Acting Grade 5 - Duo	Cicely G.	Pass with Distinction
Acting Grade 5 - Duo	Katy T.	Pass with Distinction
Acting Grade 5 - Duo	India B.	Pass with Merit
Acting Grade 5 - Duo	Emily W.	Pass with Merit
Acting Grade 5 - Duo	Louisa P.	Pass with Merit
Acting Grade 5 - Duo	Tindra B-H.	Pass with Merit
Acting Grade 5 - Duo	Ella G.	Pass with Distinction
Acting Grade 5 - Duo	Emily T.	Pass with Distinction
Acting Grade 6 - Solo - Bronze	Sofia B. F.	Pass with Distinction
Acting Grade 6 - Duo - Bronze	Alexandra M.	Pass with Merit
Acting Grade 6 - Duo - Bronze	Mia R. B.	Pass with Distinction
Acting Grade 6 - Duo - Bronze	Alexandra S.	Pass with Distinction
Acting Grade 6 - Duo - Bronze	Dharma L.	Pass with Distinction
Acting Grade 6 - Duo - Bronze	Lilianna S.	Pass with Distinction
Acting Grade 6 - Duo - Bronze	Alice Mc.	Pass with Distinction
Acting Grade 6 - Duo - Bronze	Mackenzie A.	Pass with Distinction
Acting Grade 6 - Duo - Bronze	Holly T.	Pass with Distinction
Acting Grade 6 - Duo - Bronze	Emily O.	Pass with Distinction
Acting Grade 7 - Duo - Silver	Katie H.	Pass with Distinction
Acting Grade 7 - Duo - Silver	Lizzie H.	Pass with Distinction
Acting Grade 8 - Solo - Gold	Gigi D.	Pass with Distinction

UK Maths Challenge

Stage 1 = Maths Challenge; Stage 2 = Kangaroo; Stage 3 = Olympiad.
Top performers from each stage are invited to progress to the next level of the competition.

YEAR 7

Zoe W.	Gold & Best in Year
Charlotte B.	Gold
Hannah P.	Silver
Niamh B.	Bronze
Felicity R. B.	Bronze
Vanille H.	Bronze
Shalome K.	Bronze
Arianna F.	Bronze
Emma A.	Bronze

YEAR 8

Anna L.	Gold & Best in Year
Zixi W.	Gold
Lila R.	Gold
Rituparna G.	Silver
Eloise S.	Silver
Hattie N.	Silver
Lily E.	Silver
Sally M.	Silver
Susanna B.	Silver
Zhentaoy Z.	Silver
Rajoshee C.	Silver
Lucia C.	Silver
Alissa W.	Silver
Rennie Y.	Bronze
Ella H.	Bronze
Kate Y.	Bronze
Lottie F.	Bronze
Lucy G.	Bronze
Amie B.	Bronze
Hana M. P.	Bronze
Frankie R.	Bronze

Intermediate Maths Challenge (Year 9 – Year 10)

YEAR 9

Elizabeth A.	Silver & Best in Year
Susan D.	Silver & Best in Year
Jenna K.	Silver
Agnes H.	Silver
Imogen H.	Bronze
Maryam G.	Bronze

YEAR 10

Barbara Z.	Gold & Best in Year
Crystal D.	Silver
Sophia Z.	Silver
Sarah R.	Silver
Alice G.	Bronze
Angelika Y.	Bronze
Rachel C.	Bronze
Kilda M.	Bronze
Emilia C.	Bronze
Chang S.	Bronze

UK Team Maths Challenge

Placed 4 out of 30 schools at the competition

Ritu G.	(Year 8)
Ella H.	(Year 8)
Elizabeth A.	(Year 9)
Susan D.	(Year 9)

UK Maths Challenge

Senior Maths Challenge (Year 10, 11 and Sixth Form)

YEAR 10

Barbara Z.	Gold
Crystal D.	Silver

YEAR 11

Rosie E.	Silver & Best in Year
Jasmine C.	Bronze
Amy Z.	Bronze
Bella T.	Bronze
Katie H.	Bronze
Jasmine L.	Bronze

LOWER SIXTH

Cecilia K.	Gold & Best in Year
Louise L.	Gold
Grace Q.	Gold
Daisy M.	Silver
Lyra L.	Silver
Miko L.	Bronze
Isobel B.	Bronze
Sophie C. B.	Bronze
Anna C.	Bronze
Sally Z.	Bronze
Ana W.	Bronze
Huda S.	Bronze

UPPER SIXTH

Celia W.	Gold & Best in Year
Sungmin S.	Silver
Sunny B.	Silver
Rebecca L.	Silver
Laura L.	Silver

Intermediate Olympiad Hamilton

Barbara Z.	Merit
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Senior Kangaroo

25% of candidates (those scoring 35+) receive a MERIT certificate, all others (75%) receive a QUALIFICATION certificate.

