



St Mary's School
CAMBRIDGE



Magnolian
2016/2017

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

Contents

● Headmistress' welcome	p4
● Our ethos	p5
● Valetes	p23
● Our school community	p35
● Development update	p45
● Creative communications	p49
● Performing Arts	p69
● Showcase of Art and Textiles	p85
● Junior School artwork	p97
● Exchanges, trips and tours	p101
● Careers, Social Enterprise and Technology	p113
● For the record	p121

Headmistress' welcome

Politically, the year from June 2016 to June 2017 has been one of uncertainty and upheaval: the shock referendum vote for Brexit in June 2016, the ousting of David Cameron and the rise of Theresa May, and the unexpected General Election in June 2017 - the result of which we are still digesting. Across the waters one way, we have witnessed the arrival of 'Trumpism'; and across the other, the surprise election of a political unknown, Macron, for the French nation.



Added to political uncertainty has been the rise of terror, with attacks last summer in France and this spring, the terror spotlight being the UK: Westminster Bridge in March, Manchester in May and London Bridge and Borough Market in June. We live in very uncertain and very unsettled times.

As a school community we continue to reflect on the importance of peace and attempt to establish a community based on the Gospel values of love, hope and truth. Never have the 12 Characteristics of a Mary Ward School been more important and more grounding. The two characteristics upon which we have been reflecting and living this year have been 'Coping effectively with failure' and 'Seeing good in all creation' – in retrospect this choice was extremely prescient.

Mrs Kay Dodsworth's profound reflection on these two Mary Ward values and Father Richard's equally profound contemplation on time through the lens of the writer of Ecclesiastes helps us to put the school year within the immediate context of the joint theatres of politics and terror and the wider context of our own lifetimes.

The life of a centenarian, which continues to be wonderfully well lived, as celebrated in the article about Sister Christopher Angell, is not only a beacon of light and hope and inspiration to our school community but also a call to make our Sister Christopher Bursary Fund a genuinely active force for good. Ours is a unique school and to have the likes of Sisters Christopher, Jane Livesey and Frances Orchard as lynch pins of moral certainty and example is a wonderful gift as is the continual, daily prayer of our Congregation of Jesus (CJ) sisters at Brookside.

I do hope that you will take time over the summer to digest the contents of this magazine; herein you will find a

testament by and of women and men who are passionate about St Mary's School, Cambridge and determined to support the education of the students under our care so that Mary Ward's vision that "By God's grace, women in time to come will do much" is enacted by our school community, by day students and boarders, and by staff and parents, governors and alumnae. Such joyful testimonies as those offered by some of our Mary Ward scholars epitomise all that is good, true and beautiful in our school community.

We give thanks to all those who depart our community this summer: our students who automatically become alumnae, or Pastonians, on their 18th birthday; and their parents who remain part of our Circle of Friends; as do departing (as well as current) staff and governors. We give thanks for all that has been achieved this year in terms of the personal development of the students in our care, their spiritual and moral discernment, their cerebral development and academic understanding, their social and athletic growth, and their artistic and creative formation.

I would like to thank everyone who has made this magazine possible: the students who have undertaken all the activities and events and who have recorded those opportunities; the staff who have written reflections on wider school life and ethos; our student editors and staff editors, Mrs Hester Glass and Mrs Hannah Helliari; and our designer Julia and her team at Stomp whose vibrant page designs help bring colour and vitality to our school life as it is recorded for posterity.

May God bless us all and may we all discern what is good, true and beautiful about our community as we enjoy this wonderful celebration of this academic year at St Mary's School, Cambridge.

Charlotte Avery, Headmistress



Our ethos



This year's focus on two Mary Ward characteristics

Mrs Kay Dodsworth, Lay Chaplain, discerns the importance for our school community of the two Mary Ward characteristics upon which we have been focusing this year.

The Mary Ward characteristics we are focusing on this year are, 'Seeing good in all creation' and 'Coping effectively with failure.' Both values were important to Mary Ward because they are ways in which one can be drawn into the mystery of God and grow spiritually and morally.

As God is the creator, the whole of creation reveals God in the same way as a work of art reveals something about the artist. In the story of creation in Genesis the theology that God is good and God's creation is good is expressed in the refrain, "And God saw that it was good..." In a recent letter, Lumen fidei, Pope Francis said: "Religious man strives to see signs of God in the daily experiences of life, in the cycle of the seasons, in the fruitfulness of the earth and in the movement of the cosmos." This belief is at the heart of Mary Ward's spirituality. It is this belief that has led us to introduce the Jesuit and Congregation of Jesus (CJ) practice of the 'examen', a review of the day which enables us to begin to see the good things in our day and respond with gratitude. We often use this reflection in assemblies and when done regularly it enriches our view of the world and our experience; we begin to identify 'the good in all creation'.

This, of course, leads us to cherish creation which includes the populations of the world. This is encouraged in school by our Environmental Society which helps us to focus on what we can do as a community to conserve the world's resources, make good use of them and think about how what we do affects our environment and the lives of other people. Our regular charity initiatives also link with this as we seek to cherish people who are suffering or struggling in the world today.

Closer to home, perhaps, this value of 'Seeing good in all creation' has relevance for the way we treat each other in school. This year we have been encouraging each other to, as Mary Ward put it, "put a good construction on all you see and hear". We have been trying to make sure we always give someone the benefit of the doubt and don't assume

that someone was intending to be hurtful. We have been encouraging each other to see the good in views and ways of being and living that are different from our own.

Mary Ward experienced a great deal of failure in her life. She sought recognition of her community from the Church but it was refused. Her schools were closed and she had to retreat to York in a time of war where she died before seeing her 'failure' turn into success. However, on her deathbed she said to her companions who were weeping, "O fie, fie! What? Still looking sad? Come, let us rather sing and praise God joyfully for all his loving-kindness." She believed that what she and her companions might see as failure and hardship was nonetheless a gift from a God she knew to be loving. It requires great spiritual maturity to realise that failure is a human judgement, often inflicted on ourselves, when we measure the success of what we do by criteria we have set according to our human values. Mary Ward realised that what we perceive as failure is all held in God's loving purpose and that, if we put it in God's hands, God will help us use the experience to grow in ways which are most important according to God's values.

Failure is a valuable experience as it helps us get to know ourselves better, our strongest interests, strengths and limitations. It teaches us patience and humility, perseverance and determination. If we are not afraid of failure we will be free to try new things and see how high we can jump, how large a painting we can do, how difficult a Mathematics problem we can solve. Girls are encouraged to support each other in failure; for example, it is always very heart-warming to see the school applauding the girl who is struggling to finish a race on Sports Day. The phrases most heard on the sports field when going round the school are 'keep going', 'you can do it', 'bad luck, have another go'. This year we have been working hard to support each other when we find things difficult and have been reflecting on developing virtues such as patience, generosity and humility. ●

Failure is a valuable experience as it helps us get to know ourselves better, our strongest interests, strengths and limitations.



"By God's grace, women in time to come will do much." (Mary Ward)

Sister Frances Orchard CJ, school governor, reflects on the Mary Ward characteristic, 'Coping effectively with failure'.

11 of the 12 Characteristics of a Mary Ward School, could in fact be taken from the characteristics of any reputable girls' school. 'Encouraging hard work and excellence', 'Embracing diversity', or 'Valuing women's role and spirituality' are all highly commendable and rightfully pursued with vigour by students, staff and governors. The 12th characteristic, however, 'Coping effectively with failure' comes in a league of its own. It recognises that 'failure' is likely to happen, even at St Mary's School, Cambridge, and it would be a brave headmistress who acknowledges that 'failure' is to be expected when she addresses prospective parents at an Open Morning. The focus, of course, should be less on the 'failure' and more on the 'coping effectively' and this is what this article is about.

Some time ago, when I was a headmistress, a mother of a very able Sixth Form student, who had failed to win a Mathematics prize by a whisker, presented me with a silver cup on the morning of Prize Giving with the request that I should instantly invent a new Mathematics prize so that her daughter could be rewarded with a trophy. The girl almost died of embarrassment, which helped me to decline the new silver cup. That student is now a successful London doctor, but her mother was a proto-'Tiger Mum'!

How can such pressure of high expectations be good for a child's self-esteem?

Mary Ward, living in the early 17th century knew this even if she never met a 'Tiger Mum'. In many ways, Mary's whole life was a failure by today's standards. Her first stab at religious life ended because of poor health. The schools for girls she opened and the congregation of religious women that she founded were condemned by the Church she strove to serve. She was even summoned to Rome to face a charge of heresy and put under

house arrest. Everything she had striven for was destroyed. Her failure appeared total.

Mary never criticised the blinkered outlook of the Cardinals, never moaned about being a 'victim', and on her deathbed persuaded her companions to "sing and praise God joyfully". She knew what it was to be vulnerable – something we can so easily see as failure. But to Mary Ward, vulnerability was not something to be feared and avoided, but something to be cherished. She was up to her knees in disappointment, but she dealt with it by saying 'thank you' – from the heart. She even exhorted her sisters to pray for their enemies which led one of them to murmur it was better to be an enemy of Mary Ward than a friend.

Recognising and admitting vulnerability is the key to acknowledging that in life we will make mistakes and sometimes fail. Mary Ward learnt and lived that quality that we are only just beginning to appreciate – resilience. She knew that in the end the work was God's, and if he wanted it to succeed it would. "Women in time to come", she said, "will do much".

We know in our heart of hearts that being over-protected from reality, denying responsibility for our mistakes and failures, gets us nowhere. We too need to develop that same virtue of resilience. If you think of the people you admire most they did not get where they are without failure somewhere down the path. But what distinguished them was the ability to get up right away, re-think their strategy, and start again.

"I worked for American Harper's Bazaar... I got fired," Anna Wintour OBE, the renowned editor-in-chief of Vogue once said. "I recommend that you all get fired, it's a great learning experience." Mary Ward would have understood. ●

“I wanted to give back to the school and the amazing people in it”

Mary Ward scholars reflect on what it means to them to have gained this very particular and special scholarship.

Aisling H-B., Upper Sixth:

Over the summer of 2014, I was upset by an incident and decided to channel my unhappiness into (hopefully) encouraging happiness in others. So, I wrote letters for each person in Year 7, whether they were new to the school community or joining from the Junior School, to greet them and reassure them about any nerves experienced. It was a simple act, accompanied with food my friend and I delivered to each form, but reminded me that one of the best ways to help yourself is through helping others. I thought that becoming a Mary Ward scholar would uphold such values and, hopefully, encourage others to do the same. Regardless of being a scholar or not, it's always important to uphold Mary Ward characteristics. In a world of darkness, this is a simple source of light.



Honora D., Upper Sixth:

I have been at St Mary's School, Cambridge for 14 years so I have learned about all the many wonderful things Mary Ward has done for girls and women in education during my time here. I wanted to become a Mary Ward scholar because I wanted to follow in her footsteps. I enjoy being a Mary Ward scholar because I enjoy being

an active member of the school community and taking part in assemblies, masses and organising charity events. Many of my roles as a Mary Ward scholar overlap with my roles as a charity prefect. Being a Mary Ward scholar inspired me to volunteer in Lourdes for a week, looking after the sick and disabled. Mary Ward characteristics are important because everyone can understand them and you do not have to be religious to abide by her characteristics.

Raphaella D.S., Upper Sixth:

The St Mary's School, Cambridge community has given me so much and has shaped me into who I am now. I wanted to give back to the school and the amazing people in it; the Mary Ward scholarship was a great opportunity for me to be more involved in this community. The idea of helping others gives me initiative to be a better person and I was grateful for having the chance to attend a Mass for the Diocese of East Anglia with some Junior School pupils and see their enthusiasm. It is important to uphold Mary Ward characteristics because there is a balance between helping others and keeping ourselves on track. My favourite characteristic is 'Supporting each other through the school'. This reminds me that life is not a race and mutual respect is important.



Cecilia R.B., Year 8:

I first wanted to become a Mary Ward scholar when I began to do some charity busking with my harp. I had been raising money for Mines Advisory Group for about a year before I applied for St Mary's School, Cambridge. I also enjoyed altar serving and, more recently, bell ringing at various churches.

I enjoy this responsibility because there are several different kinds of work that we are given the chance to do, such as serving at school masses, helping with charity events, and once going on a trip to the Cathedral in Norwich. I think the Mary Ward characteristics are important because they are valid not just in school but also out of school and in almost everything we do. Several also coincide with many different religious beliefs, not just Christianity. They tell us how to be a good person, whatever we believe and whatever we are doing.

Alice G., Year 8:

I wanted to be a Mary Ward scholar because I wanted to be helpful around the school and be someone that anyone could come to with problems. Being a Mary Ward scholar would allow me to help with charity fundraising throughout the school and be a role model. I enjoy this role and taking on all its responsibilities because I have lots of fun and it makes me feel better as a person. I think it is important to uphold Mary Ward characteristics because if everyone followed at least one of the characteristics every day the world would be a better place. ●

I wanted to become a Mary Ward scholar because I wanted to follow in her footsteps.

St Teresa of Calcutta

Mrs Kay Dodsworth, Lay Chaplain, reflects on the life St Teresa of Calcutta.

On 4 September 2016 Pope Francis declared Mother Teresa of Calcutta to be a saint of the Church.

Born Agnes Bojaxhi in Albania in 1910, aged 18 she entered religious life. She was a great admirer of Mary Ward so she chose to join Mary Ward's institute in Dublin and took the name Teresa, after the French saint Therese of Lisieux.

Years later she wrote:

'Mary Ward is God's gift to the church and to the world, for she brought, especially to women, a new dimension; she made it possible for women to be involved in... education and ... in preparing girls and women for a new role within the church.'

Having taught Geography and been headmistress of St Mary's school in Calcutta for 20 years, she experienced what she later described as 'the call within the call' while travelling by train to Darjeeling. She later said in an interview:

"It was on that train I heard the call to give up all and follow Him [meaning Jesus] into the slums to serve him among the poorest of the poor, purely for the love of God."

Like Mary Ward, she felt called to leave and set up a new community doing a new kind of work, to care for the 'poorest of the poor.'

So in 1948, in a simple white cotton sari decorated with a blue border, she ventured onto the streets with a bottle of aspirin in her pocket and a bottle of water. She had undertaken basic medical training and begged for medical supplies and food for the destitute. Her first year was fraught with difficulties and appeared a failure. She had no home apart from a room offered to her from time to time. She wrote in her diary:

"Today, I learned a good lesson. The poverty of the poor must be so hard for them. While looking for a home I walked and walked till my arms and legs ached. Then, the comfort of [the convent] came to tempt me. But of free choice, my God, and out of love for you, I desire to remain and do whatever be your holy will in my regard. I did not let a single tear come."

After some time, she was joined by a group of 12 young women – mostly former staff or students from St Mary's, Calcutta, and in 1950 the Church recognised their new religious community which was called the Missionaries of Charity and was committed to living as the poorest of the poor.

In 1979, Mother Teresa was awarded the Nobel Peace Prize. She refused the usual celebration banquet, and asked that the prize money be given to the poor in India.

When Mother Teresa received the prize, she was asked, "What can we do to promote world peace?" She answered:

"Go home and love your family."

Practical as well as spiritual, many of her sayings, like Mary Ward's, are inspirational, such as,

"If you can't feed a hundred people, then just feed one."

"Not all of us can do great things. But we can do small things with great love."

She died on 5 September 1997 and was canonized on 4 September 2016. ●



“We underestimate a school’s importance at our peril.”

In the homily for the end of year Mass 2016, Father Richard OP delivered a profound meditation on the power of education, and the significance of handing on our ideas and knowledge to the next generation.



“There is a season for everything, a time for every purpose under heaven”. For Ecclesiastes, time is essentially set by the natural order of God’s creation. The planets arc overhead across the heavens and determine for the farmer the time to sow, reap or lift what was planted. For Ecclesiastes, the world he lives in is a vast clock which regulates the many actions of our lives. Its unstoppable movement by day and by night shapes, curbs, and humbles our many petty ambitions. There’s no happiness except in recognition of this order, taking what comes when it comes, giving thanks for God’s gifts. A life is more properly a lifetime, moving through the days and seasons from the womb to the grave under God’s providence. Time is our overarching teacher.

Education means handing on from one generation to the next both the knowledge and the virtues without which we cannot flourish, make adult rational choices, or form stable and loving relationships in the limited time given to us.

Is Ecclesiastes right? Have we not come to think of time very differently? In the industrialised world, time has become a carefully parcelled resource or commodity for efficient use: “time is money” as Benjamin Franklin wrote in the mid-18th century. It is not so much carved out from days and seasons; it is instead stitched together from so many nanoseconds by the atomic clock. Instead of our living by its passage, we expect the timetable to fit round us. At work, time becomes the property of an employer. At leisure, the time, we say, is our own. So, while we may not come from Gallifrey, we are all invited to be Time Lords now! No wonder that the supermarkets stay open 24/7; or that the fruits and vegetables on their shelves rarely come and go with the seasons. The human race has perhaps thrown the very seasons off-balance, altered the very climate through deforestation, the burning of fossil fuels, and emission of so-called ‘greenhouse’ gases. We are spending tomorrow today, creating a trans-generational debt of vast proportions.

Yet, when we assemble for an end-of-year Mass, when we acknowledge debts to staff who are leaving, or remember

students who have graduated, as we make the transition from one year group to the next, we can sense the neglected wisdom of the older pattern. Education means handing on from one generation to the next both the knowledge and the virtues without which we cannot flourish, make adult rational choices, or form stable and loving relationships in the limited time given to us. Education is itself a work of

time, with an inbuilt order to be respected, a progression from one key stage to the next. We underestimate a school’s importance at our peril.

And a Christian school in the Catholic tradition has another timely lesson for us. It shares with the Church in the good news that God is at work across the generations, and in our lifetime, preparing

us if we let Him, to share His joy for all eternity, world without end. From this perspective Ecclesiastes becomes one part of the larger Bible which tells of God’s love for us, His self-revelation, how He formed a chosen people to live by His justice, sent prophets to recall them to these laws, and how the Divine Word became man in the person of Jesus Christ to free us all from our sins. As the Letter of St Paul to the Philippians makes clear, this good news is what secures our happiness from the anxieties attendant on living in time, where the years inevitably bring losses as well as gifts.

