



St Mary's School
CAMBRIDGE



Magnolian
2015/2016

The 12 Characteristics of a Mary Ward School

Following in Christ's footsteps

Valuing women's role and spirituality

Encouraging hard work and excellence

Respecting self

Embracing diversity

Valuing friendship

Pursuing cheerfulness

Seeing good in all creation

Coping effectively with failure

Working to eliminate injustice

Supporting each other through the school

Promoting Christian values of truth, justice, freedom and sincerity

Lord,

*Let your Holy Spirit rest upon our school
that it may be a place of love and truth.*

*Make it a place where the weak are strengthened
and the strong learn humility,
and where all learn the wisdom that alone
comes from you.*

*Bless our activity and our quiet reflection,
that we may grow to know ourselves,
to understand the world, and so to know you,
the source of all good and from whom all good comes.*

Amen

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Headmistress' welcome

In 2014 Pope Francis said: "Education cannot be neutral. It is either positive or negative; either it enriches or it impoverishes; either it enables a person to grow or it lessens, even corrupts him. The mission of schools is to develop a sense of truth, of what is good and beautiful. And this occurs through a rich path made up of many ingredients. This is why there are so many subjects — because development is the results of different elements that act together and stimulate intelligence, knowledge, the emotions, the body, and so on."

This annual publication celebrates all that is true, good and beautiful about our community! St Mary's School, Cambridge is a community of those members who live in it, draw inspiration from the past, and garner present resources and plan for its future prosperity. I hope that you enjoy hearing a variety of voices and reading reflections including those from governors, teachers and students about what being part



of the St Mary's School, Cambridge community means to them and how the 12 characteristics of a Mary Ward School are lived out day by day. In particular this year we have focused on two of them: 'Embracing diversity' and 'Promoting Christian values of truth, justice, freedom and sincerity'.



Charlotte Avery

Charlotte Avery, Headmistress



'Promoting Christian values of truth, justice, freedom and sincerity'

The school's ethos is summed up in the 12 Characteristics of a Mary Ward School. In the past few years we have adopted two per year on which to focus. This year one of these has been 'Promoting Christian values of truth, justice, freedom and sincerity'.



St Mary's School, Cambridge ethos

Mrs Kay Dodsworth, our school Chaplain, reflects on this Mary Ward characteristic.

These gospel values are the foundation of life at St Mary's School, Cambridge. They might seem rather abstract and ideal principles, but when Mary Ward talked about them she always related them to life and practical situations. For example, she wrote, "This is verity (truth): to do what we have to do well". One of the most enjoyable aspects of school life is seeing students congratulating their friends who have done something well, such as achieve a certificate in the Maths Challenge. It is heartening to see them help each other to do something as well as they can; you often see students helping each other to learn something, or to organise a cake stall, to perfect a move in gymnastics or to sell Cards for Africa.

"Sincerity and truth are very closely related in Mary Ward's writings; she saw truth as the revealed truth from God, but sincerity is that truth lived out."

Mary Ward also said, "It is truth to know that God can and will affect all and all is easy in Him". The truth that God is 'in the detail' finds expression in our daily prayer, in which we bring our activities, concerns and aspirations to God. This year we have been encouraged to pray the Examen, the review of the day, to help us notice God's presence in the world and in our activities and relationships. Students bring their interests and concerns to the attention of the whole school in assemblies; for example, a Sixth Form student recently led an assembly in which she spoke about her family's experience of breast cancer, and her wonderful response to the situation which was to write and produce a song, which was sold to raise money for

breast cancer research and care. Sincerity and truth are very closely related in Mary Ward's writings; she saw truth as the revealed truth from God, but sincerity is that truth lived out.

In this year's Year 9 Day of Reflection the focus was on justice, and the group explored what is 'not fair' in school, the UK, and the wider world. Each person put themselves in the shoes of children whose experience of the world is very different, and reflected on it. As a community we are very committed to justice, as is seen in the wholehearted participation in our CAFOD hunger lunches, the fundraising Fun Run, and spontaneous student-led initiatives such as a Year 7 group making biscuits to sell to enhance the money raised on Pink Morning. Each year group in turn collects comestibles for the food bank and each year group supports two charities, one local and one international. Our Fair Trade stall is the result of students wanting to do something practical to make a fairer world. In addition, some students sit on the School Council to promote freedom and justice in school.

Freedom for Mary Ward meant freedom from pressures and influences that would distract a person from hearing and answering God's call, and from anything that prevents them from being fully alive and fully themselves. I think she would be pleased if she could hear students today discussing the dangers of materialist and consumerist attitudes in RS, Geography or the debating society. She believed that God calls us through our deepest desires, and by recognising our unique combination of gifts. In school the breadth of curriculum and variety of extra-curricular activities provides opportunities for students to develop their particular gifts and discover what gives them greatest enjoyment and satisfaction.

It is very important to us that each person is accepted and loved as they are, not for what they achieve or for what they give. A recent alumna reflected, "You can be yourself here", and that is what we want for everyone. ●



'What peace there may be in silence'

As a Christian school we meet as a community to pray and reflect every day. Keeping meditative silence is very powerful and we have taken to doing this to pray for world peace through setting aside a minute each day during assembly. Another way of meditating through prayer is via the Ignatian tradition of the Examen, which our Director of Christian Life, Mr Daniel Bennet, explains below.

The beginning of Max Ehrmann's beautiful and popular reflection, known as Desiderata, bids us: "Go placidly amid the noise and haste, and remember what peace there may be in silence." We have been learning more about "what peace there may be in silence", since what was initially a communal gesture of remembrance and hope, taking a minute's silence to reflect each day, has become a fixture in the school's daily routine.

In November 2015 we struggled, as individuals and as a community, to respond to the terrorist atrocities in Paris. In the face of such senseless violence and human inhumanity there are no answers or explanations; words seem trite and worthless. In our assemblies in the week following the attacks we held periods of silence, as much in prayerful hope for peace as in memory of those who had perished or were suffering.

A suggestion followed; that we make a silent pause for prayer or reflection on peace a part of the daily routine at the Senior School, and that we extend an invitation to all 180 or so sister schools in the extended global Mary Ward family to join us. I am still to get to work on the second part of this plan, but the daily silence to reflect on peace in our lives and in the world has become established as a 'new tradition' in the life of the school.

In the lives of students today, and indeed of professionals, "noise and haste" can be all-pervasive. With haste slowed

and noise silenced, even for a brief window each day, we should be better able to attend to our own hearts and to hear God.

I was surprised how quickly the daily silence became embedded as a part of nearly all assemblies and form times. Also, it has been evident that, since its introduction, our communal silences have become, well, more still and more silent. I have not been alone in noting that we seem to have grown more comfortable with more extended silences when opportunities for these have arisen in other contexts. We hope to explore ways of 'using' and extending these periods of silence in upcoming assemblies.

"In the course of assemblies, form time, liturgies and Days of Reflection, we make regular use of a form of reflection based on a practice which is over 400 years old. St Ignatius of Loyola encouraged prayer-filled mindfulness by proposing what has been called the Daily Examen. Following this Ignatian tradition, we encourage our students to look outwards at the wider world and see themselves and their circumstances in context."

Mindfulness, a practice based on a form of meditation, can be a useful tool to support students and staff as they cope with challenges, make sense of their circumstances, and see opportunities to develop and grow individually. Although the 'mindfulness in schools' movement, as promoted by Sir Anthony Seldon (former Master of Wellington College) and

others, is quite new, in some respects it is simply a secular version of some of the stilling, prayer and reflection which has long been an integral part of the Christian tradition, and certainly of the Ignatian spirituality, from which the school's founding order springs.

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on a practice which is over 400 years old. St Ignatius of Loyola encouraged prayer-filled mindfulness by proposing what has been called the Daily Examen. Following this Ignatian tradition, we encourage our students to look outwards at the wider world and see themselves and their circumstances in context. The Examen involves being still and reflecting back on the events of the past day or days, and acknowledging thoughts about what has made an impact and how one feels about the events of the time being considered; what has gone well, what has been difficult or challenging, what has been done for us by others, how have we been a source of blessing to others, where might we have become aware of God, how are we being challenged to grow, and how might we approach tomorrow for the good of ourselves and others?

The Examen is a great practice or discipline for helping to put life into perspective. It is an opportunity to step away from present and pressing daily concerns, even if just for a few moments, to put aside those things which in the grand scheme of things are relatively trivial, but crowd us in each day. Reflection based on the Examen can help us to discern (another key Ignatian word) and focus on what is important and lasting, rather than just what seems urgent, to recognise that fallen situations can be redeemed, and to challenge us to grow. It can help us to recognise that, to borrow from Ehrmann again, "with all its sham, drudgery, and broken dreams, it is still a beautiful world."

The school is devising a half term course of weekly sessions to help develop what might be called Christian mindfulness, or Ignatian well-being, to utilise and combine the tools of secular mindfulness and meditation, which can be a great support for those who pray, and the centuries old tradition of Ignatian spirituality, which can enhance the well-being of those who don't pray. We hope that such a programme will support members of our community in fulfilling the direction, given near the end of *Desiderata*, to "Be at peace with God, whatever you conceive Him to be, and, whatever your labours and aspirations, in the noisy confusion of life keep peace with your soul." ●

Mindfulness



Year 6 girls have been discovering how to practise Mindfulness.

Mindfulness is a session that Year 5 and Year 6 do every Friday. In Mindfulness, you learn how to relax when you need to calm down; you learn how to become like a weeble and not fall down. When doing Mindfulness, you learn about the brain, and you learn how to not get distracted like a puppy. It is useful because it ends my Friday nice and calmly and it makes me all relaxed. It also makes me notice things that I don't normally notice when I'm doing other things.

At home, I sometimes just pause for a minute and listen to my breathing or reflect on my day, but I only started doing that when we learned about Mindfulness. I don't do it every single day though, because I'm sometimes really busy.

If you know how to do Mindfulness when you are young, it will help so much when you are older. For example, if you've had a bad day at work, you can calm down better with Mindfulness. My Nanny is pregnant, and she sometimes has Mindfulness sessions so that when she gives birth she will be able to calm down by listening to a Mindfulness CD. I think that ringing the bells at the beginning of the Mindfulness sessions is a clever way of making silence, as we listen to the sound of the bells fade away.

Maria S.

Mindfulness is something that needs practice. It helps you to calm down, relax and prepare for a big event, competition or examination. You can't just sit down and do Mindfulness. It is like training a puppy, as the puppy (your mind) wanders off, but you have to be patient with your puppy (or your mind). When your puppy/mind comes back, you have to try again; and if the puppy keeps wandering off, you have to be firm and keep trying! In the future I think I will use it to help prepare for important meetings and examinations. It is very useful learning about the mind and brain.

Lucy D.

I like Mindfulness because it is relaxing and a time for the whole of Year 6 to get together. It's really good when we get in our bubble because no one can pop it. Mindfulness is about finding the non-stressed inner you. It's allowing time to relax and on some occasions eating Minstrels. My favourite bit is standing up and finding our own bubbles but I also like chatting about it in pairs.

Bella R.



Holy Communion and Confirmation

The two most important events which mark girls' transitions in their personal journeys of the Christian faith are the celebration of Holy Communion for girls in the Junior School and Confirmation for older girls in the Senior School. Two of our teachers, Miss Agata Wygnanska and Mr Paul Mallabone, reflect on their roles as teachers of these classes for the parish.

Miss Agata Wygnanska, Junior School Religious Education co-ordinator, writes about Holy Communion.

The sacraments of the Catholic Church are central to practising our faith at the Junior School. We are very privileged to be supported by the priests from OLEM (Our Lady and the English Martyrs) Church, Cambridge. One of the ways in which we celebrate the school's Catholic ethos is through holding preparation classes for pupils who wish to receive their First Holy Communion. This is available to girls from Year 3 upwards, and our group often spans a wide range of ages. The decision to receive the Sacrament of the Eucharist (Holy Communion) is one that each believer must make individually. Each girl is asked to spend time thinking, and praying, about the impact that this will make on her life. During the preparation classes, the girls come to understand the significance of receiving the body and blood of Jesus in the form of bread and wine.

The classes culminate each year with a Mass, held at OLEM Church, at which the girls receive Holy Communion for the first time. They are joined by family and friends, as well as staff and classmates from school, and their baptismal candles are lit as a reminder of the promises made by their parents and godparents at baptism. ●

In 2016 three girls received the sacrament of the Eucharist on Sunday 19 June. Imogen S., Katharina G. and Abby H., they reflected on their journey in faith:

"My First Holy Communion is very important because I can be closer to God."
Imogen S.

"By receiving communion, I get to receive the body and blood of Jesus. This will help me be a better and kinder person."
Katharina G.

"By preparing for my First Holy Communion, I have learned more about how Jesus teaches us to be good. It is important to be a nicer person and I can do this when I am close to God."
Abby H.

It is a privilege to prepare the girls for this sacrament each year and then watch as they continue to deepen their faith, through the regular taking of communion at Masses held at school and within their parish communities. Through regular celebration of the Eucharist as a school community, we can all reflect on how we live out the Christian values through our work and the time that we spend together.

Mr Paul Mallabone, Head of Upper School and teacher of Religious Studies, writes about the Sacrament of Confirmation.

The Catechism of the Catholic Church states "The sacraments of Christian initiation – Baptism, Confirmation and the Eucharist – lay the foundations of every Christian life". It is in these three sacraments that the journey of sharing something of the life and love of Christ begins or, in the case of the Eucharist, continues, as we participate in the sacrament each and every time we attend and take part in the Mass. We also share these stages throughout our lives as we witness and support other believers while they approach the sacraments at different stages of their own lives.

Confirmation is the sacrament in which the Holy Spirit and his gifts are uniquely sealed within an individual. At Baptism, we receive these gifts from God and the Spirit of God is given to each member of the Church as it was to Jesus himself at his own Baptism. Jesus' Baptism marked the beginning of his adult ministry and, in receiving the Holy Spirit, he was both strengthened and confirmed in the mission that he was to undertake. So it is with each Christian today; at Baptism we are welcomed into the Church of Christ and uniquely chosen by God to live out the Christian life with God's Spirit within each and every single one of us.

Jesus himself promised the Spirit to his followers shortly before his ascension and it was this same Spirit, received at Pentecost, which transformed the lives of the apostles. The Church recognises the origins of the sacrament within the actions of the laying on of hands by the apostles to those who had been baptised, a ritual still present in the sacrament today. It was a symbol of the continuation of the passing on of the gifts which the Spirit imparted to them at Pentecost. In explaining the effects of the Sacrament of Confirmation, the Church states "It is evident from its celebration that the effect of the Sacrament of Confirmation is the full outpouring of the Holy Spirit as once granted to the apostles on the day of Pentecost." The Pentecost event, which many describe as the 'Birth of the Church', did not begin and end on that special day when the Spirit came dramatically to the apostles, but continues to take place as each and every member of the church receives the Holy Spirit in Confirmation.

Like the apostles, whose journey did not end with the ascension of Jesus and the receiving of his Spirit,

Confirmation, whilst referred to as the sealing of the Spirit within an individual, is not an end but a beginning. The Church today has placed much more emphasis on candidates' for Confirmation understanding in catechesis, that the gifts the Spirit brings and imparts to them are for use in their everyday lives and in their spiritual mission of sharing in the love and mission of Christ. The seven gifts of wisdom – understanding, right judgement, courage, knowledge, reverence, wonder and awe, are gifts the Spirit imparts to each candidate for use in their mission as a member of the Church, encouraging and strengthening them in being living witnesses to the message of Jesus. Symbols of anointing with oil, the laying on of hands and relighting of the baptismal candle are all rich in conveying how each candidate is chosen by God, anointed with his own Spirit and appointed, like the priests and prophets of old, to carry out the work begun with Christ and his apostles.

Confirmation is a sacrament which is now undertaken by many teenagers between the ages of 13 and 15. When one considers all of the challenges that face young people today, Confirmation is a unique sacrament, encouraging our young people to stand firm in the faith and truth of Christ, believing in an all loving God who wills only good for them and encourages them to work in unity with all members of the Church; using their own unique gifts in collaboration with those imparted by the Spirit to establish the Kingdom of God on earth. The gospel values of love of the unloved, justice and peace for those experiencing conflict, and showing solidarity with the poor and sick are not values readily encouraged in society, and so not easy in the mission of the young. Confirmation is the Church's continuation of the message of Jesus that his followers are not alone in undertaking this work and that his Spirit will be with them and strengthening them for all time. Ultimately, one of the greatest effects of this sacrament is summed up once more by the Catechism: "It gives us a special strength of the Holy Spirit to spread and defend the faith by word and action as true witnesses of Christ, to confess the name of Christ boldly, and never to be ashamed of the Cross". ●

Mr Christopher Hald's farewell message

Mr Christopher Hald, Head of Juniors at St Mary's School, Cambridge until March 2016, gives a very fond farewell to the school community which he has served faithfully and with great cheerfulness for the past five years.

Dear parents, girls, colleagues and friends,

Having enjoyed the marvellous production of *Alice! The Musical* this term, I will try to be brief and concise in my words and, like the King of Hearts in the story advises, "begin at the beginning, and go on till you come to the end: then stop."

Where should I begin? As many of you already know, my introduction to St Mary's School, Cambridge was not as a teacher, but as a parent. My eldest daughter joined the Senior School in the same year as Ms Avery. As a parent (but, of course, always with my educator's hat on) I saw very quickly that there was something special going on in the school. I saw how the teachers were able to draw out the very best from their students, give them a sense of belief in their talents, and instil a desire to achieve in their own individual ways. Later, when the opportunity came to join the school as the Junior School Deputy Head, I relished the chance to join a school boasting such a mind-set and to be able to make an impact on the lives of the girls I would be teaching. At the end of that first year I was asked by Ms Avery to become Acting Head of Juniors and, by October half term, after a gruelling set of interviews, I had been appointed permanently to the role. That was five years ago – and there has been no looking back!

In 2014 Pope Francis said: "Education cannot be neutral. It is either positive or negative; either it enriches or it impoverishes; either it enables a person to grow or it lessens, even corrupts him. The mission of schools is to develop a sense of truth, of what is good and beautiful. And this occurs through a rich path made up of many ingredients. This is why there are so many subjects — because development is the result of different elements that act together and stimulate intelligence, knowledge, the emotions, the body, and so on."

The path that we set out on at St Mary's Junior School, Cambridge is one dedicated to developing in our girls a sense of truth, of what is good and beautiful. We (and I use this term with distinction as this journey has been a collaborative one) have created a school very different from the school of five years ago. We have crafted a school environment that has, at its core, a community of adults and children with

a living ethos of respect and support for each other, a sense of shared joy in achievements and accomplishments, and understanding and kindness at times of disappointment or sadness.

As many of you know, I am a very keen cook. Coupled with my scientific background the kitchen is, in my mind, a laboratory for experimenting with tastes, flavours and textures.

"Education cannot be neutral. It is either positive or negative; either it enriches or it impoverishes; either it enables a person to grow or it lessens, even corrupts him. The mission of schools is to develop a sense of truth, of what is good and beautiful."



Ingredients give you the ability to create culinary magic. Likewise, as Pope Francis points out, there are many essential ingredients which make up a successful school. Picking up on this metaphor I would like to examine several of the key ingredients at work, allowing the girls to thrive, at our Junior School.

Colleagues

I want to pay tribute to my teaching colleagues – this marvellous, essential, multi-faceted ingredient, consisting of teachers and assistants – for your hard work, support, and trust in me as your Head. Not a day goes by when we do not share something of ourselves with each other, be that a quick word, a slight worry, or, more often than not, laughter. I have been bolstered by your words of encouragement over the years, and the occasional challenges you have set me, remembering that there are no problems – only solutions that have not (yet) been found. Being such exemplars of what it is to serve an organisation faithfully, with professionalism and belief in what we do – I am humbled by you. I thank you also for the never-ending supply of black coffee to keep me alert, before I went gluten-free this year, the equally endless supply of Hobnobs and, most of all, for your friendships.

Pupils

Another essential component of a successful school is the pupils. While the teachers create a curriculum which sets to challenge the girls academically and individually, it is up to the girls to embrace the opportunities put before them. There are such a vast number of opportunities for enrichment and learning on offer every day, and the girls enthusiastically grasp these chances to learn and engage, to explore their understanding of the world around them, and to be more aware of themselves and their potential. I take such pride in seeing the girls' achievements – from popping into lessons to see what's going on, receiving gold star work in my study and handing out the Pre-prep certificates in our Thursday assembly, to seeing the girls speak, sing and act with such poise and confidence. Thank you too to the girls, for allowing me to do a job I love so whole-heartedly – being your Head.

Parents

The third key ingredient in our recipe is our parents, who support the school's progress through trusting us to do what we do, as professionals, while also, essentially, holding us accountable, and asking important questions when necessary. As the first educator of your children, your walk with us in creating an encouraging learning environment has been vital. Over the past years I have come to know many of you very well, and I sincerely feel that we have worked constructively and effectively together in our shared goal of creating a nurturing and challenging place of learning for your daughters, our pupils.

As I move on, to take up the role of Head of Infants and Juniors at Sheffield High School, I feel ready to meet the next set of challenges and opportunities that await, blending ingredients to create a new learning environment for the girls there. The North is where I started my married life, and my family is pleased to be returning to what feels like a second home.

I have been very privileged to have worked at St Mary's School, Cambridge for the past five years, and I know that it will continue to flourish under Mr O'Reilly's leadership, in all that is true, good and beautiful. As I leave, I take with me many treasured memories of the things we have achieved together and, as I embark on my next exciting journey, I thank you all for being my traveling companions so far. I am grateful for your stimulating company and the enormous collection of shared experiences.

'Go on till you come to the end: then stop'

Kind regards

Mr Hald – Head of Juniors

"We have crafted a school environment that has, at its core, a community of adults and children with a living ethos of respect and support for each other, a sense of shared joy in achievements and accomplishments, and understanding and kindness at times of disappointment or sadness."



Junior School Prize Giving

During Junior School Prize Giving 2015, outgoing Year 6 girls celebrated their time at St Mary's Junior School, Cambridge through a series of reflections on some treasured memories.



My favourite memory of St Mary's Junior School, Cambridge was my first day. I was so nervous and did not want to get out of my Mum's car! I'm so glad I did. I quickly learnt that there was no need to worry as everybody made me feel so welcome. I have made lots of lovely friends for life. I have also learned that having such brilliant teachers can make learning really fun and interesting.

Ruby P.

Thank you for our school and for everyone who works here.

Thank you for the teachers who help us to learn, for the people who give us our food, for the cleaners who clear up after us and for the caretaker who watches over the school and keeps it safe.

Thank you that we can go to school each day, and that we are more fortunate than many children elsewhere in the world who have no schools to go to and cannot have an education.

Jenny S.

On my first day I saw the big school door open and I was shaking with fear! My school bag was on my back which had my pencil case, a water bottle and my teddy. I walked up the steps to the door holding tightly onto my Mum's arm like a serpent strangling its prey. I courageously walked through the door still holding tightly to my Mum. When we walked into the classroom there was a nice and kind teacher and lots of smiley faces. I felt a lot less scared. There was another new girl called Emma. I had the most fun day. This was a new page of my life to blossom and grow into a beautiful young lady, and I guess I have!

Hannah P.

St Mary's School, Cambridge is a fantastic school and all the teachers, staff and pupils are very friendly and welcoming. Thank you to all the staff and teachers for making my time here a really enjoyable one. Moving schools was not easy for me but I have enjoyed making new friends. Art has been my favourite subject. I have enjoyed drawing the poppies for our War Horse topic. RS has also been really interesting; I never knew there were so many different religions. Science has been really exciting and I particularly enjoyed doing the yeast race. Year 6 has flown by; I can't believe it has been a year since I joined.

Emily T.



During my time at St Mary's Junior School, Cambridge I have experienced and enjoyed many things, such as residential trips to Burwell House, Grafham Water and France, where we learnt how to kayak, canoe, raft build, make films and to work as a team. We visited many places in France such as the trenches, Nausicca, Rouen and Arras. We were also allowed to go to the French market, my favourite part! As well as residential trips I remember many dressing up days, from the first Fun Run to the last World Book Day. We all enjoyed dressing up as a policeman, a pig, a wonka bar, the BFG, a spider, a clapper board, a rocket and Einstein! As well as the fun I've had, I've enjoyed the lessons, and especially all the different teachers.

Lizzy W.



Grandparents' afternoon



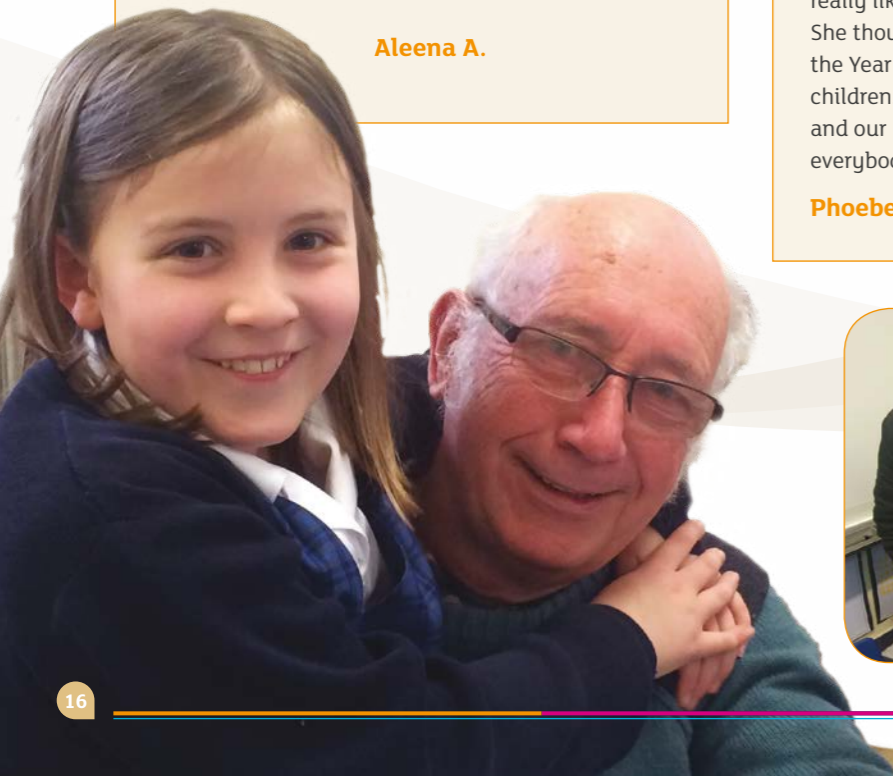
Building on the importance of community at St Mary's School, Cambridge, Year 2 pupils reflect on an enjoyable grandparents' afternoon.

My Granddad is nice and I love him so much. He likes nature and when I go to his house he has a garden with a mini garden area for me to work in and I have a shovel and gloves. We work together in the garden. He wanted to see around the school and see how good my work was, and he thought it was very good. I was happy that he came and I was proud of the ammonites I made, and he thought they were interesting. His favourite thing was the pictures of Mary Anning.

Aleena A.

I was happy my Nan came because I hadn't seen her for a long time and it was her first time in my school. My Nan wears really pretty clothes and she's kind and she looks after me in her house in the summer holidays when Mummy and Daddy are at work. My Nan really liked our school and the pictures of Mary Ward. She thought it was a really big place and I showed her the Year 6 girls and she thought they were really big children. Nan said she liked our sea creatures we made and our aboriginal paintings. She said goodbye to everybody in my class.

Phoebe H.



Mary Ward Day

Our most significant annual celebration of what it means to be St Mary's School, Cambridge is Mary Ward Day. Mr Matthew O'Reilly, Head of Juniors, reflects on a variety of celebrations that took place in the Junior School.