Barbara Z.	Qualification
Grace Q.	Qualification
Louise L.	Qualification
Cecilia K.	Qualification
Celia W.	Qualification

Music

Commitment colours

Colours are awarded as follows:

Blue = 1 extra-curricular musical ensemble/choir

Green = 2/3 extra-curricular musical ensembles/choirs

Red = 4 extra-curricular musical ensembles/choirs

Gold = 5 or more extra-curricular musical ensembles/choirs.

YEAR 7

Jessica A.	Blue
Caitlin B.	Blue
Anne-Marie C-P.	Blue
Emily C.	Blue
Uma C.	Blue
Izzy C.	Blue
Niamh C.	Blue
Hannah C.	Blue
Honor C.	Blue
Sophia D.	Blue
Esme H.	Blue
Emily L.	Blue
Mai L.	Blue
Tess O-C.	Blue
Sophia P.	Blue
Hannah P.	Blue
Laura R.	Blue
Felicity R. B.	Blue
Millie S.	Blue
Lizzie S.	Blue
Ella T.	Blue
Charlotte W.	Blue
Alexa B.	Green
Karla C-C.	Green
Lilian G.	Green
Vanille H.	Green

Béatrice L.	Green
Victoria L.	Green
Maddie Mc.	Green
Laura M.	Green
Izzie R.	Green
Tilly T.	Green
Niamh B.	Green
Charlotte B.	Green
Holly L.	Green
Lethando M.	Green
Omolara M.	Green
Zoe W.	Green
Chloe T.	Red
Cecilia V-F.	Gold

YEAR 8

Lily E.	Blue
Lottie F.	Blue
Laura K.	Blue
Anna L.	Blue
Hana M.P.	Blue
Sophie S.	Blue
Eloise S.	Blue
Marina B. R.	Green
Rajoshee C.	Green
Charlotte T.	Green
Susie B.	Green

YEAR 9	
Imogen C.	Blue
Lucy D.	Blue
Agnes H.	Blue
Lola H-L.	Blue
Sophie H.	Blue
Imogen H.	Blue
Dasha K.	Blue
Juliette L.	Blue
Holly M.	Blue
Emily M.	Blue
Gien P.	Blue
Dhriti P.	Blue
Diya S.	Blue
Emma G. O.	Green
Temwani M.	Green
Esther W.	Green
Sophie S.	Red
Maryam G.	Gold

YEAR 10	
Madeline A.	Blue
India B.	Blue
Jessica D.	Blue
Clara G.	Blue
Alice G.	Blue
Sarah H.	Blue
Iona U-K.	Blue
Lizzie W.	Blue
Zóe L.	Green
Cecilia R.B.	Green
Sophia Z.	Green
Rachel C.	Green
Rosie P.	Gold

YEAR 11	
Sofia B.F.	Blue
Anna C.	Blue
Issy H.	Blue
Zara K.	Blue
Keeva Mc.	Blue
Sophia M.	Blue
Maddie M.	Blue
Isabella R.	Blue
Lottie W.	Blue
Eunice R.	Green
Bella T.	Green
Mia R. B.	Green
Olivia B.	Red
Jessica C.	Red

YEAR 12	
Mamie C.	Blue
Anna C.	Blue
Isobel A.	Green
Sally P.	Green
Annabelle B.	Red
Isobel B.	Gold

YEAR 13	
Sungmin S.	Blue
Catherine Z.	Blue
Aurelia P-G.	Green
Aislin Mc.	Green
Gigi D.	Gold
Amelia S.	Gold