Education is not about knowing everything, but about learning what matters. Nothing matters more than our eternal destiny and how we embrace it in dedicating to God the times and seasons that He gives to us, the given circumstance in which we are to love God and neighbour, be they English or Polish, Syrian or Scottish. What will we do today with the daily bread we pray for in the ‘Our Father’? What does this week mean for you as a child of God? What will you sow, what will you reap? “There is a season for everything, a time for every purpose under heaven”. ●



The life and times of Sister Christopher Angell CJ: marking her centenary year

In early December 2016 Sister Frances Orchard CJ gave a moving assembly to the whole school, celebrating the life and work of Sister Christopher Angell CJ, on the event of her 100th birthday.

Today I want to tell you about a headmistress of St Mary’s School, Cambridge who is as close as one can be to sainthood. Saints are often depicted with halos, a circle of light, not the spotlight that shines on a celebrity, but the inner light of God’s presence within a person.

The person I’m referring to, you will never have met; if your mother was at school here she probably never met her; your grandmother, possibly, because she retired as Headmistress in 1972 (44 years ago). Her name is Sr Christopher Angell and she was born on 17 December 1916 as the First World War was raging. This means that in three weeks’ time she will be celebrating her 100th birthday.

She was born in Sandy, was a student at St Mary’s School, Cambridge, and Head Girl from 1933/1934. She joined the Mary Ward sisters and studied Science at university. Her great loves were sport, singing and ecology and she loved taking groups up to Wicken Fen. She taught Science here in the school and became Headmistress in 1949 until she retired in 1972.

Nuns don’t retire, we just get re-cycled! So Sr Christopher volunteered for the mission in Zimbabwe where she specialised in teaching the women child care and hygiene and looking after the boarders. She loved Zimbabwe – studying monkeys instead of rabbits, and wild poinsettias instead of cowslips. Retirement meant she became superior, novice director and accountant. In the 1980s it was felt that she had at last earned her retirement, but the African sisters and children would not let her leave. They said she was their ‘grandmother’ and they needed her. Knowing how loved she was helped her to become the sympathetic, appreciative, understanding elderly sister, always kind, always ready to put in a good word for the young,

always ready to forgive. You will notice that she is renowned for those very Mary Ward qualities that you aspire to – following in Christs’ footsteps, embracing diversity, valuing friendship, pursuing cheerfulness, seeing good in all creation.... As we know **“once a St Mary’s girl, always a St Mary’s girl...”**.

In this time of Advent as we prepare for Christmas, we remember God’s presence among us in three ways – as the God who was born in a manger in Bethlehem 2,000 years ago, as the God who is with us every day of our lives – shining within us – and as the God who is our future who one day we will see as He really is.

Sr Christopher is close to sainthood because she is close to God. She has dedicated her whole 100 years of life to Him through the service of others. She is also close to Him in time – knowing and longing for the time when her service on earth will be over and she will see him face to face.

I will end by quoting from a letter Mary Ward wrote to one of her sisters in 1624:

“Serve God with great love and liberty of mind. Our pains here can be but short; our labours light and our rewards hereafter very great and these without end.”

Sr Christopher will have a gigantic birthday cake with 100 candles on it. If she was here she would invite you all to help her to blow them out, and then help her eat the cake. ●

Mary Ward Children's Home: Kekwe, Zimbabwe



This beautiful baby girl Nyasha (Mercy) Adeline Rugare came to the home about one day old. She was abandoned. She is now five months old and she is growing very well. Thanks to you for giving this baby a chance to live.

The following is a 2016 report from the Mary Ward Children's Home, which we support through charitable fundraising.

Our motto is to give a friendly and family environment to the needy children. How is this possible given the harsh and unstable political and socio-economic climate in Zimbabwe? This is only possible with the help of generous and kind people like you.

Some of the abandoned children come to our Children's Home without a name, while some have been left on their own because of poverty. Because of you we can keep helping these orphaned and other vulnerable children. Our government does not provide any assistance to these children but caring people like you make a lot of sacrifices towards the well-being of the marginalised children in our care. Thank you so much for making someone smile, for helping someone go to school, for letting someone receive medical treatment, and for making it possible for us to give a friendly and family environment to the needy children. Below are some highlights of the life at Mary Ward Children's Home. Truthfully, we could not do these activities without you. We, and those we serve, deeply appreciate your generosity. Again, thank you for all you do for our children. You are a part of their lives too.

At the moment we have 72 children, 40 boys and 32 girls. Out of the 72 children, four have special needs. There are three CJ sisters, nine lay women and three men.

The Children's Sports and Arts Festival

55 of our children went to Harare from 25 to 28 of August for the Arts Festival. The aim of the festival was to provide the children an opportunity to interact with children from other homes. They celebrated their different talents and abilities.

Children also learn gardening and are taught how to care for each other. However, shortage of water is a big challenge at the home. This makes it very difficult to manage where there are many children. Our boreholes also consume a lot of electricity. If and when funds are available it might be good to consider getting a solar pump. Once again thanks so much for enabling us to give a home to the homeless.

"Whatever you did for one of the least of these brothers and sisters of mine, you did for me," Matthew 25:40



The solar system has been upgraded. New batteries and more panels were added to curb the effects of erratic power supply and high cost of electricity.

Children are able to study and do their homework even when there is a power cut. See how happy they are!



Mary Ward House

Our Head of Boarding, Mrs Helene Compain-Holt, explores the history of our wonderful new boarding accommodation and reflects on the move to Mary Ward House.

In January 2017 the boarding community moved to a new boarding house, which we have named Mary Ward House. The history of the building with its context of care and its international connections makes it the perfect building for our boarding community. As our Headmistress says, "Care for the elderly has been translated to care for the young."

The original house, Fordfield, was built in 1880 for a non-conformist hop merchant Henry Joseph Whetenhall and his family. Fordfield was built in the Italianate style which was fashionable in the 1850s. The bright flowers in the stained-glass window lighting the house's main staircase include hops and references his daughter's favourite flowers. Whetenhall Cottage, in the grounds of Fordfield, was built for his daughter.

In 1933/1934, the house was converted into a nursing home including a state of the art operating theatre. The home was used for general, medical and surgical cases including the occasional maternity case. The nursing home flourished until 1940 when it had to close its operating theatre but continued as a nursing home owing to a growing demand for private healthcare and so the building was extended. The foundation stone for the new nursing home was laid on 18 May 1950 with an inscription. The extended establishment could house 23 patients.

In 1964/1965, a convent wing was erected. The Hope House nursing home ('The Hope' for short) was one of Cambridge's two

largest nursing homes and it maintained a surgical theatre until the end of the 1980s. The Hope was known for the quality of the care it provided; patients received high quality nursing and spiritual care and loving attention too. Afternoon tea was served in the patients' own rooms.

Most of the staff were nuns, all had worked in France at the mother house. Many retired nuns had worked in India or Africa so there was already an international flavour to the building. The community was headed by a succession of Mother Superiors. The second Vatican Council of 1963 brought changes to the community; their habit was modernised and the sisters were allowed to wear their own clothes when they were off-duty. The sisters' social life changed too; they were allowed to travel and could accept invitations. They also accompanied patients on pilgrimage to Lourdes.

In 2016, the property was put up for sale since it was impossible for the sisters to upgrade the facility to meet the increasing health and care requirements for a nursing home. The governors, Headmistress and Bursar of St Mary's School, Cambridge formulated a very carefully constructed bid which proved successful in acquiring the property against 38 rival bids.

Consequently, our family of boarders moved in to the property for New Year 2017 after an extensive and beautiful refurbishment programme during 2016.

Our boarders now live in Circles of Friends, which directly reference Mary Ward's Circle of Friends who supported her throughout her life's work. Each of our Circles accommodates girls from across the age range in order to facilitate the level of exchange and communication between the different year groups. In each Circle of Friends, there is a Navigator whose role it is to organise one collective activity per half term for all the girls in the Circle. The word navigator conveys a sense of direction and therefore purpose; we endeavour to instil both these concepts in our boarders in order to help them cope with the various challenges life presents. The seven Circles have their activity on the same day. Suggestions will come from within the Circle and making it happen is the responsibility of the Navigator. The boarding house is decorated in seven colours to mark each Circle.

One of the advantages of moving to Mary Ward House is that the girls can separate their school life more clearly between their academic studies and their social life. In order to mark this divide, the girls change into slippers when they arrive home, which has the advantage of being cleaner, more relaxing and homely. There are three common rooms where the girls can work or socialise. In addition, there is a quiet room which they can also use to work and where the weekly boarders' meeting takes place. Mary Ward House truly is a home from home. ●



As our Headmistress says, "Care for the elderly has been translated to care for the young."



Boarders Iris H. and Windhy C. (Year 11), and Nazifa Z. (Lower Sixth), reflect on the exciting move to their new boarding home.

On 3 January 2017 the boarders began arriving at Mary Ward House on Brooklands Avenue. The move had been anticipated since the beginning of this academic year and it was very exciting to be finally moving in.

As we arrived some of us were in awe, some excited and some quite daunted by the sheer size of the place as there were so many rooms and communal spaces to discover. As we explored the building, many of us were bumping into each other in the corridors and accidentally walking into Mrs Compain-Holt's flat! Mountains of cardboard boxes awaited us in our rooms but once unpacked the real challenge of living and adapting to our new routine awaited us!

Before the move, the boarders had made several visits to the house and had come up with reasons to be excited but also slightly reluctant to move. One of the reasons

was earlier start to the day. A new challenge of living at Mary Ward House is definitely walking to school every morning! Boarders were also worried about leaving their belongings behind during the school day – previously they had been able to make a quick trip to their room to get whatever they had forgotten. But we were excited because now both boarding houses (main school and Bateman) were going to live together. The earlier start and walk to school are definitely out-weighed by the many positive aspects of living at Mary Ward House. First, the newly furnished building provides a brilliant environment for unwinding after school but it is also an environment which encourages us to work hard. Second, for girls who had lived previously on Bateman Street, time is better spent around meal times now that they are eating where they are living. Mary Ward House is a new journey altogether and definitely a positive change.

Nazifa Z. reflects more fully on life as a boarder, and joining as a Sixth Form student.

Prior to joining St Mary's Sixth Form, Cambridge I was at a co-ed state school in North London. I was fortunate enough to be selected for a scholarship programme alongside seven of my friends and we were all matched to independent boarding schools based on our interests and personalities. After speaking with the project manager, I found out that I was matched with St Mary's School, Cambridge because, "it provides a challenging educational experience for students to help extend their learning. Students work together well whilst, at the same time, as individuals, they aim to surpass their own personal best."

My previous school was a school of over 1000 students; the size of St Mary's School, Cambridge makes a huge difference from my previous education – especially now that my biggest class comprises seven students, whereas, previously, my classes would have had at least 20 students. Education here is also different as there is a greater focus on the Performing Arts than I have previously experienced. Of course, at my previous school there were various productions

and events year round, but these mostly involved students who were taking those subjects. Here, students who don't take any Performing Arts subjects are still keen to take part.

Most of the challenges of boarding come with the beginning of term. If it is your first time at the school, you have to adapt to a whole new environment and routine including getting used to being around your peers all the time. However, these challenges are soon overcome: the advantages of boarding definitely outweigh the challenges. When in boarding, your day is more structured which is great for developing your time management skills as there is always something going on. But also, boarding means that there is always someone to help whether it's a member of staff or a friend.

I decided to take Politics, History, Theology and Chemistry for my A Levels. As for the future, I would like to read History at university and hopefully go into the media and communications sector for a while before returning to Higher Education to complete a PhD. Being at St Mary's School, Cambridge now will help me achieve these ambitions in the future.



And so to Cuba...

Sister Jane Livesey CJ describes her experiences visiting and working with the CJ mission in South America. In this extract from her fascinating account of her travels she visits the CJ communities in Cuba.

December 2016

And so to Cuba...where we have eight members (from Argentina, Chile, Spain and Romania) in two communities: one in Rodas, a small town about three hours' drive east of Havana, and one in Holguin, the third biggest city in Cuba, which was one of the Pope's destinations when he visited Cuba.

Day to day life for most of the people of Cuba, including our members, is very hard. Food is not easy to purchase and some things, for example potatoes and onions, are almost impossible to find because they are kept for the tourist population. The climate is very demanding and transport is always a difficulty. Communication is also very difficult - there is no internet so the only possibility of email to our sisters is via a diocesan Dropbox to a common email address. The people only have access to the Internet in designated public places – the town square in Holguin – and in order to have it they have to have registered with the government and paid for a card that allows them access.

It is one of the sights of Cuba to see public squares full of people, often but not always young, on their smartphones or tablets either Skyping or emailing – often with relatives who have left Cuba to make a better life elsewhere, since the rules about emigration have relaxed in recent years.

It is impossible to overstate the level of government control and surveillance in Cuba; it reaches into every corner of people's lives, including what they can buy and what they pay for it. Creative enterprise is everywhere – for example, in the area of Holguin where our Sisters live someone will collect drinking water from the big town well and pay the going rate and then deliver it round the barrio for a few more pesos, thus generating some income. In the same way, people cycle round the neighbourhoods shouting out what they have to sell – and it could be anything from eggs to cake to beans.

Cuba is now in what is termed the 58th year of the revolution. For most of that time the state did not allow the practice of

faith and now the vast majority of people have no faith and no interest in faith. However, in recent years there has been a relaxation in this attitude and slowly but surely the Catholic Church (and other religious denominations) has begun to grow again. The Church is generally more trusted than the government but membership remains small and it will be a long time before it will be able to be described as thriving.

In terms of the CJ mission Rodas and Holguin are very different in character. Rodas is a small town with a significant number of rural communities surrounding it so the mission extends to both town and countryside. A car is thus indispensable (though ours is now being used by the parish priest as his is off road waiting for a spare part – as it has been for the past six months!).

In Holguin we have responsibility for two barrios, one within walking distance and the other a bus journey away. One is already an established ecclesial community where there is a house of prayer (literally the house of a member of the community). This provides a focus for the people and Mass is said there on Saturday evening. In the other barrio an ecclesial community will officially begin from the end of this month.

In both Rodas and Holguin there are circles of what we call Friends of Mary Ward. These are small groups of parishioners or members of the local ecclesial community who have been inspired by Mary Ward and come together with our Sisters about once a month to study, reflect and share together about what she means to them and how her life and charisma help to build their faith. It is a real mustard seed experience to be at one of these meetings and listen to the people speak about her and her significance for them and to know that, though the numbers are small, Mary Ward is an inspiration to them and a very real support to their faith and to the way they live their lives. She must be so happy to know that "ours" are sharing her with the people whom they are missioned to serve and that she continues to provide hope and inspiration in places she never knew existed. ●

Fundraising

Mr Daniel Bennett, Head of Religious Education and Director of Christian Life, reflects on a year of outstanding charity fundraising at St Mary's School, Cambridge.

Charity fundraising efforts have, as ever, been entered into with generosity, commitment and a great sense of fun this year.

At the time of writing, the confirmed fundraising total stands at around £13,500 with, to add to this, a couple of hundred pounds from Year 9 students selling ice creams, which coincided happily with some recent fine weather. Proceeds from these will be divided between Great Ormond Street Hospital and the CJ (Congregation of Jesus) educational and pastoral projects overseas, which each year group supports with a proportion of the money they raise throughout the year.

Non-uniform days have raised over £400 for Breast Cancer Now and £325 for Save the Children. We will support The Sepsis Trust with our last home clothes day of the year.

The highlight of each autumn is the Fun Run. Our annual five laps of Lammass Land, this year dressed as a colourful variety of Disney characters, raised more than £7,600 – exceeding last year's total by quite some way. From this we were able to contribute £2,500 to the schooling of the children at the Mary Ward Children's Home in Zimbabwe and £825 to Educaid, Arthur Rank House, MAG (Landmines Advisory Group), Friends of the Earth UK, Emmaus and Tunes for Peace (via Pilgrimage People).

The creative talents displayed at the wonderful Boarders' Concert and the Technology Showcase and Fashion Show led to donations of over £300 to Centre 33 and £350 to the Teenage Cancer Trust.

Student and staff participation in CAFOD Hunger Lunches for harvest time and Lent have raised just under £600 for the church's support of international development projects. Fundraising by different year groups has resulted in donations from £100 to £250 to Sense, REACT and East Anglia Children's Hospices, and a fund for the CJ works overseas, which stands currently at £435 and to which I hope parents, guests and friends of the school will once again contribute to most generously at Prize Giving.

Children in Need was celebrated and supported with a Bake Off competition of extraordinary quality. The annual raffle of a giant Pudsey Bear resulted in one of the cutest moments of the school year. He was won by two of the Senior School's younger and smaller members who, on being presented with their prize in assembly, engaged in a three way bear hug (literally) with the giant furry mascot.

Lourdes Fundraising Fortnight raised £1,500 for the Glanfield Children's Group group supporting sick children on a pilgrimage to Lourdes. Perennial favourite events like the male teachers' netball match or the dog show took place alongside newcomers like the 'Greasy Spoon Café' (with free delivery) run from the Food Room and a variety of innovative ways to serve chocolate.

It has been good that we have been able, once again, to build on a number of links with causes close to the experiences of some of our students and their families. This has given a particularly personal perspective in some of the assemblies delivered by students to inform their peers about the work of some of these organisations.



It has also been pleasing to have some correspondence with some of those we have been able to support. The Mary Ward Children's Home in Zimbabwe sent many photographs and thanks from their students for whom they had been able to buy school uniforms with the 'surplus' from our fundraising last year – it's a shame my tutor group don't share their sheer delight at the prospect of having the proper uniform to wear to school. They plan to use the money from the Fun Run to support their music teaching and buy some instruments of their own – until now they have only been able to borrow.

We also received a letter from 14 year old Bashar Qassis at Jerusalem School, Bethlehem. Following a visit from Palestinian community worker, Maher Kassis, to a Lower Sixth Philosophy, Ethics and Religion (PER) session, we directed some of the Fun Run funds to 'Tunes for Peace', a project affiliated to The Palestinian Centre for Rapprochement between People. The group seeks to bring about reconciliation, peace and dignity through music education and activities. Bashar, from the school in Bethlehem, was delighted with a Qanoun (a beautiful Middle Eastern instrument like a zither or cimbalom) which the centre had been able to purchase and which he is learning to play.

The charities prefects, Ellen C., Honora D. and Isabelle L., have given organisational support and encouragement to our fundraising activities. One of the most pleasing achievements has been the return of the Fairtrade stall; they have been doing

a roaring trade during the course of the last term and we will be able to build on this next year as they pass on the baton.