This year's focus for the Junior School's Mary Ward Day celebration was the Mary Ward characteristic 'Embracing diversity'. We wanted to show the physical diversity of our Junior School girls, which we did by asking each girl to draw and paint a self-portrait. Every girl, from Reception to Year 6, painted a portrait of herself onto a mini canvas. The girls were free to choose their own styles, and this also provided the girls with the chance to express a diversity of talent. The school corridors are now filled with beautiful portraits of the girls, which visitors and parents can admire. The portraits display the diversity of our school community; diversity which makes it such a rich and interesting place in which to work and study.



Proud to be a St Mary's girl!



Six of our Year 10 academic scholars reflect on why they are proud to be a 'St Mary's girl' and build upon the earlier reflection by our Chaplain.

It's difficult to describe our school. It's similar to a garden, each individual member working to create something beautiful. It's like a forest, which we're being carefully led through, until we reach the light on the other side. It's a ship, and we work together to maintain it. It's an army, fighting discrimination and oppression. To be honest, it could be compared to endless things; it has an unidentifiable quality, which makes it so unique. When one of us succeeds, the achievement reflects through the community, and when someone gets left behind, we help them catch up. We celebrate our diversity, and celebrate our community; this allows us to grow as individuals and as a team, and that is what makes it so special. We're proud to wear the St Mary's School, Cambridge badge, because it doesn't just represent our school; it symbolises a connection to the core values of the school. The connection binds us to the ethos of empowerment, compassion and individuality, which will stay with us for the rest of our lives. We're taught to never be limited by what we think we can do, but to let go of our supposed boundaries and see just how much we can achieve. We're taught to fight for an end to inequality and prejudice, and to never stop believing that we, as girls, are just as valued and incredible and important and equal as men. We know to never, ever stop striving for a better future. It's difficult to describe our school, because it's like nowhere else.

Daisy M.

To be a St Mary's girl could be classed as something of an achievement in itself. I believe this school is more than just a centre of learning, but rather a small, supportive community within a wider network of St Mary's institutions. I'm proud of belonging here, because every small achievement of every student is celebrated and appreciated, and through collective successes we build each other up and empower each other. As empowerment of women in society has become a much-discussed topic worldwide, I feel that our school sets a leading example, showing just how capable girls and women are, and therefore I can say I am proud to be a part of this movement. As a student, I know that the teachers and staff here strive to ensure that every girl will achieve even their most challenging goals, and will guide them to a career that suits them, so that in the future they may look back and be proud of their past here at St Mary's School, Cambridge. The environment of the school is unique, and I feel that not only students, but also teachers should be proud to be part of this school.

Monika S.

One of the central messages embedded in the St Mary's School, Cambridge ethos is 'Embracing diversity'. As a St Mary's girl I feel that the school puts emphasis on the importance of being part of a community and working together with others. Accepting people's differences is a crucial part of this, because to work well as a team you have to value what each person has to offer. Sometimes at school there can be pressure to fit in with other girls, to do well in class and to excel in sport. This can be a good thing and can push us to reach our full potential, but it can also be stressful. That's why it is so important that, as well as the school being racially and culturally diverse, we accept the diversity of talents and personalities within the school. We are encouraged to be unique and independent, to defy gender stereotypes, and to embrace each other's differences. This makes our school a place where people aren't expected to be perfect, but feel valued in the community simply by being themselves.

Louisa B.



In three words I would describe St Mary's School, Cambridge as caring, supportive and accepting. Coming to this school increases girls' confidence and gives us all many opportunities that we wouldn't have anywhere else. For example, this year a lot of us who play musical instruments had the chance to take part in a fantastic Christmas concert at West Road Concert Hall, with the Music department ensuring there were opportunities for those who are beginners as well as for advanced players. St Mary's School, Cambridge also provides many sporting opportunities, teams to compete in, and lunchtime clubs. We also have many scholars' activities, for example we have had two different authors come in to speak to the Creative Writing scholars about their work, and last year we had the chance to speak to the local television channel about National Poetry Day. There are many different ways to explore our interests and improve our abilities and skills; our school encourages all girls to have a go, and does not leave anyone out. I am proud to be a St Mary's girl and I am proud of all the achievements of the school, as well as my own. St Mary's School, Cambridge has helped us all, and will continue to help in the future.

Amelia S.

I'm proud to be a St Mary's girl because of the diversity of talents we have here and the wide range of opportunities that are available to enhance those talents, or to test new fields that interest you. We are not overly pressurised in sport, academically, or creatively. Some might see this as a weakness but I see it as strength: it means that we can be free to choose what we are passionate about and excel in that area, rather than being forced into something we are not interested in and would never really enjoy. Not everyone is sporty, or musical, or academic, and some are a mixture of many different talents. For example, I am an academic scholar, however I love Art, and I do sport in school twice a week and outside of school five times a week. We are supported by our teachers and tutors to do the things we love. Diversity isn't judged at St Mary's School, Cambridge – it's encouraged.

Sidney W.

Being an academic scholar at St Mary's School, Cambridge has allowed me to participate in the school's most exciting and intellectually stimulating projects and events, from the balloon debate to the annual scholars' evening. The academic scholars are given an opportunity to showcase their individual talents and skills at these events. The school has always been one in which diversity and talent are celebrated, and this year has been no exception – I have had the pleasure of being part of an endless number of extra-curricular activities. Having a passion for writing, and being a Creative Writing scholar, has given me the opportunity to meet several authors who have visited school to discuss their books - including Sarah Benwell who wrote *The Last Leaves Falling*. The authors gave advice and guidance on our writing, as well as the chance to ask questions and show them small pieces of our own work. This was a fascinating and interesting opportunity for me to observe how authors plan, write and edit their books, how they get their ideas, and how they translate them onto paper. Seeing this has inspired me to further continue and improve my own writing.

Sanjana N.

A reflection from Lower Sixth students

Building on the reflections of students taking GCSE courses, Lower Sixth students, Aisling H.B. and Ellen C., consider the ethos at St Mary's School, Cambridge from their perspective as A Level students.

Now that we are in the Sixth Form we have gained further independence and responsibilities, and excitedly welcome the new opportunities granted by entering the new academic year. We have never felt more integrated in the school community as a whole, and each day we are able to extend our relationships with students, both new and old. The decision to carry on our education at St Mary's School, Cambridge has already proven to be one of the best; the school continues to bring us plenty of laughter and fun, whilst building us up into strong, determined and confident characters ready to tackle whatever the future brings.

As happens every year, the school has been concentrating as a whole on two of the 12 Characteristics of a Mary Ward School. **All 12 values are expressed informally each day, in and out of class, and every one of us is appreciated for who we truly are, and accepted by both our friends and our teachers.** This year, we have been paying close attention to the characteristics of 'Embracing diversity', and 'Promoting Christian values of truth, justice, freedom and sincerity'. Throughout the year the school has been promoting these characteristics in assemblies, in sessions such as 'Choosing Good Friends' and, as we do every year, our fundraising activities to support charities such as the CJ (Congregation of Jesus) Sisters.

One of the greatest aspects of the school's ethos is the ability for all students to experience the freedom to express themselves, in a host of activities, such as drama performances, music concerts, sports tournaments and gymnastic displays, to name just a few. These activities help to establish a greater sense of cohesion between the year groups, by encouraging all girls to work together to achieve the end result. Relationships are helped to form and flourish, creating a homely, supportive atmosphere in which to study. This supportive environment benefits us all as we move up through the school, as the older students are always there to offer advice and support (as well as occasional chocolate treats!) to the younger students, through mentoring sessions. Older students in the community pass on both academic and emotional advice and experience; after all, we have done it before. All the younger students have to do is ask, in mentoring or homework club, and the older students will happily dust off their knowledge of quadratic equations or Hamlet in order to help.

The community that we are part of has many affectionate names, such as 'St Maz', and the school's jovial nature, and our shared knowledge over the years, helps us to draw the community together as one; after all, who but one of us would know the meaning of utterances like "that was almost as exhausting as going to the music block..."? Together, we are all part of a community, not just within this school but around the world, which supports and acknowledges the tremendous importance of the education of girls. We are lucky to be part of this community and will be sad when it comes to the time to move on, as one of the main reasons we chose to continue our education at St Mary's Sixth Form, Cambridge was our unwillingness to pull away from the close knit community we are surrounded by every day, and the acceptance it brings us as individuals. ●



A governor's reflection

St Mary's School, Cambridge governor and Chair of our Finance & General Purposes Committee, Judy Clements OBE, reflects on the values of truth, justice, freedom and sincerity in her many and varied resolution roles.

I always wanted to go to a girls' school, but my family had other ideas. I did well in my co-educational school and have since enjoyed working in some very male-dominated environments. But I believe to this day that learning in a single-sex environment has real benefits.

St Mary's School, Cambridge is of course about much more than that: a 'spirit of high aspirations, positive thinking, purpose and compassion' is nurtured during a girl's education at the school. The ethos is underpinned by the school's foundress, Mary Ward's values of truth, justice, freedom and sincerity.

I have spent my entire professional career in roles that are rooted in a similar ethos. My current (brand new) job and previous two jobs involved dealing with complaints, first about the police service, then about taxation, and now from students about their Higher Education providers. I have also been a trustee and adviser to many different organisations including Barnardos, Turning Point, Victims' Support, and a children's hospital trust.

These are very different areas of public life but all share common features; the ability to look objectively at how an issue was handled, the fairness of decisions, and the desire to find a resolution that allows everyone involved to move forward in the most positive way possible. The right to complain and the willingness to learn from complaints are both marks of a healthy society. Charities start from compassion and a desire to help people overcome challenges in their lives, but they rely on the determination and support of many people to succeed.

Sometimes things go very wrong. In the late 1990s I was appointed to the Steering Group, overseeing

the recommendations of the Inquiry into matters arising from the death of Stephen Lawrence, a young man with high aspirations whose murder triggered work that is still ongoing. In April I was overwhelmed with compassion for the families who finally got justice, for the loss of their loved ones at the Hillsborough disaster almost three decades ago. I was especially moved on two fronts, firstly because on the same date of the tragedy I was a young serving police officer on duty at the other FA Cup semi-final, being played at Aston Villa Football Club in Birmingham, and secondly because one of the organisations I was proud to help establish and work for – the Independent Police Complaints Commission – was the catalyst in helping to secure the inquest that led to the judgement, exonerating all Liverpool fans from blame for what happened in May 1989.

My new job – I started in April 2016 – is as the Independent Adjudicator and Chief Executive of the Office of the Independent Adjudicator for Higher Education. Many of the students at St Mary's School, Cambridge will go on to Higher Education. My organisation exists to help the tiny number of students who find they need to complain to an independent outside body about some aspect of their university experience. I have been a governor at this school for a few years, and the ideals it embraces help carry its students through into their adult lives. I did not get my wish to attend a girls' school when I was 11 years old, but I am pleased now to have the opportunity to lend some of my experience to the governance of this school. ●

"I did not get my wish to attend a girls' school when I was 11 years old, but I am pleased now to have the opportunity to lend some of my experience to the governance of this school."



Chair of Governors' reflection

Mr Graeme Minto MBE, our Chair of Governors, considers the St Mary's School, Cambridge ethos, and how this chimes with his own wide experiences of work, volunteering and fundraising.

One of the great things in our society is the strong tradition of volunteering – to help others – out of the goodness of our hearts. Now in my 70s, I have had 50 years in industry and local business – but also a parallel life of nearly 40 years of volunteering, as a Rotarian, Magistrate and Charity Trustee. Encouraging STEM (Science, Technology, Engineering and Mathematics) pursuits, as I did at the Senior School Prize Giving in June, was a natural instinct for me as a trained engineer, but the skills from a life in industry – such as recruitment, team building, motivation and problem solving – have been just as invaluable. I have also gained some useful understanding of accounts having taken my own company public on the stock market.



120 countries. A leading Rotarian felt something had to be done, and we persuaded the World Health Organisation that it could be eliminated from the world, and set about it. We have raised over one billion dollars, provided thousands of volunteer Rotarian doctors to take part in the mass immunisation programmes, and helped devise ways of getting chilled vaccines to remote outposts. This is the largest ever non-governmental humanitarian act in the history of the world – and we are almost there. With huge help from the Bill & Melinda Gates Foundation, there are now only two countries left, and a small number of cases, only 74 recorded in 2015. Will we ever eradicate polio from the last two countries, Pakistan and Afghanistan? Here in Cambridge, Rotary does many community works – from volunteering at the homeless night shelter, to running the STEM Schools Technology Tournament, in which a team from St Mary's School, Cambridge often comes away with a prize. As a magistrate for over 20 years, I regularly saw people trapped in a world where petty crime was the only way of life, worked with the Probation Service to break this destructive cycle, and attempted to set the young on a road to a decent life. Did we succeed? The only measure of success was if we never saw them again in court.

I bring this background of a varied life, as do my fellow governors, to the role of school governor in the belief that together we can contribute to the leadership of the school as a sounding board, 'in the round' and from a wider world.

We do it because we want to fulfil the Mary Ward characteristic of 'Promoting Christian values of truth, justice, freedom and sincerity', to make St Mary's School, Cambridge an even better school, so that the girls going out into the world can 'do much', as Mary Ward foresaw. Who knows, they may, in time, even become Rotarians and Magistrates alongside their day jobs!

I hope so. ●

Rotary is an organisation of over two million community volunteers worldwide. If not retired, then we are volunteering alongside a busy day job. Our watchword is 'Service above self'. The contributions of Rotarians are frequently unknown. You all know of Malala, but did you know that her father is a passionate Rotarian, and his rotary supporters helped him rebuild rotary activities in his home town in the face of brutal Taliban opposition? Malala came and spoke eloquently at the Rotary National Conference in 2014.

At the same conference the organisation's work to eradicate polio was highlighted. Polio is a terrible disease for so many children, which in 1988 saw 300,000 cases a year across



2

'Respecting self'

Like a girl!

As we embark on exciting developments for our sports provision both on land and by water, Miss Kimberley Cooil, 2nd in Charge, Games and PE department, reflects on the importance of sport for girls and 'Respecting self' - "Like a girl!"



Sport embeds the idea of respect: at the most obvious level in competitive sport you have to respect the rules of the game, the umpires and officials, your team mates, your opposition and the spectators. On a much deeper level, however, you have to respect yourself which is one of the 12 Characteristics of a Mary Ward School. Understanding what 'Respecting self' means can be complex and confusing. To me, however, it is simple: be the best that you can be. In sport being the best that you can be should not be mistaken for being the best player on the pitch or court, although that is something for which we can all strive. It is about honesty, integrity, respecting yourself enough to play fairly, and to try your hardest, no matter what.

One of the most wonderful parts of sport is winning or achieving your goal – the moments we can celebrate and the reason we turn up to training. Having said this, the moments I have learned the most about myself, and about respecting myself, is when I have lost, or when I have played badly. To keep battling when things are tough, to dig deep and strive through adversity, to hold your head up high and admit that someone else was better than you that day, that, to me, embodies the ethos, and exemplifies the spirit, of respecting self.

I have recently completed my Masters in Education and my thesis discussed the positive impact that sport can have on girls' ideas of themselves and their embodiment. You have probably come across the Always #LikeAGirl campaign and the #ThisGirlCan campaign, both of which have taken the media by storm. Always argues that 75% of girls' confidence plummets during adolescence, as does their level of physical activity; at St Mary's School, Cambridge we understand the importance of sport and Physical Education (PE) in girls learning about themselves.

Sport, PE and education more broadly all provide the opportunity for us to challenge established gender stereotypes, of what is OK for boys and what is not OK for girls. Professional women's sport is growing rapidly within the UK, as is the opportunity for girls to participate in many different sports. We believe that St Mary's School, Cambridge should pave the way for this change; last year a group of 10 Year 9 students took part in an initiative run by the Youth Sport Trust called Girls Lead The Field. The focus of the conference was to learn life skills through sport; to learn about resilience, leadership, confidence and self-respect. It was an initiative to target girls to ensure they gain the skills and belief to reach their potential, be it in sport, or any other field, now at school as well as in later life.

The positive impact that sport and PE can have on girls' ideas of themselves in what has historically been a male dominated arena has been well documented. There has long been an assumption that girls are not as good as boys, too often I hear 'you can't do that, because you are a girl' or even worse 'I can't do that because

I am a girl'. This has to change and we, as teachers, parents and students at St Mary's School, Cambridge are at the forefront of this change!

"Understanding what 'Respecting self' means can be complex and confusing. To me, however, it is simple: be the best that you can be... It is about honesty, integrity, respecting yourself enough to play fairly, and to try your hardest, no matter what."



Just 'row' it!

A Level student, Poppy S., celebrates the success and popularity of St Mary's School, Cambridge rowing amongst Sixth Form students and persuades us to 'just row' it!

With the most Sixth Form participants of any sport at our school, rowing is unquestionably the most popular sport in the Sixth Form at St Mary's School, Cambridge, and rightly so! As cox (I steer the boat and shout commands to the rowers) it can be difficult to relate to the different plight of the rowers when we are half way into a gruelling 2km race! My job is to encourage the crew's eight female power-houses to go faster and faster as they see other teams gaining water behind them. I would like to think I can understand the rowers' points of view, having been Number 4 in the boat last year, although they don't seem to think so when I shout 'come on girls: 10 FOR MARY WARD!', they all groan but do exert yet more force on their blades!

It is understandable. It is one of the most enjoyable accomplishments to glide smoothly past a University of Cambridge novice crew as you approach the finish, with a group of St Mary's rowers two to three years younger. The St Mary's School, Cambridge rowers are a tight knit group of girls. We are in similar teams for each race we enter; however, as we approach the Upper Sixth and the Schools Head looms, the team becomes more elite and more competitive, battling other schools for the chance to go to London and race with other teams from around the UK.

Although London is reserved for the more experienced Upper Sixth team, the Lower Sixth girls also get a chance to compete in the Autumn Head, Winter Head, Bumps and other races held in Cambridge throughout the year. Bumps is the most fun of the all the races: taking place over a week, you participate in trails trying to bump the boat ahead of you before the boat behind you bumps you with the chance of falling in – but the bank is only four metres away!

Whatever girls decide to do in St Mary's Sixth Form, Cambridge, I recommend giving rowing a try - we always start with the basics and, for those who don't like the rowing itself and do like to boss people around, maybe coxing is more appealing! Students who have never set foot in a boat before, or don't know their Tub from their Quad, their sculling from their sweeping, or their feather blades from their square blades are most welcome to try out rowing – they may surprise themselves!



Rowing is highly competitive between teams, and even between members of the same club, and that

Roy Burrell Awards

In March, the Cambridge and District Secondary Schools Sports Association hosted the annual Roy Burrell Awards.



The awards celebrate the excellence, participation and sportsmanship of Year 11 students across Cambridgeshire who are nominated for their exemplary attitudes to school sport.

Eight St Mary's School, Cambridge students were awarded the prestigious award this year. Congratulations to Annabel Q., Emma-Rose S., Sophie W., Emilia P., Cristina C-H., Ella L., Julia P. and Phoebe T. in Year 11 who were presented with their medals by two special guests. This year's guest speakers were John Wills, who was born without limbs and has set up Power2inspire to use the power of sport to bring disabled and non-disabled people together, and Max Holden, who was a Roy Burrell winner just two years ago and is now in the England U19 cricked squad. ●



Sports Award Dinner

Our annual Sports Award Dinner was held on Thursday 28 April. We welcomed parents, students, family and friends to celebrate the sporting achievements of the girls, their teams, and the staff that coach and teach them throughout the year. Charlotte Avery opened the evening.

"We are a school which celebrates sport for all!"

Proudly, as the only all-girls school in Cambridgeshire, we are in the unique position of being able to teach sport in a gender neutral environment where all our girls can find a sport with which they can engage and flourish, without the pressures and judgement of traditional stereotypes.

This evening celebrates all that is good about our school sport and I am delighted to welcome:

- Clare Cunningham, International Paratriathlete, who hopes to compete at the Rio Paralympic Games this summer
- Serita Solomon, the British track and field athlete competing in hurdles
- Amy Smith, the British freestyle swimmer who competed with Team GB at the 2012 London Olympics

Each of our guests will be sharing with us, during the course of the evening, their stories, their aspirations, and motivations to compete in their specific sport, alongside their experience of high performance training.

I hope that you are all now aware of the exciting plans we have for the Long Road Sports Fields and our partnership with City of Cambridge Rowing Club. Some of you will already have received letters asking for your support and ideas. I am delighted to be able to announce this evening that we are in detailed and concrete negotiations with a major institution here in Cambridge who will partner with us to ensure that the Long Road Sports Fields facility is firmly brought into the 21st century. This will be a multi-million pound investment from them which will transform sport here at St Mary's School, Cambridge for the long term. Our part of the bargain is to find £750k to finance the rowing and build our stock of equipment and land facilities for our girls.

We will need everyone to help to make this vision complete and I invite you to contact Julie Hogg, our Head of Development and Fundraising, if you would like to find out more about the project, the plans for fundraising and the opportunities to become involved.

Thank you all for joining us this evening and celebrating your wonderful daughters." ●



“Awards were given out for years of service with 14 students achieving five years, four students six years and Upper Sixth gymnast, Charlotte S., set a new record of eight years, one that can now only be matched at best, as it is the maximum number of years possible.”

Mrs Jackie Ewing, Head of PE, celebrates the year's many sporting achievements, as highlighted at the Sports Award Dinner.

The Year 10 tennis team represented the school at the LTA tennis league.

Girls in Year 7 to Year 10 enjoyed taking part in local athletics fixtures and performed particularly well in the District Schools Olympic Cup, prior to competing in the Eastern region and National Athletics Competitions. The Year 8 girls finished third, the Year 9 girls finished second, and both the Year 7 and Year 10 teams won their respective age categories to become this year's district champions.

In hockey, the U16 team won the Cambridge District Hockey Tournament, U14 and U15 B teams won their district tournaments, the U16 team competed in the County Championships, and the U13 team competed in the U13 County Championships for the first time. 18 students were selected to attend the Junior Hockey Development Centre, and 10 students gained a place in the Junior Academy Centre.

Our netball players have also impressed this year: the Year 8 team attended the GSA netball tournament in Shrewsbury to compete against schools from across the country; five students were selected to attend the Satellite Netball Academy; the U14 team won the Independent School County qualifying tournament; U18, U16 and U14 teams took part in the County Netball Tournament, finishing sixth, fifth and third respectively; and the Year 11 and Year 9 teams both won their district netball tournaments.

Three teams were entered into the Cambridge District Cross Country Championships: Year 8/9 finished third, and the Year 7 and Year 10/11 teams finished second. Julia P. won her 3600m race and is this year's intermediate County Champion. Seven girls qualified to represent the district in the County Championships; four girls then qualified to represent the County in the Anglian Regional Championship,

and three of the four qualified and ran in the English Schools Championship.

This year's gymnastics display was an outstanding success with the number of participants continuing to beat past records; 17 pupils from the Junior School opened the display, prior to 20 dynamic, self-choreographed routines by 76 Senior School gymnasts from Year 7 to Upper Sixth. Awards were given out for years of service with 14 students achieving five years, four students six years and Upper Sixth gymnast, Charlotte S., set a new record of eight years, one that can now only be matched at best, as it is the maximum number of years possible. Isabel L. won the Frances Hawken Gymnastics salver, which was presented by last year's winner, alumna Alice Bond.

The Sixth Form rowing squad continued to row throughout the winter in all weathers. There was an Upper Sixth crew racing in the Rob Roy Autumn Head, The Cantabrigians Winter Head and the Cambridgeshire Winter Leagues. The crew came sixth in the novice category of the Fairbairn Cup race: a great result as they were competing against many older university crews. We also had a crew compete in both the Norwich Head and Schools' Head competitions. Members of the Lower Sixth squad have become competent rowers and came 35th in the Fairbairn Cup races. We look forward to them representing St Mary's School, Cambridge in the town bumps this summer. ●



Congratulations to the following girls for their outstanding achievements this year:

The Ingrid Hoffman Trophy was presented to the winner of the All Round Sports Woman of the year award, Games Captain, Ludovica C.

The Burghley Cup was presented to the winner of the All Round Year 11 Sports Woman award, Annabel Q.

The Team of the Year was awarded to the Year 8 Olympic Cup winners (for Lower School) and to the Year 11 Gymnastics Display team (for Upper School).



The Duke of Edinburgh's Award



The Duke of Edinburgh's Award is extremely successful and popular with the girls at St Mary's School, Cambridge. It could be described as a bit like marmite - you either love it or hate it but you can't know until you give it a go! Having achieved the Bronze and Silver awards, Lower Sixth student Ellen C. is preparing for her Gold Award.

The Duke of Edinburgh's Award is a programme that young adults between 14 and 24 years old can take part in, through different levels of difficulty. At St Mary's School, Cambridge, we do Bronze in Year 10, Silver in Year 11, and in Lower Sixth you can go for Gold. However, it must be remembered that although many people see the award as just the camping trip, it is much more than that. The Duke of Edinburgh's Award also includes aspects of volunteering, physical activity and a skill. Having to do this combined with the expedition really teaches you how to organise your time, as well as encouraging determination, which is required to keep all the activities going and make progress.

Despite the interest of the other elements, most people would say the expedition is what they remember most – for better or worse. I can still remember turning up at Cambridge train station on the day of the beginning of the Bronze practice

expedition, carrying what felt like a small toddler on my back, surrounded by 60 other girls in their stylish waterproofs and walking boots. Little did we know what the next days would bring. Whenever I think of any of the expeditions, I have

"In an increasingly enclosed world, entertained by Instagram and Snapchat and many other distractions, I feel the expedition gives us freedoms we normally wouldn't experience in modern day life. Nowadays, the most adventurous thing we do at the weekend is take a bus to town, compared to 50 years ago when it would have been normal for parents not to see their children from dawn to dusk."



hundreds of memories from just a few short days to bring a smile to my face: from confusion about what to do in the middle of a thunder storm, or a certain assessor who (I won't name names) at the sight of a snake jumped nearly as high as the rest of us, to the fact that a group was nowhere to be found but in the end turned out to have been watching lambs being born two fields north west of the campsite.

In an increasingly enclosed world, entertained by Instagram and Snapchat and many other distractions, I feel the expedition gives us freedoms we normally wouldn't experience in modern day life. Nowadays, the most adventurous thing we do at the weekend is take a bus to town, compared to 50 years ago when it would have been normal for parents not to see their children from dawn to dusk.

To anyone undecided about whether to try the Duke of Edinburgh's Award for the first time, whether Bronze or as a direct entrant into Silver or Gold, I would strongly advise it. Not only will it give you great things to talk about in a university application and teach you many new skills, it will also give you memories and laughter that will last a lifetime. ●

I can still remember turning up at Cambridge train station on the day of the beginning of the Bronze practice expedition, carrying what felt like a small toddler on my back...

Ski trip to Pila



In December 2015 five members of staff, led by the indomitable Mr Toby Edwards, took 26 Year 8 and Year 9 students on a journey to Pila in the Italian Alps. Eve D., Year 8, remembers the experience and Hannah W., Sophie W. and Isabella F-C., Year 9, recall their highlights.

Eve D.

It was fantastic knowing that we had an opportunity to go skiing with the school, but it wouldn't have happened without the teachers who volunteered to take us. So, I think we owe them a huge thank you for giving us all an amazing experience. Thank you! It was a week before Christmas, so our spirits were high as we waved goodbye to our parents. The bus was buzzing with beginner to experienced skiers, and we were all prepared for the long journey ahead of us!

The frosty winter wonderland was all around as we drove past the 'Welcome to Pila' sign, and soon enough we were collecting our skis and poles. We were welcomed to Hotel Etoile Du Nord with a warm bowl of soup and bread, and rested until the 6.30am wake-up in the morning. Before we knew it, the gondola was taking us away from the wet town of Pila, and welcoming us to the snow-covered mountains with amazing views wherever we looked.