The Associated Board of the Royal Schools of Music (ABRSM) examinations

Candidate	Subject	Grade	Cat
Martha B-C.	Rock And Pop	2	Distinction
Olivia H.	Violin	2	Merit
Elizabeth R.	Singing	2	Distinction
Elizabeth A.	Trumpet	3	Merit
Imogen C.	Clarinet	3	Distinction
Miriam E-N.	Cello	3	Distinction
Sarah H.	Piano	3	Distinction
Lila R.	Piano	3	Merit
Holly L.	Singing	3	Merit
Olivia B.	Cello	4	Merit
Miriam E-N.	Piano	4	Distinction
Grace H.	Cello	4	Pass
Alexa B.	Singing	4	Merit
Christina K.	Singing	4	Merit
Sarah H.	Singing	5	Merit
Madeleine M.	Singing	5	Merit
Charlotte W.	Singing	5	Distinction
Isobel A.	Trumpet	6	Merit
Mia R. B.	Singing	8	Distinction
Emilia C.	Singing	7	Merit
TBC	TBC	TBC	TBC
TBC	TBC	TBC	TBC
TBC	TBC	TBC	TBC
TBC	TBC	TBC	TBC
TBC	TBC	TBC	TBC
TBC	TBC	TBC	TBC
TBC	TBC	TBC	TBC
TBC	TBC	TBC	TBC
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TBC	TBC	TBC	TBC
TBC	TBC	TBC	TBC
TBC	TBC	TBC	TBC

Physics Olympiad

G.C.S.E Physics Olympiad Challenge

- Zara K. achieved a Bronze Award
- Vanessa J. achieved a Bronze Award
- Anna C. achieved a certificate of commendation
- Rosalind D. achieved a certificate of commendation
- Reyati L. achieved a certificate of commendation
- Maja S. achieved a Bronze Award
- Genevieve H. achieved a Bronze Award
- Emily O. achieved a certificate of commendation
- Rosie E. achieved a Silver Award
- Sofia B. F. achieved a Bronze Award
- Bella T. achieved a Gold Award
- Elizabeth D. achieved a Silver Award
- Jasmine C. achieved a Bronze Award
- Sireen A. achieved a Bronze Award
- Jasmine L. achieved a Bronze Award
- Cindy H. achieved a certificate of commendation
- Barbara Z. achieved a Silver Award

Physics Olympiad Challenge

- Grace Q. Bronze
- Sally Z. Bronze
- Oon I. Bronze
- Louise L. Gold



Youth STEMM Award

STEMM is for Science, Technology, Engineering, Maths and Medicine

- Caitlin . Bronze
- Sophia M. Bronze
- Bushra R. Bronze

Sport

In the Lower School, half colours are awarded in Years 8 & 9 for commitment:

For Hockey:	Daisy D. Lucy D. Amelia L. Maddison P. Bella R. Jane W.
For Netball:	Laura B. Susan D. Lola H-L. Jenna K. Siyu L. Emily M.
For Hockey & Netball:	Freya B. Crystal B. Kaitlin G.

In the Lower School, full colours are awarded in Years 8 & 9 for ability as well as commitment:

For athletics:	Imogen C. Imogen H.
For Hockey:	Lucy S. Daisy T.
For Netball:	Ella C. Imogen H-H. Maria S.
For Tennis:	KMedeea G.
For ½ Hockey & Full Tennis:	Betty S.
For ½ Netball & Full Tennis:	Emily H.
For ½ Hockey, Netball & Full Gymnastics:	Georgia G.
For ½ Hockey, Netball & Full Athletics & Tennis:	Amélie S.
For Hockey & Netball:	Rosie C. Georgie D.
For Swimming & Tennis:	Georgia M.
For Athletics, Hockey & Netball:	Sophie H.
For ½ Hockey & Full Athletics, Gymnastics & Netball:	Maya B.
For Athletics, Hockey, Netball & Tennis:	Temwani M.
For Athletics, Gymnastics, Hockey & Netball:	Emily H.



In the Upper School, half colours are awarded in Years 10 & 11 for commitment:

For Tennis:	Alexandra M. Sophia M.
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In the Sixth Form, full colours are awarded for ability as well as commitment:

Rowing: (Red bar badge)	Rebecca L. Catherine Z.
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In the Upper School, full colours are awarded in Years 10 & 11 for ability as well as commitment:

For Athletics:	Alice K.
For Hockey:	Ella B. Natalie C. Tabitha D.
For Netball:	Grace H. Lilianna S.
For Tennis:	Vanessa J.
For ½ Colour Athletics & Full Netball:	Ruby G.
For ½ Colour Athletics & Full Hockey:	Zara B.
For Athletics & Cross-country:	Frankie H. Matilda T.
For Athletics & Hockey:	Iona B. Lizzie D.
For Hockey & Netball:	Amelie D. Maiya F. Francesca K. Charlotte L.
For Hockey & Tennis:	Ella P.
For Athletics, Hockey, Netball & ½ Tennis:	Cristina H-P.
For Athletics, Hockey, Netball & Tennis:	Grace K.

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Senior School: Bateman Street, Cambridge CB2 1LY

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St Mary's School
CAMBRIDGE