New projects in the future are likely to include a Sixth Form trek up Snowdon, simultaneously mirroring the journey of and raising money for Nepalese school girls as they seek to access education. Also, 'toilet twinning'... more to follow.

It is always heart-warming to see the enthusiasm and generosity of students, parents and staff in supporting this important aspect of the school's mission and to know that, bit by bit during the year, we are able to do a little to show compassion and contribute to the sum of good in a troubled world. ●



Miriam S., Year 6 pupil and the Junior School's Fairtrade prefect, reflects on her role in charitable fundraising and awareness-raising during Fairtrade Fortnight.

Fairtrade Fortnight took place at the end of February and it was an opportunity to fundraise and raise awareness of the Fairtrade Foundation. When I was chosen to be a Fairtrade prefect I wasn't really sure what was in store. Schools all over the country participated in this year's fortnight and I know our school really made a difference.

We had assemblies to explain the work of Fairtrade and to show how we can identify Fairtrade products in the shops.

In order to raise money to support Fairtrade we sold Fairtrade fruit salad for £1 which included grapes, melon, bananas etc. We raised approximately £280 which is exceptional considering there are only 166 students in the school.

I would like to thank Mrs Carolyn Johnson and Lara M. (Year 5 assistant Fairtrade prefect) for all their support in helping me set the store up. I would also love to thank everyone who bought a fruit salad and also want you to know that all of your money helped.

Our story of being charity prefects

Year 6 pupils Rose S. and Laura K. reflect on their roles as charity prefects for the Junior School, the support and direction they have had from others, and the events that they have run.

Being charity prefects

Rose: When I was chosen to be charity prefect I was excited but nervous at the same time. It is interesting being a charity prefect because pupils in younger years come up to me to give me their ideas for charity events.

Laura: When I found out I was a charity prefect, I was very excited and anxious at the same time. It was very intriguing being the charity prefect and my mentor was Mrs Cliff who helped me and also gave me ideas for charity events. Being a charity prefect has meant that I have encouraged the school to do more charity events.

Selling bands: Rose reflects on selling for Cancer Research and Laura for Roald Dahl's Marvellous Children's Charity

One morning I went to Mr O'Reilly's office to see Tilly's (Year 1 pupil) mum. Mr O'Reilly explained to me that Tilly's mum had a great idea to raise money for Cancer Research. I stood

up in assembly and talked about Cancer Research. There were a lot of hard scientific words to say but I got through it all in the end and we raised £100! I was delighted to organise a fun event early in the Autumn Term, when we dressed up for Roald Dahl Day on Tuesday 13 September and raised £119.30 for Roald Dahl's Marvellous Children's Charity. Everyone looked great in their costumes – including Mrs Johnson who came to school dressed as Miss Trunchbull from Matilda!

Red Nose Day obstacle course

Rose: Wow! this was one of the best events I have ever done. I chose my good friend Susannah T. (Year 6 pupil) to help me. We chose a lot of random equipment from the school's sports shed and got to work. After we finished the obstacle course, we went around all the classes and asked everyone to wear a red nose but in the end that rule wasn't applied but we still had a lot of fun and raised: £266.20. ●



Boarders' concert 2017

Julie C., Upper Sixth student and Head Boarder, reflects with pride on the boarding community's wonderful fundraising concert.

The boarding prefect team organised a boarders' concert in March. This was a fundraising event for a charity called Centre 33. Centre 33 is a Cambridge-based charity that provides friendly and non-judgemental 'drop-in' services such as counselling, housing, or sexual-health advice. We managed to sell more than 100 tickets to parents and students for this concert - and raised £300!

These were the times I truly felt the school's boarding spirit. Through this experience, I felt that I have grown closer to all the boarders and got to know them at a more personal level. I also gained more leadership skills as managing a group of 80 students was not an easy job, and it has been a beautiful conclusion to my years at this school. ●

The preparation for this concert has been the highlight of my position as Head Boarder. As a team we began preparing at the beginning of the school year and we formed an exciting storyline to link up all the performances. We wanted to stand out from all the previous years and we aimed to create a fun and light-hearted feel to the concert, at the same time showcasing the hard work of our fellow boarders.

Although organising the rehearsal schedule and managing the progress of the performances has been a great challenge, I really enjoyed watching our boarders work hard for a common goal, especially when we all practised the finale.



Reflections from 'Down Under': "It's still the same Mary Ward!"

Madeleine Dent and Esther Lavelle, highly valued gap year students from our Australian Loreto sister schools, worked closely with our boarding community during 2016/2017. They gave an assembly about their schools and the influence of Mary Ward on them. Madeleine came from Loreto Normanhurst in Sydney and Esther from Loreto Toorak in Melbourne.

There are seven Loreto (IBVM) schools around Australia that work together to ensure the values of Mary Ward act as a model to which girls can look up, not only during their schooling, but throughout their lives. At our schools, the characteristics are presented in a slightly different way to the 12 characteristics that you learn here. Loreto schools use the values of: Freedom, Justice, Sincerity, Verity and Felicity.

Mary Ward Connect

Mary Ward Connect is much like your student exchange programme. Loreto Schools in Australia select a small group of girls from each school to have the opportunity to experience a week in the life of another Loreto girl. The girls taking part in Mary Ward Connect make presentations on their own schools to demonstrate the lives they lead and then for the next week participate in activities with their host families and take on board the alternative ways that different schools approach the chosen value for that year.

Pilgrimages

Our schools also use pilgrimages to give girls a greater understanding of the values that Loreto schools stand for. At Toorak, there are two common pilgrimages that girls undertake. The Ramingining Pilgrimage consists of 10 girls from Loreto and 10 boys from our brother school venturing to Ramingining, an Aboriginal community 550 km east of Darwin where the students learn more about Indigenous Australians and their way of life. The Vietnam Pilgrimage takes 20 girls

to Vietnam to visit Sister Trish Franklin and help with her orphanage for disabled children as well as to learn how to navigate a foreign country by themselves.

Loreto Day

Mary Ward so famously said "Women in time to come will do much". When I first started school, this statement didn't mean much to me however, now I understand the truth and meaning of what is being said. In today's modern society most women, although not all, have been given the opportunity to vote, receive a basic education and access to equal rights, as a result of strong figures such as Mary Ward. This is where Loreto Day at Normanhurst ties in. Each year the students are given the opportunity to select a charity based internationally with a connection to the IBVM foundation. In past years the students have used Loreto Day to raise money to assist young girls in places such as Cambodia, Kenya and other countries where girls lack equal opportunity.

School comparisons

So although we are from different schools, from different ends of the world, we all can sit here today and be thankful for the woman, Mary Ward, whose hard work and strong will got us here today. So, hopefully, down the track your strong Mary Ward spirit will take you out into the world to do great things as you're all capable of doing, as Mary Ward said "Women in time to come will do much". ●



2

Valetes

Valetes 2016/2017

Governors



Mr Graeme Minto: Chair of Governors

Ms Charlotte Avery: Graeme Minto has faithfully served as the Chair of Governors for the last two and a half years and prior to that sat on the board for two years. Graeme served on our Finance & General Purposes Committee

and supported our Marketing and Communications function. Under his auspices, the school purchased the former Hope Nursing Home, a significant acquisition for the school's property portfolio which will support the school's financial health for decades to come. Graeme also oversaw our ambitions regarding sporting outreach both in terms of connections with Cambridge City Rowing Club to enable the school to gain water frontage on the River Cam and also our innovative connection with Homerton College regarding the upgrading of our sports facilities at Long Road. We owe Graeme a huge debt of gratitude and we wish him well as he continues to serve the wider community in other ventures including through the Rotary Club and the Anglican Church through local parish work.



Mrs Teresa Selvey: Vice Chair of Governors

Ms Charlotte Avery: We would like to thank Teresa Selvey for her support as a governor over the past two years. Teresa brought over 15 years of educational experience to the Governing Body and was a key member of our Education

Committee. As the Head of St Louis Catholic Primary Academy in Newmarket, Teresa offered support not only for our Junior School (she was a member of the panel which appointed Mr Matthew O'Reilly as Head of Juniors) but also regarding the Catholic Christian ethos of the school and we wish her well as she continues to oversee a Multi-Academy Trust in Newmarket.



Mr Chris Smart: governor

Ms Charlotte Avery: Chris Smart faithfully and effectively served St Mary's School, Cambridge for nine years until the end of the Autumn Term. In particular, with 20 years of activity in venture investing, his expertise with regard to finance helped secure

the school's sound financial footing. Chris' background in IT was invaluable in terms of supporting the development of our digital brief and tablet technology for teaching & learning, as well as for administration across the school. As Chair of the Governance Committee, Chris oversaw the appointment of several new members of the Governing Body. He also had the foresight to send his daughter Sarah to St Mary's School, Cambridge!



Ms Ann McAllister: governor

Ms Charlotte Avery: Ann McAllister served nine years as a governor until the end of the Spring Term and also had the good sense to send her daughter, Sarah, through our Senior School. We would like to thank Ann most

warmly for her support in particular with regard to legal and compliance matters for several inspections including ones overseen by Ofsted for boarding and Early Years Foundation Stage and also Independent Schools Inspectorate in various guises. I can recall several mammoth meetings in which multiple policies had to be radically overhauled and Ann along with another former governor, Mrs Judy Bates, attempted to inject some common sense into the legalese that was - and is - the current expectation! Since stepping down from the Governing Body, Ann has already been back in school talking to Year 7 and Year 9 students about our (unwritten) constitution, the way it works in practice and who governs the United Kingdom.

Our Junior School staff leavers



Mrs Vivienne Ayas

Mr Matthew O'Reilly: Vivienne joined us in 2015 as the Junior School Secretary. The role is a very busy and multi-faceted one and Vivienne settled in very quickly and provided very good support to staff, teachers and the girls.

Indeed, many girls enjoyed their daily chat with Vivienne, usually on the hunt for lost items of uniform! Vivienne particularly enjoyed any charity fundraising and she worked incredibly well with the Year 6 charity prefects to organise Red Nose Day, Children in Need and Lenten fundraising activities. She worked closely with the Junior School PTA and she acted as an effective liaison between parents and staff in organising a busy calendar of school events. The entire Junior School family wishes Vivienne every happiness and success in the future.



Mrs Samantha Duncan

Mr Matthew O'Reilly: Samantha joined the Junior School in 2013 as a Year 5 teacher. Her interest and talent in languages shone through and shortly thereafter she became the Modern Foreign Languages co-ordinator for the Junior School. Under her leadership the Junior

School introduced Mandarin to the curriculum and extended French provision. Languages now play a central role in the life of the Junior School, from the wonderful annual French play to the international picnic every summer. We are grateful to Samantha for her enthusiasm and dedication to Modern Foreign Languages in a climate of reducing languages provision in primary schools. In her role as class teacher in Year 5 and most recently Year 4 Samantha has shown great kindness and care to the girls in her charge. She has been a great advocate of the Creative Curriculum and introduced new and exciting topics to the Year 4 curriculum. Samantha is meticulous in the presentation of her classroom and the girls in her class are very proud of their immaculate classroom displays and the overwhelming sense of order and efficiency that prevails in 4D!

We thank Samantha for all that she has contributed to the Junior School and wish her every success in the future.



Mrs Carolyn Johnson

Mr Matthew O'Reilly: Carolyn has been a well-respected and loved member of the Junior School family for many years. It was with great sadness that she told me she would be leaving at the end of this academic year to travel around the world with her family to promote

her husband's business. However, it was without surprise as this is exactly the type of bold and exciting decision that the Johnson family would take! It is the most wonderful opportunity to travel the world with Daisy, Tilly and Barnaby discovering new places and learning about new cultures.

Carolyn is the happiest and most optimistic person I know. She always sees the good in every person and her classroom is filled with smiles and excitement about learning every day. She is truly dedicated to, and believes in, our ethos and works hard to ensure that the school is the best it can be and the girls become their best selves. We wish her all the best on her journey around the world and look forward to receiving postcards from exotic destinations to cheer us through the British autumn and winter!

Miss Alejandra Martinez: Learning Support Assistant

Mr Matthew O'Reilly: Alex joined the school in 2013 as a Learning Support Assistant from her native Spain. In Spain, Alex worked as a teacher and moved to Cambridge with her husband to learn more about the British education system and she found a welcoming home at our school. Alex has thrived here: her calm and gentle nature has been appreciated by the girls and she is a consummate professional working with the Junior School teaching team. Alex has offered her language skills in the form of a very popular Spanish club in which girls also learnt about the culture of Spain. The close bonds she has formed with the girls whom she regularly supports will be hard to replicate. Alex is moving back to Madrid this summer with her husband so that he can pursue a career in internet safety. We wish them both the best for their future.

Lives well lived in our Art department



Mrs Gill Clifford:
Head of Art

Mrs Kay Dodsworth: It seems a long time ago since I helped interview Gill for the position of Head of Art and I still remember the interview vividly. I remember being impressed by her portfolio; I can still visualise her own life studies in watercolour

and I was impressed by the exceptional standard of students' work she displayed. In addition to her creative and professional skills, she seemed to be a 'people person' and someone for whom commitment was important. It took a little longer to discover her sense of fun which the students really appreciate.

Under Gill's leadership the Art department has grown and flowered like our treasured magnolia tree. She appreciated the work of the existing department and together they developed a shared vision which was ambitious, rigorous and creative. She made very creative use of space in the new Art Centre, turning it into a very impressive set of classrooms, studios, Art Café, library and gallery space. The GCSE and A Level Art Private View each year is very impressive. On one such occasion at an A Level show I overheard an Art lecturer commenting to a friend that the standard of much of the work was similar to that which you would see in a degree show.

Under her auspices new elements were added to the repertoire of the Art department; photography was introduced, the study of Art History became incorporated into A Level Art for those students who wanted to pursue that avenue and the inspiration of artists became fundamental to students' learning at every level. Gill has also liaised with the Junior School and supported the development of their schemes of work. She has encouraged students to become involved in art beyond school, encouraging them to enter competitions and submit work for exhibition, at which many have been very successful. Very many students have gone on to study Art at a variety of highly acclaimed institutions and several have gone on to a career in art. What is more important, Gill has always helped students to find a place of study which is suitable for their interests, needs and development rather than just seeking places at competitive art schools. I have a cherished memory of accompanying Gill to see the work of a former student which was being exhibited in Bond Street.

Gill is intellectually and artistically adventurous and has encouraged that in the students. There is no 'house style' of Art at St Mary's School, Cambridge; she has created a learning environment within which students can explore their own

enthusiasms, interests and skills and develop in ways that are completely authentic on whatever scale they wish to operate. Over the years I have seen an enormous variety of work, from life sized charcoal studies of giraffes and cows to video installations displayed in the school cellar, to an installation modelled on a garden shed which sprang up in the entrance hall. There has been on display highly accomplished graphic work, expressionist oil paintings and insightful portraits. There has been work on human rights, derelict buildings, boxers, ballet dancers and landscape. In addition, as everyone who has been taught by her knows, Gill has very high standards and can see how far someone can push themselves to grow in thought, understanding and skill.

As well as being a visionary and extremely efficient Head of Art, Gill has been wholeheartedly involved in pastoral care and the slightly alternative facets of life at the school. Who can forget her performance in a charity talent contest in the guise of Lady Gaga, for example?

Over the years I have seen Gill appreciate each student for who they are, nurture their talent and enable them to grow as an individual and as an artist, discovering that they can accomplish more than they ever imagined. What more could one ask of a teacher at a Mary Ward school?

Ms Charlotte Avery: Gill has been a uniquely creative force at St Mary's School, Cambridge throughout my decade as Headmistress. She has been unswerving in her dedication to support the flourishing of every girl's artistic capability. Using sketchbooks and a range of media and artistic inspiration, our girls have been trained up under Gill's careful guidance to become artists confident in their individual ideas. The range and sophistication of the artwork which covers the school walls is a testament to Gill's aspiration and is always commented on with awe by visitors and prospective students and their families. Many girls have gone on post A Level to the best art schools in the country as a result of being stimulated and inspired by Gill and others who have worked under her auspices. Gill has made the Art Centre a home from home for many students and the quirky Art Café with its giant, stuffed ant eater is testament to Gill's joie de vivre. We have been immensely lucky to have had such a dedicated and inspiring leader of Art and we wish Gill much happiness as she embarks on various ventures new, not least undertaking her own work and gaining inspiration from the North Norfolk countryside.

Miss Clare McEwan and Ms Emily O'Hare: Gill has devoted 12 years of her life to the delivery of Art education at St Mary's School, Cambridge. She has completely transformed the provision for Art, the evidence of which can be seen not only in the Art department but around the walls of the school. She is a highly focused, efficient and organised teacher who has inspired students year after year to achieve top grades. Woe betide any student who did not try their hardest, they would definitely have received a red sticker! She has ensured that the girls' experience

of Art has great breadth so they become confident using a range of techniques such as papier-mâché, wire, assemblage and collage as well as the more traditional disciplines of drawing, painting, printmaking and sculpture. From humble beginnings in the main school, she has established No 47 as an Art centre extraordinaire. At No 47 Gill has created an environment in which the girls can feel inspired by the artwork on display but they can also relax in the Art Café and enjoy the welcoming friendly atmosphere. Gill has entered our students into numerous local and national competitions to showcase their talent; the girls have achieved recognition and success while continuing to strengthen the reputation for the Art department. She has arranged a vast number of exciting trips to galleries where she shared her extensive knowledge and passion for the subject with the girls. We wish her the very best as she embarks upon the next chapter of her life.



Mr Wade Melville:
teacher of Photography and Art

Mrs Gill Clifford: Wade joined the Art department in September 2009 as a full time NQT Art teacher with responsibility for setting up and introducing the teaching of Photography. During his eight years

in the department, he has taught across the age range and has worked successfully within a range of art disciplines and has certainly made his mark. His particular strength has undoubtedly been his teaching of AS and A Level Photography. During his time in the department a significant number of students have, under his guidance and tuition, achieved some truly remarkable results which have been above and beyond normal expectations and in many cases on a par with degree level.