The beginning of the week was full of learning for those of us in the beginner group, and the experienced group was exploring the mountains and going to the full limits! In the beginner group we were advancing quickly with four hours of skiing every day and, by the end of the week, we were learning to parallel ski and stop. It was a brilliant feeling!

When the skiing was over for the day, not all the fun was. We had a great time ice skating, shopping in the market, bowling and eating pots of Italian ice cream! The week went so fast. We all agreed that it was a great experience to be in a different country with our friends! Soon enough we were being welcomed home by our parents and heading home for Christmas. It was a fantastic holiday!

Sophie W., Mary Ward Alpine tourist of the week

My highlight of the trip was the last day because my group (the beginners) was taken up a slope that was half blue and half red. I was really excited because I had never skied before the beginning of the week and I was already going up a red slope! I also really enjoyed the après-ski activities. We went ice skating, swimming, shopping in a Christmas market, and visited a pizzeria and an ice cream parlour. Italian pizza and ice cream are definitely better than English ice cream and pizza! If I had the chance to go again with school I definitely would.

Isabella F-C.

Looking down the shining slope, many emotions passed through my mind; I witnessed great scenery and fear pumped through my veins. The snow was so magical that it was like a wonderland in a child's mind. I saw friends slipping and falling, but there was no end of happiness and laughter. Bruises and tiredness did not stop us. I look back and see the achievement that I have made and that didn't fail to put a smile on my face.

Hannah W.

One of the best activities was the ice skating. I haven't had much experience of it but I managed to get the pattern of the skating. At the beginning I was holding on to the side a lot because the ice was very, very slippery! My friend stopped skating halfway through because she kept falling over, but I managed to persuade her to come on again with me. I showed her how to skate and after some falls she managed it, and we had a great time! ●



Junior School pupils just 'do' it!

Our Junior School girls are as committed to 'Respecting self', 'just do[ing]' all manner of sports, fitness and outdoor activities 'Like a Girl' – and proudly so – as their older peers in the Senior School. Mrs Fiona McWilliam, Year 3 class teacher and Junior School sports co-ordinator, tells us about Year 3 pupils' enjoyment of sport.



The famous American basketball player Michael Jordan said, "Just play. Have fun. Enjoy the game." That is exactly what we want to encourage the girls to do at St Mary's Junior School, Cambridge. Success is dependent on effort and we aim to inspire all the girls, both those who have a natural inclination towards sport and those who don't. We teach a variety of disciplines and encourage sporting activities both inside and out of school. The girls often tell us of their personal sporting achievements and we celebrate those as well as the all-important school team games and matches, won or lost. ●

Year 3 pupils have shared how they feel about sport, giving us a snapshot of the enjoyment and importance of sport in their lives. At St Mary's Junior School, Cambridge we are determined to nurture and build on this enthusiasm.

"I like playing tennis because I can get out in the fresh air and be with my friends."

"I like netball because when I run I feel the fresh air."

"Playing netball makes me feel happy inside. I like being part of a team."

"I love netball, it's my favourite sport. I enjoy playing because it is good to be part of a team, it makes me feel good."

'Supporting each other throughout the school'

Mrs Kerry Owens, Junior School Deputy Head and Pre-prep co-ordinator, writes about 'Supporting each other' in Pre-prep.

'Supporting each other throughout the school' is one of the 12 Characteristics of a Mary Ward School and is central to everything we do at St Mary's Junior School, Cambridge. In the dictionary, support is defined as a "thing that bears the weight of something or keeps it upright". I like to think of that 'thing' as a tree. Imagine us teachers and parents as the roots. We take in all that the tree needs and pass it upwards, while keeping every part grounded and secure. The trunk is our whole school. Together we carry all the learning and guidance up to the branches and then on to the individual buds that grow into fully fledged leaves. Imagine the buds to be our youngest children, who open into the leaves. Of course, our little leaves need every part of the tree in order to blossom and grow. Children need the support of the adults and each other to make the whole system function. We shouldn't forget that the 'roots' wouldn't be here at all if it weren't for the rest of the tree.

So how do we all work together here in our school and keep the support system healthy? Every child needs support to develop their confidence and self-esteem. Right from the start of the Early Years we work hard to ensure children enjoy school so that they are excited and engaged with their learning. We allow them the opportunity to explore and take risks through a hands-on, Creative Curriculum. Children who are happy and confident are more likely to engage in their learning and be prepared to have a go. We help children build self-confidence through the guidance of our teaching and learning philosophy.

The children have learned about 'growth mind-sets', where they are open minded to challenges and not afraid of failure. The story of *The Tortoise and the Hare* makes this philosophy perfectly accessible to the youngest of our pupils and they have all learned to turn 'I can't', into 'I can't... yet!'

If our children get a little stuck along the way on 'I can't', the tree's roots and trunk take over in support. Of course, we never forget that the tree has individual parts. The teachers and Learning Support Assistants work together to identify the learning needs a child may have at a particular time, and support that child individually with encouragement and praise. Praise is the 'Miracle-Gro' of our school. Given in just the right quantities it spurs the child on and helps them to do their best, rather than comparing themselves to others. It also helps them develop some resilience. Our star pupil board in the Coach House displays certificates for individual achievements, which are awarded in assembly to very proud children.

Now, up to the branches and along to the leaves. Not all learning is academic; the children have emotional, moral and social needs too. Our Mary Ward values and strong House system are in place, and teachers and older pupils guide the younger children through House meeting discussions, which centre on themes related to our core values. What better way to explore these than with shared experiences? Year 6 pupils support Pre-prep children practically too, by helping them to settle into their early morning activities, playing with them at playtime and serving them their lunches. The younger girls have someone to look up to, and the older girls develop their nurturing skills.

So there stands our St Mary's Junior School, Cambridge tree; supportive, proud and strong. As Max Learner said in *The Unfinished Country*, "The turning point in the process of growing up is when you discover the core of strength within you that survives all hurt". ●



All about me

Miss Natalie Shale, Reception teacher, reflects on the beginnings of 'Respecting self' and 'Embracing diversity'; key Mary Ward characteristics that Reception pupils are taught from the start of their time at St Mary's School, Cambridge.

Reception pupils start the Autumn Term with their 'All about me' topic, and the girls always learn lots of interesting things about each other. We found out that sometimes we have the same interests as other people and sometimes we have different ones, and that each of us is unique in our own way. The girls enjoyed thinking about how we look and making pictures of our faces with play dough. ●



The Power of One

Year 5 pupils learned about "Respecting self" and 'The power of one' – Lila R. tells us all about it.

In the second half of the Autumn Term, we had a workshop from a group called 'The power of one'. They taught us all about bullying and how to deal with it. They explained it in a simple, yet effective way. Watch out for bullying, don't just stand by. That is just as bad as bullying, if not worse, which is truly horrible. Look out for bullying; it is hurtful, purposeful and repetitive. Those three things make up bullying. Also, don't bully. Think what it is like to be in those people's shoes. Venture into their mind, into their brain, feel what they are feeling. If you do bully, it's probably because a) you have been bullied or b) you

are upset. For both reasons, you should tell an adult, just as much as if it was you getting bullied. Another bad reason for you to be a by-stander is that soon the bully will get tired of the same victim. That is, if they don't tell an adult about their problems (the bully and the victim). Also, they might switch to you. You will be the victim. You will be upset. You will be getting bullied. Then, in the next stage, the victim gets so miserable, he/she starts to bully. This creates a cycle of bullying. So, if 'The power of one' workshop told me one important thing, it would be to always tell an adult, and stop the cycle of bullying. ●



Ladies Who Lunch

Aisling H-B, Lower Sixth student, tells us about the Ladies Who Lunch programme, organised by Dr Janka Skrzypek, Deputy Head of Sixth Form.

Ladies Who Lunch is an exciting opportunity which, as the name suggests, involves both ladies and lunch! Sixth Form students have the chance to hear different female guest speakers discuss their experience in a particular sector whilst eating in Ms Avery's study, appropriately enough called the parlour! This is beneficial in furthering students' interests and learning about a new topic, or even potential job roles. It is the perfect platform for students to be able to talk to experts.

A wide and fascinating range of lunches have been held.

On Monday 28 September Stephanie Copsey, Higher Education Adviser from the University of East Anglia,

gave girls some excellent tips on how to make the most of university open days. This included what to look for, who to speak to and different ways to prepare for open days. Girls in the Sixth Form know how quickly time passes, and it is safe to say that the time to look at open days comes around very quickly. This session was great preparation for the year, ensuring we know the best ways to make the most of these crucial visits. The main advice was to make sure to go to the events, not to be afraid of asking questions, and to make sure to do research in advance.



On Tuesday 6 October Nadia Khan was welcomed to Ladies Who Lunch. After recently returning from China, where she spent the year teaching English as a Foreign Language, Nadia shared her experience of teaching languages and taking a year abroad. The teaching profession, and year abroad option as part of a university course, proves to be popular among students. Nadia's advice about organisation and management in teaching English abroad was particularly useful. The session touched on both the emotional struggles, such as homesickness, and practical concerns, including visa issues, making it a very interesting and insightful talk.

On Tuesday 20 October Ellen Russell, from the English School of Business and Social Etiquette, spoke about behaviour in social and business situations. Etiquette is, of course, a fundamental element in achieving both politeness and success. This session taught the girls how to conduct a 'proper' introduction, including how to effect an appropriate

handshake. The girls learnt the importance of using the title 'Ms' in emails, and even about dining etiquette, such as asking others if they would like water first before pouring your own. The girls found the session extremely fun and informative and came away with many useful tips.

On Tuesday 24 November the guest speakers were our own gap year students from a sister school in Australia, Sarah D'Arcy and Mimma Roach. Sarah and Mimma discussed the benefits and challenges they faced during their gap year in the UK. Gap years are a particularly popular topic of conversation for the current Lower Sixth students, who are thinking about their future

plans, and many questions were asked and answered, such as where to find the right gap year experience, and how best to prepare for a gap year. Sarah and Mimma offered financial advice and reassurance on how to achieve the best experience. The key take away was that the best way to make the most of the gap year experience was to travel.

On Thursday 10 December the Ladies Who Lunch group welcomed Sister Anna Hawke, representing the Justice and Peace group at OLEM Church. 10 December marked International Human Rights day and so the session was particularly enriching as Sister Anna discussed human rights and social injustice. The rationale behind the work of the group was explored along with the issues the group deals and works with locally, nationally and internationally. Some examples given were the refugee crisis, climate change and homelessness. The session provided the girls with practical ways to honour Mahatma Ghandi's call, to 'Be the change you wish to see in the world'.

On Tuesday 12 January Mrs Judith Bates, former school governor of nine years, gave an enriching talk on her work for FAD (Fashion Awareness Direct). The FAD charity supports young people in bridging the gap between education and the fashion industry. Mrs Bates spoke to the girls about the history, daily business of FAD, and its aims. She inspired the girls, sharing her experiences of working to ensure the charity promotes a Christian ethos within the fashion industry by, for instance, respecting the dignity of a person through clothes.

Mrs Bates gave the girls advice about dressing suitably for an occasion, wearing clothes with confidence and using clothes

as an expression of themselves, and also encouraged the group to contemplate careers in the fashion industry.

On Thursday 28 January Tania Brint, personal and professional coach and trainer, spoke about the 'failure cycle'. According to surveys, the third Friday of January is known as 'Fail Friday' because by this point, the majority of people will have given up on their New Year's resolutions! By being held at the start of the New Year, the session equipped the girls with useful and easy strategies to ensure they would be able to achieve the goals they set for themselves. The girls were able to acquire skills that worked alongside vision boards, which they had begun work on earlier in January after another visitor to school ran a vision board workshop, suitably gearing them up for a successful and motivated year ahead!

On Tuesday 9 February Lizzie Duckworth spoke to the girls about her intentions for www.cambscene.com. Lizzie created the website to highlight free and fun things to do in Cambridgeshire. The girls learned about the process of setting up the service, and the influence of social media in promoting the venture to local people. Lizzie also introduced the girls to a series of inspirational and local bloggers and vloggers, encouraging the girls to take advantage of free events in



This is beneficial in furthering students' interests and learning about a new topic, or even potential job roles. It is the perfect platform for students to be able to talk to experts.

Cambridge – many of which were new discoveries for the group. The discussion of the positive aspects of the Internet, intertwined with reflection on the importance of online safety, made the session both informative and interesting. ●

Senior prefects reflect

Year 11 students Daisy K. and Isby S. reflect on the enjoyment of being senior prefects, a new role created for Year 11 this year.

Becoming a prefect was great! We had to apply and were interviewed for the role; this gave us an insight into how applications work and it is also quite exciting to have a role of importance in the school.

Being a prefect means being someone who younger girls can go to, if there is anything they don't want to approach a teacher about. We think it is a very important role for communication with the lower year groups, as for some girls it can be daunting. We are also given the chance to experience a leadership role in Friday's whole school assemblies, as it's our job to make sure everyone is respectful and quiet. We are glad that we have had these experiences and hope to be able to continue in similar ways when we are in the Sixth Form.

One of our biggest achievements was helping our Head of Year, Mr Paul Mallabone, to organise the Year 11 ball. We liaised with our form groups to put together a fun and memorable night that everyone would enjoy. We helped Mr Mallabone to compile a playlist that reflected the theme of the ball, Rock n' Roll, while still including some of our favourite disco classics. The event was a great success!

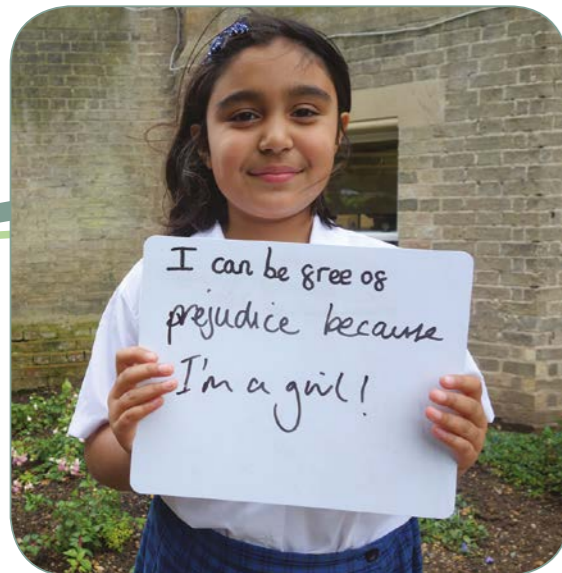
We feel it is important to make sure that Year 11 is an enjoyable year, as well as being a year of hard work preparing for examinations. To commemorate this, we have helped organise leavers' hoodies, which all girls will treasure for years to come as a reminder of their joyful years at St Mary's School, Cambridge. ●

The International Day of the Girl

Year 5 pupil Maia G. describes how her year group in the Junior School celebrated in November this year.

When we celebrated International Day of the Girl, we had to write slogans beginning with 'Because I'm a girl ...' Mine was "Because I'm a girl I can enjoy nature too!" I said this because in the holidays I don't just like sitting around being a couch potato and doing quiet things indoors. I like running in the hills in Wales, and rolling in the heather, and singing songs around the campfire with my cousins. In the open I feel free and happy, and it doesn't matter whether you are a girl or a boy. All that matters is that you are having fun with one another. I'm really inspired by some of the books I have read, like Arthur Ransome's *Swallows and Amazons* series. Even though they were written a long time ago, Arthur Ransome knew that boys and girls need to be able to go outside and discover nature without grown-ups telling them what to do. We all need to learn to take choices and learn to get good at the things we love. And girls can do that too! ●

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A visit from the Jamaican High Ambassador

In the Senior School we invited the High Commissioner for Jamaica to speak at assembly in March and this is what she had to say about the importance of education in terms of women's empowerment.

"Preparation for celebrating International Women's Day... at this point in your life I think that you probably take it for granted that as a woman you are able to achieve anything in your life. Am I right? Do you feel that you can do anything that you want? Be anything you want? I know sometimes you probably feel, 'oh I'm not going to make it – the stresses are too much; my parents are killing me; my teachers are making my life miserable; the boys are too horrible, or they're too friendly!'

But the truth is that it was not always like this! Women did not always have the opportunities that are open to you now. What I want to say to you today is to be thankful for these opportunities, which are now open to you, and take advantage of all of these opportunities! You're here at school. This is your work for the time being. Your work – when you get up, get dressed, and come to school – is to take in everything that is being offered, because you never know what you will be able to use at some point in the future.

You've heard that I've had many careers; I never, ever, in my life thought that I could be Jamaica's representative to the court of St James's (that's the full title). High Commissioner to the court of St James's! Do you know what that means? It means I hobnob with the Her Majesty the Queen! Look at me,

a poor little girl from Jamaica, hobnobbing with Her Majesty. And HRH Prince Harry, and occasionally The Duke and Duchess of Cambridge, and Prince Charles – he's my friend. But guess what, here I am!

How did I get to this point? I started out just like you. I was just sitting here and looking at this room we are in, and said to myself, 'this could have been my own school – an all-girls Catholic school – I have sat right here and had the very same experience that you are all having'.

How did I reach this point, where I am standing here talking to you, as a woman looking forward to next week when we celebrate the achievements of women? I'm proud that as a Jamaican, last year, the International Labour Organisation put out a report that says 'if you are a woman and you work in Jamaica, the chances are your boss is a woman'. In fact, Jamaica was one of the top countries where bosses are women. At the time we also had a female prime minister, although she lost the election and we now have a man again. Do you know why women have achieved so much in Jamaica? It is because they got an education, because the people who went ahead of my generation made sure that we would have an education.



continued from previous page

Did you know that up until the 1900s women couldn't vote? How many of you here today are looking forward to voting in June? Our sisters worked very hard to make sure that they were able to vote, and determine who would lead the government.

I am here to tell you that whatever it is that you want to be – you can be! If you want to be a nail technician, and give people like me these beautiful nails, you can be that; if you want to be a scientist, you can be that; if you want to be an artist, you can be that; if you want to be a teacher; you can be that; if you want to be an astronaut, you can be that – we've had some good women who have gone in to space. You might feel that life is easy right now, or you might feel that it's difficult – but you can be whatever you want to be.

I have eight brothers and sisters, my father was a welder and my mother was a housewife. It means that we were not rich – all the money we had my father worked for – but we went to school. When I was finished with my A Levels I was so tired of school! I didn't feel like I wanted to look at another book, and I took some time off. I had applied to the University of the West Indies to study Agriculture (because I had studied Science in school), but took two years off. Here in the UK there's a formal arrangement for a gap year – which is an excellent opportunity to see the world and the rest of the UK, and to become more mature before going to university, training or employment.

During those two years I volunteered at a legal aid clinic. I then applied to study Law, so I went and became a lawyer. I have been a lawyer, a teacher of law, a manager (in a large financial institution), I have been a senator (sitting in the equivalent of your House of Lords), I have been a Member of Parliament and Minister of Government, and after 25 years I went back to the practice of law, for four years. Then my government returned to power, and my Prime Minister offered me a role; she asked me to do something for Jamaica, to go away for Jamaica. It dawned on me she was asking me to be an ambassador. I have been here in the UK for three and a half years.

One of the things as women you have going for you is that you don't have to stay in one place all the time. If you want to, you can, but you can be anything that you put your mind to – anything at all. So I say to you, take advantage of those



opportunities. Your school offers you so many areas that are very interesting – and even if you're not doing those things to pass an examination, you can become involved and learn about them nonetheless.

What's important at each stage of your life is just to get what's required for your next steps. Soak up every bit of information that you can – and don't only concern yourself with what's in the books you're studying here! Read the newspaper! Watch the news! Listen to the radio. Watch the discovery channel or natural history channel. Soak up information to be able to hold conversations with anybody!

As deputy head girl, it was my job to escort the principal, Sister Bernadette, down to the school hall for assembly when the girls were ready, and she said to me 'well?', and I thought 'well, what?'. I realised that part of the role of escorting her to assembly was to be able to converse with Sister Bernadette. This was the best experience of my life; it forced me into learning about what was happening in the rest

of the world, in Sri Lanka (in those days called Ceylon), in Pakistan, about the Suez Canal, about the Middle East.

You have an opportunity between now and June to learn more about the world – about the UK and Europe, and where you fit into that. I'd like to suggest to you that you listen to those discussions, and open up your mind to what else there is outside of Cambridge, and outside of the UK. The world is your oyster – go out there and grab it! And just hold on to it and say 'I'm here for this ride!' It's going to be a fantastic ride. ●

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3

'Embracing diversity'

Year 11 boarders 'Embracing diversity'

Year 11 students, Roca C., Jesslyn F. and Jacqueline L. reflect on the challenges and the joys of life as full-time boarders through the Mary Ward value of 'Embracing diversity'.

Life as a St Mary's School, Cambridge boarder is about being a part of a real community or, should we say, family. We have been lucky to make intense friendships with our fellow boarders, as we have experienced the closeness of living together since the beginning of our boarding life. All of us support and love each other despite the fact that we come from a wide range of backgrounds, both socially and culturally. Because we are all away from home, the bond between us is particularly strong.

We do face challenges when boarding. The one that every boarder can relate to is being homesick. When the three of us first arrived, in Year 9, we did not know anyone at first and were not familiar with the new environment. With the help of many welcoming friends we became less homesick and more engaged in this new school. Now, in Year 11, we are often stressed about examinations and school work and, as we get more tired, we are more likely to miss home. Fortunately **we are like a family and depend on each other; we all work and play together, which makes life in boarding more relaxing and fun. We always stand tall and overcome issues together, and we each know that we are not facing challenges alone.**



The annual Boarders' Concert is one of the highlights in boarding. There is a wide range of performances, such as singing in different languages, dancers performing cultural or contemporary dances, and people playing various instruments from different countries, such as the guzheng. The rehearsals for the Boarders' Concert, which involves all the boarders from Year 7 to Upper Sixth, build up a great sense of community among us. Every boarder has the same goal, which is to make the concert worthwhile and unforgettable for everyone.



We also have team-building activities twice a year, where the whole boarding community is put into groups with people we might not yet know very well, and play games against other groups. In these events, we improve our team work and communication skills and learn to trust one another. We also make new friends from different year groups throughout the activities.



Boarding is very enjoyable, especially because of the friends we have, supporting each other when we need help. We become more independent and organised each day. Throughout the two years we have been here we have developed important life skills for when we are older. We know how to use the washing machine, cook our own food at the weekends, and pack the most relevant items into our suitcases for term breaks and Exeat weekends. **We have all matured a lot as individuals and boarding has made us well prepared for the future. We will always be proud to have been a boarder at St Mary's School, Cambridge and we have made friends for life.**

"...we are like a family and depend on each other; we all work and play together, which makes life in boarding more relaxing and fun."



A reflection from a Senior Housemistress



Ms Catherine Fayter, Senior Housemistress, joined St Mary's School, Cambridge in 2015. She tells us about the new experience and life from a boarding perspective.

The role of Housemistress is many things: it can be demanding, a considerable responsibility, and very much a privilege - one that I would not swap for the world. It requires a person to be multi-faceted: compassionate and diplomatic, with a healthy dose of pragmatism, and a sense of the absurd certainly helps! Stamina is also important since in boarding the day never really ends - lights go out by 10.30pm, but you never quite know what might happen in the night: from high temperatures, or students sneakily working too late, to the desperate need for spiders to be extracted from little ones' bedrooms, it all happens!

Before I took on this role, everyone I spoke to in the sector said the same thing: "Every day is different, you can never predict what might happen" - the cliché has proven to be true! We expect the unexpected, and jump into different roles at a moment's notice. One minute we may be reassuring a homesick child, the next celebrating someone's achievement, then dealing with a friendship issue or anxiety over schoolwork. We are on the frontline, witnessing the trials and triumphs of teenage life, and work to support the girls to the very best of our abilities.

Occasionally I am asked, "But what do you do all day when the girls are at school?" The answer is that there is a full and varied workload to keep me busy during the day after the girls have been safely dispatched. I liaise between academic staff and parents, write reports, deal with student concerns, and organise trips and activities. Our phones are always on and our doors are always open!

In boarding, pastoral care is paramount, and we work hard to ensure the girls feel safe and happy. I think it's very important to keep an open dialogue with the girls about how to make their house a home. This is fundamentally what underlies the work we do - it's a home, a family, albeit a very big and varied family! Living in this environment teaches not only the girls but also the boarding team valuable life skills, such as resilience, compromise, and compassion, and how to use them. Every day I'm pleased to see the girls using these skills to build strong friendships, and to contribute productively as members of a positive and caring community.

We are also a culturally diverse community. I'm lucky to work with girls from all over the world, who bring with them a vast wealth of experiences, skills and different traditions, and this enriches the life of the school immeasurably. We actively celebrate our international identity within boarding, whether this be through international cooking sessions, talks on global politics, celebrating Chinese New Year, or the girls working together on the annual Boarders' Concert - something I was excited to see for the first time this year.

My role is one I feel very fortunate to have; as Housemistresses we see first-hand the development of the girls through their experiences, both happy and sad. I get to laugh wholeheartedly at least once a day, and I am continually learning from the girls. It is greatly rewarding to be part of the girls' transformation from childhood to independence, working alongside the rest of the team at St Mary's School, Cambridge.

Aboriginal people



Mrs Kerry Owens, Junior School Deputy Head and Pre-prep Co-ordinator, explores the Aboriginal people of Australia through an Art project with Year 2 pupils.

Year 2 pupils learnt about the Aboriginal people of Australia as a part of their Geography studies, to compare two contrasting localities: Cambridge and Uluru in the centre of Australia.

We talked about the Aboriginal people, how they were uprooted from their land, and how the children were sent away to live with other families. We discussed how the Aboriginals lived a very different life, using their land and surroundings and needing very little else.

The children loved watching the traditional dancing and storytelling with didgeridoo music. I read the Dreamtime story of Goorialla the Rainbow Serpent and how he made the land and the animals. They watched Aboriginal artists painting and tried out painting in the traditional earth colours with a painting stick. The girls also drew 'X-ray' pictures of Dreamtime animals.

Young children have a strong sense of justice and felt the Aboriginals should be given back their land. The group was horrified that families had been split apart, and most agreed they would not want to climb Uluru because it was such a special place for the Aboriginal people. We shouldn't underestimate the strong, innate sense of fairness that very young children have, and such challenging concepts as diversity and equality are brought to life through Pre-prep curriculum topics such as this.