Wade is by nature a cheerful and sociable colleague who has made many good friends amongst the staff. As a result of his many contacts and sources within the school he always manages to know what's been going on elsewhere in the school often as not before the rest of us to get to hear! He has also contributed to the wider life of the school in a variety of ways. He is particularly known for his role as the school's photographer through which his professional photography expertise has captured many memorable occasions and events. Known for being a good sport and not taking himself too seriously, Wade has always been a popular choice in being asked to perform by the Upper Sixth in many of their notable Sixth Form Revues. His role as greaser and cool dude Danny Zuko miming to the song 'The One That I Want' with Miss Esther Roberts, as Sandy, his love interest, from the musical *Grease* was truly unforgettable! Wade will be missed by his colleagues and by his students. The Art department certainly won't be the same without him. We wish him well.

Ms Monika Keeble: temporary teacher of Art

Mrs Gill Clifford: Monika joined the Art department in September 2016 as a part-time teacher on a fixed five month paternity cover contract. In the relatively short time she was with us she was a valued member and as a colleague worked positively and collaboratively. She gave generously of her time during lunchtimes to art clubs for the students she taught in Year 7 to Year 10.

Very importantly, Monika cared about the girls she taught who in turn developed a great respect for her. I was hugely grateful for the hard work, perseverance and thoughtful approach she displayed. Her personal qualities, combined with her wide range of skills and extensive experience (plus her love of chocolate!) were invaluable. We were sorry to lose her but soon after leaving us she found a permanent appointment as a part time teacher of Art at The Leys for September and the Art department wishes Monika the very best.

A farewell to a trio of Heads of Department



Mrs Delia Russell:
Head of Physics

Dr Cristina Alves Martins: I met Delia when I joined St Mary's School, Cambridge in September 2012 as Head of Chemistry. Quiet and discreet in character, I found Delia hugely welcoming, professional and caring: a good

listener who would always offer advice and helpful suggestions when I most needed them. I have, in the past five years, developed the greatest admiration for her sense of duty towards her students and the Physics department. Delia has taught her students with conviction and passion and led her department with great success through a multitude of changes, including new syllabuses, new laboratories and teaching and learning strategies. Year upon year she delivered outstanding grades alongside her team.

Having shared an office with Delia this year I've also appreciated that being a part of a team is a lot more than just sharing credit. True team effort requires trust, dialogue, a good sense of humour and compromise. Mrs Anita Chatterjee, Head of Biology, and I will miss her friendship and humour. Whilst she will be greatly missed in the department, by her students, as a colleague and dear friend I have no doubt she will continue to achieve great things. Simply because, as Steve Jobs once said: 'Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it.'

Mr Gordon Miller: I accompanied Delia on two memorable trips with Upper Sixth students to CERN, Geneva, which she organised. I was very impressed with how Delia dealt with a difficult situation at Swiss immigration. In our party, there were girls who had non-EU passports, and hence required visas. This meant a long delay, and on one occasion we thought one girl would not be allowed to enter. However, with much diplomacy and patience on Delia's part, all was resolved. The visit to CERN and the UN was very exciting and stimulating, as well as an introduction to Swiss life and culture, including the compulsory chocolate!

Ms Karen Marinho: Head of Computer Science

Mrs Alison Wilson: After just over 10 years, Karen has left St Mary's School, Cambridge to start a new life in Devon. During her time here, Karen has made a fantastic contribution to the ICT/Computer Science department, and was a much valued Head of Department. Her role in the department changed over the course of the years, but Karen always maintained a calm, focused and professional approach to work, no matter what. Starting as a teacher of ICT and the school webpage developer, she soon introduced Computer Science to Key Stage 3, followed by GCSE in 2012 and A Level in 2013.

Karen was well respected by the girls for her fair and caring approach, both as a form tutor and as a subject teacher. She was always looking for new ways of teaching a topic and creating new resources to inspire her students. She has helped many girls achieve their full potential and has fired their interest in pursuing a Computer Science career.

Karen contributed to many aspects of school life, whether it be running extra-curricular clubs such as Gadgeteers and Raving Robots, or organising trips to the Imperial War Museum and the Centre for Computing History. It was here that we would walk around the museum reminiscing about which computers we used to have and playing the old 'Pacman' and 'Mario' games!

Karen has proved to be a true friend to so many staff. A super colleague and friend, Karen will be missed but not forgotten.



Mrs Elin Egger:
Head of Economics & Business Studies

Mrs Kate Latham: Elin joined St Mary's School, Cambridge in September 2015 as Head of Economics and Business Studies and a Sixth Form tutor. Elin has been highly valued by staff and

students alike who have benefitted from her consistently conscientious approach and unstinting commitment. As well as her commitment in the classroom and as a tutor, Elin has given her time and expertise to developing enterprise and entrepreneurship throughout the school. As part of Year 7 enrichment sessions, Elin has introduced our very youngest students to design and enterprise through a fun and challenging *Dragon's Den* style programme. Similarly, by working with the charity 'Faith and Football', Year 9 students have had a taste of product design, marketing and sales. Finally, guided by Elin, our Sixth Form students recently won an award for the excellent market research at the Dragons' Apprentice Challenge. We wish Elin every success as she takes her teaching expertise to a new school environment.

A fond farewell to teaching colleagues



Mr Mike Hemingway:
teacher of History & Geography

Mrs Kate Latham: Mike joined St Mary's School, Cambridge in September 2013 as a teacher of History and Geography and international co-ordinator. In the classroom, Mike has always

ensured that girls learn through being active and engaged and having fun; his Year 9 lesson on trench warfare will live long in the memory of all those who participated! From the very first, Mike has been a whirlwind of energy and enthusiasm and it would be hard to list even the number of trips for which he has given up his time, never mind all of his contributions to the life of the school. Mike has accompanied girls on History and Geography trips to Munich, Berlin, Iceland and Wales. He will certainly miss them all, especially the annual visit with Year 8 to Cadbury's World! He has also participated in and led numerous Duke Of Edinburgh's Award expeditions. As International Co-ordinator Mike has overseen the immensely popular and diverse International Food Fair. Similarly, Mike has ensured that Chinese New Year has become a key event in the school calendar, celebrated and enjoyed by all our girls. We wish Mike every success in his new role at Highgate School.

Miss Fleur Spore: Mike has been a hugely popular friend and colleague and we have had some great times on Duke of Edinburgh's Award expeditions. Only Mike could get mud inside his tent and pull a guyline off a brand new tent...! However, he has proved a fantastic organiser with minibus plans and staff deployment documents to die for and has carefully chosen well-appointed campsites in stunning locations. Indeed, Mike introduced us to a campsite with fire-pits, which brought out the pyromaniac in every single member of staff as we pushed each other aside in order to demonstrate our fire lighting prowess! He has also improved the staff meal menu, banishing pasta and sauce packets in favour of Marks & Spencer's finest, with fresh soups, veg and delicious fish and meat meals all prepared over a Trangia stove on the campsite! Mike has shared our enthusiasm for the great outdoors, has appreciated the lessons in landscape development and geology: when many would have yawned, he has found insightful questions to ask me and has been a real pleasure to work with. It is with sorrow we say good bye and hope he will re-join us in the guise of assessor on future expeditions! He leaves us well equipped and well experienced!

Mrs Diana Larman: teacher of English, librarian and evening receptionist

Mrs Helen Garrett and Mr David Walker: Diana's versatility during her 14 years at St Mary's School, Cambridge has made her an invaluable member of staff. She joined the school as Head of Boarding and teacher of English and in her time, as well as being a stalwart member of the English department, she has been on reception after school every day for several years and, most notably, has been in charge of the school library. She oversaw the move from the old library (now our spacious staffroom) to the current location. Her sense of style has been clear in the displays she has created and the interesting selections of themed novels that she so carefully arranges. She has worked tirelessly over the years to support everyone who uses the library, both academically and pastorally, and the girls have benefited so much from the calm and welcoming atmosphere that she has created. That she has managed all this while still teaching a large number of classes and enthusing girls from Year 7 to Upper Sixth makes it even more remarkable.

In the department we have valued Diana's insights, her interest in others and her commitment to her students.

There have been a number of events hosted in the library which have enriched the Lower School literature experience of the students, including numerous talks from visiting authors. A particularly memorable event (not, fortunately, in the library) was the 19th century dance experience when Diana arranged for Year 10 to be taught how to dance in the style Jane Austen's characters would be familiar with. The enrichment here for their appreciation of the period and the novels was valuable and entertaining. It was typical of Diana's enthusiasm and her great belief in helping students to see beyond the rigid examination criteria and begin to foster a genuine love for literature, people and place. Diana's breadth of knowledge and her range of interests have also been evident in her contributions to discussions and planning of our courses and in our conversations in the staffroom. Whether it be reminiscing about time spent in Southwold, a place she is extremely fond of, or discussing the role of women during the Great War, Diana is always a passionate and engaging conversationalist and we will greatly miss her warmth and humour.

The English department will simply not be the same when Diana leaves. Her kindness and willingness to help others have helped to make the department a happy and supportive one; she has always been a 'team player'. It will be very strange to visit the library next year and not see the comforting and reassuring sight of Diana helping the younger girls choose their next book or supporting groups of nervous Year 11 students before their next examination. We wish you the best of luck for the future, Diana, and thank you for all that you have done. Please stay in touch!



Mrs Verity Bell:
English as an Additional
Language
(EAL) teacher

Mrs Patricia Brooks: Verity joined the EAL team in September 2013 with not only enviable teaching experience and qualifications but with an impressive list of

publishing projects to her name. A skilled editor, Verity has developed titles for leading writers in English language teaching, as well as her own skills books and textbooks. The list of Verity's publishing credits continues to grow and now reads like a who's who of the good and the great in English Language Teaching publishing: Cambridge University Press, Collins, Macmillan, Oxford University Press, Pearson and more still. She has delivered many helpful seminars; from IELTS skills workshops for Cambridge University Press to her talk for the International Association of Teachers of English as a Foreign Language Association last April entitled 'Reading for pleasure? Motivating EAL students to read more', in which she outlined the results of her action research into extensive reading.

Strongly motivated to improve what happens in the classroom, Verity has brought her organisational and strategic planning skills to bear to good effect at St Mary's School, Cambridge. She has generously shared her knowledge of current trends in EAL with colleagues and students, contributing in no small part to the choice of the most appropriate textbooks, and supplementing IELTS writing classes for the Upper Sixth with her own newly developed materials. A keen wrangler of the digital classroom, Verity has used her enthusiasm for EdTech to enhance the classroom experience for her students with expert knowledge of presentation tools and techniques, and with a variety of engaging learning activities, including Quizlet. Many of her colleagues will also remember Verity's dedication and impressive dexterity at the keyboard, even with two bandaged fingers, after an altercation with a pair of scissors!

Verity's creative approach to EAL will be missed in the classroom, and her innate charm and friendly manner will be missed in the staff workroom. As we say farewell with sadness, we understand completely that we are no competition for little Byron Henry, the new light in her life! We know she will blend motherhood and publishing into an exciting mix. We wish Verity, Paul and Byron Henry all good things for the future and much joy.

Mrs Vijaya Rodger:
Mathematics support teacher

Mrs Sue Brown: I have known Vijaya since she was a parent at The Leys and my husband was her son's Housemaster! She has always been kind towards everyone and will offer help before it is asked for. She is keen to support colleagues in the classroom and also by showing an interest in them as people. I will miss her but hope she will make the most of her retirement.

Mrs Heather Collison: Vijaya was the first person I spoke to at the school as she was the person who showed me around on my interview day. I remember thinking what a gentle and calm person she was and how she loved working at the school. It made me very keen to join the department. Now that I've worked with Vijaya for the last four years, I know I was right. She has a passion for helping the students. She can always be relied on to be calm and reassuring to the girls in the classroom and never seems to tire of going over the same problems again and again. She can be relied on to help out in any situation and has come to my rescue on several occasions, volunteering to copy, cut and stick so resources are prepared. I will really miss knowing that she is in my class as an invaluable extra pair of hands. I wish her much enjoyment in her retirement, though I know she will be as busy as ever, helping out wherever she is needed.

Mr Pantelis Fanourakis: Vijaya has been a superb asset to the Mathematics department. She has supported our students by helping them to understand the concepts taught on the board, so that they could keep up with the pace of the lessons and has helped them organise their notes before files became too disorganised! Vijaya is highly respected by the students; she had a very calm and soothing manner with them but equally, she was a great support to teachers giving them the best advice from the perspective of the students. She will be missed but we wish her well in the next chapter of her life.

Mrs Susie Hutchinson: Vijaya has been a huge support to me throughout my first year at St Mary's School, Cambridge. During the INSET days in September she made me feel welcome in the Mathematics department and her help with organising resources in preparation for the first day of the new year was invaluable. Since then she has regularly gone beyond the call of duty by offering help in various ways.



Miss Alice Laudas:
French language
assistant and boarding
matron

Mrs Rachel Hill: Alice has worked at St Mary's School, Cambridge for three years; initially employed as our French language assistant on 13 hours a week, for the last

two years she has also been a matron in our boarding house. Due to her hard work and engaging personality, Alice has increased her hours and responsibilities over her time at the school and contributed a huge amount to both the French department and the boarding house. She has been a delight to work with. Alice loves living in England and she has fully embraced the language and the culture. It is clear from her teaching that she is passionate about language learning and is always looking to improve on her own linguistic skills as well as those of the students. The girls are always pleased to see her when she walks into the classroom and they invariably want to be the first to head out in pairs to work with her on their speaking skills. Alice started out working with our examination students in small groups, helping them to prepare for their French Speaking Examinations at IGCSE and A Level and during the last two years she has also worked with our Year 7 to Year 9 French classes. She was quick to understand the demands of the English education system and set an appropriate tone in her lessons so as to get the best out of her students. During the last two years, she has developed her own resources and helped with many creative displays of the students' work. This year, she has been going down to our Junior School once a week to help direct their French play; her love of theatre and drive and enthusiasm contributed hugely to the success of the play.

Alice has also been asked on a number of school trips during her three years, including the school ski trip to Italy and the French exchange to Paris. She has been a valued and popular member of staff on all the trips that she has been on and I, in particular, have greatly enjoyed her warm, energising and fun-loving personality on our trips to Paris and Pila. Alice has clearly learnt a lot about herself over these last three years and, as her colleagues, we have witnessed her grow in confidence and maturity. She is ready now to further her career and I have no doubt that the experiences that she has gained during her time here will have equipped her extremely well for the Masters and Teaching degree course for which she is now applying.

Mr Alfonso Garcia Polo: Spanish language assistant

Miss Nicky Lees: Alfonso leaves us at the end of this term after four years of service as our Spanish language assistant. In those four years, Alfonso has encouraged dozens of students in Year 11 and the Sixth Form to overcome their nerves and communicate well in the Spanish language. He has helped them to prepare for their public examinations and has also conducted internal exams for some of our Year 10 students. Our girls have really appreciated his kindness and sense of humour and have enjoyed their lessons with him. Our Sixth Form students in particular have been extremely grateful for his help and have made excellent progress under his expert guidance. Alfonso has also been a keen participant in the annual male staff netball match for Lourdes fundraising week, in which he has demonstrated both his sporting prowess and his fierce competitive streak! We will all miss him, and we wish him well in his future career.

Miss Chloe Evans:
Music teacher (maternity cover)



Mrs Sonia Gears: Chloe joined the Music department at St Mary's School, Cambridge in September 2016 to cover for Mrs Emma Fisher whilst on maternity leave. I think it is fair to say that as soon as we met Chloe at her interview she was already a 'St Mary's girl' and would fit right in! I remember her saying that our Music department reminded her of her own when

she was at school. Her enthusiasm and passion for teaching Music came across in abundance and we welcomed her with open arms as a new member of the team. As Chloe had just completed her PGCE this was her first 'real' job and everything was a first! I remember Chloe's beaming face when she had completed her 'first' week in teaching, surviving her 'first' six period day(!), being thrown in at the deep end with conducting training orchestra, realising the amount of paperwork associated with examination marking (!) and many more 'firsts'! As a talented singer herself, Chloe has relished the opportunity to conduct Allegro, our chamber choir, and her conducting skills have gone from strength to strength with the experience. We wish to thank Chloe for everything she has done this year to support and develop the musical life at our school and wish her all the best as she moves into the next chapter of her life – setting up a senior school Music department from scratch at the new Eton Square Upper School.

Celebrations of support staff



**Mr Duncan Askew:
Bursar**

Ms Charlotte Avery: I wish to record my personal debt of gratitude to Duncan who stepped down from the post of Bursar at Christmas after a magnificent 11+ years at the helm. He has supported my vision for St Mary's

School, Cambridge and I have supported his. He has worked unstintingly hard for the good of the school pushing himself to the limit and beyond to achieve superlative results on often modest budgets and exceedingly tight timescales. He had a very strong grasp on all matters financial and found the time and energy, alongside his day job, to have project managed all the capital projects in the last decade including being the major influencer and supporter of Tim and Sue Heath who project managed the transformation of the former Hope Nursing Home into Mary Ward House, our beautiful new boarding facility. He had a great 'eye' for the visual and it was he who was the first to spot the potential of the Chaucer Road property to become our Junior School. Being of Nordic extraction he loves the light: Duncan's hall mark glass and light wood have become the signature tune of our refurbishment projects. He has also recruited and overseen summer schools in order to broaden revenue streams for the school. St Mary's School, Cambridge has never been in better financial shape than under his auspices; he began from a less than standing start and over the last decade the school has been able to demonstrate a strong and consistent performance. As importantly, Duncan is a great 'ideas man' who, as an historian by training, supported me with the strategic vision at a time when the Governing Body did not have its present capacity so to do and he has enjoyed challenging me in equal measure as I have enjoyed the provocation!

Mrs Melanie Brown: I have known Duncan since he joined St Mary's School, Cambridge at the end of the Summer Term in 2006. Duncan's handover from the previous Bursar did not go quite to plan. This coupled with the fact that his first job was to oversee the summer school, which had been quite a rowdy affair the year before, meant that I for one wondered if he might decide he had made a big mistake and that the job was not for him! Fortunately for the school and for all of us Duncan did survive the first few weeks!

10 and a half years on and Duncan has achieved great things. Some may not appreciate the huge amount of work he has put into ensuring the successful acquisitions of the Junior School in Chaucer Road, the freehold for the Main School,

and the Hope Nursing Home. Then there have been the not insignificant refurbishment projects at Chaucer Road and Mary Ward House, with numerous smaller projects thrown in for good measure on the way. The school that Duncan leaves is very different to when he arrived. When Duncan needed to get away from it all, he also turned his hand to gardening, mowing the lawns and attending to some of the finishing decorative touches in Mary Ward House.

Whilst work has its serious side we have had a lot of fun on the way such as the amazing day when the Tour de France passed by the top of Bateman Street and we all took out tables, chairs, wine and glasses to celebrate. Duncan really enjoys all sorts of music, which we have often shared with him in the school holidays. He also tells terrible jokes. We are all going to miss Duncan, including his jokes, and hope that he enjoys a well deserved, long and active retirement. He is planning to spend time enjoying London, and is also working hard to establish a local support group for the Haemochromatosis Society.

Mr Gary Sharp: I would need a book to write enough about my dearest Mr Askew to adequately describe his commitment to the school and to the teams that he led. However, I thoroughly enjoyed my time working with him and for him and, with his guidance, achieved some great things. Every decision he made was always in the best interests of the school, both in the present and for the future, and for the students who would be educated within it. As a man he has a wicked, often dry sense of humour and despite occasionally sporting a seemingly fierce exterior he is extremely kind, caring and big hearted. All his support team had the utmost respect for him and we miss working with him greatly.

Mrs Carole Turner: receptionist

Mrs Diana Larman: Carole and her co-receptionist, Doris made a formidable team. I always looked forward to the handover when I went on to the desk at 4.00pm: I would ask the ritual question, "How has today been?" and would receive the reply "Interesting" and several pages of notes would appear. We all knew that the school was in safe hands. As well as her energy and perfectionism, there was a warm and wicked sense of humour which brightened many winter afternoons when the icy blast swept through the Cortile each time the doors opened.

I first met Carole as a parent when I had the pleasure of teaching her daughter Faye in Year 10. I was delighted when I heard that she was coming to join the Reception team. In due course, Faye excelled and went off to the University of Bath, and Carole remained with us. From the outset we were impressed by her efficiency: Carole's diplomacy was legendary but beneath her calm and charming phone manner there was strength and determination. We were impressed

by her immaculate presentation. She attempted to instil her own standards of personal presentation in the girls and lost uniform was folded into immaculate piles and somehow managed to look clean and pressed after her ministrations. She set a trend for monotone clothing in school: we all tried to go for blacks, greys and creams but just couldn't do it as well or with as much style as Carole!

Mrs Kay Dodsworth: Manning Reception at St Mary's School, Cambridge is quite an adventure in that it has more unpredictability than almost any other role in school. Carole and Doris were like the Batman and Robin of the school: they were often first port of call as trouble shooters when, for example, a lesson had been moved, a student had lost her timetable, an unexpected visitor arrived or a student felt unwell.

Carole was a very welcoming presence at Reception, providing a listening ear to a student, sympathy when they had a tumble in the playground or had lost their pencil case or file. I have heard her very patiently give directions to people who have come in off the street seeking guidance, giving reassurance to parents who were anxious about the whereabouts or well-being of their daughter and dealing with staff difficulties in parking when a rogue driver has strayed into the staff car parking area. We will miss Carole's efficiency, humour, poise and friendliness and wish her well in her future endeavours.

Mr Gary Sharp: Domestic Bursar

Mr Charles Searle: Gary was a delight to work with. He was a reliable, committed and hardworking colleague, who took pride in his work whilst also possessing a fantastic sense of humour. I am particularly grateful to him as he trained me for a charity boxing match, in aid of Cancer Research, and I emerged as the victor. Not many people know that Gary is also a secret musician, being a talented singer/songwriter and those of us with whom he shared his tracks all agreed they were quite good! He is a genuinely nice guy, and I miss working with him. I wish him every success in his new role at Homerton College, Cambridge.

Lives in our boarding community



**Mrs Sue Heath and
Mr Tim Heath:
Project Managers of
Mary Ward House**

Mrs Helene Compain-Holt: As soon as the new boarding house was purchased Mr Duncan Askew suggested that Tim should be Project Manager. Tim had already

very successfully transformed two colleges at the University of Cambridge and I was soon to find out that there was nothing he did not know about building conversions and building regulations. Sue, who was formerly the Domestic Bursar at St Mary's School, Cambridge, was appointed as Tim's personal assistant, helping to place orders for construction materials and liaising on a day-to-day basis with contractors.

Transforming a former nursing home into a boarding house was more demanding than a straightforward building project. To their credit and everyone's good fortune, Tim and Sue grasped this from the start, thanks largely to the work they had already been involved with supervising at the school and the university.

Together Tim and Sue made life easy for me and as early as my second visit to the building I started planning the use of the different rooms. This was Tim's area of responsibility and with his kind support and guidance we soon got into a routine of productive meetings. I enjoyed spending several Wednesday afternoons studying architectural drawings, and discussing different challenges to keeping within building regulations as well as choosing curtains, items of furniture, flooring, lampshades and mirrors. I joked with Charlotte and Duncan that I felt at times like an interior designer!

It is further thanks to Tim and Sue's patience that they generously found time to accompany boarders on site visits. The prefects were the first to visit what became Mary Ward House, choosing their bedrooms and making an informative video which they showed to other boarders at a boarders' meeting. But these visits were not always at convenient times for Tim and Sue; several were organised for the evening or on Saturdays. Eventually, however, all the boarders who wanted to do so had been given the opportunity to visit the building before its extensive overhaul was complete.

The combination of expertise, kindness, patience and generosity with their own time and not least their commitment and love for the school made working with Tim and Sue a real pleasure. I believe their careful oversight of the project proved essential to its eventual success and formed a unique contribution which resulted in a happy start for us all to life at Mary Ward House.

Miss Joy Warner: Housemistress of Bateman House

Mrs Helene Compain-Holt and Mrs Hannah Helliar: Joy joined the school in September 2014, bringing with her a wealth of boarding experience. The girls in her care really appreciated her warmth, commitment and kindness, as well as the careers advice she was able to impart. An avid lover of dogs, her beloved Rufus became part of the Bateman boarding house family and they both have been very much missed. Joy also brought much to the administrative side of the school, excelling as PA to the Deputy Heads, as well as ably representing the school on recruitment events, such as to Kazakhstan in April 2016. Joy has now returned to the North of England where she grew up, to be closer to her family and works as the Head's PA at an independent school in York. We wish her all the best for the future.

Miss Catherine Fayter: Housemistress of Main School House

Mrs Helene Compain-Holt: Catherine joined the school in September 2015. She had an arts background and was able to support and encourage the boarders with their artistic interests and homework. She also enjoyed accompanying girls to the theatre. Her empathy for girls who needed support was fondly appreciated. Catherine left us to move to London with her partner and to work in Human Resources. We wish her happiness and success in her future.

Miss Madeleine Dent: gap year assistant

Mrs Helene Compain-Holt: Maddy came from Loreto Normanhurst School in Sydney in January 2016 for the academic year. From her first day with us it was clear that Maddy's experience as a boarder herself and her upbringing, working hard on the family farm in Dunedoo, had prepared her well for the role of gap year assistant. With good interpersonal skills and respectful self-confidence, Maddy was particularly helpful on the Senior School Reception team. She also worked at our Junior School where she was soon being followed around by many younger girls who appreciated her natural kindness and gentle manners. Maddy was a very positive person who travelled extensively around the UK and Europe and encouraged her boarding staff colleagues to visit her in Australia. Maybe one day we will surprise her!

Miss Esther Lavelle: gap year assistant

Mrs Helene Compain-Holt: Esther came from Loreto Toorak in Melbourne in January 2016 for the academic year. Her positive, 'can do' approach meant that she was never fazed by the demands of the role she occupied. Esther was resilient, reliable and always ready to accompany an outing as well as being keen to chat with the girls, many of whom enjoyed her relaxed and wise outlook on life. Esther was very sporty and happily joined in the swimming lessons with the Junior School pupils enabling them to enhance their water confidence.



3

Our school community



Overcoming a feeling of failure

Our Senior School counsellor, Mrs Yvonne Green, writes about her role supporting girls who are finding aspects of life challenging.

My job as a school counsellor means I often see students who feel they have failed, and this can make them feel that they have let people down and they are not good enough. As an independent person, in a confidential setting within school, the girls feel able to talk freely about their worries and concerns.

So what are these feelings of failure?

- failure to cope with the demands of school work
- failure to be a good friend
- failure to achieve good results
- failure to feel happy

And the list goes on....

Young people are experiencing many pressures today. There may be expectations to perform well, achieve the best examination results, obtain an excellent degree, and ultimately succeed in a good career. Many girls also believe they must look great and be the perfect shape and size.

But one thing is certain: we will all fail at something in our lives at some point. One of my jobs as a school counsellor is to reassure and help students prepare for and manage this inevitable eventuality.

We quite often put huge expectations on ourselves to be perfect at everything. A lot is at stake, so no wonder we feel stressed and worry about doing well.

We are not alone with this worry.

JK Rowling has had something to say on 'failure'. She has given inspirational speeches about her life and how failure was her

enduring friend. The famous writer of Harry Potter came from a family where her imagination was 'an amusing personal quirk that would never pay a mortgage, or secure a pension', and she struggled considerably before becoming one of the world's most successful authors.

She said:

"I had failed on an epic scale. An exceptionally short-lived marriage had imploded, and I was jobless, a lone parent, and as poor as it is possible to be in modern Britain, without being homeless."

So I would like to coin a new phrase: 'Failure is a path to success'.

One counselling approach is to change the negative thinking to a more positive version. The more we fear failure, the more it is likely to happen and then we have let that little word 'fail' win! Let us learn how to fail with pride and humility. It is a useful skill to have.

I tell the girls that no one is perfect and we all learn through the mistakes we make. It is what we do next that is important. We can acknowledge where we went wrong, what we could have done better, how we would do it differently next time. Get right back up and give it another go. Don't give up. People who succeed are the ones who never give up.

If we gave our positive outcomes as much attention as our mistakes, would the world not be a much brighter, happier place? ●

Parenting in the 21st century

Judy Reith, coach, author, and mother of three grown-up children, delivered a very well-received presentation, sharing her valuable insights into the challenges and rewards of parenting in the 21st century.

Raising children has always been a pleasure, a pain, and a worry. The 21st century brings extra concerns at a frightening speed, leaving many parents feeling out of their depth. However, it has also never been a more exciting time in which to raise children, especially girls. They have more global and equal opportunities than in previous generations, although true equality is still some way off.

We all get into fire-fighting as parents by reacting to the latest drama. However, research shows parents benefit when they get beyond the daily grind of raising children, and consider what are the most important values they want to pass on to their children to manage the pressures of modern life. It is like picturing a time, perhaps 20 years from now, when your grown-up children are coming to visit. Are they coming to see their old mum and dad because they want to? Or because they feel they should? Who are they? What life choices have they made? What would your 70 year old self say to you now about what matters when it comes to raising the kids?

Nice theory - but how do you do that when you've dealt with 10 arguments, a wobbly tooth, served breakfast, thrown a load of washing in, checked your emails, walked the dog and dropped the kids at school all before 8.30am?

In my job as a Parent Coach, I aim to give parents reassurance and the space to help them create a better relationship with their children, instead of simply tolerating the daily grind. Here are some quick tips to help you create a better version of you as a parent, and deal with some of the dilemmas any modern parent faces:

Ask yourself, what is going well in our family? What do I appreciate about myself (and my partner if you have one) as a parent?

Decide with your partner what your values are, then make them come alive, not be just nice ideas. Values form your decision making, and help with rule-setting, which gives security to children and helps foster self-discipline. Set house rules with your children: keep them simple, positive and review them regularly.

Relationship

- Building a good relationship that is respectful on both sides will help you deal with challenges as they come up
- Listening – stay silent, reflect feelings, validate what they are trying to say
- Make family moments positive, for example meal times are a place for conversation and laughter, not a lecture. Grow family traditions

- Remember the power of your voice and opinions, so to boost a child's self esteem, ask for their opinion before giving your own

What we focus on is what flourishes

- Focus on building your child to be able to cope with what comes up, not imagined dangers. Equally, practise scenarios with them – what would they do if they lost their phone, or their friend says something unkind?

Technology

- It is here to stay! Set controls, use timers, keep informed about latest updates. Model good habits too – are you always on your phone?

Resilience

- Children need to learn to say NO. They need us to say NO too, and not cave in. We can use empathy to ease the 'NO' without weakening it. "I can see you're cross the TV is going off, and it's still bedtime" e.g. talk about about how you deal with mistakes and handle your own feelings of disappointment
- Teach chores, and review who can do what, and when – ignore moans

Risk taking

- Children need to experience an appropriate level of risk to learn from their mistakes and build resilience

And finally...

There is so much more I could say, but for now, do you know what the best thing a parent can give a child to help them grow up happy, and to be able to take on the world?

Unconditional love

Ask yourself what that means to you, and how you can show it, and tell it to your children...



Judy Reith

Coach and Founder:
www.parentingpeople.co.uk

Mums and Dads at St Mary's School, Cambridge

Two Upper Sixth students, Aisling H-B. and Celeste C-C., asked their parents to explain what this school has meant to them.



Aisling's mum: "We had visited an Open Day a few years in advance and were shown round by a friendly and approachable tour guides, and we liked what we had seen. We also had a very pleasant meeting with Ms Avery and felt it would be a good fit for our daughter. I have read many times that girls thrive at schools in an all-girl environment. A school life without the pressure or distraction of boys appears to produce a more relaxed environment to concentrate on studies. There have been many proud moments but watching Aisling speak at the Prize Giving ceremony at the end of last year was my proudest, joint with the time she earned an Academic scholarship and Mary Ward scholarship. My favourite thing about St Mary's School, Cambridge is the relaxed and friendly atmosphere felt all around the school and the way that the girls appear to be encouraged to 'be themselves'. The best event I have attended was the dog show a couple of years ago - it was hilarious! Sadly our dog didn't behave very well but it didn't seem to matter."

Aisling's dad: "The school had a good reputation and offered the perfect balance between offering a high-quality academic education and a more rounded experience. The best thing about the school is how easy it is to drop off Aisling at school in the morning because there's never any traffic. In all seriousness, the relaxed atmosphere and strong school culture that allows people to be who they are is a great uniqueness about the school. My proudest moment has been watching Aisling address the school, parents and visitors at speech day as Head Girl. This is closely followed by the first Prize Giving she ever attended in Year 8, when she went up to receive her Prize for Excellence in English. The girls can focus on being themselves and getting on with their studies without worrying about boys at this stage, and this helps to achieve the best results."



Celeste's mum: "I liked the ethos of St Mary's School, Cambridge better than any of the other schools that we looked at. What I particularly liked about this school was that it has a holistic approach to education and I think that the staff are as concerned about the social and emotional development of the students as they are with the examination results. The school has a loving and nurturing environment. I want to feel that the people with whom my daughters spend so much of their time are truly caring and I do feel like that here. I also like the fact that it is a girls' school. The evidence shows that, overall, girls perform better academically when boys aren't there and I think that girls are distracted by the presence of boys. I think that boys and girls also seem to have different learning styles sometimes so it seems to work quite well for girls to only work with other girls."

The range of activities on offer is fantastic. Both of my daughters are members of various committees and have been involved in events such as gymnastic displays, plays, assemblies and charity work. The best events that I have been to were the music concerts. I just thought how wonderful it was that the school had not just an impressive musical life but also an inclusive approach to who could be involved. They've also had plenty of opportunities to travel, including trips to Iceland, Venice and a language trip to Salamanca.

Both of my daughters have had a great education and achieved very well academically so far. They have both achieved great GCSE results and are predicted great A Level results. They've both really enjoyed their school life which is what I would want for them, in fact they didn't even want to look anywhere else for Sixth Form which made me very happy. I think they've gained a lot of confidence and social awareness of the world around them. I would, and I have, recommended St Mary's School, Cambridge to very many people and the simple reason being that I honestly couldn't have chosen a better school for my daughters and I am delighted with it."

Moving on up

Shahana A. reflects on the progress and process of her daughter Diya S.'s move from Year 6 to Year 7, from our Junior School to our Senior School.



"Last few days of Junior School, goodbye is getting near. The sums and sentences are all done. The full stop day is almost here..." This is an extract from a poem my daughter wrote for her Year 6 leavers' assembly; now in Year 7 at the Senior School, Diya is busily creating a thrilling new chapter of her life.

Diya has been at the Junior School since Reception, a school that has been her sanctuary. The devoted teaching and nurturing care that she received has unequivocally equipped her both academically and emotionally to blossom into the young lady she is becoming today.

Transitioning to Senior School is no doubt a daunting prospect for girls and perhaps even more so for us, overly anxious, parents as these are potentially your daughter's most formative years. The Junior School instils resilience and confidence in our daughters to tackle any challenge but even with the most courageous girls it is inevitable to have some worries about BIG school, however trivial.

Fortunately, much emphasis is placed on creating links with the Senior School from as early as Reception from shared school concerts and fêtes to Senior School student helpers at playtimes

and clubs. My daughter is delighted to have now been reunited with Senior School students who used to play with her in Reception class - although neither wants to play with dolls and prams anymore! To alleviate concerns further there is a plethora of Open Days, tours, talks and Taster Days that provide your daughters with a tantalising flavour of the excitement to come.

Most significantly the Junior School and Senior School share the same wonderful ethos and values of their inspirational foundress Mary Ward making the all-important changeover less of an abyss but instead a comforting, warm and homely experience. The remarkable Senior School pastoral care leaders and staff are always on board to address any niggles that you or your daughter may have.

To conclude with a Mary Ward quotation: "Gather yourself in your youth a great treasure of good habits": I wholeheartedly believe our precious treasures will flourish and amass an abundance of treasures from their time at Senior School.

Another Year 7 parent reflects

I recollect, last summer, standing in the Junior School grounds beneath the cedar tree admiring the pretty motifs of birds and foliage in the stonework of the main building. As a parent, the external environment of the Junior School is what I treasure. The grounds with their stimulating music installations, sculptures and an occasional visit by a pheasant or fox are forever imprinted on my memory. They are a sanctuary buffered from Trumpington Road by the gently meandering brook. In contrast, the main frontage to the Senior School is busy with cycles, vehicles and pedestrians.

My daughter, who is rapidly discovering her independence, relished the excitement of cycling to school and arriving at 8.00 am to find a cycle space and to text that she had safely arrived.

One of the highlights of the year for us was my daughter being befriended by a delightful and mature Year 10 student (buddy/mentor) who acknowledged and cared for her.

I also recall the enthusiasm with which the fortnightly curriculum was explained to me. My daughter has delighted in doing Art as well as Textiles, Spanish, French. Interestingly, History and Geography are taught separately which has really engaged her.