Chinese Mid-Autumn Festival

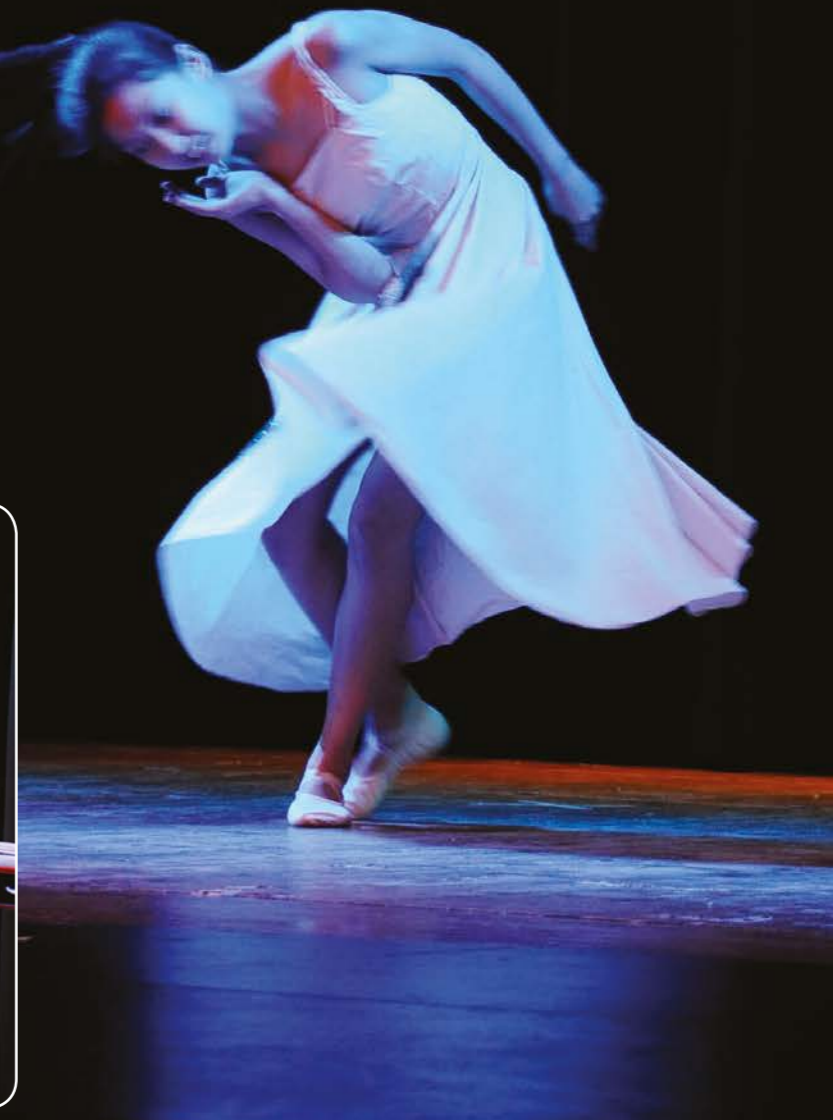
In October 2015 more than 50 girls took part in the Chinese Mid-Autumn Festival. Some girls were native speakers of Chinese or Cantonese and many others were Mandarin Chinese learners. Mrs Yan Gao, teacher of Mandarin and organiser of the Mid-Autumn Festival, answers our questions about the celebration.

What is the Chinese Mid-Autumn Festival?

The Mid-Autumn Festival is one of the five most important traditional Chinese festivals. It is the full moon of August, according to the Chinese lunar calendar. It means a lot to Chinese people, especially women. In ancient China, married women were only allowed to visit their parents on a few days during the year and the Mid-Autumn Festival was one of those days.

How is it celebrated in China?

It is time for family reunion with a feast at home in the evening, normally in an open area, such as a garden. 'Must Dos' are appreciating the moon and eating mooncakes! In big families, adults will watch the talent shows put on by the children of the family. In ancient China it was quite common for three or four generations to be living together, and men were allowed to have more than one wife, so there might be more than 10 children in a family. Families without a child or with a small number of children may join their neighbours or friends to celebrate the festival together.





What is the significance of mooncakes?

In the famous legend, Hou Yi is sad because his wife Chang E has taken an immortal potion and floated away from the earth to the Jade Palace. It happened during the Mid-Autumn Festival, and he put mooncakes, which Chang E loved, on a table in the garden in hope that Chang E would be able to come back, and wished that no families would be separated like Chang E was from him. What's more, traditional mooncakes are round and in Chinese the word 'round' and 'complete' or 'perfect' sound the same, so mooncakes are a symbol of perfection.

Why is the festival an important event for St Mary's School, Cambridge?

For us, the meaning of the festival is family reunion. Our school is a community, and a big family, which consists of students, their parents, staff and governors. Events like this help us to enhance the connections between members of the community.

We have a lot of international boarders too, and the Mid-Autumn Festival is the very first festival that our new Chinese boarders will have to spend in the UK, when they will miss their family reunions. The event helps them to feel less homesick and feel truly welcomed to the community of our school. In addition, as the boarders are supposed to speak English at school they may not usually have a chance to show the rest of us how talented they are in their first languages, as they conduct most of their day in English. This is not only an opportunity for them to celebrate their own culture, but also to gain more self-confidence by performing something they are really good at.

We offer Mandarin Chinese as one of the Modern Foreign Language options, and Chinese culture is an essential part

of this curriculum. I believe it is better for girls to experience it first-hand rather than learning it in class from books. Since Chinese is such a different language to European ones, I would like the girls to enjoy learning it in various ways such as poem reciting, singing and plays in Chinese, and the festival offers students' parents a chance to witness and be proud of their daughters, who have made so much effort and have achieved a lot.

What were the 'stand-out' performances?

I have to say they all performed really well. The ones I think really engaged the audience were Jennifer S. dancing as Chang E, Peng W. performing Cai Die Wu Xia on the piano, the Year 9 learners of Mandarin acting in Little Red Riding Hood and Goldilocks and the Three Bears in Chinese, and the Year 7 learners of Mandarin reciting and singing Chinese songs. Also, **the two MCs did a great job. It was not easy because English speaking Lucy C. introduced each performance in Mandarin, while Chinese speaking Grace Y. introduced acts in English. I was very proud of how hard all the girls worked, rehearsed and supported each other.**



Praise of the girls' performances



Mrs Valerie Bevan,

Head of English as an Additional Language (EAL)

I thought it was a lovely idea to have a Chinese-speaking student doing most of the English commentary and an English-speaking student doing the Chinese; it did credit to both. The piano solo with which Peng opened the show was a delight – authentically Chinese and yet readily accessible to ears attuned to the European classical tradition. Indeed all of the soloists were impressive in this respect; there was not one whose performance did not engage the audience. Perhaps the star of the show – because her style of performance was so new to us – was Jennifer, whose exquisitely graceful dance literally brought tears to my eyes. It was a revelation. The modern dance, which showed off the international dance skills of some of our boarders – East meets West, with a bang – was also justly popular with the audience. I thought it was a very good idea to have the girls re-enact fairy tales in Chinese so that those who knew no Mandarin could still follow what was going on – although I would have loved to have had subtitles! That the girls were able to act so fluently and confidently, despite having had so little time to rehearse, did both them and their teacher great credit. It is clear that Mandarin – and Chinese culture in general – have found a fertile soil in which to flourish at St Mary's School, Cambridge. Last but not least – the mooncakes were delicious!

Miss Sonia Josiffe,

PE teacher and Head of Year 8

What struck me most was the real sense of integration between our international students and our English-speaking girls. Jennifer's dance was beautifully performed; you could see she was fully immersed in telling the story.



Miss Jane Early,

Head of Learning Support

I thought the evening was great fun! I thought the dancer, Jennifer, was outstanding – a beautiful and elegant piece. The little plays were great, so funny. It was lovely to hear the English-speaking girls speaking Chinese! For me, the icing on the cake was seeing the English-speaking girls and the Chinese speakers working so closely alongside each other, especially the MCs. Real integration!



Birthday celebrations

Ms Joy Warner, Senior Housemistress, enjoys the wonderful diversity of birthday celebrations throughout our boarding community.

Birthdays are very important in boarding. I have worked in three very different boarding schools over the last 10 years and the one activity they all had in common was the celebration of birthdays. Birthdays are an incredibly important time for the boarder, a day ordinarily spent with family can make the absence of parents and siblings feel more acute, and so boarding staff make sure a boarder's birthday is marked in house with a gathering of friends and peers, making it as special as possible. This year, 'Embracing diversity', I started to think about how we celebrate birthdays and wonder if there were differing factors in the celebration of birth across the world, as well as common factors.

Starting in England, in Bateman House in particular, we take the celebration of birthdays rather seriously. There is always cake, a 'must' for any birthday celebration, a gift, and most importantly a gathering together to sing *Happy Birthday* and cheer the birthday girl. Last year one of the Upper Sixth boarders rushed to halt the cutting of a birthday cake by the birthday girl, explaining that if she cuts to the bottom of the cake she wouldn't get a good husband! Once the initial alarm at the thought of how many birthday cakes I had cut through to the bottom had passed, I started to think about birthday traditions. How do we commemorate birth across the world?

I consulted the boarders. In Hong Kong, it is thought by some that the birthday celebrant must only cut half way down the cake, then the person whose birthday is next must continue the cut down to the bottom to ensure the celebrant gets a good husband. In Australia, some believe that if the knife comes out of a cake dirty the celebrant must kiss the nearest boy. In Nigeria, some Christians spell the name of Jesus before cutting their cake, whilst others receive money from their party guests. In parts of China noodles are eaten as they symbolise longevity. In the Maldives, it is more common for the individual whose birthday it is to give cake to their friends and neighbours than it is to receive cake themselves.

In England, we make a wish as we blow out a candle or as the cake is cut. What we did discover was that in every country represented by the boarders, family and friends gathered together and sang to the birthday girl (or boy). The different traditions I have encountered over my years in boarding are varied and interesting and what links us all is the celebration of birth through the giving of gifts, the coming together and the singing of *Happy Birthday*. I know that I will never again cut to the bottom of a birthday cake without thinking about the consequences!



The International Fair

Lower Sixth student Aisling H-B. and Year 10 students Nina H. and Shriya B-V. celebrate the St Mary's School, Cambridge International Fair, which took place in November 2015.

The International Fair is an annual event at our school, and it is fair to say it is one of the most enjoyable!

The event celebrates diversity within the school and the world as a whole. Girls are exposed to a variety of diverse cultures in one of the most intimate ways – by tasting food from many different communities. On 9 November 2015 Senior School students had the pleasure of experiencing over 30 different dishes, from over 20 different countries. Some of the highlights included sushi from Japan, Anzac biscuits from New Zealand, and American pancakes from the US.

The event is organised by the Senior School's International Committee, led by Mr Mike Hemingway, and girls who are not a part of the committee are also encouraged to participate. The participants decide on the country they wish to represent, and then prepare and cook the food that they enjoy as a team. Although there is the occasional lingering smell of burning butter during preparation, the process certainly entails many laughs!

The focus of the celebration is not just the food. The International Fair also highlights different traditions from various countries too. Each of the stalls serving food also displays a board on which handmade posters of the country are pinned, along with pictures of famous landmarks in country, and traditional activities for the visitors to do. There are also a guaranteed dozen or so flags being waved around the room throughout the event.

Held in Halls A and B, the stage is used to its full advantage. Performances by the girls are sustained throughout, including Irish dancing and bilingual singing. For the first time this year the serving of food came with an added twist; food was rewarded only after visitors had played each stall's game – for instance guessing which cup the food was hidden under, or trying to pronounce common names from a country. Can you pronounce the Irish name Diarmuid? If so, you just earned yourself some potato bread!

One of the most treasured 12 Characteristics of a Mary Ward School is 'Embracing diversity', and through the celebration of all of these cultures with enriching activities, this is successfully achieved. St Mary's School, Cambridge has students from almost every continent, and it is an important part of the school's ethos that this fact is treasured, ensuring that girls across the school form an appreciation for the rest of the world. The International Fair is an excellent way of doing this. Everybody is very much looking forward to the arrival of the next annual International Fair. ●





A Sixth Form adventure in Venice

Janice F. remembers five magical days exploring Italian culture in Venice.

On 23 October, our flight took off for Venice on a misty night, marking the beginning of our trip. We arrived the next morning with sleepy eyes and tired bodies. When we stepped onto the vaporetto, these feelings were swept away by a breeze with a tinge of salt and a breath-taking view: glamorous hotels, houses, and dull ash-grey buildings standing side by side; the shimmering reflection on water casting a fine golden mist over the scene; the intricately-designed dome of the Doges' Palace erect and vigilant, silently keeping watch over the City of Water.

Over the few days we took in as much of Venice as we could. St Mark's Square was one of our earliest stops. There, holding our gelati, we strolled along alleys of Italian snacks, handmade goods, Venetian masks, and leather bags. It is hard to imagine

that within the confined and narrow alleys, there can be so much life and excitement, so much so that one would soon imagine the alleys as more than just alleys, as if there was some sort of grace in their age and endurance.

We then visited the Doge's Palace. We were amazed at the sheer size of the palace, but were completely in awe walking up the Golden Stairway, being surrounded by gilded walls. The stairway led to various chambers in which the Senate, Council of Ten, and the Great Council would have met. They were vast, painted with gold and adorned with paintings; windows draped by crimson curtains. After that, we scuttled through the prison at the basement of the palace, where we observed the paintings and writings left behind by prisoners centuries ago. The dimness sent shivers down our spines.

We also visited the Grand Canal nearby St Mark's Square. Being a tourist hotspot, there were lots of little seafood restaurants along the canal, adding to the hustle and bustle of the area. We then went on gondola rides in groups. It was a calming experience to just settle down comfortably in the gondola seat, without worrying about homework or examinations, and listen to the lapping of water and the rhythmic creaking of the gondola.

The island Murano was our next stop. Murano is well-known for its high quality, artistic glassware, made locally. We went to a factory where we observed how people made simple transparent glass vases and more complicated colourful glass statues. **It was a fascinating process and we left the factory with a new sense of appreciation for small things that we sometimes overlook.** After that, we had the opportunity to explore the area and to purchase some glass souvenirs ourselves.

One of the highlights in Venice was attending the Mass at St Mark's Basilica, which is the most famous church in Venice. The whole ceremony was spoken in Italian, and some people were not Christians or Catholics, but it was so wonderfully executed that none of those things mattered. The Basilica itself was furnished with gold, heavily yet not excessively decorated with statues of saints, and the sweet hymns sung by the choir rang throughout the whole church, echoing back from time to time. **The sermon and prayers were conducted with such tranquillity that one does not need to fully understand the language to understand the beauty behind it.**

We returned to London missing our new home and our last gelato in Venice. In spite of our exhaustion, **all of us were content and grateful, having spent the half term with beautiful people in a beautiful city.**



A classically civilized trip to Rome

Upper Sixth Classics student, Isabella G., recalls a glorious trip to Rome.

Over Easter, the Classics department took us away for three days to the city of Rome. We arrived just after lunch and in no time we were wandering past the Spanish Steps and through the streets of Rome.

First we visited the Ara Pacis, where we studied the sculpture around the altar and looked at busts of Augustus and other significant Romans. We then visited the oldest ice cream parlour in Rome – Giolitti. The queues stretched out of the door, but the ice cream was so incredible and mouth-watering that it was definitely worth the wait! Next up was Piazza Navona where we were able to wander around independently, admiring the beautiful architecture and fountains, before we all gathered together for dinner, where we ate the most delicious pasta.

The next day was my favourite. We woke up to an Italian breakfast at the hotel and then promptly went out to do some more exploring at the Basilica of San Clemente al Laterano. This church

was fascinating as we were able to see 2000 years of history, because of the three tiers to the site where the Romans had built churches on top of existing ones. We saw mosaics, engravings and tombs, giving us a real sense of Roman civilisation. Afterwards, of course, we had to get another Italian ice cream, and then we eagerly headed off to the Colosseum, which we were all most excited about. We were instantly overwhelmed by its size and beauty (and by the number of people with selfie sticks!). We went inside, climbed up the many steps, definitely burning off our ice cream, and walked out into the central area, where we could clearly envision the Roman Emperors sitting as the gladiators came out to fight.

Later we found an amazing pizzeria where we were able to sit outside in the sun with the Colosseum as our lunchtime view. That afternoon we went to the Trevi Fountain and threw in coins, as is tradition. We were told by an elderly couple that throwing one coin means you will return to Rome,



throwing two coins means you will have an Italian romance, and three means that you will marry an Italian – so we scraped together all of our loose change! The fountain was breath-taking, with the sun reflecting off the white marble, and its incredible size adding to the impression.

The next morning was unfortunately the last day, but we definitely made the most of it and took a train to the ancient town of Ostia, where we wandered around the ruins, seeing the old theatre and markets, which had engravings on the ground indicating what was once sold there. Finally, we visited Circus Maximus and the River Tiber. The trip was absolutely amazing, and we were definitely all sad to leave and return home. ●



4

STEM focus

Science Hub opening

The school continues to make wise investment in developing its infrastructure for the benefit of our students. We were very grateful to the Bursar and his team; the Domestic Bursar and his team; and the Works team for a substantial co-ordinated effort over summer 2015 to create a beautiful new Science Hub ready for teaching and learning in September. We were delighted that Dame Mary Archer graciously agreed to act as Guest of Honour to open the new facility. Herewith, the speech that Headmistress, Charlotte Avery, made at the opening ceremony in September 2015.



"I am delighted to be welcoming you all here this evening to celebrate the launch of our Science Hub.

This is the first fundraising development project that I have undertaken as Headmistress and I would like to thank every single parent, student, staff member and governor (past and present) who has contributed to this initiative. The PTA has this week kindly donated £5,000, sponsoring five elements. All these donations, underpinned by substantial investment by the school, have enabled five new laboratories to be built, creating our Science Hub, which additionally includes another two previously upgraded laboratories.

We are delighted that this, our first fundraising initiative, has been formally recognised: we have been shortlisted for the TES Independent School Awards in the 'Fundraising initiative of the year' category and investment in Science could not come at a more crucial time.

We are all too aware that, despite clear imperatives and multiple initiatives to improve diversity, women remain under-represented at all levels in every STEM discipline, bar Medicine. It is well understood that everyone needs role models and young women in Science certainly gain much from distinguished female scientists who illuminate the path ahead. I am delighted therefore that Dame Mary Archer has graciously agreed to be our Guest of Honour and to open our Science Hub. Dame Mary inspired me as a school girl in London in the 80s when she spoke about green energy, and she has continued to inspire many; most recently, as Chair of our national Science Museums Group and, previously, through her oversight of Addenbrooke's Hospital Trust.

Government statistics reveal that there is a worrying lack of applicants for teaching jobs in the sciences. We are so fortunate to have an impressive team of Science teachers to inspire our students, including very impressive female role models to help avoid gender stereotyping, including our Heads of Chemistry, Physics and Biology.



11 to 16, offers a new approach to encouraging girls to consider the long term merits of choosing STEM subjects at both GCSE and A Level, expanding their general knowledge and skills, and preparing them for successful and rewarding career opportunities.

I know that our girls and their inspiring Science teachers have enjoyed using our new Science Hub this term, and I do hope that you have the chance, before leaving this evening, to tour the laboratories, talk to our teachers, be inspired by the displays, and understand the commitment of all at this school to provide a first-class learning environment to inspire innovative learning for all subjects, including Science. We are confident that our new Science Hub will provide the perfect platform to nurture female scientists of tomorrow and to continue to break glass ceilings!

Thank you all so much for coming to support our launch and it is with great delight that I now hand over to Dame Mary Archer." ■

The national and international picture regarding Science take up in schools is equally bleak from another perspective. A lack of Science graduates to deliver high quality and inspiring Science lessons in turn besets attempts to encourage all students, boys as well as girls, to take up the sciences at A Level and thereafter at degree level. In particular, girls tend not to select, or perform well in STEM subjects. That said, girls educated in single-sex environments are bucking these trends. Research presented at the US 2015 National Coalition of Girls' Schools conference concludes that "girls' school graduates are six times more likely to consider majoring in Mathematics, Science, and Technology and three times more likely to consider engineering careers compared to girls who attend co-ed schools". We are extremely proud that Mathematics and Science A Levels continue to be our most popular subjects and many students go on to read Science and science-related subjects at university.

A third point to consider: women continue to be vastly underrepresented in STEM careers. A recent Fawcett Society's report presents reasons for the 'leaky pipeline' of female participation in STEM including: a lack of female role models; the influence of gender stereotypes; and a lack of transparency around recruitment for senior positions. Clearly all-girls' schools such as ours have a significant role to play. Once again, we are involved in a pioneering project, working closely with WISE, a campaign which inspires girls and women to study and build careers using STEM, with a mission to get one million more women into the UK STEM workforce. WISE has created a new project, which St Mary's School, Cambridge was asked to trial in the Summer Term with our Year 8 students. The project, aimed at school girls aged



GSA Girl Power: Biotechnology and Engineering



Dame Mary Archer responded very graciously as follows, before cutting the ribbon.

"Ms Avery gave me a sneak preview of the labs and the first thing I want to say is, what a triumph! What a triumph of design, of aesthetic, of feel, of coherence. It says something very powerful about the importance of Science in education that you have made such an investment in facilities that are not only first class technically, but first class aesthetically. So I do congratulate you on what has been achieved.

I can only echo Ms Avery's words in saying how important the STEM subjects are to the future of this country.

"We are all crucially dependent, not necessarily on being professional scientists, but being literate in science. We can all read, we can all write, but we can't always appreciate the basis to which our prosperity, our progress, our improvements in life expectancy, are based on science."

At the Science Museum, where I'm so much enjoying a new phase in my career as Chair, the Prince of Wales opened a gallery called 'Engineer Your Future', which is aimed at teenagers. It's a place where you can go and play interactive games: you work in a team to solve a problem, for example build a Moon Rover whose wheels won't fall off when it goes over rugged terrain; build a bridge that won't collapse when a car goes over it; design a traffic system that doesn't snarl up ambulances getting to A&E. These are very practical problems and it's been wonderful to show people what engineers do. Understanding the part that science and engineering and mathematics play in all our lives is so important to building science capital in the country, and to helping young people, and particularly girls, see the full range of career options open to them.

St Mary's School, Cambridge is a wonderful school and you have a wonderful enhanced facility for Science here. It's my great honour and pleasure to declare the Science Hub officially open!"



Every other year since Ms Charlotte Avery has been Headmistress she has orchestrated a Science Day, in conjunction with the Science and Careers departments, with a focus on building awareness of the diverse range of career opportunities in STEM. The focus for the day in October 2015 was on biotechnology and engineering and was hosted in conjunction with, and at, the University Technical College (UTC) Cambridge. We were delighted to call on Dame Mary Archer to open the day; Mary is a true supporter and friend of the school.

Lower sixth student Ellen C. reflects on the GSA Girl Power event.



a multi-disciplinary team and in multi-disciplinary roles, and to have a wide and varied career.

Among the speakers were Dame Mary Archer DBE who spoke about *The Science of Good Health*, and Dr Jasmine Fisher, Senior Researcher at Microsoft Research Cambridge and Group Leader at the Department of Biochemistry, the University of Cambridge, who shared her journey to career fulfilment. A panel of women scientists and engineers from CamAWISE and STEM Team East introduced the students to the diverse career paths in STEM, discussing why they enjoy their work, what motivates them, and whether they perceive there are particular issues facing women within STEM careers. Additionally, Professor Cecilia Mascolo, Professor of Mobile Systems in the Computer Laboratory, University of Cambridge,

More than 250 female students aged 15 to 18 from 13 state and independent schools in the Eastern Region attended the GSA Girl Power: Biotechnology and Engineering conference organised by St Mary's School, Cambridge in partnership with UTC Cambridge, to gain insights into scientific careers.

"The day aimed to show girls the range of opportunities that a career in science can offer, including the ability to work and travel abroad, to work in a multi-disciplinary team and in multi-disciplinary roles, and to have a wide and varied career."

The aim of the conference was to allow students to hear from inspirational women who came from across the globe and a wide range of fields and have a shared passion, energy and determination for science. The day aimed to show girls the range of opportunities that a career in science can offer, including the ability to work and travel abroad, to work in



continued from previous page

introduced the girls to the secrets of mobile phone sensing, while Dr Hilarie Bateman, Admissions Tutor, Murray Edwards College, University of Cambridge, talked to the students about university applications. Further careers presentations included an introduction to opportunities for scientists in drug discovery, by Dr Urszula Grabowska, Contract Research Organization and External Collaborations Manager at Medivir.

There were also break-out sessions, which enabled the girls to get involved with practical experiments and discussions on subjects ranging from Nanotechnology, with PhD students from the University of Cambridge, to human-centred design, where the students used ideation cards to think creatively about how digital systems could and should be designed (led by Ewa Luger, a postdoctoral researcher at Microsoft Research Cambridge).

This inspirational conference enabled the students who attended to gain a much greater insight into the sheer diversity of roles at the cutting edge of scientific research and implementation. It is hoped that this will inspire more girls to pursue these subjects and go on to access a career in science or engineering in the future, and will give the girls passion, energy and determination in their chosen careers. For many generations the scientific field has been dominated by men, however, through events like this we hope that the students who attended were encouraged that they are not alone on their journeys to a career in science, but have many inspirational women who are willing to support and inspire them. A key driver for so many of these inspirational women has been the desire to make a difference, affecting people's lives for the better and applying science to everyday life. ●



Three Year 10 girls reflect on their highlights from the event.



We listened to talks from many different women in science, with jobs ranging from architectural advisors to Mathematicians. I found the talk by the Astra Zeneca representative about drug development very interesting, especially since I am interested in studying Chemistry when I'm older. The other talk I found particularly interesting was *Beyond Instagram, WhatsApp and Snapchat*, which was about the iPhone and all the things you can do with it. For example the speaker showed us how you can collect data about people's habits from iPhone use.

I thought that the day was very useful for me as it showed me what a range of careers there are in STEM and what I could do in the future. It showed me how women shouldn't abandon the idea of a career in science just because they are female.

Lydia S.



My favourite part of the day was a hands-on Nanotechnology activity, *Why you shouldn't shrink down to the nano scale*. In small groups we walked around the tables with displays and presentations about the effects of being at the nano scale. We learnt about how liquid changes the smaller you get, and how if you were shrunk to the size of a pinhead even water would be a severe challenge. It would be like wading through thick syrup: this was demonstrated with wind-up toys which struggled to even move through the liquid. Next, we learnt how colours change, and how crystals are used to project colours such as in TV screens, which have two green crystals, one red, and one other colour. This is because the human eye sees more green than other colours. After listening to some more mini talks and learning about the dangers of being ant-sized, we were all glad to never be shrunk down to the nano scale!

Lucy T.

My favourite talk was by Professor Cecilia Mascolo, *Beyond Instagram, WhatsApp and Snapchat*. I found it fascinating to learn all about mobile phone sensing and the ways in which companies use social media to connect with our generation. It was a very educational and intriguing set of lectures that have influenced my motivation to learn more about STEM. I also enjoyed listening to the different career paths that STEM had provided for the speakers, and it showed me how I can benefit from a career in STEM and how I can contribute to the science world.

Gabby A.

Headmistress, Ms Charlotte Avery, closed the conference with this brief reflection.

"Our aim for the day was to open the students' minds to the wonderful array of possibilities available now and in the future regarding scientific careers and to enable the girls to think and operate confidently as women and as potential scientists.

It is evident that there are so many careers in STEM, and you can create new ones too! Careers in these areas are enjoyable, fun and flexible. And so a final thought from the speakers themselves:

Jasmin's message:
'Be bold, take risks and enjoy the road'

Sridevi's message:
'Have focus and patience and you will get there'

Nikita's message:
'Science knows no gender'

Azu's message. literal and figurative:
'Keep looking upwards'

It really was an inspiring day!" ●

Making sustainability work



Our dynamic and committed Head of Science and Head of Chemistry, Dr Cristina Alves Martins, has developed an evolving programme of activities over the past two years to create a uniquely interesting and engaging Science Festival to run in parallel with the University of Cambridge's fortnight of celebrations in March.

During this year's Science Festival, students at St Mary's School, Cambridge enjoyed a multitude of opportunities to explore and learn more about sustainability, a theme that has made and continues to make major headlines and lies at the heart of the new 17 Sustainable Development Goals (SDGs) published by the United Nations (UN) in September 2015.

Students from Year 7 to Year 10 explored activities that focused around four of the UN SD goals: clean water; life on land; responsible consumption; and clean energy. Activities were designed with the aim of actively engaging students in understanding what we can do to reduce, re-use and recycle resources, and to look after our planet.

Year 7 to Year 10 students learnt about clean water through the building and testing of a simple water filtration system using a range of materials. Each material was aimed at separating different sized particles and dyes dissolved in water samples. Such activities allow students to develop a greater awareness of the importance of waste-water treatments. Year 9 students analysed several water samples for their chemical content and assessed safety of samples for human consumption.

Life on land was explored through the setting up of wormeries that allowed Year 9 students to learn more about how organisms, e.g. worms (acting as detritivores) bring about decomposition of waste matter. Mushrooms as fungi and important decomposers were grown from various substrates by Year 9 students, and Year 8 students grew plants from cuttings, as a form of asexual reproduction. The latter was also investigated by observing the budding of yeast under microscopes.

"Activities around responsible consumption involved turning milk into plastic to make buttons and other items, like those made in the early 20th century including jewellery made for Queen Mary I."

Students in Year 10 also made their own recycled seed paper, giving 'new life' to unwanted paper. Recycled paper was turned into sheets of new homemade paper, embedded with seeds of flowers. Such paper can then be used to create cards, gift tags, and wrapping paper, which can, in turn, be moistened and the seeds germinate back into new plants!

Turning empty water bottles into decorative flowers proved to be an exciting and popular activity which encouraged students to reduce, re-use and recycle plastic waste creatively. Last but not least, a glimpse into some of the innovations currently in development to ensure the delivery of clean energy in the future was given through opportunities to play with a model wind generator, photovoltaic cells (solar cells), a solar heating panel, a water wheel connected to a dynamo, and a hydrogen fuelled cell car that can run on water. We eagerly await what is to come in the near future. ●



A fascinating Physics trip



Year 11 students Ellen J. and Jemima C. tell us about a fascinating Physics trip to the Cavendish Laboratory in Cambridge in late September.

The Physics trip to the Cavendish Laboratory was a fun-filled, interactive event that we all enjoyed. First, we learnt about the 'Atomic Weapons Establishment'. We talked about energy and did some experiments to conclude the session. We then met a physicist who told us all about MRI scanning. It was very interesting and one member of the group even experienced what it would be like to be in a brain scanner, which was very entertaining! Next, we learnt about 'Team Crocodile: Fuel-Efficient Car' which was very informative. We learnt the physics of different tyres making all the difference to how fast your car goes, and how to make a car more fuel-efficient.

After a short break we headed over to the Material Science and Metallurgy department, where we were told about hydrocarbons and how temperature can affect the qualities of polymers. We did an experiment with some putty and nitrogen, which represented how polymers can change their qualities with a change of surrounding temperature. We were all handed a piece of putty to play with at the end of the session, which we were pretty pleased with. In the penultimate session, we visited the 'MathWorks' physicists who had developed a two-wheeled robot which could stand itself up.

Having played around with the robot for a while, we had a quiz about some famous physicists and were given prizes for correct answers – I can't say that wasn't an incentive to get stuck in. Finally we met the Optoelectronics Research Group. We learnt about some more polymers and Light Emitting Diodes (LEDs), and about how our mobile phone screens and TV screens are made. Overall, it was a really good experience and we all learnt a lot more about science than we already knew. We benefitted educationally and got a couple of freebies along the way.

Jemima C.

The Physics trip to the Cavendish Laboratory has set me thinking, and searching the Internet. We enjoyed an intriguing range of presentations, given by students and researchers, including an introduction to hydrogen fuel, a miniature experiment of radiotherapy, a model of Wilson's cloud chamber, and a lot more. The most popular presentation among them was given by two researchers of quantum dynamics. They showed us a wide usage of soap water. Soap bubbles are in the shape of balls because of their surface tension, which is even larger than that of water. This is why soap bubbles last longer than water bubbles. Soap films always use the least energy they can. When the researchers dip a circle frame with three sectors into soap water and break two of them, the remaining film virtually pulls the frame in, forming two standard arcs. When they dip a frame of tetrahedron in, the soap ends up in the middle of the frame. They also displayed the vortexes of soap frames when exposed to sound waves. The higher the frequency, the more vortexes appear, and the more complex they are. The researchers told us that this is how every surface – a drum, for example – reacts when vibrating. We see the vortexes of the bubble frame merely because they are very thin – even thinner than human hair.

Another interesting presentation was made by two students studying Computer Science. Using programming and slow-motion visualising on the computer, they managed to show the specific process of some physical movements which seemed simple, like the fusion of two liquids of different density. On the computer, this process became quite a scene: the red liquid and the blue one started at two equal sides of the screen; their surface was disturbed; mushroom-like shapes appeared; the 'mushrooms' forked and new, twisting 'mushrooms' formed. Through this trip, my interest in physics has really increased a lot!

Ellen J.



Year 5 to Mission Control

Year 5 pupil Anouk S. reports on the Year 5 trip to the National Space Centre in Leicester.

The day really started when I jumped off the coach and skipped up the path. To my astonishment a great building loomed up above my head. Zehra and I linked arms and went in. I looked around and grinned at Miriam, she grinned back. From that moment on I knew I was going to love it.

The space centre is an enormous venue where you can go to learn about space and space travel. It is so tall and spacious that it makes you gasp when you walk in: there is a spacecraft hanging from the ceiling.

First of all we were shown into a room where we learnt about Comet Enke. Comet Enke was discovered by Albert Enke. He worked out that it passes the Earth every three years.

Next, we divided into groups. The other class had to be astronauts on a spaceship. We were in Mission Control. Our job was to run the mission and keep the astronauts alive. We were put into different groups with different jobs. I was in a team of Remote Scientists with Zehra and Catherine. Other people were responsible for communicating with the spaceship, doing observations, checking the information we were sending, and working out what to tell the crew. The Remote Scientists had to watch the crew do experiments on bits of meteor on the camera and make sure they did it right. We collected the data they sent. It was quite stressful because the astronauts had a problem with humidity levels. Everyone in Mission Control ran around trying to fix the problem. Right at the end there was a big leak and the astronauts had to come back quickly, but it turned out to be a computer glitch.

Then the classes swapped and it was our turn to learn about being on a spaceship. We had to go after a new comet that we discovered, following it quickly before it went out of range. We had to launch a probe into the comet, and it worked! We were able to get lots of data.

After that we had lunch in the cafeteria (I had a tuna sandwich). Once we had finished, we went around the centre with Mr O'Reilly to look at the exhibits. He took us upstairs to see some amazing displays about the Solar System. I liked the bit where you had to press buttons and launch bottles, pushed up a rope by water jetting out. We went up between floors in the lifts, which were made of glass, and I was very scared that we were going to fall because we were so high up. My favourite level was one with a living room that looked like a 1960s room with an old record player and a type-writer, and a television showing the first mission to the Moon.

After the exhibits we went to the Planetarium. In the Planetarium you could lie back on a chair and watch a film called Astronaut, and see what it really felt like to go into space. It was amazing. This was my favourite bit of the whole day, because it was like you were on a rollercoaster, but without feeling sick.

Finally, we went to the gift shop. After that we had to leave and go back to Cambridge on the coach. It was a great day: educational and lots of fun! ●



5

*Creative and
Performing Arts*

Barbara Taylor Bradford competition

The Write Stuff 2015

We love to encourage all forms of creativity in our students. Consequently, we are very proud of Year 11 student Ella B., one of our Creative Writing scholars, who achieved runner-up position in The Write Stuff short story competition, in the 14 to 16 years category. Hundreds of entries were received as part of the competition to write a story on the theme of friendship. A panel of judges, including international bestselling author Barbara Taylor Bradford OBE and The Sunday Times Editorial Director Eleanor Mills, judged each story on its overall quality of writing; originality, imagination and creativity; sentence structure and language; and the writer's ability to tell a story, capture the reader and hold their attention. The judges commended Ella in the following terms: "This writer has used nature as a mirror to create a thoughtful, well written story with depth and a visual dimension."

Floss Spider

May was born in August. In the grass cutting season when the floss spiders would come out and sow their webs on the newly shorn stubble. Our town Jerriputt had been her home all her life and we had known each other almost as long as its dust had known our throats and the sun our skin.

When we were little our mothers would talk to us and tell us about the floss spiders. They taught us how, when the spiders are young they leave the safety of the grass fields and float in the air currents in search of a new home, long threads of floss trailing behind them. Each evening hundreds of the spiders will set off from the grass stubble and drift in the rising hot air, floss threads golden in the twilight. Next morning the spiders would be strewn across the landscape, stuck to verandahs and twigs where their threads had snagged, and from there they would begin to weave their webs and set up home.

From the age of four we would sit together with the spiders in the field by the creek and play imagining games, crawling through the long grass and climbing in the branches of the wax myrtle trees. Hand in hand we would walk to school, a small tin shed that baked in the summer, book bags swinging at our ankles, plimsolls stirring clouds of red dirt and dust. Together we were each other's refuge in that strange classroom that creaked and popped as its corrugated roof expanded in the heat, sitting next to each other in class, in the middle row next to the window. May would be quiet next to that window, always looking out into the yard, watching the clouds drift past, fluffing out their white skirts around the sun. In fact May was always quiet, shy around most people, never talking. The other kids didn't bother to get to know her. They never understood her, talking about her in whispers and ignoring her to her

face. But aged eight, they couldn't touch us. We didn't need their friendship. We had each other and we knew that we would never let either of us be abandoned.

Some of the spiders don't make it though, our mothers told us. Some never leave the fields and soon after grass cutting season, the crows come. For weeks they swamp Jerriputt and sit in the fields cawing in black swarming masses, feathers glistening in the sun. They take the floss spiders when they are still babies with only a soft white blotchy body and weak, fragile legs. The crows just sit and peck at them, spearing them with their beaks, the spiders incapable of fighting back, until only those clever enough to hide in the cracks of the parched earth are left.

Aged eleven things started to change for us. The tin shed with which we'd grown so familiar was too small now and we were sent out into the new school, the big school, the concrete rectangle two miles away across town. Big school was unfriendly, unfamiliar. Neither May nor I knew anyone and we were cast adrift, alone and cut off from each other, separated into different classes. At first I was lost without her, at the back of the class and on my own at my desk. But then as the weeks went on I began to thrive in those cold hallways, I made new friends, met new people, learnt new things. It was exciting and soon, wrapped up in my new life, I forgot all about May and the games by the creek and the clouds out the window. Occasionally I heard what the other children said about her, but I chose to ignore them. I lost interest in her and my old life in Jerriputt and before long I had lost May too in the crowds of the school. I no longer sought out her face in the lunch queue or searched for her in the playground.

Until one day she found me entirely by chance.

She was standing alone in the middle of the playground, looking up at the sky and watching the clouds. From her left two girls appeared, walking towards her, shouting at her, trying to catch her

attention. May just carried on watching her clouds ignoring them until the tallest one shoved her hand into her chest. May turned her head and looked at her levelly. The girl shoved again, harder this time, pushing May to the ground.

'Mute,' she spat looking down at May in the dust. She kicked at her but May didn't move. She kicked again and again before punching her, splitting her lip and trickling blood down her chin that pooled into the dust.

'Why don't you fight back?' She shouted, panting 'Fight back you inbred! Hit me you mute!'

May just stared at her silently and wiped her mouth on her T-Shirt. The girl resumed punching then, pummeling fists into May, grabbing at her hair and spitting in her face.

I turned away. I couldn't watch anymore. I didn't see when they hit her teeth out nor when the teacher came running and pulled the tall girl off her. But I did hear May scream.

And when she screamed, right then, I was ashamed. Three weeks after the crows come, they are gone again, bored of the spiders and the dust of Jerriputt. For days after the fields are empty and barren. No strings of floss thread float in the light of the sunset and the grass fades into grey in the twilight, stripped of its shining necklace of webs.

But then, between the new grass shoots, the floss spiders emerge. Stronger now, they set up weaving a lattice of webs, that hang with the dew that rolls off their hardened brown abdomens, their strong legs stretching into the dawn light.

And in the permanence of their surroundings, they know they have survived. ●

Creative Writing Competition



Just a small note to thank you for such a lovely evening for the children.

My daughter Emily has attended for three out of four of the years that you have been running the competition and it really is a celebration of the literary efforts of the children. Your teachers are very dedicated to set aside the time to read so many stories and the goody bags are a generous treat, especially now for the growing number of attendees!

My daughter's involvement is thanks to the encouragement from Mr Smith at St John's, too, and she remembers these evenings with fondness.

Karen D.

I just wanted to drop you a line to say thank you so much for the Creative Writing Competition - we attended the final tonight. I brought my daughter and her friends, from Bourn Primary School, and they were both very inspired by the whole event - and especially of course by the guest speaker, Gordon. My daughter said "I thought I knew what it was to feel inspired but I didn't know it could feel like that!" after she heard him talk - which was wonderful to hear. I was grateful to our school's Year 6 teacher too for bringing it to the pupils' attention - and I agree with your sentiment at the end about encouraging more state schools to join in next year.

Paula B.

St Mary's School, Cambridge hosted its fourth Creative Writing Competition for Cambridgeshire schools in the Autumn Term. We were delighted to hear from author Alexander Gordon Smith who was so enthusiastic and amusing, both in regaling tales from his own repertoire as well as encouraging budding young authors. At the conclusion Ms Avery was delighted to comment on the number of entries we had received from state schools this year, as she had been by the number of entries from boys the previous year. We were very pleased with messages of thanks from parents who attended the evening with their children from other schools.

Once again the standard of entries was very strong and we really enjoyed reading the wonderful ideas that the children came up with in response to the Through the Looking Glass theme. There was an amazing range of characters and a host of imaginative and inventive situations. Some extracts from the shortlisted entrants are as follows.

Year 5 and Year 6 category

Year 7 and Year 8 category

Dasha K.,
St Mary's Junior School, Cambridge

"Matilda soon realised that she was in London, but it did not look like the London she had seen before. It looked very old fashioned and the buildings all looked different. All the women she saw were wearing skirts down to the floor. And then she saw a man who looked just like Geoffrey Chaucer from the paintings she had seen. He was holding lots of manuscripts. He was looking around as if he was looking for someone in particular and had accidentally dropped his papers. Matilda ran over to help - she noticed that some of the papers were the missing Canterbury Tales..."

Dasha imagined Roald Dahl's Matilda meeting Chaucer. An interesting partnership! We particularly enjoyed her description of 14th century London, as Matilda struggled to work out where she was.

Eve R.,
St Mary's Senior School, Cambridge

"Scrooge awoke with a jump. He glanced at his watch.

'Time to practise some Quidditch,' Scrooge muttered. 'I never thought I would play the blasted game again.'

Scrooge fought through the crowd of Hogwarts pupils and managed to navigate himself towards Madame Hooch in the gardens.

'Ah, you must be Ebenezer!' Madame Hooch reached to shake his hand.

'Scrooge,' grumbled Scrooge as Madame Hooch handed him a broomstick.

'Up!' cried Scrooge with so much force that his broom shot straight into the air without any warning. Scrooge was thrown onto the fresh blanket of snow with a loud 'Oooof!'

Eve's story was lively and witty and the quick dialogue gave it a great pace. We also loved the idea of Ebenezer Scrooge attempting to play Quidditch!

Year 7 and Year 8 category

Year 7 and Year 8 category

Alice M.,

St Mary's Senior School, Cambridge

"She was beautiful with gorgeous sky blue eyes and a shiny midnight coat. She reminded me of something, a horse from a book I'd just read - 'Black Beauty'. I'd finished it the night before. I pressed my hand gently upon her nose, feeling her warm breath slowly escaping through the gaps in my fingers. She stared at me and her eyes seemed to look into my soul, reading my secrets. I gathered her reins and led her outside."

Lizzie H.,

St Mary's Senior School, Cambridge

"Hesitantly, I opened my eyes and saw hundreds of sons and daughters of Adam and Eve – all of them staring at me! I looked around and noticed that there were others like me; three cubs and a mother. Horrified, I became aware of the huge metal bars surrounding me, trapping me in the cage. I sprinted over to the edge, clawing vigorously at my prison and roaring my displeasure. The humans scattered the autumn leaves; they moved backwards – screaming, running and lifting their young ones to safety."

Alice was inspired by the most famous of literary horses, Black Beauty, and we were impressed with her careful and detailed descriptive language.

Lizzie imagined an imprisoned Aslan, and we were struck by her vivid description of his fight to escape and the effects on the surrounding tourists.

Poetry and pictures by Year 3 and Year 4 pupils

Our Junior School pupils enjoy creativity and imaginative writing as much as their older peers in the Senior School. Year 3 pupils enjoyed writing poems inspired by autumn.

Parting of the leaves

Look at their beautiful dancing,
Leaves are swirling around,
Watch them jive and tango,
What a sight to see!

Soon they will stop their violins,
And their lovely music,
Soon they will be covered,
In winter morning dew!

And soon they will be nothing,
Crushed and crumpled on the ground,
To make food for the minibeasts,
Never seen again!

Alice K.

Autumn is here

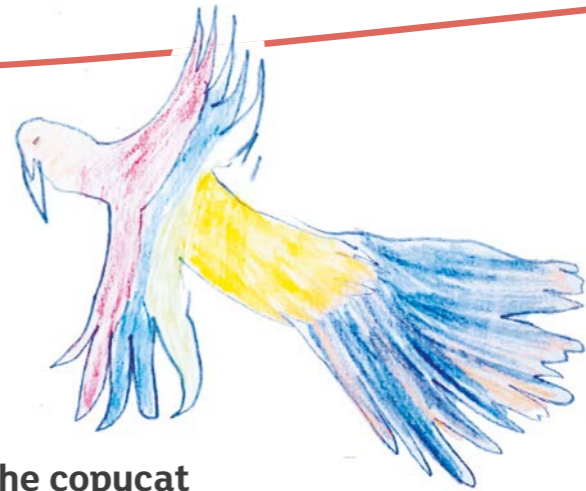
The autumn leaves put on their colourful dresses,
They twirl in the blowing wind,
They curl their shining gowns,
They glide around the damp ground,
They play with the wind,
Under my feet I hear crackling and crunching,
Autumn is here.

Ava P.





Year 4 pupils created pictures and poems as part of their Brazil project.



The copycat

It's a copycat
Like an echo in a cave
With the highest voice
In the hot summer sunshine
Parrots fly the canopy

Luisa M.



A parrot haiku / tanka

Preening their feathers,
Parrots perching on a branch
About to take flight

Beautiful parrots
Feathers like a firework
Makes the jungle bright
Soaring through tall very tall trees
Soaring through the pretty leaves

Laura M.



Drama at St Mary's School, Cambridge goes from strength to strength under the auspices of our wonderfully enthusiastic and talented Head of Drama, Ms Esther Roberts. We have record numbers of students electing to take Drama in Year 9 as well as at GCSE and A Level. We have put on an increasing range of challenging and experimental repertoire and we highlight three productions this year by way of illustration.



ATA Girls

A Level Drama student, Poppy S., writes about her experience of devising and performing an original play with her fellow students, Kathryn B. and Molly P., as part of her A Level Drama course.

The first line of the *ATA Girls* A Level Drama performance sucked the audience in immediately. Innovative lighting and set design helped this play be the great success with the audience that it was, and left them wanting more.

Drama at St Mary's School, Cambridge has always been a creative outlet for us girls; whether it be an escape from school and homework, a release of energy, or a project, Drama has

"It was exhilarating. I felt more alive than I would ever feel again, though I didn't know it then. It was the time of my life when I had purpose. We had respect. We had camaraderie. We had a war to win. I'm wicked for saying so... but I didn't want the war to end!"

always played a key role in the school's curricular and extra-curricular activities. From Year 7, the girls get to explore their imaginations in a non-judgmental environment, all the way through to Upper Sixth where they are developing their skills as writers, choreographers, performers, designers and directors.



As an A Level Drama and Theatre Studies student I find the subject to be a great contrast to my other subjects (English and Psychology), with different academic and creative pressures. It also gives me a chance to let off some steam and de-stress by exploring characters and situations in a practical way – opening my eyes to the world. This year involved creating an original piece of drama of about 20 minutes in length for our Unit 3 examination. To start with, Kathryn, Molly and I were given a photograph of Maureen Dunlop de Popp (left) on the front page of *Picture Post* and told about the story of the



ATA Girls; women as young as 17 doing a job more dangerous than being a fighter pilot ace in World War II.

The Civilians ATA (Air Transport Auxiliary) was created to ferry planes to other bases and to the front lines during World War II. These 'plucky women', were contributing to a major part of the war effort at the time. They had to fly the planes with no radio contact, no prior knowledge of the machine (only a small handbook with notes on each plane they flew) and only an Ordnance Survey map as guidance. The women navigated by watching for landmarks, battled through fog and rain, and were shot at multiple times. Amy Johnson, one of the first ATA Girls, who had a hysterectomy at age 26 because she blamed her womanhood for holding her back as a pilot, famously disappeared over the channel, possibly due to friendly-fire, or low fuel, and was never found. The wreckage of the plane has not been located to this day.

As we explored the stories of these unsung heroes, Kathryn, Molly and I became more and more attached to their stories and feats of ingenuity. One woman in the ATA, Mary Ellis, was seated in her first Spitfire prior to delivery, and was asked by the mechanic who had helped her into the cockpit, "How many times have you flown one of these?" to which she replied "Never". He fell off the wing in shock! The ATA Girls faced countless sexist comments during their time flying; Jackie Moggridge's approach to this was to tease the 'awkward types'. Moggridge recalled one occasion when she and two other ATA Girls flew three Spitfires to an RAF base. One of the aircraft had developed a fault. As a precaution, when coming in to



land, the pilot (not Jackie) circled with the flaps down, landing safely. Later, Jackie was questioned about the incident by an RAF officer, ignorant of the situation and with an attitude. Etched with sarcasm he asked if she'd been the pilot who'd approached with flaps down all the way. Jackie was totally unphased by him. She replied, "Flaps? What are they?" The Spitfire girl who'd landed the faulty aircraft joined in the fun, "You work them by that funny shaped lever on the dashboard". "Oh, that is what it's for?" said Jackie with a straight face. The RAF Officer bristled. By then a senior RAF officer, aware of the true situation, smiled and said, "The ladies are teasing you".

Including these anecdotes into our piece gave it a light-hearted feel which greatly contrasted with the more serious messages and abstract aspects of the play, during which we conveyed the facts of ATA life to the audience.

Dotty, my character, was incredibly awkward but loveable: "A little ditzy, she is a complete failure when it comes to men but she tries her hardest to fit in with the older two girls, especially Elizabeth whom she looks up to greatly".

Molly's character was a dare-devil: "She decided to help with the war effort in any way that she could, as she had been brought up as a rebellious, keen young woman. She uses her charm and wisdom to assert authority over Dotty, although secretly, she dotes upon her".

Whilst Kathryn's character, Mary, was more mature: "At 25, Mary is the oldest of the group and has been flying the longest. She attempts to remain sensible, however, strongly believes in her motto 'Risk equals Reward'. Although close to the girls, she tends to keep her private life to herself, yet is delighted to offer information when asked, particularly about her dear fiancé, James".

Developing these characters over a period of weeks really led us to become very attached to the ATA Girls and admire their efforts. Some of the women are still alive today, such as Mary Ellis and Joy Lofthouse. ●

*Dear Mrs Avery
I was truly amazed at the quality, depth, and vitality of the piece. Having undertaken research into this field I was extremely impressed by the authenticity of the setting, props and overall 'feel' of the play. Not only was the acting of an exceptional standard the crafting of the story was wholly believable. I found myself empathising with 'the girls' and found the end characters' grief, not only for loved ones lost but for lives so full of opportunity and joie de vie so cruelly curtailed. I was transported to the 1940s, and the clever use of the scented powder rendered an extra sensory dimension. Overall simply splendid! Spot on!*

Mrs Osman

As we became very attached to these women, we couldn't bear to let the show go and hope to arrange a tour. We have entered the play into some playwright competitions too!

The Spaceman

Two Year 10 actors reflect on the experience of performing in *The Spaceman*, a brilliant new play by Rob John performed in October 2015 by actors from Year 10 and Year 11.



The play focuses on a diverse group of 11 year olds in the early 1960s, taking their 11+ examinations. The play portrays the hardship of intellectual division from such an early age and the different attitudes and situations of the children. As well as communicating the difficulty these children have to face, it also gives us a glimpse into the 11 year olds' lives at home and at school. The play is set in the same time as the first ever man going into space, his name being Yuri Gagarin. In honour of the phenomenon, the children become involved in a secret club, 'The Yuri Gagarin Fan Club'. The children become utterly enthralled and captivated by the ideas and possibilities surrounding him, and space itself, and the scenes with all of the children on stage really captured the fun, immature side of the children, contrasting to the harsh classroom environment.

I played a character called Jackie. She came from a less advantaged background, her mother bedridden, her father gone, having consequently to take frequent trips to the shops for cigarettes for her mother. She predictably failed her 11+, meaning she would go to Barton Road rather than the grammar school. She didn't have high expectations for herself, and she didn't particularly care about which school she'd get into. The character of Jackie shows how different living and home situations massively affect educational outcomes, and how seemingly unfair it is for that to have such a great impact on life.

Playing Jackie was so much fun, as previously I had played mostly men – for example, I played Oliver Warbucks in the school production of *Annie* last year. Jackie's character was on the opposite end of the spectrum and I really enjoyed exploring her as a character and trying out new techniques and skills to make her as believable as possible. My favourite scene has to be in Act I, when Jackie receives her letter. I was with my on stage best friend, Janet, and I loved our playful, childish dynamic and the giggly atmosphere that surrounded the two of us when we were on the set together. I thought the scene really showed how emotionally young we were, and how strange it is for children like us to be forced to take examinations, determining their future at such a young and impressionable age. Playing Jackie was an immensely valuable experience, and helped not only to expand my dramatic skills, but also to broaden my understanding of the times and the pressure put on the young people to perform to a certain standard.

The experience, from rehearsals to backstage prep, was amazing, as none of the cast had ever been involved in anything like it before, and we were all learning and exploring the play together.

Rosie C.



I played Steven, an 11 year old, who wasn't the brightest of the class, but he had real heart and played a huge role in the comedy and sometimes conflict and tension within the play. Originally, I had no idea what to expect but once I read and understood the themes of the play I really enjoyed the task of not only playing a younger child than myself, but a boy. A moment I loved was my last scene in Act 2 when my character had a breakdown. I loved leading a scene which had that dramatic suspense and finally letting go and making the audience fall silent: that was an incredible feeling and response to get.

This character and play was very different from anything I have done at school before. I have been in two Shakespeare plays, performing as Nick Bottom in *A Midsummer Night's Dream* and Dogberry in *Much Ado About Nothing*, and I was Annie in *Annie* last year; so it's been interesting to have a variation of roles! In conclusion, I think we were all initially sceptical of *Spaceman* as we had no idea what to expect but I think it has



been an invaluable experience to have a glimpse into what life must have been like for the children, only a few years younger, who took the 11+, and to be introduced to a fantastic playwright. It made me realise how lucky we are to live in a time where the 11+ is no longer a requirement.

Gigi D.



Tim Clarke, Head of Drama at St John's College School (SJCS) has high praise for the production of *The Spaceman*. Here he congratulates the whole cast and picks out some performances from his former pupils for a special mention.



I woke up this morning and felt compelled to write to you to say how much I enjoyed *The Spaceman* play last night. What a wonderful 'coming of age' play and the perfect choice to do with this age range.

This was ensemble theatre at its best – everyone was so focused and in role on stage, and they drew the audience into this gentle but tragic kitchen sink drama with real skill. I loved the naturalistic and understated performances, blended with modern theatre techniques; some poignant freeze frames, slow motion sequences and stylised action. The overall effect was a theatrical realism which worked so well with this piece of writing. **The biggest compliment I can give to each member of this talented cast is that I genuinely cared and wanted to know what happened to their characters in the future. It was a poised, heartfelt and polished piece of theatre that seemed effortless – it had a simple directorial line which was all it needed to capture the travesty of the 11+ – though I was unaware of this at the time as I went to Boarding School!**

I could mention many performances but I genuinely enjoyed all of them. You could tell this was a happy process – no



one patronised or commented or overplayed, they were real people and in the moment. The girls playing boys were superb – they completely suspended my disbelief. So many others too – the 'in love girls', the sweet gentle one, the severe head – I could go on and on – just wonderful character work. This play was absolutely in their reach and directed with subtlety and poise and humour and understanding and heart.