Year 7 girls enjoy moving up to 'big school'

Mrs Alexandra Cardwell, our new Head of Year 7, reflects on her role supporting the girls as they make the transition to Senior School.

Being a Head of Year comes with many challenges and excitements.

It all started for me in May 2016 when I first met the parents of the incoming Year 7, and then met the girls themselves on our important Transition Day. This day in the Summer Term is designed for the girls to meet each other before the holidays, get familiar with the school, meet their form tutors and many of their teachers. They experience a full programme of induction lessons, and enjoy the challenge of finding their way around 'big school'.

In September, there was the excitement of the new Induction Day when the girls spent all day with their new form and form tutors, getting to know each other better and finding out about life at the Senior school. One of the highlights was the treasure-hunt when the girls in small groups had to find various clues around the school. They very much enjoyed the experience of being independent and getting lost together!

Year 7 students Daisy D., Bethany P., Rosie C., Kaitlin G. and Maria S. reflect on making the transition to Senior School.

"When I started, I didn't think I would make friends, but now we are inseparable; I really do feel like I have been here for years. Year 7 life at St Mary's School, Cambridge is never boring. First, we had the Year 7 adventure day to Herts Young Mariners base where we did raft-building, problem-solving and even kayaking. It was the first trip of the year and I loved it. Not long after that we had a Day of Reflection. We came into school in our home clothes and got to know each other. With a day off timetable it was filled with fun and laughter. We played games and wrote letters for ourselves to read in the future. It was a really enjoyable day. When I arrived in September I was worried that I wouldn't achieve anything but now I am a School Council rep! I love being a student here and hope to achieve more in the next few exciting years to come." **Daisy D.**

"There's a lot more homework than I have ever had and the lessons are harder, but luckily I've managed with all of my friends around and all the lovely teachers. I hope that in the future I will have joined the rowing club and have done lots of exams in Speech and Drama. Hopefully I'll also be a scholar in music, dance or sport, but preferably all three of them!" **Kaitlin G.**

"At the Senior School the subject that I love the most is Sport, particularly netball, because the club is fantastic. I also enjoy Food Technology because you can make food for your family." **Rosie C.**

"When I arrived, everyone was very welcoming; they were all smiling and then I didn't feel as nervous. Nobody needs to worry about Senior School - just be confident and be yourself and you'll be fine." **Bethany P.**

"I really like the Senior School because it is so caring and supportive." **Maria S.**



The next day when they started lessons they were confident and ready to tackle the challenge of Senior School.

I have enjoyed seeing the girls growing in confidence, making new friends, helping each other out, comforting each other and laughing together. It is a very rewarding role.



Junior School girls reflect on moving into Year 1 last September

When I first started in Year 1 I felt a bit afraid for the first three days but on the fourth day I found out it wasn't scary.

It's never boring but lots of fun finding out.



I have never made so many friends before.

I heard all about Year 1 from my sister so I knew it would be exciting.



I was a little bit excited about going into Year 1. I didn't want to go in so I held my mummy's hand. The classroom was bigger than I expected. We do more things now and I like doing lots of work.



I thought it would be fun but I was worried and excited on the first day. I love all the art things we do.

It's not hard work now because I know all the answers.

It's better than any school I have ever seen.



We still play at lunchtime but we have proper lessons.

I feel quite grown up at lunchtime because in Reception Miss Shale served us but now we serve ourselves.

I thought it would be hard but it got better because I got cleverer.

Two new girls started and I wanted to make friends and help them feel happy.

The work and play is just about right.

I could give you a list of all the things we learn about like Explorers, Owls and Beatrix Potter but it would be a very long list.

Maths is now harder in Maths books.



I was worried about working all the time but it's not all the time.

On the first day I was excited and ran into the classroom.





Seizing Sixth Form opportunities

Our new Head of Sixth Form, Miss Ruth Taylor, writes about the rich and varied academic and extra-curricular opportunities the Sixth Form girls benefit from.

I am delighted to have joined the vibrant and successful St Mary's Sixth Form, Cambridge. Sixth Form is an exciting and significant time for students, and one which I am thrilled to be part of.

Rather than focusing on academic success alone, however, students need to look at their Sixth Form years as an opportunity to develop a greater understanding of the world of work and acquire a wider range of life skills. Our single-sex environment offers our girls a unique opportunity to build confidence, take on leadership roles, and investigate whichever avenues of academic or extra-curricular pursuit that interest them, away from any misconceptions about roles or subjects or hobbies being for boys.

Getting involved with the Sixth Form's extra-curricular programme is an invaluable way for students to develop these skills and grow in confidence. As you will soon discover, I am a huge advocate of the Duke of Edinburgh's Award, which requires students to participate in a physical activity, develop a skill, carry out a service and complete an expedition. We offer Sixth Form students the Gold Award (the highest level of the qualification), which provides students with an unrivalled opportunity to become more confident in facing new challenges, build new relationships, and experience operating in new contexts and with new people. It is also a fun and very memorable part of many of our students' Sixth Form years, not least because rain and mud often feature in the expedition! Students need the chance to experience leadership and team work if they are to hone these skills, and our extra-curricular programme delivers these opportunities in a number of ways.

Sport has really taken off in the Sixth Form in recent years – this year in particular we have a really enthusiastic group of girls and we are now fielding a Senior XI hockey team and

a Senior VII netball team. We have entered the U18 County Hockey Tournament, which we have never entered before, as well as the U19 County Netball Tournament, which is only our second year. Sixth Form students have historically been exclusively offered the opportunity to row – training on the River Cam and attending competitions across the country – until this opportunity has extended to students in Year 8 and above in September. 'Sport for all' remains the school-wide mantra, and is as true at Sixth Form as it is lower down the school. All students are able to try their hand at a number of different sports to find out which they enjoy and are confident in, with girls then able to hone their skills in their chosen sport as they progress through the school. Alongside the physical and mental health benefits of regular participation in exercise, the team games provide a channel through which students can develop leadership, confidence, and team working skills.

“Embracing these extra-curricular opportunities will help students extend their outlook and build up their portfolio of skills.”

The same is true of our enterprise programme. This year we will be offering Social Enterprise as part of our formal enrichment programme and also as part of our commitment to service and charity. Through Social Enterprise, students will learn how to run a business, collaborate on an enterprise, and think creatively whilst raising money for a local charity. It will also be an important opportunity for students to gain practical experience of the world of work. Similarly, Sixth Form students take the lead on the school's International Committee, which organises celebratory and awareness raising events, such as International Day of the Girl, the school's International Food Fair, and the Chinese New Year party.

We asked Head Girl, Aisling H-B, for her top tips for making the most of Sixth Form. One of her top tips was:

Balance between academic work and relaxation is the key to success. A good way of finding a balance is by participating in extra-curricular or lunchtime activities, as many would have done during Senior School. Being able to highlight the clubs you've participated in is helpful for personal statements (particularly if they are relevant to the course you're applying for – for example, I write and edit the school's magazine and I am going to read English at university) but it's also an important part of trying new things. Also, Sixth Form students are invited to start clubs, so if there is a club you really want to join but doesn't yet exist – start it! I started a board game club.

Embracing these extra-curricular opportunities will help students extend their outlook and build up their portfolio of skills. I strongly encourage all students to extend themselves in this way. Build on something you have done before, or take up a new challenge.

Work experience and careers guidance are also significant parts of the Sixth Form experience. Upper Sixth students have been working on feedback from their work experience placements, undertaken over the summer, which I hope will be very useful to the Lower Sixth as they begin to consider their placement options. We have a dedicated careers department located in the Sixth Form Centre, and I urge the girls to make the most of work experience and careers guidance opportunities to explore the multitude of pathways that are open to them beyond Sixth Form.

First hand and practical experience of different occupations is hugely valuable as students navigate decisions about university and their future careers. Sometimes the reality of a job is very different to the rhetoric, and, through work experience, students develop real love and passion for a particular pathway. Examples of last summer's placements include a week at the Victoria & Albert Museum cataloguing European Clocks; time in the Landscape Design department at Mott MacDonald, working on a project for Crossrail 2; engaging in critical debates about current economic issues at the IEA Think Tank; and observing operations at a veterinary surgery.

As a new member of the St Mary's School, Cambridge team, I am learning about the school's history – how it was established by Mary Ward to provide girls with an education. I asked students what they thought about the school's history and the first response was “proud”.

I look forward to hearing how proud this Sixth Form cohort will feel at the end of their time with us, from throwing themselves into all that the Sixth Form has to offer: academic progress and awards; new challenges embraced; contributions made to the school; and life skills developed, such as confidence and independence. ●

Responsibilities and values

Anouk S., Year 6 pupil

In Year 6, we have more tasks and responsibilities than we did in Prep and Pre-prep, since we are the oldest girls in the Junior School. We try to act like role models and good examples to the other pupils.

Our jobs include serving the Pre-prep girls at lunch once a week – this helps us learn about helping others, as well as a good work ethic and patience. Also, we help the younger pupils in the Coach House a lot, with choirs, School Council, and getting ready for class in the morning. We are trusted with these responsibilities and are respected by the Pre-prep girls.

Another task we have is occasionally being chosen to read, speak or act in assemblies. For instance, every week or so, a Year 6 girl will stand up and give a five-minute short presentation in front of the whole school. This can be on any topic of her choice, a subject she is interested in, or a project or a matter that she wants to raise awareness about.

A Year 6 girl might be selected to be a prefect by the teachers. There are lots of different prefects, including prefects for Ecology, Computer Science, Music, and sports. The prefects' job is to interact with the other pupils, to keep them informed about upcoming events and to listen to their suggestions which she will then feed back to her mentor.

In Year 6, we learn more about the world, and with that comes jobs and responsibilities. Doing all these tasks helps us with so many things and is a great opportunity for us. When we move up to the Senior School, we will be expected to act more independently and care for ourselves and others more. ●



How to make the most of your time in the Sixth Form

Head Girl, Aisling H-B., has some top tips.

Put free periods to good use. Particularly if your subjects are essay-based as you'll need as many free hours as you can get! Often you will find the work is more time consuming than challenging, so utilise free periods effectively. The risk of the independence that Sixth Form allows is time wasting – so getting time management skills nailed from the start is essential. It's also good practice for university study in the future. Also free online courses, such as FutureLearn, are a great way of boosting your personal statement – they require very little work each week but help you expand on your favourite subjects.

Go to catch up sessions. Many subjects offer lunchtime 'catch up' sessions and all our teachers are willing to go over areas you may be finding more difficult. It is far better to admit to not understanding something, and working to improve on it, than pretending you're okay and suffering in examinations.

It's useful to visit the career adviser to see what is actually on offer for you. Even if you're unclear of the exact career you want in the future, getting work experience in your relevant field (for example, at a museum if you want to do a History degree) is far better than not doing any at all. It also allows you to see what you might not want to do in the future.

I recommend making the most of the Sixth Form trips! Throughout the year there will be weekend trips away and an opportunity to go to places like Iceland and Venice. Having been on the Venice trip, I thoroughly recommend it. ●



4

Development update

A year in the life of the Development & Alumnae Relations Office 2016/2017

This year has seen a variety of events and activities which have enriched our alumnae engagement and seen many positive developments in our relationships with parents and girls. 'Friend raising' and building solid relationships with our alumnae, parents and current students is a large part of what 'Development' is all about as, without a solid sense of community and friendship, there is no fundraising. People give time and energy to things they care about and believe in, where they can see clear benefits for not just themselves and their community but for the greater good too. This leads to successful fundraising projects which are the end results of community engagement.



One such success has been the introduction of junior rowing which takes place on Saturday and Sunday mornings at the City of Cambridge Rowing Club (CCRC). This has been a huge success and we now have 40 girls rowing from ages 12 to 16. They recently held their first big fundraising event: the Million Metre Row Challenge which took place on Saturday 20 May with the purpose being to raise enough money for a new boat. Over the course of the day we rowed the equivalent distance of Cambridge to Lisbon (Portugal)! 150 people including girls, parents, grandparents, siblings, teachers and the university rowing squads came along to help the girls row the distance. Steve Trapmore MBE, Chief Coach, Cambridge University Boat Club, very kindly let us use the historic Goldie Boathouse for the day and rowed alongside the girls, encouraging and inspiring them. Steve rowed in the historic British Men's VIII which won Gold at Sydney 2000; the first for the GB men's VIII since 1912.

The girls were also inspired by members of the current University of Cambridge Men's squad, which kindly donated an hour of their morning's training to help them complete the challenge. During the afternoon, members of the victorious

University of Cambridge Women's crews joined us to row alongside and encourage the girls to keep going with Claire Lambe (Rio 2016, Ireland), Alice Wood, Ashton Brown (President 2017) and 2018 President Daphne Martschenko lending a hand. Claire spoke to me afterwards and said: "I loved rowing with them; really inspiring. They reminded me why I get up at 5.00am every morning to go rowing." Quite an endorsement and as a result, Claire, along with Alice and Ashton have offered to coach the girls for some sessions over the summer which is wonderful and about which the girls are very excited.

We are partnering with CCRC to build a new boathouse. Planning permission for the new boathouse was approved in March. The current boathouse will be demolished over the summer with the aim that the new boathouse is completed by spring 2018. The school is aiming to raise £100,000 towards this over the next few years with the remaining sum required coming from a very generous alumna legacy. We are excited about the partnership as it will enable us to expand the programme to provide all our Senior School students with the opportunity to row and give us a very visible presence on the riverbank.



In addition to our focus on rowing, the Development & Alumnae Office has held numerous events for alumnae, parents and supporters over the course of the year. This included an interactive seminar from parenting 'guru', Judy Reith, on 'How to be a 21st Century Parent' at the start of the new academic year. The talk was aimed at parents with children of all ages and focused upon the '5 Rs', which apply however old your child is: risk taking, resilience, rules, relationship and resourcefulness/reflection. The seminar was a great success and a follow up seminar dealing with sibling rivalry is planned for September 2017.

We also held a 'Graham Norton Style' evening with Ann Widdecombe PC DSG, former Conservative MP and 'Strictly Come Dancing' contestant. Capably interviewed by Messrs Matthew O'Reilly and Steven Seidler, assisted by questions submitted by Junior School pupils and questions from the audience, Ann spoke about: her time as an MP and why it is so important to be a good MP rather than being defined by gender; her opinion of Margaret Thatcher, John Major, Tony Blair and David Cameron; as well as her time on 'Strictly' and her firm friendships with strictly partner, Anton du Beke (who used to teach classes in Hall A in the 1990s!) and Craig Revel Horwood (a 'big softie' she says). Ann was great fun and had such a lovely time she has agreed to be a St Mary's School, Cambridge supporter!





October saw the naming of a new boat for the junior rowing programme, made possible by a generous legacy from an alumna, the late Mrs Maureen Greenwood (nee Styles). The legacy was to be used for 'an extra-curricular activity which the girls would not ordinarily have access to'. Given she was a huge fan of the Boat Race and loved watching rowing, we felt that a new boat would be the most appropriate purchase and it was officially named in the presence of her daughter, Jo McVerry, and Maureen's two sisters, Jeanette Holland and Ann Christy. Jo said that her mother would have been absolutely thrilled and we think she would have loved seeing how much the girls enjoy rowing and how well they look after her wonderful gift.

Almost all the 2016 Upper Sixth leavers returned to school for an evening of catching up and fun at our annual 'Festive Fizz' event. Equally fun was the wine tasting evening led by leading sommelier, Gary Griffiths. Apart from his expert knowledge of wines, Gary is an excellent raconteur and he regaled us with some hilarious tales of his time working at the Grosvenor House Hotel in London's Mayfair.

Stylist to the stars and to many major businesswomen, Sarah Gillmore came and talked to us about the 'Wordless Power of Clothes' in January, which was attended by over 40 alumnae, parents and staff. It was a thought-provoking talk and made us all think about how we can make the best of ourselves at any age, for any life style. This event was closely followed by a 10 year out reunion where we hosted over 50 alumane who left in 2007. It was great fun hearing their memories and the

tour of the school resulted in many memories resurfacing and being talked over and laughed about. We are holding a 20 year out, 40 year out and another 10 year out next year as more and more alumnae reconnect with us.

The PASS Society continues to put on a range of events and Dr Vicky Avery once again presented a fantastic talk, this time on the 'Madonnas and Miracles' exhibition at the Fitzwilliam Museum with a fascinating behind the scenes look at how the exhibition was put together. For all of us who subsequently visited the exhibition, Vicky's talk presented an unique insight into just how much expertise, negotiation, attention to detail and sheer hard work goes into producing installations in museums.

This term we are taking a group of parents and alumnae on a punting trip to see the Trinity and Clare College Balls' fireworks, holding a tea party for all our Pastonian mums and an afternoon tea for all our Pastonians who left the school in the 1940s and 1950s.

The Development & Alumnae Relations Office is now preparing a range of events and experiences for the next academic year and developing a programme of events to celebrate the school's upcoming 120th anniversary in 2018/2019. Do come and see us in our office in The Elms if you want to find out more or if you want to become a volunteer or you have ideas for events you would like to see in the calendar. ●



5

Creative communications

MAUREEN GREENWOOD

Ladies Who Lunch

Miss Victoria Handley, Deputy Head of Sixth form, celebrates another inspiring 'Ladies Who Lunch' programme of events.

The school is in its second year of running the 'Ladies Who Lunch' programme for Sixth Form students. This year we have been delighted to have invited nine speakers into school to discuss their profession with different members of our Sixth Form over lunchtime. Students are asked by the careers department to express interest in a particular career or careers at the beginning of the year; this information is then used to give particular students priority to attend the lunchtime sessions.

The session is informal and simple in concept and execution: a dozen or so students bring their lunch to the large dining table in Ms Avery's study. The visiting speaker talks about their career, what qualifications they have needed and achieved and some of the highlights or key aspects of their chosen profession. Students are encouraged to ask questions relevant to their own interests and passions within that field. Many of our speakers have passed on excellent advice regarding university degrees, work experience, post-graduate opportunities and qualifications, along with 'mottos' for achieving success in their field.