Of course I was thrilled to see so many past SJCS pupils on the stage: Annabel C. (I love this casting); Sidney W. (looking so handsome as a boy!); Cara C. (spiky and vindictive like a vicious wounded fox); and Olivia H. (WOW! The attention to detail, the repetitive gestures, the total submersion in role, the facial expression, the whiff of something bonkers – like Joyce Grenfell, Catherine Tate, Dawn French etc., they all have a whiff of something bonkers - the comic timing, which she never over egged from beginning to end. Just marvellous). I WAS SO PROUD OF ALL OF THEM.

A parent, who knew I was going last night, and is thinking of St Mary's for their daughter, asked me to tell her what the play was like – this email is my answer!



The Comedy of Errors

Three members of the Year 8 cast of *The Comedy of Errors* reflect on the fantastic experience of taking part in the Shakespeare Schools Festival. They performed at the Mumford Theatre, Cambridge in November to a large audience.

I played the character of Antipholus of Syracuse in the play *The Comedy of Errors* which is a one of Shakespeare's farcical comedies. When we first began rehearsing we had a great time experimenting with different ideas and we really got to be very creative and were encouraged to contribute our own ideas. Once we had learned our lines and understood the language of Shakespeare we really worked hard and enjoyed

In *The Comedy of Errors* I played Antipholus of Ephesus; he is a well know man around the town and lives at the Phoenix with his wife Adriana, her sister Luciana and their servant Dromio of Ephesus. Throughout the play he gets mixed up with his identical twin brother (that he doesn't know he has!), Antipholus of Syracuse.

I really enjoyed the whole performance and all the aspects of it. I loved working with all the cast and crew and I found it very exciting to perform in a real theatre with a large audience. I can't wait for the next school production.

Ruby G.

"Throughout the whole process I had got to know everyone in the cast really well, I have so many great memories and I can't wait for the next production!"

rehearsing. Finally it came to performance night, and the tension was building backstage. We all knew exactly what we were doing and couldn't wait to get on stage although, I'm not going to lie, we were still incredibly nervous! We made our final adjustments to costume and make-up before stepping onto the stage: it was such an amazing feeling to be performing on stage with such a massive audience and we were all running on adrenaline. We left the theatre exhausted, the performance had been a success and I had loved every second of it. Throughout the whole process I had got to know everyone in the cast really well, I have so many great memories and I can't wait for the next production!

I played Luciana in *The Comedy of Errors*. Luciana is the sister of Adriana, who is married to Ruby's character Antipholus of Ephesus. Luciana is the calmer sister; her sister Adriana is more excitable. I loved doing the play, it was a great acting experience and I got to talk to people that I wouldn't usually talk to and make new friends. The rehearsals were really exciting and it was great seeing the play improve over time and learning all the Shakespearian words and phrases. It was really exiting acting in a professional theatre and watching the other schools' plays. I loved the extravagant costumes that we wore and all the make-up we had to put on. I would definitely do everything again!

Eve R.

Issy C.

Technology showcase and fashion show

Mrs Anna Ladds, Head of Technology as well as Head of Textiles, tells us about the Technology showcase and fashion show 2015 which has established itself as a very popular annual fundraising celebration in our school calendar.

The Technology department celebrated the achievements of all its students with the annual Technology showcase and fashion show in April 2015. There were e-displays and static displays of all areas of Technology, including the Science, Technology, Engineering and Maths (STEM) exhibition, along with ICT, Computing, and A Level, GCSE and Key Stage 3 Textiles and Food Technology.



recycled textiles. The Year 10 group modelled these along with pieces from José's own collection, which she very kindly lent to the school for the evening event. Nicky Shepard and Berrin Bugay Lawler, Director and Creative Director of Cambridge Style Week, gave our students valuable modelling tips at the rehearsals for the show.

We were raising funds again this year for the Teenage Cancer Trust in memory of a past talented Textiles student, Grace Deng. Funds were also raised for the Born to be Beautiful charity, the official partner charity of Cambridge Style Week. There was a fantastic atmosphere and everyone thoroughly enjoyed the fashion show; thank you to our audience for generously donating £550 for these charities. ●



The fashion show had the theme of musicals, and all the students who took part were either modelling or helping backstage. All the outfits were designed and made by students from different year groups, and Year 9 girls helped to plan and organise the fashion show. Year 8 students were also models, and wore some of the shorts or bags they had designed and made, inspired by ideas from other cultures. We were able to collaborate with Cambridge Style Week, and our Year 10 students were given a design challenge. José Hendo, London based fashion designer, came to school to lead a workshop to encourage students to 'reduce, re-use and recycle' textiles. José showed the group some key pieces from her recent collection, which inspired the girls to design their own fashion items from

All the outfits were designed and made by students from different year groups, and Year 9 girls helped to plan and organise the fashion show. Year 8 students were also models, and wore some of the shorts or bags they had designed and made, inspired by ideas from other cultures.



Cambridge Style Week

Mrs Anna Ladds also reports on the Textiles department's innovative link with Cambridge Style Week in March 2016 via the involvement of two of our recent alumnae.



'Carnival' by Emily, in Primavera, Kings Parade
'Clock' by Emily, in CallyCo, Pea's Hill
'Monet inspired' by Phoebe, in Elegant Atelier, Rose Crescent
'Mythology' by Emily, in Finn Jordan, Sussex Street
'Reflective Surfaces' by Phoebe, in Baska, Magdalene Street
'Punk inspired' by Phoebe, in Petrus, Bridge Street

Cambridge BID works with local businesses and this year, partnering with Nicky Shepherd, delivered a range of fringe activities leading up to the fashion show at the Guildhall in Cambridge on 19 March. The St Mary's School, Cambridge Textiles department was invited to submit students' A level Textiles work as part of a Fashion Trail around the city.

The aim of the fashion trail was to create a buzz during Cambridge Style Week around the city, bringing fashion students together with local businesses. Selected retail businesses in the city centre displayed the work of two of our alumnae: Emily Windsor and Phoebe Ward, who completed their A Levels last summer. We were very proud to have six of Emily and Phoebe's A Level Textiles pieces housed by the following local businesses for the two weeks of the festival, starting on 7 March. ●



Alumna, Odella Yue, talks to Textiles students

Mrs Anna Ladds, Head of Textiles, writes about alumna Odella Yue and teaching fellow and fashion designer, Sophia Malig's visit to St Mary's School, Cambridge Textiles department in November 2015.



Odella and Sophia gave a fascinating talk to GCSE and A Level Textiles students about courses in Fashion and Textiles at Winchester College of Art. Odella left school three years ago, after studying A Levels in Textiles, Art and Design, and Photography. She gained direct entry to attend Winchester College of Art and was awarded First-Class Honours in Fashion Design last summer. She has gone on to study an MA in Fashion at Kingston College of Art, after being awarded a scholarship.

Odella brought with her some pieces from her final collection, and talked to the students about her choice of theme – games – how she chose her colourful fabrics, the need to communicate ideas effectively, and the need to be creative. She showed us her 'look book', which included the key pieces of her final collection. She had styled all the pieces herself as well as photographed them. She spoke very enthusiastically and told us that she really enjoyed her course even though she had to work really hard. She said she loved designing, the freedom she had to develop her own ideas, and considering ethical issues in fashion.



Sophia, teaching fellow at Winchester College of Art, talked about Fashion and Textiles courses in general, and gave a more detailed insight into the Fashion course on offer, showing the girls the state-of-the-art facilities for Fashion and Textiles available at the college.

Both Odella and Sophia gave a very good insight into the way the Fashion course at Winchester is structured, showed examples of final collections and gave the students a few tips on how to get the best out of fashion courses should they pursue the subject beyond St Mary's School, Cambridge. ●



Angie T. Lower Sixth

*Showcase of Art, Textiles
and Music*



Madelaine B. Year 11



Jemima C. Year 11



Alžbeta H. Year 11



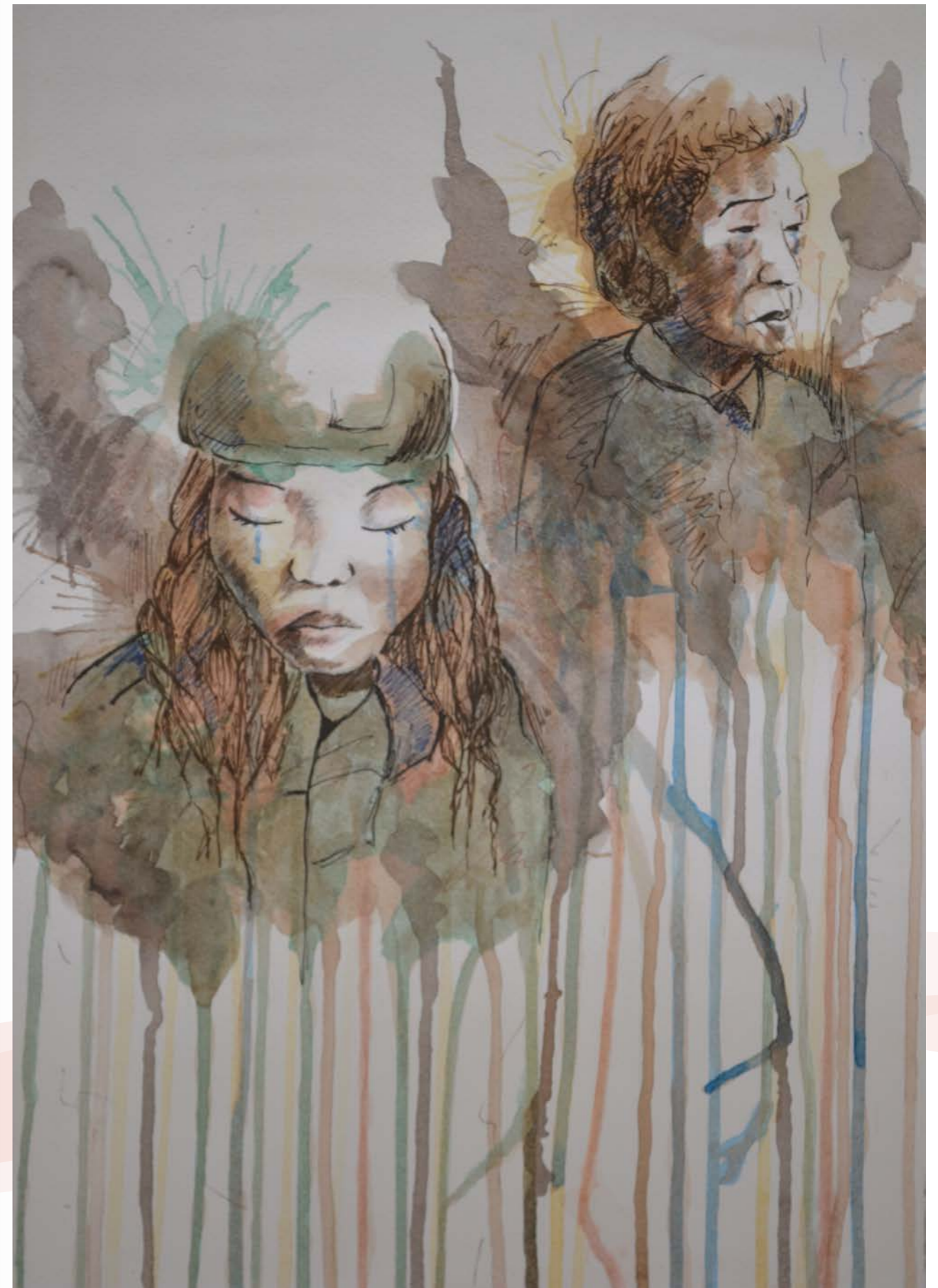
Daisy K. Year 11



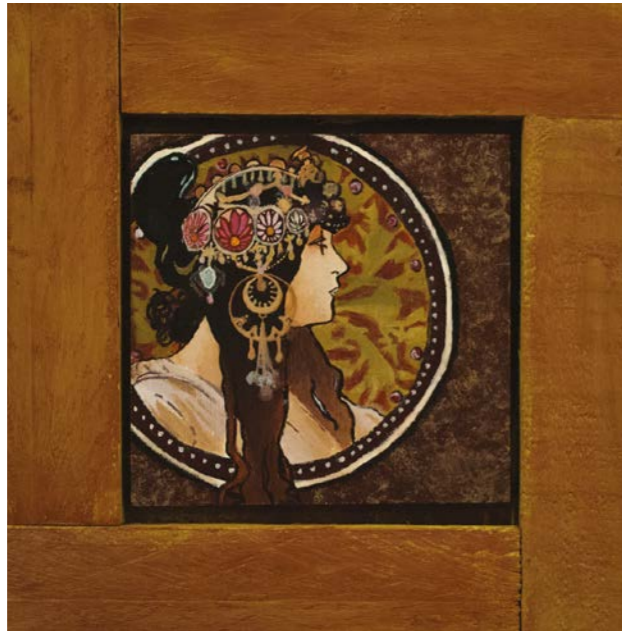
Annabel Q. Year 11



Daisy K. Year 11



Jacqueline L. Year 11



Athena L. Year 9



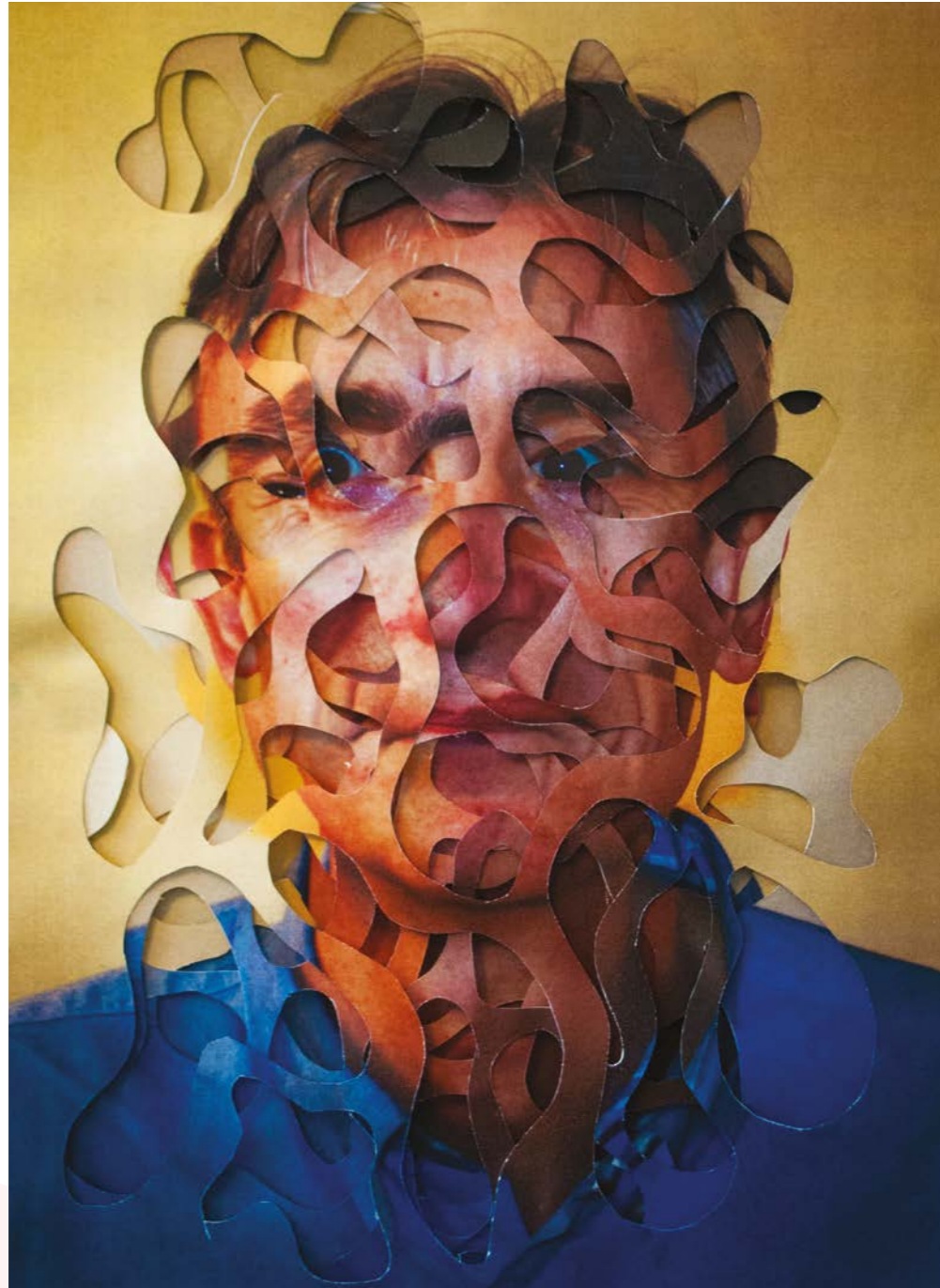
Grace F-M. Year 9



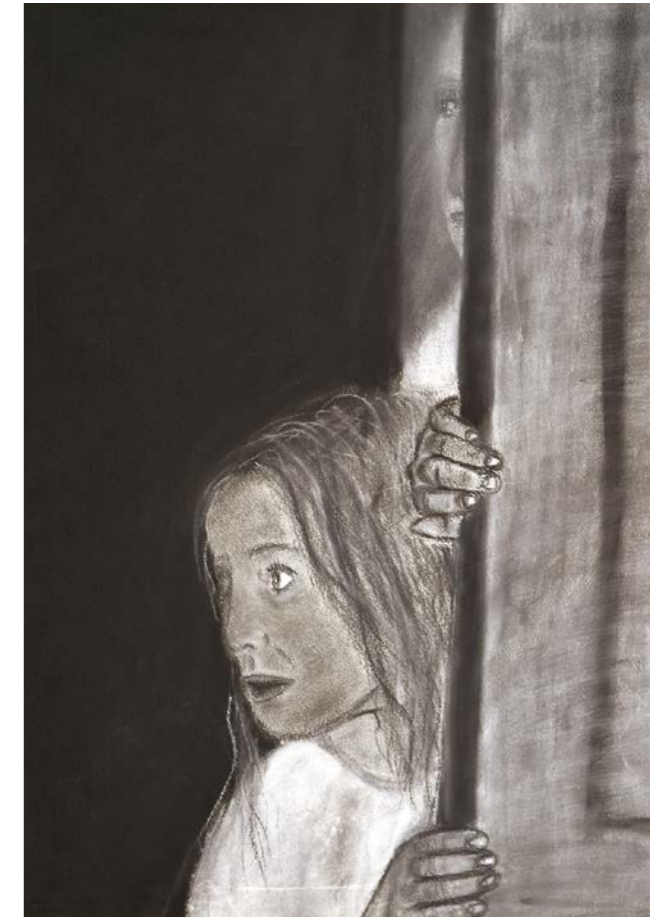
Lucca C. Lower Sixth



Kristen A. Year 11



Millie K. Lower Sixth



Annie G. Year 11



Francesca M. Year 11



Rachel T. Upper Sixth



Phoebe W. Alumna



Rebecca O. Alumna

Music highlights of the year

Music continues to thrive at St Mary's School, Cambridge. The 2015/2016 academic year has proved another busy and exciting year for our Music department. Our wonderfully enthusiastic, energetic and committed Director of Music, Mrs Emma Fisher, talks us through a few of the highlights.

Young Pianist of the Year and Young Musician of the Year competitions – November 2015

When I was first appointed as Director of Music in 2011, I decided to create a showcase for the many talented pianists that we have in our school. It struck me that this would be a lovely opportunity for the St Mary's School, Cambridge community to hear the pianists who might otherwise only get the chance to perform to their Music teachers in private lessons, to their parents, or an examiner.



I decided to add a competitive element to the evening to give the evening a focus. In terms of the prize, as well as winning the prestigious 'Agnes Heron Memorial Cup' (a prize which is dedicated to a former Director of Music of the school who was herself an outstanding pianist), the winner of our Young Pianist competition was originally given the exclusive opportunity to perform a movement from a piano concerto of their choice alongside our senior orchestra in the annual Senior School summer concert. A few years after introducing the piano competition into the school calendar, it occurred

Christmas Concert – December 2015



“When I was first appointed as Director of Music in 2011, I decided to create a showcase for the many talented pianists that we have in our school. It struck me that this would be a lovely opportunity for the St Mary's School, Cambridge community to hear the pianists who might otherwise only get the chance to perform to their Music teachers in private lessons, to their parents, or an examiner.”

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to me that it shouldn't just be the pianists who were offered the opportunity to perform concerti, so I added a Young Musician of the Year competition, during which the Young Pianist of the year would be required to go head to head with other instrumentalists to win the concerto solo prize.

This year, our Young Pianist of the Year competition, which took place on 5 November, was won by A Level musician

Cherry C., who performed Brahms' *Intermezzo in A major (Op. 118, No. 2)* flawlessly with wonderful control, sensitivity and expressive rubato. The Intermediate Class shield was won for the second year running by Yuina I., who gave an assured performance of *Allegro, ma non troppo* from *Sonata, Op. 49 No. 2* by Beethoven. ●



Just over a month after the music competitions, more than 120 students took to the stage at the University of Cambridge Concert Hall to perform a selection of challenging repertoire, ranging from Handel to Tchaikovsky, plus the usual dose of jazz and modern classics, to a large and appreciative audience.

Our chamber choir Allegro performed two contrasting settings of a beautiful poem by Bruce Blunt, *The First Mercy*, the first being a setting by 20th century composer Peter Warlock, the second, commissioned by the school, by alumna and current Musician-in-Residence, Jessica Norton. Other concert highlights included solo performances by Annabelle B. and Lily B. (both of whom had received commendations in the Young Musician of the Year competition the previous month). Jazzmatazz's new guest vocalist, Beatrice H-L., also dazzled with her sultry performance of the Nina Simone classic *Feeling Good*. As is traditional, the concert closed with a rousing rendition of the *Twelve Days of Christmas* with lusty singing from our audience as well as students. ●





Chamber Music Concert – January 2016

In the Spring Term we held our annual Chamber Music Concert at the Emmanuel United Reformed Church. Allegro, our string quartet, Reed All About It, Tutti Flutti and Tutti Flutti Too all performed to a very high standard and a newly-formed piano trio, *Appassionata* (which comprises members of the AS Level

Music group: Morgaine O'C., Ruolan Y. and Cherry C.) made its debut, performing *Valse Russe* by Frank Bridge. The audience was also treated to a solo piano performance from Yuina I. ●

Specialist talk and vocal masterclass – February 2016

On the afternoon of Monday 1 February, the Music department welcomed guests from Cambridgeshire and beyond for a unique singing symposium – a talk and masterclass given by a special guest and leading UK singing teacher Jenevora Williams.

The talk focused on 'girls' changing voices', and provided delegates with fascinating insights into the ways in which girls' voices develop through puberty, and equipped them with strategies for helping students to safely develop their vocal technique as their singing apparatus changes. After the talk, Jenevora worked with three students who study singing

in school (Annabelle B., Jacqueline L. and Morgaine O.). The girls were given a public lesson (masterclass), introducing them to a range of techniques to help develop their singing. Audience members were able to see Jenevora put many of the techniques she had discussed in her talk into practice.

As I write this the Music department is currently preparing a wide, varied programme for the Senior School summer concert, which will take place on 15 June at West Road – marking the end of another busy, productive year for the team. ●



6

For the record

Prize Giving address 2016 by the Chair of Governors, Mr Graeme Minto



What a difference a year makes!

A year ago I spoke about STEM and our new Science Hub, which is now in daily use and was the recipient of the fruits of our first significant fundraising campaign. During this year the governors faced one of the biggest challenges to our collective nerve and judgement, when the old Hope Nursing Home came onto the market: should we bid for it; was it the right new home for our boarders; was there another place which might offer something better; could we afford to purchase the property, and could we afford not to?

Life is full of sudden opportunities. A property like this coming onto the market in Cambridge is an extremely rare occurrence. So it was with a feeling of being on the verge of something momentous that the governors worked behind the scenes on 'Project Bob', with Charlotte Avery

and our Bursar, Duncan Askew. Rumours were rife about other interested parties, and the likely price. But we did our homework, took a deep breath, made our bid – and much to the amazement of some in the local property market, we were successful! Since then, Duncan and his team have worked tirelessly to convert it into the most enchanting boarding house.

When I was at school myself, the focus was on 'me me me': how well was I doing; was I winning; was I coming top, or in the top few? I actually got more satisfaction from teamwork though. I will remember early morning training sessions, in the cold mist, perfecting baton changes for the 4 X 110 yards relay. We were outsiders, but fantastic teamwork saw us beat the favourites and set a new school record.

So, to our leavers, as you go out into the world: by all means strive hard to fulfill your potential, but don't forget, as Mary Ward would have reminded you, to help others and that giving and sharing can be just as rewarding as receiving.

"So, to our leavers, as you go out into the world: by all means strive hard to fulfill your potential, but don't forget, as Mary Ward would have reminded you, to help others and that giving and sharing can be just as rewarding as receiving."

Your governors give of their time freely – we are, after all, a charity. We really do enjoy helping our Headmistress, Bursar and our wonderful School Leadership Team to achieve so much and to equip you, as best we can, to go out into the world to do much – and to do good. Much of this starts in the Junior School where the Creative Curriculum, under the guidance of our new Head of Juniors, Matthew O'Reilly, challenges our youngsters to think and act creatively.

Looking ahead we are working on more opportunities, including developments in our PE and Games facilities. Our Long Road sports field will soon be transformed, and our new facilities for rowers on the River Cam are extremely exciting. As some of the details are still being negotiated we will have to wait until next year for them to come to fruition, with, again, not a little help from our associated fund raising initiatives, run by the team in our development office.

All this focus on our sport is very timely! We recently held our own annual Sports Award Dinner, and with the Olympic Games starting Rio in four weeks' time, we are delighted that our guest of honour today is Sarah Winckless, World Champion Rower, and Olympic medalist.

I hope you will join me in congratulating our Headmistress, Charlotte as she takes to the national stage next year as President of the all-important Girls School Association. If you have enjoyed Charlotte's shrewd writings on education in our local newspaper – wait until she hits the national dailies and puts St Mary's School, Cambridge even more firmly on the map! ●

In 2014 Pope Francis said: "Education cannot be neutral. It is either positive or negative; either it enriches or it impoverishes; either it enables a person to grow or it lessens, even corrupts him. The mission of schools is to develop a sense of truth, of what is good and beautiful. And this occurs through a rich path made up of many ingredients. This is why there are so many subjects — because development is the results of different elements that act together and stimulate intelligence, knowledge, the emotions, the body, and so on."



Prize Giving address 2016 by the Headmistress, Ms Charlotte Avery

I hope that this afternoon in our annual Prize Giving ceremony, we can celebrate all that is true, good and beautiful about our community! As ever, this year St Mary's School, Cambridge has attempted to live out the 12 Characteristics of a Mary Ward School day by day. In particular we have focused on two of them: 'Embracing diversity' and 'Promoting Christian values of truth, justice, freedom and sincerity'.

We rejoice in 'Embracing diversity'! Boarding continues to flourish with younger boarders in Year 7 and Year 8 joining our community this autumn. We welcomed a new Housemistress, Catherine Fayter, in the autumn and a new Matron, Diana Dunlop, for the Summer Term. With the splendid acquisition in January of the former Hope Nursing Home, the Bursar and our works department alongside a wonderful team of external contractors have been working extremely hard to convert it to become a beautiful home to accommodate all our current and new boarders under one roof. We have enjoyed our ever popular International Food Fair in which cuisine from 24 countries was represented, the wonderful Boarders' Concert which just gets better and better every year and through which £300 was raised for charity. This year we also enjoyed celebrating the Chinese Mid-Autumn Festival with our learners of Mandarin Chinese working alongside native speakers.