We are thoroughly grateful that so many inspiring people have been in to school to participate in the programme this year, having given up their own very busy time, providing excellent opportunities to our Sixth Form students. The following individuals have spoken this year:

Hannah Roberts – qualified podiatrist, and owner of her own business: Penn Farm Podiatry, Cambridge

Libby Ahluwalia – writer and educator of GCSE and A Level Religious Studies textbooks, University of Cambridge graduate

Dr Juliet Vickery – Head of International Research at the RSPB's Centre for Conservation Science

Vome Aghoghovbia – awarded Young Engineer of the Year in 2016 during her Chemical Engineering degree and writer of 'Everyone Deserves to Sparkle'

Noel Guinan – HM diplomatic service, currently working in the Foreign Office

Dr Carmen Caliz-Montoro – international project co-ordinator with women in developing countries

Sarah Squire – former diplomat for the Foreign Office with postings in six countries including as an Ambassador, who has also worked for the Department of International Development and with the MOD

Clare Stanley QC – works as a barrister at Wilberforce Chambers, London

Dr Margaret Stanley OBE – internationally acclaimed scientist who developed the HPV vaccine

We are always looking for volunteers to come into school and contribute to this programme, which will continue to run in its third year next year.



Learning through play

Mr Matthew O'Reilly, Head of Juniors, believes in the importance of children's play-led learning.

At St Mary's Junior School, we guide our pupils' play-led learning through our Creative Curriculum, which starts at Reception and runs throughout the school, with a different topic each half term. Topics are chosen to allow for as much creative learning as possible, encouraging investigation and acquisition of skills through trial and error which promote perseverance, critical thinking, problem solving, self-reflection and evaluation, humour and independence. This is then taken through at an age appropriate level at the Senior School to which the girls generally transfer at age 11 into Year 7; and thus, creativity runs as a leitmotif throughout the educational journey of a St Mary's girl from the age of four to 18.

Adults – both at school and home – can provide the scaffolding for early years learning, helping children to move into their Zone of Proximal Development (ZPD), and bridging the gap between what the child could achieve on her own and what she has the potential to achieve. In our school I see ZPD in action every day with teachers guiding the pupils through their play by, for example, getting into the role play area WITH the children to show them how a shopkeeper might use a till or how a doctor might use a stethoscope. The next time the children play out these scenarios I see them include these details in their play independently and, in this way, the adult has acted as 'guide', not teacher, never taking control of the play or issuing instructions but, instead, observing and extending the play.

In this role of guide, it is important, of course, to strike the right balance between structure and freedom of play. Education author and orator, Ken Robinson, believes that education is

killing children's creativity by placing too much emphasis on doing things the 'correct' way instead of waiting to see what children can do by themselves. In our school we spend time listening to the pupils and, if they want us to play with them, we ask them how they would like us to play and follow THEIR directions. We encourage them to take risks and explore their language and ideas further by offering up little details. For example, if a child is pretending to bake a cake, we might show them how to mime cracking an egg or sprinkling sugar, we will then stand back and watch them incorporate these actions into their play the next time around.

Children should be able to use resources made available to them to decide the focus and direction of their play. Adults can extend their play through questioning and modelling but should only intervene when it is appropriate for the child. For example, a child who is engaged in construction play may need to be shown how to attach two blocks together before then continuing to attach the next blocks on their own. When they have built their tower the adult may then extend the play by asking who might live in that tower? And then encouraging the child's idea of, say a brave knight: "great idea, and maybe he has to fight a fierce dragon?". The teacher then might provide the child with model knights and dragons, and leave them to continue their play.

From my experience as a teacher and a parent, I know how it is vital that children are allowed to learn through play - and children's play is wonderful in its unpredictability. ●



Why we're 'all talk' at St Mary's School, Cambridge

Mrs Kate Latham, Director of Teaching and Learning, discusses the vital importance of 'talk' in the classroom.

To many people the essence of a good teacher is one who can maintain a quiet, or after a particularly hard stare, silent classroom.

Silence can indeed be golden and certainly has its place in the classroom to enable intensive focus. That acknowledged, at St Mary's School, Cambridge we have a strong tradition of encouraging lively talk in lessons.

Why do we encourage our students to talk?

Because we value the development of thinking skills

Children can organise their thoughts about the world when they have both the terminology to do so and the means to process what they are learning about. Ordering thoughts through talk can provide this. Bilingual children have been shown to have improved lateral thinking skills because they have improved terminologies and ways of thinking about the world which helps them to understand their environments. Not all children are bilingual; however, those who are not can improve their ability to formulate their ideas through discussion with their peers and their teachers. We believe that

through speaking up in lessons children formulate and refine both their thoughts, and crucially, their ability to think.

Because we value collaboration

There is little doubt that universities and work places increasingly require a collaborative approach and we take every opportunity to develop this. Across all subjects, students have the opportunity to work in groups on specific projects and present their findings to the rest of the class. These range from formal presentations for example during Form Prayers to smaller, frequent opportunities to report or feedback embedded in lessons; for example, Year 7 History students gave one minute empathetic talks on King John from a range of perspectives and Sixth Form students often work on essay plans in pairs or groups, sharing their ideas in guided discussion.

Because learning should be memorable

Research is quite convincing on the value of talk for making learning memorable and we embed structured discussion into lessons across the curriculum in order to make ideas and information stick well beyond the lesson itself.

Students retain:

- 5% of what they learn when they have learned from lecture.
- 10% of what they learn when they have learned from reading.
- 20% of what they learn from audio-visual.
- 30% of what they learn when they see a demonstration.
- 50% of what they learn when engaged in a group discussion.
- 75% of what they learn when they practise what they learned.
- 90% of what they learn when they teach someone else/use immediately.

Because assessment should be varied

Teachers can and do assess student understanding through written work; however this is necessarily infrequent and rarely operates in real time. Our teachers assess during every lesson through encouraging and listening to girls talk about their work. For example, lessons in Humanities and Modern Foreign Languages are peppered with opportunities, sometimes as short as 30 seconds, for students to share their understanding with each other providing many opportunities for teachers to listen in and to assess each student's learning in real time.

Because we value students as teachers

Encouraging talk helps our students to learn that they can validate and assess each other's ideas and they don't have to wait for the teacher to do this. We structure many lessons around frequent, structured paired chats across a range of

talking points and this way we draw students into discussion with at least one other person and give them instant feedback several times each lesson.

Because we are inclusive

Some students are more confident than others and without careful planning extrovert characters can dominate in any classroom. We offer students opportunities to test their ideas and understanding in pairs or small groups so that our more introverted students' confidence grows just as much as that of their more outgoing peers. Similarly in some lessons 'talk tokens' are often used: once a student has shared, for example, three ideas in whole class discussions their tokens are used up and they have to accept or even encourage someone else to have a turn and use up their tokens too.

Motivation

Gentle competition between groups of students in preparing a short piece can be greatly motivating, but more broadly talking is a powerful tool in keeping students engaged. Put simply most of us love to talk! It is so much part of our nature as social beings. At St Mary's School, Cambridge we encourage the instinct to chat whilst shaping and disciplining it into the most powerful of learning tools. ●

Living and learning with dyslexia

Clemmie C. (Year 11) gave a personal and insightful talk to staff about the challenges of learning with dyslexia and her own successful journey to understand the condition, cope with the difficulties and embrace the positives.

When I was six, in my primary school we had an International Day where we could come into school wearing a costume from another country. My Grandma, who was a great traveller, had brought me back a beautiful top and skirt set from Sri Lanka but it was not obvious where it was from, and everyone kept asking me which country it was from. So I spent the whole day telling people it was from Lancashire...which was very confusing. The reason I was confused was, because in my brain, Sri Lanka and Lancashire are practically the same word. And this is due to my dyslexia.

Miss Earley asked me to come and talk to you to give a quick insight into what it is like living and going to school with dyslexia.

Firstly let's have a look at what dyslexia is. I'm sure many of you are familiar with this but it's helpful to re-cap. Dyslexia is a life long condition that you are born with and is passed down by genes. It can cause difficulties with reading, spelling, handwriting, Mathematics and memory. This is due to the different structures of the brain. A dyslexic brain functions slightly differently to a neuro-typical brain in that a dyslexic relies more heavily on the right side, which stores information like voice tones, images and face recognition, rather than the left side, which focuses on things like word analysis, numbers and sequences. Common traits include seeing words or numbers backwards, upside-down or jumping around the page. It does not mean you have poor vision or have low intelligence and it's important that people recognise this.

Dyslexia is more common than you may imagine. About 10% of the British population have some form of dyslexia although only 4% are severely affected. I am here as an example of someone with moderate dyslexia to try and explain to you what it feels like dealing with it every day.

It was much worse when I was younger in my first primary school and then at the Junior School, but it still affects me now. In primary school I developed coping strategies to mask the fact that I was illiterate. This was because I wanted to fit in and not be different to the other children. It affected my self-esteem and self-confidence. At St Mary's Junior School, Cambridge I was formally diagnosed and assessed which gave my family, teachers and me a much clearer understanding of my specific learning difficulties, and this meant I received the specialist help I needed and finally learnt to read and write. Because I was so behind, it was decided that I should move

down a year, which at the time was the right thing to do, but this has had an impact on me socially.

Since then I have overcome a lot of my difficulties and almost caught up with my peers, but I will always have a dyslexic brain and I will always need to use strategies to help me with certain things. My specific difficulties are spelling, reading, slow processing and a poor working memory, which affects most academic subjects but especially Mathematics. Because of this I need extra time in tests and examinations. The benefit of my dyslexia is that I am naturally creative and I have a visual brain, which can be useful in subjects like Art.

Thank you very much for listening, I realise that I have talked quite a lot about myself, but I hope I have helped you understand how dyslexia affects young people in schools. Every dyslexic's form of dyslexia is unique, but regardless of how mild or severe it is, it will have an effect on them. ●



“The pen is more powerful than the sword”

Sanjana N. (Year 11) explores the great power of language and our responsibilities to use it well.

My name is Sanjana and I am in Year 11. I am a Creative Writing scholar and have always had a love and fascination with writing, the power that words hold and the impact they have on our lives. Therefore, I decided to express my thoughts and feelings about the matter in the most appropriate way, by writing about it.

“Words are the singularly most powerful force available to humanity.” The power of words stretches across the vast barriers of time, language and cultures. It has the capability to build nations, destroy dictatorships and dramatically alter the way mankind views the world. From the philosophy and polished prose of ancient philosophers such as Aristotle whose works are still studied to this day, to the gigantic presence of social media in our daily lives, the written and spoken word has always been an intrinsic part of society.

“The pen is more powerful than the sword” is an ancient proverb most are extremely familiar with and indeed, is a view shared by many writers, historical leaders and major world religions. William Shakespeare in Hamlet, Act II, Scene II, wrote that “many wearing rapiers are afraid of goosequills”, the Islamic Prophet Muhammed can be quoted to say “The ink of the scholar is holier than the blood of the martyr”, and the French Emperor Napoleon famously said “Four hostile newspapers are more to be feared than a thousand bayonets”. History has and will undoubtedly be shaped by words and it is fascinating to consider how each generation has reacted and interpreted them, each in a startlingly different way.

Social media is almost inescapable in this day and age and is something which can be both liberating and confining. A single sentence written by an individual can reach millions in seconds. Now more than ever words have the capacity to influence and interest people from



innumerable countries, each with rich traditions, languages and unique stories to tell. Many believe social media is a step towards a more tolerant, accepting and diverse society and it is undeniable that social media has helped to raise awareness and destroy stereotypes about many groups, minorities and cultures. Charities have harnessed the power of social media to connect with a larger audience, making thousands aware with one tweet. For example, ActionAid used social media to link some of its UK supporters with survivors of acid attacks in Bangladesh. However social media has darker facets that are often glossed over. Groups with more malicious messages and intents can influence just as many people, often targeting the young. It is therefore vital social media is effectively balanced and that its impact is made aware of. It could be argued that it should be a tool that enhances our lives and those of others, not something that consumes it.

It is evident that words have the capability to be a force of great good, but can also bring many negative aspects into our lives. What we read deeply affects our opinions, thoughts and interpretation of society. It is therefore vital that its tremendous power is harnessed so that it affects the world in a positive way that will benefit future generations to come. ●

Outstanding and inspirational speakers – Sarah Winckless and Daphne Martschenko

Two times World Champion British rower and Olympic Games Bronze medallist, Sarah Winckless, gave a truly inspiring speech at our Senior School Prize Giving in July, and Daphne Martschenko, open-weight captain of Cambridge University Women's Boat Club thrilled our Junior School girls with her incredible success story.

Ms Charlotte Avery, commented: "Cambridge is world famous for rowing and it was an honour to welcome two inspirational female rowers to our school this week to speak to our girls, not only about their sport but about resilience and determination."

Sarah delivered a rousing speech about humility, strength and courage. She told us that as a child she 'knew' that she didn't want to be a rower (despite her father and step-father being rowers) but as she got older and the Commonwealth Games became her goal, a Captain of Boats at University of Cambridge encouraged her to try the sport which would lead her to win gold.

Sarah said: "I couldn't get my blade out of the water the first time I rowed so I was put on a rowing machine to practise and rowed 2000m in 240 strokes. Everyone was looking at me as though I had two heads. Apparently, I had beaten the score of every man in the college and every woman in the university."

She concluded: "I was pushed to try something new and I encourage all of you to be optimistic, set goals and be resilient – sometimes there will be times when you think you can't do it but have the courage to try it in the first place. Step forward, have a go and find out what's out there."

The speech was so fitting for our Upper Sixth leavers as they embarked on the next chapter of their lives and we felt privileged to hear Sarah's story.

At St Mary's Junior School, Daphne Martschenko told the girls about how she coped effectively with failure and tough challenges, and how she focused on improving and growing.

"Hello everyone! Thank you so much for having me here today on this beautiful day - a day where we get to celebrate all of you young women who are going to make a big difference in this world.

I saw a group of you at Goldie a few weeks ago; raise your hand if you were there! It's a beautiful building, isn't it? Full of history and full of those rowing machines that some of you tried out.

Does anyone remember what they're called? What's the rowing machine called?

The Ergo, right. You know, the word "erg" comes from the Greek work "ergon" it means "work" or "task."

It was a lot of work figuring out the Erg wasn't it? The first time I got on an Erg, I had no idea what to do! When I started rowing, it was my first time doing sport seriously.

I found sport very difficult at first. There were many times I wanted to give up, to walk away and never go back. The first time I trialled for the US national team, I was cut within the first week; they told me I was not good enough to be there. I was not good enough to represent my country - hearing that was hard. At first I was very sad, I felt less confident in myself, I did not know if I should keep trying at something that was so exhausting and I wasn't succeeding.

But, instead of walking away after that, instead of saying "this is too hard" or "I'm not good at this", I decided to focus on improving, on growing. I made a commitment to being resilient, to not quitting, and to believing in myself, even when others did not.

Guess what I found? I found that when I decided to be resilient in sport, I became stronger and better in other areas: in my academic work, in my friendships, and I kept rowing. I have been rowing for a while now, and it is still hard, it never gets easy, but it has made me a better person; it has allowed me to travel, to study at some of the best universities in the world, and to make friends of all shapes, colours, and sizes.



Sarah Winckless, Guest Speaker at Senior School Prize Giving

When I came to visit last month, I visited some of your classrooms and I saw some of you working on projects about inspiring women in history. So before I end, I wanted to share with you a few words from one of many women I find inspiring. Has anyone heard of Maya Angelou? Maya Angelou was a famous poet and a civil rights activist in the United States. One of my favourite poems is by her and I share it every summer with young women, like you, at a camp I work at in California.

So I'm going to share the first three stanzas of her poem "Still I Rise" with you all today. And I hope you go and read the whole thing when you can. I like this poem because it is about resilience and stubborn determination. Qualities that I think are so important for becoming a strong and independent woman.

*You may write me down in history.
With your bitter, twisted lies.
You may trod me in the very dirt.
But still, like dust, I'll rise.*

*Does my sassiness upset you?
Why are you beset with gloom?
Cause I walk like I've got oil wells.
Pumping in my living room.*

*Just like moons and like suns,
With the certainty of tides.
Just like hopes springing high.
Still, I'll rise.*

Thank you so much for having me here today, and congratulations to you all!" ●

For those of you who came to visit Goldie, you heard about how important team work is in the sport of rowing. It is SO important. But it's not just important in rowing, it's important in almost every thing you will end up doing in life - and I have no doubt you all will do fantastic and powerful things.

Working towards a collective goal with a group of goal-oriented, exceptional, and unique women is empowering. It is a beautiful thing. It is an experience I hope each and every one of you get to experience many times throughout your lives.

Erg. Do you guys remember what the meaning of the Greek word erg comes from is?

Work. Yes. Work. Today we're here to celebrate all the work you have done this year, work you have done here at St Mary's Junior School, Cambridge, work you have done helping your friends and families, helping the community. We are here to celebrate all the work you've done to help make this world more sustainable and aware. At St Mary's Junior School, Cambridge you celebrate inspiring women in history, but you are also inspiring right now. In this moment. Today.



A new Head Girl

At the annual Scholars' Evening, Head Girl, Aisling H-B., addressed a large audience, and spoke movingly about overcoming her fear of public speaking and the importance of friendship.

Hello everyone! I'm Aisling and I'm currently a Lower Sixth student and a Mary Ward and academic scholar at St Mary's School, Cambridge. I am also your new Head Girl.

I joined the school in Year 8, and in the first whole school assembly the Head Girl at the time, Flora Sheldon, stood on this stage and spoke to us all. Even though that was her final year before leaving to go to university, for the past four years she has been a particular inspiration to me. Every time I watched her speak in assemblies, I decided that I too would try for the position of Head Girl, and hoped at least one other person would feel like I did when I watched Flora, by the time my role ended.

The role of Head Girl can be divided into two elements: pastoral and practical. The practical elements involve chairing Student Council meetings, co-writing and directing the Sixth Form Revue, organising every aspect of the ball, arranging many Friday assemblies and sorting out hoodies and yearbooks for leavers. At the same time you have to consider the pastoral elements; that is, you have to try your best to get to know as many students as possible, to speak to people if they are sad, to make people aware that they can come to you if they have problems, or just to simply chat to people about anything and everything when they want.

Although this can seem challenging, and indeed at times it is, my biggest fear for becoming Head Girl was something else. In fact, the main challenge I feared took the form of a skill each of us show off every single day of our lives: public speaking. The fear of public speaking, or 'glossophobia', is extremely common. I'm sure many people at this school can claim it as a fear of their own. Entering the Sixth Form, I realised I had a choice to make: to face my fear or not to face my fear.

Much like many fears, it is incredibly hard to understand and appreciate how terrifying public speaking can be for those who fear it. To give a rough idea of the fear I felt speaking in public, I made notes on my iPad each time I made an effort to speak in front of an audience.