During assemblies, I have offered opportunities for students to highlight examples of where they have been 'Promoting Christian values of truth, justice, freedom and sincerity'.

For example, two sisters spoke about the work of the World Health Organisation after a visit there; two girls in Year 11 raised funds for cystic fibrosis; another Year 11 student wrote to her local Town Council regarding concerns about road safety; a Year 7 actively campaigns for Whale and Dolphin Conservation. This year, 60 St Mary's School, Cambridge students achieved their Duke of Edinburgh's Award, which represents a pass rate of 63 percent, significantly higher than both the county and national averages. For younger students in Year 9 this year, we launched an ambitious social enterprise scheme in conjunction with an external Christian business enterprise charity in which groups worked together to pitch and sell a product.

In all these ventures, girls are driven by a values-led belief system based on service for others and we encourage them to stand tall and find their voices. On the back of our continued STEM (Science, Technology, Engineering and Mathematics) focus we were featured in a Cambridge TV programme on women in science and several of our students indeed had their voices heard regarding their enjoyment of and ambitions in Science.

We also help the girls find confident voices by presenting role models to them: we held our fourth conference on leadership and careers in science at which approximately 250 girls in Year 11 and Lower Sixth, from 13 maintained and independent schools, heard from a range of brilliant and inspiring female

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scientists. In October Dame Mary Archer opened our beautiful new Science Hub, graciously calling it "a triumph of design, of aesthetics, of feel, of coherence; it says something very powerful about the importance of Science in education that you have made such an investment in facilities that are not only first class technically, but first class aesthetically."

During assembly, to celebrate International Women's Day in March, we enjoyed hearing from the Jamaican High Ambassador about the value she placed on her education, which empowered her to serve her country. At our ever popular Sports Award Dinner, our athletes and their parents heard the stories, aspirations and motivations of Clare Cunningham, International Paratriathlete, who is hoping to compete at

the Rio Paralympic Games this summer, Serita Solomon, the British track and field athlete competing in hurdles and Amy Smith, the British freestyle swimmer who competed with Team GB at the 2012 London Olympics. We reflect continuously on our foundress, Mary Ward, a wonderful advocate for women's education, friendship and discernment in terms of finding one's true vocation and doing that with heartfelt integrity. We began the year by celebrating HM the Queen's Longevity of Reign and concluded it in an assembly celebrating her 90th birthday, beautifully orchestrated by the Head Girl, in which the Sixth Form reflected on the Queen as a Christian woman who had led a life of service to her God and her country.

We certainly have our own role models in school to celebrate regarding dedicated service. HRH the Duke of Wessex visited Bottisham Village College in May as part of the 60th anniversary celebrations of the Duke of Edinburgh's Award. Miss Fleur Spore, Head of Geography and Duke of Edinburgh

Award Leader, and Mr Richard Atkinson, Outdoor Education Co-ordinator, were presented with long service awards,

Miss Spore for 29 years and Mr Atkinson for 14 years. Together with Mrs Susan Brown, they represented St Mary's School, Cambridge at the occasion. Mrs Brown has already received her long service award for 30 years, at St James' Palace in February 2015.

"In all these ventures, girls are driven by a values-led belief system based on service for others and we encourage them to stand tall and find their voices."

In another wonderful example of dedicated long service to our community, this year we have said farewell and thank you to seven long-standing members of support and administrative staff, all but one of whom are retiring: at Christmas to Mrs Penny Vallins, who faithfully

served a succession of heads as their PA for almost 24 years and Mrs Annie Crawford, our Assistant Housemistress for seven years; and this summer to Mrs Pam Down, our Staff Secretary for 20 years; Mrs Monica Crammond, our Physics Technician for 16 years; Mrs Cathy Gardiner, our Boarding Housekeeper for 12 years; Mrs Doris Stutley, our Receptionist and Finance Assistant for 11 years; and Mrs Sarah Newbery our Head of Careers and Work Experience for 10 years. Symbolically, their length of service totals a remarkable 100 years!

Commitment and dedication to this school community is remarkable at a time when other local schools are seeing significant and rapid staff turnover. At Easter we bade a fond farewell to Mr Christopher Hald, Head of Juniors who moved north to join family and friends in Sheffield and took on a new post at Sheffield High School. It has been a delight to have been able to promote from within our excellent Junior School and I warmly congratulate Mr Matthew O'Reilly for having stepped seamlessly into the post of Head of Juniors

for the Summer Term. This summer we bid farewell, with gratitude, to just four teachers: Mrs Anna Ladds, alumna, who has ably overseen the successful creation of our Technology department including the introduction of our food component; Mr Martin Scott, Chemistry and Biology teacher, who has dedicated time to the musical life of the school - we wish Mr Scott well in ventures beyond classroom teaching; Mrs Louisa Reid, teacher of English, who gave much to our Creative Writing programme as a successfully acclaimed author of young adult fiction and who moves to Manchester for family reasons; and to Mrs Helen Seabourne, PE teacher, who has decided to spend time in the domestic sphere as mother of two young children. You can read more about our support staff and teachers in the 'For the record' section of the Magnolian.

I would like to pay tribute to our governors, who give freely of their time to help set the strategic priorities of the school and support our daily operation. Ms Judy Clements has nobly and heroically taken on the Chair of our F & GP board alongside her new external appointment to lead the Office of the Independent Adjudicator for Higher Education (OIA). We have three retirements from the board this year and I would like to thank these governors for their support and offer each, in turn, a token of our gratitude. Mrs Judith Bates has been particularly supportive of both our school ethos over the years - we have appreciated her attendance at staff INSET sessions where we have discerned our spirituality - and our Junior School, in particular its move to Chaucer Road under the auspices of Mr Hald. Father Peter Leeming has always given apposite homilies which have been widely appreciated by the girls and he was instrumental in working behind the scenes to help the school acquire the former Hope Nursing Home. Mr Andrew Freeman has been a key supporter in terms of helping the school manage and judge risk and plan its strategic future through the wise investment in well-judged property acquisition and development, including our new boarding provision and our sports developments at Long Road and on the Cam. We are working creatively at not losing the experience and good will from those retiring from our governing body, through the creation of Fellows who will act as benign counsellors outside formal committee structures.

We have enjoyed ongoing partnerships in our local community. St Mary's School, Cambridge worked to support the parish in celebrating the 125th anniversary of the consecration of OLEM, which included a lunchtime recital given by some of our senior musicians and Allegro. In addition, I was delighted to have attended the Pontifical Mass for the Anniversary of Consecration. Father Denis McBride led an open retreat day at school for staff, parents, alumnae and parish members. Our annual Creative Writing Competition continues to go from strength to strength - this year we received just under 400 entries from 12 local state and independent primary and prep schools.

As we bid farewell to a splendid Upper Sixth cohort and look forward to their A Level results this summer, I'm reminded that we were delighted with our public examination results last summer which allowed our Sixth Form students to gain places on an ambitious range of courses at prestigious universities. We wish every Upper Sixth student God-speed, health and happiness as the young women embark on the next stages of their lives, confident that they will be going out into the world to make a very positive difference to the common good.

Finally I would like to thank everyone who has played a part in our school community this year: you, the girls, and you, our parent body; the governors; all my teaching colleagues and technicians, those in the bursary, domestic bursary, catering, works and administration, boarding and nursing teams for all that they have done this year, as every year, to tirelessly support the girls' well-being alongside their academic, creative, spiritual and sporting development. I thank them all for their efforts to support me and my team in setting the vision and running the school. As I reflect on another year of our community life, I feel that this academic year has had many blessings. We give thanks for all that has been. We look forward to the year ahead in a spirit of hope and optimism. ●



The Development, Pastonian Association, and PASS Society reports



In October 2015, Miss Julie Hogg took over from Ms Nicky Jackson as Head of Development and Fundraising. Julie comes from an education background, having originally trained as a teacher, and was a housemistress for a number of years.

Prior to joining the team at St Mary's School, Cambridge she worked for the University of Cambridge Newnham College Development office, and then the University of Cambridge Boat Clubs, co-ordinating the fundraising for the new flagship boathouse at Ely. Outside of work, Julie is a keen rowing coach, having coxed to a high level herself, competing for England and Scotland as well as at Henley Royal Regatta and overseas.

Miss Julie Hogg highlights the importance of development in ensuring facilities remain current, students continue to be supported, and the school community is able to thrive.

As you are aware, the school has launched a number of big projects to develop and grow the school this year: the acquisition of Mary Ward House on Brooklands Avenue, to enrich the boarding provision of the school; the decision to upgrade the Long Road Sports Fields to bring the grounds firmly into the 21st century; and the plan to partner with the City of Cambridge Rowing Club to expand our rowing capacity for students. These are all vital to the future of the school and, in order for them to be as successful as they possibly can be, we need everyone – parents, Pastonians, students and staff – to join together and support the fundraising campaign that is required. All schools now need to fundraise, whether independent or state sector, as has been made clear by all professional education bodies and the government. It is already a common feature for Further Education providers,

and no doubt many of you will have been contacted by students from your own alma maters over recent months as part of their annual telephone campaigns. If we want our wonderful facilities to remain current, to ensure we can continue to support those students who need bursaries, and to enable us to be the best that we can, we need to plan for tomorrow! It is a change of culture, and it will take time, but one of the most important things I have learned during my five years in development roles is that it's the small regular donations, such as the price of a cup of coffee, that collectively make a difference. Every penny counts and every donation, whether large or small, is hugely appreciated!



The Auction of Promises

On Saturday 12 March 2016 we hosted our inaugural Auction of Promises "Auction Not Opera" and welcomed almost 100 guests into Hall A which had been transformed into a "Glyndebourne style" posh picnic setting decorated with beautiful brightly coloured silk parasols, balloons, candelabra, flowers and fairy lights.

The event was a huge success and raised just under £14,000 to be split between the Sister Christopher Bursary Fund and the redevelopment of the Long Road Sports Fields mentioned earlier in this article. We were lucky enough to have been able to offer some impressive lots to bid on silently online before the event and seven extra special lots that were auctioned by Harvey Bell from Tattersalls on the night. The lots included: two tickets for Henley Royal Regatta Stewards Enclosure; tickets for the Ladies Singles semi-final at Wimbledon; a hockey party with Miss Cooil; a wine tasting experience with Nethergate Wines; a flying lesson over Cambridge; a personal style makeover; some beautiful artwork generously supplied by two alumnae and a bottle of Pinkster Gin to name just a few items on offer! Feedback has been overwhelmingly positive and many guests have commented on what a fun and exciting event it was; with one guest commenting, "I just wanted to say how lovely I thought the event was - such a great atmosphere with such an inspired concept!"



If you would like to hear more about our planned fundraising campaign, Mary Ward House, or the Long Road Sports Fields redevelopment plan, please don't hesitate to contact me.



The PASS (Parents & Pastonians, Art, Sport and Science) Society report

We were delighted to introduce an interesting and innovative society, established for past and current parents, alumnae and current students. Miss Julie Hogg describes a number of this year's excellent society events.

The academic year started with a lunch for Pastonians who had attended St Mary's School, Cambridge during the 1940s. We heard some wonderful stories of the ladies' time here during the course of the afternoon, and many more tales were prompted by a tour of the new Science Hub. We learned that girls were appointed each term to go and collect the frogs used for Biology experiments, which resulted in a variety of mishaps and adventures to say the least. It was also wonderful to hear that Science lessons inspired one Pastonian to pursue a very successful career in medicine, as a nurse in the Army.



On Wednesday 11 November 2015, coinciding with Armistice Day, we were delighted to welcome Dr Susannah Avery-Quash from the National Portrait Gallery to deliver an illustrated talk about Stanley Spencer's Burghclere Chapel murals, held in the school's own Chapel. 35 parents and students enjoyed this very interesting talk, accompanied by drinks and canapés in The Elms. One parent wrote to thank the team, "It was such a treat... the intellectual equivalent of a perfect gin and tonic, shaken, not stirred, and served by Daniel Craig!".

As in previous years we also held the popular Festive Fizz event, a reunion party for alumnae who have left school in the last five years. The event was held on 19 December 2015 in the Headmistress' parlour, and approximately 25 girls attended, many of whom were on their way home from university or college for Christmas with their families. The students had lots of stories to tell of their new lives and were delighted to be reunited in familiar surroundings, before heading into town for a night out.

In December the PASS Society held a very successful wine tasting event, which was attended by Pastonians, parents and friends of the school. In addition, just after the end of term, a group of 20 parents, Pastonians and Junior School pupils enjoyed the Cinderella pantomime at the Cambridge Arts Theatre.

"The talk was attended by approximately 30 alumnae and parents, including three generations of one family, and provoked some very lively discussion."

On Wednesday 20 January 2016, along with other celebrations for Mary Ward's birthday throughout the school, the PASS Society hosted a talk by Dr Trudi Tate – current parent, historian and author. The talk: 'How babies were cared for at the end of the First World War? With so many adult men killed and injured, how were the new born generation perceived in 1918?' was hugely interesting. Dr Tate looked at baby-care 'expert' Truby King, whose teachings were very influential

in the first half of the 20th century, and placed his ideas in the historical context of the World War I. The talk was attended by approximately 30 alumnae and parents, including three generations of one family, and provoked some very lively discussion.

Also in January we were fortunate to welcome Denis McBride CSsR in to school, to lead a day of reflection which was open to friends of the school and parish.

The programme included reflection on the Year of Mercy (inaugurated by Pope Francis this Advent) in the light of scripture. ●

Re-launching the Parent Teacher Association (PTA)

Our most recent PASS Society event was an informal Easter afternoon tea with local Pastonians, held in Ms Avery's parlour, at which we were able to provide an update on all the changes that are currently happening in the school, and to soft launch our re-vamped PTA.



As we move towards the 120th anniversary of the founding of St Mary's School, Cambridge in 1898, we have decided that the time is right to reconsider the PTA in order for it to more clearly reflect the St Mary's School, Cambridge community.

Based on Mary Ward's Circle of Friends – the support circle consisting of her friends and sister, without which, contemporary commentators say, she could never have achieved what she did – the new St Mary's School, Cambridge Circle will invite a broad group of parents and staff, past and present, and alumnae to be a part of the group that supports the school – in its fundraising endeavours and special school events, such as the Christmas Fair and the Fun Run. We have so many wonderful, committed alumnae that bringing them in to what was the PTA and getting them involved, in welcoming new parents and girls to the school, for example, clearly reflects our mantra, 'once a St Mary's girl, always a St Mary's girl!'.

If you would like to become involved with the new St Mary's School, Cambridge Circle, do please get in touch with Julie Hogg. ●

A fond farewell

This year we say goodbye and send our best wishes to the following members of staff:



Mrs Penny Vallins,
PA to Headmistress
(23 years 7 months)

Penny was a calm and organised presence who helped me understand what the role of a PA was when I arrived at St Mary's School, Cambridge in 2007, as a new Headmistress who had never had a personal assistant before that time! She rapidly got up to speed with the pace of working for me - there was certainly much that needed addressing over my first five years! She helped me through a boarding inspection in my second term, which was thankfully delayed from the first term, and thereafter we went through many inspections including ones for boarding, Early Years, and the diocese. She was also very supportive personally when Pierre and I were going through the process of adopting our son, Dylan, and thereafter was available to support with Dill's collection from his local primary school if I was tied up in a meeting. She always listened well and gained the respect and friendship of the staff. Penny was (and is) an excellent cook and SLT enjoyed a variety of flavours and styles of cupcakes over the years. We are delighted that Penny will continue to be a kind and benign presence at school in a new capacity as one of our examination officers.

Ms Charlotte Avery

I've known Penny for many, many years. We live in the same village and our daughters were at primary school together. I always thought she made the perfect Head's PA - calm and efficient. I don't think I have ever seen her feathers ruffled (except when a pheasant ran in front of my car recently when we were going for an early morning swim!). Always pleasant and extremely kind, and often prone to giggles which would result in tears of laughter. I think many people here at school will miss her very much..

Mrs Pam Down

I have known Penny since I joined the school in 1999. She was the receptionist and she sat in the little office under the main staircase in the Elms. Although her title was receptionist, she was also the main port of call for girls who were ill or injured, as we had no nurses in those days, and she was also responsible for the uniform shop. At one time she also stepped

into the breach for the Registrar, thereby undertaking the work of what would be done by at least six people now! After some time, she became the PA to the Headmistress and we shared an office for many years. I couldn't have asked for a kinder, more easy-going, helpful person to work with. She was (and still is!) the oracle on all things St Mary's. I have missed her very much since her retirement.

Mrs Janet Bauld



Mrs Anna Ladds,
Head of Technology
(22 years)

Anna has devoted 22 years of her life to teaching Textiles and more recently Food Technology at St Mary's School, Cambridge. Having been a student at the school, Anna joined the staff in 1994 as a supply teacher for two weeks. This turned into her becoming a part-time teacher of A Level Textiles and eventually a full time member of staff, in 2002. She has been an extremely well loved member of staff, respected by colleagues and students alike, and has made a huge contribution to school life.

Anna, Ms Avery and Mr Duncan Askew (Bursar) worked hard on a vision which saw students returning to school in 2008 after the summer break to find that the PE changing rooms had been converted into a state-of-the-art Food Technology classroom. The smell of sweat had been replaced with idyllic cooking aromas rising all the way up the staircase to the Music department.

As well as being Head of Textiles and Food, Anna took on the new role of Head of Technology in 2012. This was when she introduced the now annual Technology showcase and fashion show, which has, to date, raised approximately £3,000. This was mostly raised for the Teenage Cancer Trust, in memory of a past talented Textiles student, Grace Deng.

Anna has entered our students into many cooking competitions, but the highlight has to be when she met

The Great British Bake Off star Paul Hollywood. He was the judge for the 'Schools Bake Off' competition, which we won. It was a wonderful experience for all the girls involved and I am still jealous that I did not meet Paul in person, but only managed to take photographs.

As well as her teaching, Anna has been involved in school life in a variety of ways. She has helped sew costumes for the school plays, was joint *Magnolian* editor for 10 years, has been a dedicated form tutor and has accompanied many school trips, particularly the German exchange which she has enjoyed since 2009.

Anna has been a colleague of great help and support during the German exchange. We have been to Essen on three occasions together and Anna's most precious skill has been her outstanding sense of direction. One cannot get lost with Anna! Anna has been happy to spend a week in Essen during the holidays and also to host a colleague from our partner school, BMW Gymnasium, at her home. She plans to learn German, and I look forward to giving her a test when we meet next year.

Mrs Helene Compain-Holt

Anna has been a wonderfully calm and supportive tutor. She has been so patient with the girls and has always seen the funny side of their actions; her patience with eccentricities was amazing! The highlight was the nativity play, which they decided to use as their theme for the Fun Run, even though it is probably not strictly a 'favourite bedtime story!' as was stipulated. Anna and I dressed up as shepherds and spent a lovely afternoon circling Coe Fen whilst Baby Jesus (Liberty) was pushed along in a mobile manger (a wheelbarrow).

Miss Fleur Spore

Anna will no doubt miss the school, as it has been a real family affair: her eldest daughter Kasia was a student here; one of her younger sisters, Julia Emmans, taught Art; and another of her sisters, Sophia Malig, regularly visits the school to talk to the girls about Fashion courses at degree level, having taught one of our alumnae, Odella Yue, on her Fashion course.

Anna has been a much valued member of the Technology department. We will miss her energy and efficiency and wish her all the very best for a happy retirement

Mrs Alison Wilson and Mrs Maria Kakengi



Mrs Pam Down,
Staff Secretary (20 years)

Pam is one of the colleagues I truly admire - an unsung hero if ever there was one. Not doing a high profile or particularly glamorous job - there isn't much glamour in a stationery cupboard - she nevertheless does her job extremely well and with absolutely no fuss, she just gets on with it! Indeed, she does it so efficiently that you could be forgiven for thinking it was simple! It is thanks to her foresight, planning and swift execution that the whole school is always equipped with what is required and that any secretarial tasks are returned swiftly and completed to perfection. Her work is at least as good as what you would have produced yourself - and often many times better! There is nothing worse than delegating something only to spend longer sorting it out than it would have taken you to do the task yourself in the first place; that never happens with Pam!

I know this because for the last 10 years or so Pam has produced flawless field trip documents and lists with meal choices for all of my residential trips - it helps me enormously and it makes sure the children get to eat what they ordered, and that keeps us all happy.

All three of Pam's girls have been though St Mary's School, Cambridge. How efficient was that - producing three girls? I have had the pleasure of teaching Katherine, Sally and Rachel, so I love hearing updates on their lives, and Pam's expanding collection of grandchildren.

Calm, sensible and with a huge sense of humour, Pam has been a major asset to the school for the last 20 years, and I, for one, will miss her keenly.

Miss Fleur Spore



Mrs Monica Crammond,
Physics Technician
(16 years)

Monica joined St Mary's School, Cambridge as the school's very first Physics Technician in 1993, when Miss Conway was Headmistress and Sisters Francesca, Ursula and Veronica (who 'manned' Reception) were all still at the school. At that time the dining hall, with the new second Physics laboratory and the History rooms above, had just been built. Room P2 was the 'new lab' and was referred to as such for 20 years! The Physics prep room had been extended, and encompassed Sister Christina's office. When Ms Avery got married an elderly nun knocked on the prep room door, looking for the Headmistress – in her office, as it used to be!

Monica has seen much change at the school and has evidently enjoyed working here, having stayed for 16 years! She built up the role from scratch to what it is now and, in her time here, has seen the school change hands with five Headmistresses, and she has worked with six Heads of Physics. Throughout that time, Monica's strengths have been her versatility and her calmness. She has been a stalwart in the Physics department, supporting all the physicists with dedication and excellence.

When asked to reminisce on what she has enjoyed in her time here, Monica commented that she has loved watching the girls develop and come to be comfortable and confident with Physics, seeing their interests and successes grow over the years. Throughout her career, Monica has always had a soft spot for A Level scientists and she gets to know them well – one group taught her Chinese in return. A particular delight for Monica has been girls opting to study Engineering at university. Monica has great fondness for colleagues, past and present, as well as an encyclopaedic knowledge of Physics practicals, and where all pieces of equipment are stored – and how best to help at the Christingle service. We will miss her very much and we wish her a long and happy retirement with Steve, enjoying spending time with her grandchild.

Mrs Delia Russell

Monica has been the Physics department Technician since 1993 and I have had the pleasure of working with her for the last 14 years. She manages the department's apparatus and books with efficiency and resourcefulness, and is a kind and supportive colleague. In the midst of a busy day's teaching I often have the calm reassurance of what and who I am supposed to be teaching based on the equipment that Monica has provided for me. She copes with the mess and mayhem of ongoing STEM projects with patience, good humour, sound advice and abounding common sense. She cares deeply

for the girls and particularly gives time to those who may be struggling or lacking in self-esteem.

Outside of school, Monica also shows her compassion for those struggling in the community. She is a member of the Highpoint Independent Monitoring Board. As such, she regularly visits the prison to ensure the welfare of both prisoners and staff.

One of Monica's passions is ballet, and she can often be found poised and ready to ring for tickets as soon as booking opens for the Royal Ballet. She danced as a child and continues to revel in the grace and beauty of the fluidity of movement in both traditional and more contemporary productions. At staff parties she is keen to 'bust a few moves' and certainly puts me to shame.

She will be sadly missed, but we wish her the very best as she retires and embarks upon her new role as Granny, to baby Abigail.

Mrs Tessa Shercliff



Mrs Cathy Gardiner,
Boarding Housekeeper
(12 years)

I have known Cathy on and off for many years. She was a housekeeper here when I joined, in 1999, although she left for a few years before gladly returning. Her lovely daughter, Carrie, was 15 or so then and spent time babysitting my son when he came to school with me during his school holidays. Carrie kept him occupied by taking him to the Cambridge University Botanic Garden. Now Carrie has two young children of her own and no doubt much of Cathy's time will be taken up with them when she retires. I wish her all the best and hope she will pop in with her family for an occasional visit, so I can keep up with the antics of Orla and Rory!

Mrs Janet Bauld

Cathy Gardiner, our excellent and much-valued boarding housekeeper, has sadly decided to hang up her cleaning cloth for the final time, after 12 years of service to the school. Boarding will never be quite the same again, but we will endeavour to continue her work to the same high standards. The whole team, and boarding community, would like to thank her for her sterling contribution, and we wish her a very well deserved and happy retirement.

Mr Gary Sharp



Mrs Doris Stutley,
Receptionist and Finance Assistant
(11 years)

Doris is the consummate professional and her background in hotels made her an exceptional receptionist. Impeccably dressed and with a wonderful welcome to everyone, whether students, parents, governors, visitors or tradesmen, Doris embodies St Mary's School, Cambridge values and in fact, secretly, she is a 'St Mary's girl'! Indeed, all the girls love her and she is a regular feature in the Sixth Form Christmas review, and one of the Sixth Form students painted her portrait as part of her A Level Art portfolio. The entire community wishes Doris every happiness as she moves to be nearer to family members.

Ms Charlotte Avery

Doris represents the values one hopes any 'St Mary's girl' will possess and develop: she is caring, organised and sympathetic to everyone's worries. Doris was first associated with the school as mother to Alexandra, and then as Receptionist and Finance Assistant. In both roles, Doris displays the same level of energy and perfectionism, and seems to know everything. Whether one is lost or has lost something or needs a lunch ticket, Doris can help. Doris came to work at St Mary's School, Cambridge having worked at The Peninsula Hotel in Hong Kong. The hotel's motto applies to Doris - she is 'a living legend'. Doris is relocating to Driffield and we wish her the very best for the next phase of her life.

Mrs Helene Compain-Holt

Doris has many qualities which make her a central figure in the school, at the heart of school life, especially when she is on Reception greeting each girl and member of staff by name and with a smile; remembering, and reminding us, about matters we are concerned with, whether it is a phone call to be made or a relative to be asked about.

Over the years many of us have appreciated Doris's thoughtfulness and kindness - from the manicure for one of the male members of staff as a wedding present to the most powerful and throat-soothing ginger drink sachets for those afflicted by colds and sore throats.

Doris is smart, organised and unflappable. The only time I saw her in the least nervous was when she was persuaded to present the opening scene in Roy Peachey's production of *Monkey*. Roy recalls: "*Monkey* was performed in October 2006 and Doris opened the show, setting the scene. The script specified that the opening lines were Buddha's, but we gave them to Doris who played herself (though with all the

tremendous sagacity and presence that one associates with the Buddha). One of my main memories of that production was the tremendous martial arts fighting and the staves (wholly unexpectedly) shattering during a fight in the final performance. In other words, Doris's presence added a sense of calm and quiet authority that was not always present elsewhere in the production or rehearsal process!"

Doris's calm efficiency, good humour and interest in all that goes on in school make her a figure that generations of students and staff will remember with great fondness.

Mrs Helen Garrett



Mrs Sarah Newbery,
Head of Careers and Work Experience
(10 years 4 months)

Sarah started her career at St Mary's School, Cambridge as a helper to a former student who was in remission from cancer. She worked alongside the student in my English classes and supported her with the patience, dedication and humour which are typical of her. Sarah spared no effort and embarked on the monumental task of supporting the student through GCSEs, to enable her to gain the necessary qualifications for her future, with great kindness.

Sarah's excellent interpersonal and negotiating skills soon gained her the position of Head of Careers and Work Experience, which she has developed into a highly focused and complex role. She has found wonderful and worthwhile placements for students with a huge range of interests and abilities, and has used her contacts in Cambridge to ensure that every student has the very best chance to fulfil her potential and learn about life and career demands in the adult world. The impact she has had on students' lives is epitomised by past student, Flo Barrett, who said: "I honestly wouldn't be where I am today without Mrs Newbery's support and for that I will be forever grateful. I came to St Mary's School, Cambridge knowing I wanted to do something Mathematics based, and I left with my dream career".

Sarah has diversified the careers role, attending courses and conferences and participating in charity work for My Big Career, a charity that brings careers guidance to students who need help and support. This is her great interest and focus, which I am sure she will continue to give her time to when she has retired. We will miss her at school, and we wish her a very happy retirement.

Mrs Diana Larman



Mrs Louisa Reid,
*English teacher (and
resident author) (8 years)*

Louisa joined us from Highgate School and we were hugely impressed, but slightly apprehensive, after reading her described as 'high-powered' and 'on the London dinner party circuit'. Her abilities and intellectual dynamism were clear from the outset. She has brought brilliant experience, creativity and some formidable networking to our department but also, more importantly, great warmth, an endearing sense of humour and a down-to-earth efficiency. It has been a privilege to have shared her triumph in the publication of her first two novels. We will never forget the tension during a memorable English department meeting in room 15 when she kept leaving the room with her phone to negotiate her contract with Penguin Books, and we were delighted that she chose to launch her novels locally: *Black Heat Blue* from Heffers, and *Lies Like Love* from our very own Learning Resources Centre.

Louisa's writing has brought her some valuable personal contacts by way of other authors, and she has secured some exciting author visits for the school, which have inspired students to write in their spare time. She pioneered our AS Level Creative Writing course and, in a short time, has set students on the path of award-winning success. In the classroom she has been well-loved and her ideas and input have been greatly valued by all.

We wish our colleague goodbye with great sadness but applaud her determination to return to her alma mater, Loreto, as both English teacher and parent. We wish Louisa, Alistair, Eve and Scarlett well as they return to their roots and move nearer to their extended families. All have been a valued part of St Mary's School, Cambridge – as English teacher, but also parents, students and visiting Science lecturer.

Mrs Diana Larman

Mrs Annie Crawford,
Assistant Housemistress (6 years 11 months)

Leaving us in December, Annie worked at St Mary's School, Cambridge for nearly seven years, during which time she was greatly appreciated by the girls as well as her colleagues. Boarders knew that if they needed someone to talk with then she would always make herself available. Consistently flexible in her approach to duties, no task was too much of a challenge for Annie, who consistently embraced work with her trademark energy and enthusiasm. She was an example to us all in this respect, not least the girls who recognised the contribution

she made to building a positive atmosphere in the boarding house. We extend best wishes to Annie and hope she is happy in her new position working nearer to home.

Mrs Helene Compain-Holt



Mrs Helen Seabourne,
PE teacher (5 years)

Helen joined St Mary's School, Cambridge five years ago as a fun-loving, organised, enthusiastic and knowledgeable PE teacher. During her time here Helen has made a great contribution to the PE department. She is an accomplished teacher who has taught a wide range of ages and sports; is a great netball and hockey coach whose experience in both these sports has allowed girls to gain the knowledge and skills necessary to compete at high levels; and has taken girls to English Schools Netball Tournaments as well as attending the Holland Hockey Tour in 2012.

As well as being a strong games player, Helen's expertise in both gymnastics and dancing has been invaluable. She introduced trampolining and Irish dancing into the curriculum, as well as producing and choreographing the trampette and vault routines in the gymnastics display. She also enjoyed being part of the Dance showcase audition process.

Helen always enjoys the Summer Term and the slightly warmer weather, although both girls and staff missed her winter hats while she was on maternity leave this winter. She, along with her colleagues, led the girls to many victories in athletics, notably at the Olympic Cup. She was also in charge of organising and running the Junior School Sports Day, a day that is always remembered by all; it is no easy task to organise and ensure that all girls from age four to 11, whatever their ability, are having an enjoyable, fulfilling and valuable sporting experience, but Helen manages this with ease.

It must be mentioned that Helen came at a time when we were, as a department, still in the technological dark ages! She was patient but strong in her belief that we could progress from a tape player to using an iPod! Helen did wonders to ensure we implemented IT into our department, and lessons, which has helped to revolutionise our teaching.

Outside of the PE department, Helen threw herself into life at the school. In her first few years she was Head of the International Committee, developing the International Food Fair and celebrating the Chinese New Year. Helen also enjoyed helping out with the boarding community, staying one night

a week in her first year, and has also been a caring and well-liked form tutor who enjoys looking after the girls pastorally. We thank Helen for all she has contributed to PE and Games at our school. We will miss her and we wish her and her young family all the best for the future

Mrs Jackie Ewing

Mr Scott Williamson,
(4 years 8 months)

Scott Williamson joined our IT Support team in 2011. He quickly established himself as a favourite amongst staff members for the cheerfulness with which he dealt with their myriad IT problems and news of his departure was met with genuine sadness. More recently Scott had become something of a 'go-to' man for students and staff with iPad issues – a student with a cracked iPad screen felt that Scott was a benign presence to turn to with this sort of problem. Every morning would find him down at the Junior School where he was readily adopted by staff members there as one of their own. We wish him well as he seeks to develop his IT career in other sectors.

Mr Joe Hunnable



Mr Christopher Hald,
*Head of Juniors
(4 years 7 months)*

I first met Mr Hald at an event in Cambridge, about Cambridgeshire schools. There are three things I remember about it.

First, I couldn't concentrate on what he was saying, because I was trying to work out where he came from. It couldn't be Cambridge, I knew that. America, perhaps? Later I found out he had grown up in Denmark but moved to Seattle. So, I was partly right, but I was never going to get the Danish part.

Second, I remember he was very cheerful. This was very positive of him indeed because the evening was a long one and very few people turned up, so all in all it was a bit dull. I was grumpy, but Mr Hald was cheerful – so he made me cheerful.

Third, I remembered his tie, which definitely brightened the evening up.

Now I know Mr Hald much better, but I will still remember all these details about him, his bright ties and socks (if I'm falling

asleep in a meeting I just look at Mr Hald's socks and I am jolted to attention) and his soothing transatlantic voice.

But it is the cheerfulness we will all remember the most. Mr Hald is always very cheerful and positive and he has a knack of keeping all the children and teachers very cheerful too.

This how Mr Hald kept the teachers happy:

- 1) Chocolate and cakes. Mr Hald regularly fed us chocolate and cakes at break time. If I look a bit like a donut, it is entirely Mr Hald's fault! However, I am a happy sort of donut!
- 2) Mr Hald tidied up. Sometimes this is quite annoying, because you have just got something out and Mr Hald will have tidied it away... but mostly it is very useful. And teachers are happy if they don't have to tidy up.
- 3) Mr Hald's door was always open... except when it's closed. This means he would always chat to you, so you are relaxed, and you don't notice straight away that he has given you a huge job to do. What's more, you have gladly agreed to doing it. You stay glad and happy though, because Mr Hald always says what a good job you've done, and you know he means it!
- 4) Mr Hald doesn't pretend to be nice and happy... he actually is nice and happy.
- 5) He comes to visit you in the classroom and he always asks you if everything is alright. If it isn't alright, he tries to make it alright.
- 6) Mr Hald said we were allowed to be creative in the classroom, which means we can teach exciting things in exciting ways, like going on a dragon hunt in the woods and inviting a real life detective into school.
- 7) Mr Hald built the sensory garden. He actually designed it and dug it himself. This garden helps to keep teachers (and pupils) calm and happy.
- 8) Mr Hald dressed up as Mr Fox, which made us all laugh.
- 9) As mentioned before, Mr Hald wears bright socks and ties.
- 10) Mr Hald always said our displays, assemblies and plays are GORGEOUS.

So, how did Mr Hald keep all the children so happy? Well, in exactly the same way.

He made sure they had birthday cake, on Mary Ward's birthday. He tidied up so the school always looks nice. He gave the pupils an outdoor stage and sensory garden. He kept his door open so they can visit him, and he visited them around the school and asked if everything is alright. He chatted, he dressed up to make them laugh and... he wears bright socks and ties.

Mr Hald gave Junior School pupils the Creative Curriculum, which means pupils go on visits, have visitors in school and learn in the most exciting way possible. They do lots of work without noticing, which he says is 'gorgeous', so they feel really proud.

All of us think Mr Hald is a fantastic teacher and Head. He has really shown us how to live out the school's Mary Ward values, especially those of friendship, supporting each other, seeing the good in all creation and, most of all, cheerfulness. We will really miss him, and all the things he has done to make our school such a successful and happy place.

We wish Mr Hald well in his new job, and new home, in Sheffield. We hope he will visit us from time to time.

In the vernacular of Sheffield, 'Eee by gum son, you've done us proud!'

Mrs Kerry Owens gave this reflection in Mr Hald's farewell assembly in March



Mr Martin Scott,
*Chemistry and
Biology teacher
(3 years 8 months)*

I met Martin in February 2012 while I was being interviewed for the role of Head of Chemistry. Martin was welcoming and professional, which helped me feel more at ease throughout the whole process. When I then started in September of that same year, Martin had left the school, but I began to hear about his teaching style from students in different year groups. It was obvious that students missed him. They would tell me how wonderful his notes and handwriting were, how he would joke with them but at the same time manage their classes well. Martin clearly engaged students with their own learning by deconstructing complex ideas into accessible ones.

I was very fortunate to see Martin return to St Mary's School, Cambridge at the start of 2013. He fitted back into the department incredibly well and has since remained an active member, creating and disseminating resources, from Revise Wise worksheets to eBooks. His creativity and interest in the use of iPads in the classroom has led him, once more, to get students actively involved in using apps to perform different learning activities. As well as being an excellent classroom teacher Martin is a good listener and will always be happy to offer advice and helpful suggestions to those around him.

Martin has, since I met him, shown himself to have clear goals, which he continuously works to achieve. Whilst he will be greatly missed in the department, by his students, as a colleague, and as a dear friend, I have no doubt that he will move on to achieve great things, and I wish him well.

"You ought to ask God for a specific task. And He will grant you grace to accomplish it." Lailah Gifty Akita, *Pearls of Wisdom: great mind.*

Dr Cristina Alves Martins

Martin has been an invaluable member of the Music team throughout his years at St Mary's School, Cambridge. As a gifted pianist and organist, he has superb accompanying skills and has willingly given up his Thursday lunchtimes to support our chamber choir, Allegro, in weekly rehearsals. Martin has also sensitively accompanied the whole school's singing of hymns in our regular Masses and services, and we remember fondly the occasion that he unwittingly set off the bossa nova backing beat on the electric piano during *Tell Out My Soul* at our open-air Chapel dedication service! Also a talented flautist, Martin gamely joined in with our senior orchestra in the most recent Christmas concert, setting a fantastic example to our aspiring wind players. We wish Martin every happiness for the future and hope that he continues to find time for music-making during the next chapter of his life.

Mrs Emma Fisher



Dr Janka Skrzypek,
*Housemistress and
Assistant Head of Sixth
Form (1 year 10 months)*

Janka joined St Mary's School, Cambridge in September 2014 as Housemistress. Her academic abilities and willingness to be involved with the girls was quickly acknowledged and the following year she was appointed Assistant Head of Sixth Form. Janka has been very enthusiastic about sharing her knowledge and understanding of International Affairs with all students, especially those studying A Level courses. The boarders have particularly appreciated her insightful presentations on social and political topics. As a sign of her intelligence, Janka has the ability to explain complex matters simply, thereby inspiring confidence in her listeners. Although she is moving to London, I hope that Janka will be able to visit us in school as an external speaker to continue to share her wealth of knowledge with future students. We wish her a prosperous career.

Mrs Helene Compain-Holt

Senior prefect team 2015/2016

Head Girl	Jemima C.	House Captains	
Head Boarder	Heidi A.	Brookside:	Isabella G. Stephanie P.
Deputy Charities	Panashe G. Melissa J. Molly P. Lucy S.	Cavendish:	Peace K. Alice P.
Deputy Junior	Rebecca A. Charlotte S. Ocean Y.	Paston:	Sukey C. Lynn Z.
Deputy Senior	Anastasia C. Helena G.	Elms:	Poppy S. Christy W.
Deputy Mentoring	Kathryn B. Lexi M. Isabella M.	Sixth Form Council	
Deputy Brookside	Florence B.	International:	Peace K., Lucy M. Rachel T.
Sports Captain	Ludo C.	Democracy:	Jemima C. Heidi A.
Music Captain	Rachel W.	Environment:	Areen H-H. Laura W.
		Leadership:	Libby B.
		Senior Prefect Careers:	Anthea K. Cora L. Jolie L.
		Senior Prefect Boarding:	Areen H-H. Katie K. Lucy M. Rachel T.

Leavers' courses and destinations 2015

Public examination results 2015

A Level results for 2015

Subject	A*-B grades	Subject	A*-B grades
Art & Design	100%	Geography	57%
Biology	59%	Government & Politics	67%
Business Studies	30%	History	33%
Chemistry	78%	Mathematics	74%
Chinese	100%	Music	75%
Classic Civilisation	60%	Photography	100%
Computer Science	100%	Physics	100%
Economics	64%	Psychology	64%
English Language	100%	Religious Studies	50%
English Literature	67%	Russian	100%
French	50%	Textiles	67%
Further Mathematics	67%		

GCSE results for 2015

Subject	A*-B grades	Subject	A*-B grade
Additional Science	62%	History	100%
Art	94%	Italian	100%
Biology	88%	Latin	100%
Chemistry	96%	Latin (Short Course)	78%
Classical Civilisation	63%	Mathematics	76%
Classical Greek (Short Course)	40%	Music	100%
Computer Science	75%	PE (Short Course)	100%
Drama	100%	Physics	98%
English Language	77%	Religious Studies	76%
English Literature	91%	Russian	100%
Food Technology	100%	Science	76%
French	79%	Spanish	94%
Geography	92%	Statistics	100%
German	92%	Textiles	100%

Animal Behaviour	Anglia Ruskin University
Art Foundation	Cambridge Regional College
Medicine	Cardiff University
Business Management	Coventry University
Biochemistry	Imperial College London
Biomedical Science	Newcastle University
Early Years Development and Learning	Norland College
Photography	Norwich University of the Arts
Illustration	Norwich University of the Arts
Biomedical Science	Queen Mary University of London
Accountancy and Finance	Queen Mary University of London
Maths and Finance	Queen Mary University of London
Equine Science	Reaseheath College
Music	Royal Holloway, University of London
Music	Royal Welsh College of Music and Drama
Architecture	University of Bath
Pharmacology	University of Bath
Psychology	University of Durham
Accountancy and Finance	University of Durham
Psychology	University of Durham
Adult Nursing	University of East Anglia
Midwifery	University of East Anglia
American Studies	University of East Anglia
Business and Japanese	University of Edinburgh
Marketing	University of Essex
Animal Behaviour	University of Exeter
Psychology	University of Exeter
Biochemistry	University of Exeter
Business Economics	University of Leicester
Law	University of Manchester
Business Management	University of Nottingham
Chemistry	University of Oxford
Archaeology and Classical Studies	University of Reading
Computer Science	University of Southampton
Law	University of Warwick
Accountancy and Finance	University of Warwick
Psychology	University of York
Politics	University of York

Music commitment colours 2015/2016

Year 7

Shalom A.	Blue	Jemima L.	Blue	India B.	Green
Sofia A.	Blue	Eliza M.	Blue	Laura C.	Green
Olivia B.	Blue	Emily T.	Blue	Emilia C.	Green
Lily C.	Blue	Iona U-K.	Blue	Emma G.	Green
Ella G.	Blue	Alice G.	Green	Elizabeth W.	Green
Sarah H.	Blue	Amalie M.	Green	Rosie P.	Red
Megan H.	Blue	Emma R.	Green	Cecilia R.B.	Red
Eve H.	Blue	Olivia T.W.	Green		
Brooke L.	Blue	Madeline A.	Green		

Year 8

Isobel C.	Blue	Eunice R.	Blue	Eve R.	Green
Natalie C.	Blue	Isabella R.	Blue	Rebecca W.	Green
Cristina H.P.	Blue	Amelia S.	Blue	Zara K.	Green
Reyati L.	Blue	Sireen A.	Green	Jiyoung S.	Green
Emily O.	Blue	Sofia B.F.	Green	Yuina I.	Red
Rhiannon P.	Blue	Tabitha D.	Green	Bella T.	Red
Lauren P.	Blue	Keeva M.	Green	Olivia B.	Gold

Year 9

Viola B.	Blue	Ciara P.	Blue	Emily P.	Green
Catherine B.	Blue	Iona S.	Blue	Lois T.	Green
Lucy C.	Blue	Hannah W.	Blue	Clara W.	Green
Elena G.	Blue	Beth W.	Blue	Isobel B.	Green
Abbi H.	Blue	Lily A.	Green	Isobel A.	Red
Eden H.	Blue	Maria C.	Green	Alexandra H.	Red
Lucy J.	Blue	Anna C.	Green	Eve M.	Red
Christina L.	Blue	Mariana G.O.	Green	Annabelle B.	Gold
Jessica L.	Blue	Francesca H.	Green	Rebecca G.	Gold
Jacqueline L.	Blue	Melissa L.	Green		

Year 10

Windhy C.	Blue	Kiko L.	Blue	Lucy T.	Blue
Rosie C.	Blue	Ellen L.	Blue	Aislin M.	Green
Clemmie C.	Blue	Sanjana N.	Blue	Lydia S.	Green
Beatrice H-L.	Blue	Dana N.	Blue	Madeleine H.	Red
Jamie H.	Blue	Aurelia P-G.	Blue	Amelia S.	Red
Iris H.	Blue	Charlotte S.	Blue	Gigi D.	Gold

Lower Sixth

Ellen C.	Blue	Honora D.	Green	Ruolan Y.	Green
Charlotte Y.	Blue	Morgaine O.	Green	Lerato M.	Green
Cherry C.	Green	Anna S.	Green		

Upper Sixth

Laura W.	Blue	Alexandra M.	Green	Rachel W.	Green
Rachel W.	Blue	Lucy M.	Green	Lucy S.	Red
Molly P.	Blue	Alice P.	Green		

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

Lily A.	Grade 7 Cello with merit	Aislin M.	Grade 5 Alto Saxophone with merit
Jacqueline L.	Grade 4 Cello	Isobel B.	Grade 3 Flute with merit
Grace H.	Grade 2 Cello	Isabella G.	Grade 4 Flute
Mariana G.O.	Grade 5 Piano with distinction	Patricia D.	Grade 4 Flute
Lucinda T.	Grade 6 Piano	Laura C.	Grade 1 Flute with merit
Poppy P.	Grade 2 Violin	Aislin M.	Grade 5 Music Theory with merit
Zara K.	Grade 2 Violin	Lerato M.	Grade 5 Music Theory with merit
Renee L.	Grade 1 Violin	Bethany W.	Grade 5 Music Theory with distinction

Arts Award

Trinity College London

Scarlett W-W.	Level 1 Bronze	Zoe W.	Level 2 Silver
Stephanie O-F.	Level 1 Bronze	Jessie H.	Level 2 Silver
Sasha D-B.	Level 2 Silver	Lynn Z.	Level 2 Silver
Maddy B.	Level 2 Silver	Ella R.	Level 2 Silver
Jacqueline L.	Level 2 Silver		

London Academy of Music & Dramatic Art (LAMDA)

Flores W.	Grade 6 Acting Duologue with merit	Serena C.	Grade 6 Acting Duologue
Gabriella B.	Grade 6 Acting Duologue with merit	Lily B.	Grade 6 Acting Duologue with distinction
Jessica A.	Grade 6 Acting Duologue with distinction	Natasha C-C.	Grade 6 Acting Duologue with distinction
Madeleine B.	Grade 6 Acting Duologue with distinction	Kristen A.	Grade 6 Acting Duologue with distinction
Julia P.	Grade 6 Acting Duologue with distinction	Georgina P.	Grade 6 Acting Duologue with distinction
Emma C.	Grade 6 Acting Duologue with distinction	Anna-Marie G.	Grade 6 Acting Duologue with distinction
Emily S.	Grade 6 Acting Duologue	Phoebe T.	Grade 6 Acting Duologue with distinction
Sophie W.	Grade 6 Acting Duologue	Rachel T.	Grade 6 Acting Duologue with distinction
Fay O.	Grade 6 Acting Duologue with distinction	Jie Z.	Grade 6 Acting Duologue with distinction
Elizabeth P.	Grade 6 Acting Duologue with distinction	Clementine C.	Grade 5 Acting Duologue with distinction
Ella B.	Grade 6 Acting Duologue with distinction	Isabelle T-G.	Grade 5 Acting Duologue with distinction

Sports colours

In the Lower School half colours are awarded in Year 8 and Year 9 for ability and commitment to extra-curricular sport.

For gymnastics:	Alexandra H. Shona M.P. Elsie T.	For gymnastics & hockey:	Lily A. Francesca H. Olenska S-H.
For hockey:	Honor B. Bea B. Katrina E Grace H. Lucy J. Nerea R. Florence B-C.	For hockey & netball:	Jodie D. Elena G. Daisy M. Molly P. Olivia R. Nicole T.
For netball:		For athletics, hockey & netball	Amy T.
For athletics:	Amy T.	For athletics, cross-country & hockey	Beth W.
For swimming:	Abbi H.	For cross-country, gymnastics, hockey & tennis	Lucy C.
For tennis:	Kitty J.	For athletics, cross-country, gymnastics, hockey, netball & swimming	Arabella H.
For athletics & cross-country:	Imogen B.		
For tennis & cross-country:	Lucy C.		

In the Upper School half colours are awarded in recognition of outstanding commitment in Year 10 and Year 11.

For hockey:	Julia P. Alice S.	For swimming:	Roisin S.
For netball:	Ella B. Kate B. Maddy B. Amy H. Eva H. Gabriella D.S.	For tennis:	Grace Y.
		For tennis & hockey:	Anna F. Sophie W.
		For hockey & netball:	Isby S.
For athletics:	Eilidh M.P.	For hockey, netball & tennis:	Tilly M.

Full colours are awarded for exceptional ability in and outstanding commitment to the teams.

For gymnastics:	Cristina C.H. Daisy K. Isi L. Ellen P. Asha R.P.	For tennis:	Eilidh M.P. Phoebe T.
For hockey:	Lily B.	For cross-country:	Sophie W.
For netball:	Anna F.	For gymnastics & hockey:	Elizah Y.
For athletics:	Maddy B. Roisin S. Alice S. Emma-Rose S.	For gymnastics & tennis:	Phoebe T.

Duke of Edinburgh's Awards 2015/2016

For three or more sports students are awarded an additional shield badge.

Athletics, gymnastics & hockey:	Maddy B.	Upper Sixth rowing full colours:	Cox. Poppy S. St. Lexi M.
Athletics, cross-country & gymnastics:	Emma C.		7. Dianne C. 6. Lucy S. 5. Harriet H. <i>(Year 10 student who has jumped into the crew three times this term)</i>
Athletics, hockey & netball:	Roisin S.		4. Jessie M. 3. Sukey C. 2. Flossie B. Bow. Izzy M.
Athletics, gymnastics, hockey & netball:	Emma-Rose S.		
Athletics, cross-country, gymnastics & hockey:	Kate B.		
Athletics, cross-country, netball & swimming:	Julia P.		
Athletics, cross-country, hockey, netball & tennis:	Annie Q		

Girls who have competed at County, Regional and National level in 2015/2016

Cross-country	County: Arabella H. National: Julia P. Matilda T. Beth W.	Tier 1 England hockey	Amelia S.
Satellite netball (County)	Cristina H.P. Francesca K. Amelie D. Nicole T. Grace K.	Athletics	Emma C. Lottie D. Annie Q. Julia P.
JAC hockey (County)	Francesca K. Grace K. Cara C. Annie Q. Rosie E. Emma-Rose S. Roisin S.	Swimming (County)	Jessica F. Lily R. Jessica O.

Bronze Award

Jessica A. Sarah A. Eleanor A. Philippa A. Alice B. Ella B. Lucy B. Madeleine B. Katie B. Liberty B. Cristina C.H. Emma C. Gabriella D.S. Boya D. Lily D.	Tara F. Mary F. Anna F. Jesslyn F. Isabella G. Amy H. Eva H. Rachel H. Phillipa I. Melissa J. Daisy K. Sophie K. Chloe L. Ella L. Holly L.	Sarah M. Matilda M. Eilidh P. Ellen P. Ambika P. Julia P. Elizabeth P. Roisin S. Olivia S. Milly S. Daisy S. Emma-Rose S. Shirley W. Flores W.
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Silver Award

Susie B. Julie C. Lucca C. Ellen C. Connie D.	Ellena H. Millie K. Henrietta M. Grace M. Joy M.	Elisabeth P. Charuna T. Grace U. Eleanor W. Kai Ying Z.
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Gold Award

Rebecca A. Hannah B-D.	Charlotte H. Lillian L.	Keely S. Charlotte S.
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Academic awards and achievements

UK Senior Mathematical Challenge 2015

Ellen J., Year 11	Best in year, Best in school, Gold, BMO1 qualification
Yinuo M., Lower Sixth	Best in year, Gold, BMO1 qualification
Zihan Y., Year 11	Gold
Peng W., Year 11	Gold
Katie L., Lower Sixth	Silver
Coco Z., Lower Sixth	Silver
Hui wai C., Lower Sixth	Silver
Cherry H., Lower Sixth	Silver
Jesslyn F., Year 11	Silver

Julie C., Lower Sixth	Bronze
Boya D., Year 11	Bronze
Yanyiu L., Year 11	Bronze
Rachel H., Year 11	Bronze
Lilly D., Year 11	Bronze
Daisy M., Year 10	Bronze

British Biology Olympiad for Sixth Form students

Celeste C-C.	Silver, Best in school	Julie C.	Commendation
Ocean Y.	Highly commended	Cherry W.	Commendation
Yuon Y.	Highly commended		

Biology Challenge for Year 10 students

Daisy M.	Silver	Kiko L.	Commendation
Shriya B-V.	Bronze	Kate F.	Commendation

UK Intermediate Mathematical Challenge 2016

Lucy C., Year 9	Best in school, Best in year, Silver, entry to Grey Kangaroo
Louisa B., Year 10	Joint Best in year, Silver
Tracy Z., Year 10	Joint Best in year, Silver
Clara W., Year 9	Silver
Echo G., Year 9	Silver
Iona S., Year 9	Silver
Anna C., Year 9	Silver
Rosemary T., Year 9	Silver
Sally Z., Year 9	Silver
Shriya B., Year 10	Bronze
Lydia S., Year 10	Bronze

Kiko L., Year 10	Bronze
Zoe G., Year 10	Bronze
Nichapa U., Year 10	Bronze
Daisy M., Year 10	Bronze
Iris H., Year 10	Bronze
Helena L., Year 10	Bronze
Bethany W., Year 9	Bronze
Anthea L., Year 9	Bronze
Lily A., Year 9	Bronze

UK Junior Mathematical Challenge 2016

Belinda T., Year 8	Best in year, Gold
Jiyoung S., Year 8	Gold
Emily O., Year 8	Silver
Yuina I., Year 8	Silver
Jasmine L., Year 8	Silver
Rosie E., Year 8	Bronze
Katie H., Year 8	Bronze
Ziniya S., Year 8	Bronze
Cristina H.P., Year 8	Bronze
Cindy H., Year 8	Bronze

Ruby G., Year 8	Bronze
Elizabeth D., Year 8	Bronze
Alex M., Year 8	Bronze
Hanna P., Year 8	Bronze
Isabella R., Year 8	Bronze
Eliza M., Year 7	Best in year, Bronze
Madeline A., Year 7	Bronze
Sarah R., Year 7	Bronze
Katherine S., Year 7	Bronze

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Senior School: Bateman Street, Cambridge CB2 1LY

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