These may look bad and, indeed, they were hard to deal with, but the fact I was public speaking at all was a great accomplishment. The last time that I had done public speaking was when I was in Year 10, I had to read a poem I had recently written to the Year 9 students. The entire time I was hunched over the paper, shaking, sweating, wanting to go home. My heartbeat had genuinely never been faster.

After that 'tragedy', I didn't attempt to speak in public until the start of Lower Sixth. What prompted me to attempt to try again was the result of a Google search about "people who had overcome glossophobia". I came across this blog post. The writer revealed that he overcame his fear by doing 'immersion therapy'. I'm a big fan of motivational quotations, and on that blog I read one of the best. "Feel the fear and do it anyway."

The belief with immersion therapy is that, given enough exposure to your fear, you will have the power to control it. From that day onwards I made a conscious effort to take public speaking opportunities whenever possible, even though I desperately didn't want to.

This began, unfortunately, with speaking at the funeral of a relative of mine. Then I spoke in year assemblies, at Mass, and now I run many whole school Friday assemblies. Each time, as my notes show, I wasn't in a state of complete comfort. But that is the whole point of the exercise: you acknowledge your discomfort and continue persisting, until eventually, like now, it is very minimal.

I owe a lot of thanks to Mr Bennett, and I recommend him as a key figure to go to for anyone fearing public speaking, as without him I wouldn't have been able to participate in the assemblies that have helped lessen my fear. I also recommend, if you are particularly scared, as I was, actually taking a class or two with a public speaking expert. A big part of fearing public speaking for me was the self-consciousness of it, and not knowing how to deal with nerves.

After two classes I immediately stopped feeling so self-conscious, and I received a great tip in dealing with nerves. In the past, I had always tried to suppress them, but I was taught instead to embrace them. To transfer them into excitement or enjoyment rather than a hindrance. To use them to my advantage.

And now I am able to comfortably say that I enjoy public speaking. And one of my proudest moments of 2016 has been transferring my fear into fulfilment. This achievement, however, would not have been possible without the help from my friends.

Some of whom also shared my fear, others didn't. Regardless, in the assemblies I spent getting over the initial fear, my friends were always there taking part with me, or cheering me on from the audience.

Friendship is an excellent prescription for all kinds of physical and emotional pain. Friendship can "increase your sense of belonging and purpose, boost your happiness, reduce stress, improve your self-worth, [and] help you cope with traumas".

It is no surprise, then, that most people greatly value their friends, and often turn to them first in times of crisis, even before spouses or relatives. Although my parents shall and always will be my number one motivators, my friends are a very close second.

For those of you who have friends fearing public speaking, never underestimate your support. Even a comment congratulating them at the end of their assembly will make a large difference. And for those of you suffering with the fear yourself, always remember to feel the fear and do it anyway. ●

Speaking in front of year 10s (approx. 40 people. Topic: sixth form. Read from bullet points no structured speech): Gesticulations used but lost feeling in hands, v fast heart rate.

Speaking at funeral (approx. 20 people, reading a poem): mild leg shaking, extreme body temperature drop.

Speaking at mass (approx. 600 people. Mary Ward words): leg shaking and increase in body temperature, v fast heart rate.

Speaking to whole school in assembly about the holocaust: mild increase in heart rate, fairly easy transition of nerves to excitement. Overall enjoyed.

On Saturday last weekend as I type this article, I was a guest speaker at a live event on the Gold Coast in Australia.

I spoke in front of 200 people for about an hour. I used 27 slides in my presentation, which were almost all just one picture each slide that I put together the night before I was due to present.

Using simple picture slides means you basically talk off the top of your head, using each picture as a prompt for your story and visual stimulus for the audience. I have used slides that feature dot point lists and titles, which works well too, but I decided if I know my topic well, pictures are a lot more fun.

I've present at many live workshops with groups of 50 to 500 people over the past five years. However, there was something special about this presentation for me. I felt no fear.

Sixth Form A Level English students

Three Upper Sixth English students discuss what they have loved about studying A Levels in English Language, English Literature and Creative Writing.

Aisling H-B. (Upper Sixth)

"For last year's words belong to last year's language And next year's words await another voice." T.S. Eliot

After realising Biology wasn't the A Level subject for me, I swapped to English Language, and I maintain it was one of the best decisions I have ever made. As an English Literature student, the linguistic vocabulary (or lexis) introduced to me from studying English Language has been incredibly beneficial – particularly for close analysis.

English Language has truly opened my eyes to appreciate the world; I now admire its evolutionary nature – even the words I am typing now are evidence of this – and the diverse use of language in various regions. My favourite area of study has been Language and Gender, on which I focused my coursework and, closely linked, Language and Power (this has also been useful for constructing speeches as Head Girl!).

Our English Language class trip to London to see the fantastic David Crystal and other notable linguists was a particular highlight of the course, and I look forward to all the linguistic material available to me studying English Language and Literature at university next year. (I have also developed a particular fascination with grammar and am looking to do a Masters in Linguistics).

One of the main debates in English Language is whether our language reflects one's thoughts or whether the language used determines one's thoughts. In both cases it is impossible to dismiss the importance attributed to language use in 'Seeing good in all creation'.

Celeste C-C. (Upper Sixth)

Studying English Literature has broadened my views and allowed me to develop a greater appreciation of the world around me. By exploring a range of work from poetry, drama and prose, I have been able to extend my interest in reading and appreciate texts in the context of the time in which they were written. I have had the opportunity to investigate and analyse language whilst heightening my understanding of both British and American history. This ranged from the Jazz Age of 1920s America to the Victorian era.

I particularly enjoyed studying Tennessee Williams' *A Streetcar Named Desire*, where we explored not only the history of 1940s New Orleans, but also the psychology and behaviour of the characters. By considering the perspectives of various critics and exploring different interpretations we were able to partake in interesting discussions, forming our own opinions and arguments throughout. During our studies we were able to develop our expression of ideas as well as our analytical and essay writing skills.

I thoroughly enjoyed studying Shakespeare's *Hamlet*, which we had the opportunity to watch as an RSC live screening at the Cambridge Arts Picturehouse. It was inspiring to watch Paapa Essiedu, the first black actor to play Hamlet at the RSC, bring the words of Shakespeare to life on stage as the main role. In the words of Hamlet:

"What a piece of work is a man, how noble in reason, how infinite in faculties... the paragon of animals - and yet, to me, what is this quintessence of dust?" - Hamlet, Act II, Scene II

Lerato M. (Upper Sixth)

"To gain your own voice, you have to forget about having it heard." Allen Ginsberg, WD

The Creative Writing AS Level focused on both non-fiction, through examination, and fiction, through coursework. I studied sonnets, short stories, and scriptwriting. I gained an interesting, different perspective on literature through creative writing, whilst also studying English literature, as both a creator and a critic.

Unfortunately, the course is no longer offered by the examination board, but creative writing thrives at our school, and there are many opportunities to develop your writing.

I thoroughly enjoyed experimenting with persona poetry and television and film scripts, before settling on a short story and an extract from a play as the pieces I would write for my coursework. I was allowed to create an experimental short story, which was very different from anything I had written before. I used unconventional techniques such as parentheses, narrative letters, and quick changes in time periods, and I was able to watch my work evolve over several months through rigorous editing.

This process gave me the opportunity to see the positives in my work and improve in the weaker areas of my writing, and develop my editing skills. As a writer, as with any art form, it is all too easy to be critical and harsh towards your own works; however, this course encouraged me to pick out the positive aspects in my work, and in a peer review process, it became clear that it is often much easier to see the positives in others' work compared to your own. Through reading, re-reading, editing and sharing my work, it became much clearer that there were positives in my work and I have grown to find an appreciation in my own writing.

Here is an opening extract from one of my short stories:

Little Things

Dearest Elliot,

It's the little things that made me fall in love. The way your hair fell in your face when you laughed and the way I'd stumble over my words when you spoke to me. You could make my mind go blank every time you touched me, even though it was so familiar. I was in love with loving you. I went too far, too far down the rabbit hole. You changed the way I looked at the world. Every touch made my heart spark and I was falling through space.

(A dizzy void)

We were in that field not too far from your house, where the

cows sometime wandered over to lie down. Wild flowers and thick grass, almost up to my knees, let us hide away among the stars and the soft twilight air carried the sound of crickets through the fields. There was a large oak, sagging with age just besides us, but it didn't obscure the yellowing freckled moon looking down on us. It was just a thin sliver, and in a few days it would be a new moon. It was getting cooler, but I wasn't cold with my head against your chest, feeling the slow soft steady beat your heart.

Suddenly you sat up, as if startled.

"Here and now, that's what matters. Nothing before this, maybe not anything after" you said, resting your head on my shoulder. Your head was heavy, but I didn't mind because your hair was soft, and smelled like coconut and vanilla.

"Do you ever think about how we're orbiting the sun at 30 kilometres every second and our galaxy is moving so fast we will never ever be in the same place again? In all of time and space, and, where we are now, will never be the same."

"You're a huge nerd. It's gross."

"Look." I said pointing above me, "Look at all of the stars. God, we are so small and insignificant and all I care about is you and it's so incomprehensible."

"Shhhh" you let the silence ring out, "Let's just be insignificant together."

The first time I said "I love you", we laughed. You thought I was joking. So did I. The second time, I knew it wasn't. Mumbled, breathy and semi-slurred. I wasn't drunk. And when you said it back, it wasn't like the others, it wasn't cold. The third, it was real.

(I'd convinced myself it was real)

I was nervous on our first date. It was silly. You knew everything about me, you had done since you were six. Or at least you thought so. We went to the place where you had your 10th birthday party and you ate so much ice cream you were sick on the way home. It made me laugh. You always made me laugh, that's why we work so well. Lovers have to be friends. I relaxed around you.

Maybe it was the little things that made it work. Our hands matched perfectly. "Jigsaw-ed." you said. Summer heat melted us together. Maybe it was breaking all the unspoken rules, jumping in the deep end. Maybe we were so lost in the safety of each other, we didn't notice the tide coming in. We didn't notice the tide come in.

(The world is a scary place)

Creative Writing COMPETITION

• 2016 •



The Fire of London

Lila R., Year 6 pupil from St Mary's Junior School, Cambridge, was this year's winner in the junior category of our annual Creative Writing Competition. Lila's first person narration from the perspective of the Fire of London was full of exciting vocabulary and imagery. Her visual language worked well in creating a vivid picture of the fire engulfing London.

I was building momentum now. My fiery arms wrapped around every building, my fingers twisting and turning into every last corner. Behind me, I trailed a black veil of smoke that rose up like ghostly serpents. The night was lit up with my flames, dancing with joy to be free, and the sky was ignited with my sparks twirling and turning like a firework display. I could see people running about on the ground, trying to find their way out of the labyrinth of cobbled streets and burning houses. In the distance I heard explosions, and I knew that people were trying to stop me, trying to rid me of houses to burn. But it wouldn't work. I grew faster and faster by the second, devouring everything in front of me, reflecting my anger at being trapped.

I saw people escaping. I saw them gazing longingly at the city that was no longer theirs. For a split second I saw what I had done, the misery and terror I had caused the city. Only for a second. Suddenly I stopped. I was going backwards. Had my one thought of remorse ruined my chance of revenge?



"The wind!" I heard someone cry, "it's changed direction!" With horror, I realised that that it was true, and if it carried on, I would fade away into the darkness until only my ashes remained. Sure enough, what used to be a great roaring fire turned into a single flickering flame and even that was dying. As I lay there, a tiny glow barely visible in the blanket of ashes I had created, I thought about what I had done.

Even though my flames had gone I still had a burning feeling inside, I don't think it was anger. Or guilt. I think it was sadness. I could see people coming to examine the wreckage now, to see if there was anything they could save. Children and adults alike were gathering in and around the ruined buildings and it was then I realised how many houses I had destroyed in my fury, how many homes people had lost in my attempt for freedom. ●

Junior School Creative Writing

Appreciate the Vulture

Appreciate the vulture,
With his long wing span

Everyone thinks he's vicious
But that's not part of his plan

Appreciate the vulture
Who is Earth's dustbin

He loves to eat flesh
Like a removal van

Appreciate the vulture
Who is a big tough man

He cleans everything
Til it's spick and span

And he does it all
Because he can

By Ruby V.

Make way for the Crocodile

She sits and waits patiently
Bearing an intelligent grin she is not seen
Her fashionable skin shimmers back on the water
Make way for the Crocodile of the Nile

She is a kind mother and has children like us,
She protects them with the heart of a lion
She will nourish them and help them grow
Make way for the Crocodile and smile

Don't limit her, it's wrong to judge
She'll only kill to eat she's a hungry Croc
She is also an animal being hunted everyday
So be grateful for her the river controller
Make way for the Crocodile of the Nile

By Sophie S.



Junior School Creative Writing

The Snake

The snake slivers in the silence
His small fangs like daggers
The elegant and majestic movement
With colourful skin shining in the darkness
His calmness and speed
Like a rocket, speeding through the forest
With all its confidence and its beauty
The snake is feared

The snake hunts in the forest
His long body dodging the trees
The rattling of his tail and his tongue hissing
Protecting its children from hunters

A majestic creature

By Martha B-C.



Spider

There is a spider in my room
It spies on me when I am not there
He cleans my room
I come home to no flies nor insects

I say thank you for cleaning
Thank you for the care
But one thing I must say there are
Cobwebs everywhere!

They are a decoration for my room
You are so colourful why can't I see you
Where do you hide?
Where do you go?
In my socks in my shoes?
You are more scared of me than I am of you

So thank you, I'm going to miss you when you're gone

By Isabella M.

The Vulture

The vulture scans the land
Soaring across the sky
He glides over the earth
Patiently waiting
Until the time is right...

His feathers gleam in the sunlight
His radiant beauty shines before the sun
His elegant ways are swift and clean
Not long now,
Not long to wait...
The scorching sun beams down from the sky
The sand becomes hot
And the gazelle suffers of constant thirst
The empty sky stares back
It is time
The majestic Vulture lands
For the glorious prey awaits

By Ritu G.



Shark

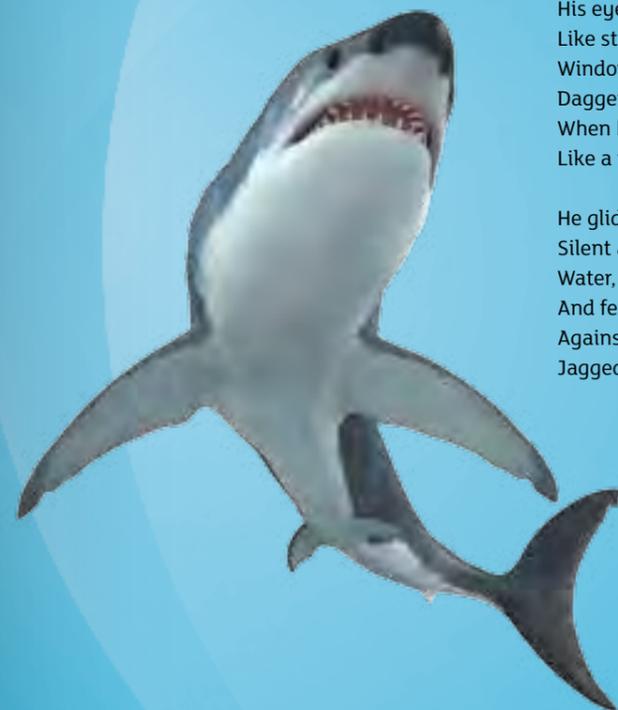
His eyes are blurry and black
Like steam trapped onto a
Window, his teeth look like
Daggers and feel like razors
When he smells blood he races
Like a rocket

He glides with pride in the
Silent and cool world of
Water, he gazes down below
And feels the waves brushing
Against his rough and
Jagged scaly skin

His fins are shaped like broken
Glass shattered on the ground
He swishes his big bulky body
His skin is a colour of a
Snow topped mountain

He swims like a bullet but
Strides with grace
His head held high as he roams the sea
The leader of the underworld

By Maya B.



Year 3 Creative Curriculum

Mrs Fiona McWilliam, Year 3 teacher, writes about creative learning at the Junior School.

Ancient Greeks

The Year 3 group's topic on the Ancient Greeks provided a wonderful opportunity to explore the story of The Trojan Horse. During our STEM lessons we built our own working models of the horse complete with wheels and axels, a fully functioning trap door, wooden coverings and characterful faces. The horses could be heading for battle or at the Newmarket races - they are so realistic! **Eva P.**



Wassily Kandinsky

As part of appreciating different artists Year 3 pupils have been studying the works of Wassily Kandinsky, in particular his use of colour, shapes and effect of different mediums. We studied 'Houses in Murnau on Obermarkt (1908)' and created our own impressive houses on a street. The method of using coloured chalk on black was very effective.



This artwork is by Eva P.



West Stow, a fantastic day where the Year 3 girls fully immersed themselves in the life of an Anglo Saxon

Mrs Carolyn Johnson, Year 3 teacher



Dress up day! Mrs Johnson as Where's Wally and the rest of the class in brilliant costume



Sketching daffodils with the class - pencil art looking at tone, shape and contours

Creative Writing

Eiléanór C., Year 10 Creative Writing scholar, is writing a novel, in which she imagines a future dystopia. Her ideas are driven by her passionate belief in the importance of animal welfare.



Here is an extract from chapter 1 when the narrator, Viper, is giving an account of the cruelty issues in the imaginary dystopia.

From what I heard from fellow underground Vs, this plan to feed the entire human race upon beef, poultry and dairy was the plan to "feed all". But within this, they destroyed so much, caring only for the success of their race. Once where woodland sprawled, there is grain, wheat and barley, huge sheds reeking, filled with creatures to be injected, culled, consumed. Humans are everywhere but they all clear away from where the food comes from. They eat it but do not see it.

From my deeper research, there are no human workers in these farms, only machines which deposit feed, milk, water, inject and kill the beasts who now are considered nothing more than crops. The videos reveal the chambers filled with cattle, devoid of sunlight. Chickens all in their cubes, looking out at each other. Not moving, as if they are all dead already. No one can enter there, having top level security.

Of course humans enter for pulling out those that die too early but other than that it's only the animals. The injection and these new 'power farms' are apparently 'one of the greatest improvements in human history'.

Eiléanór explains –

The picture I paint is a bleak one. A world where animals are always suffering and the planet is bowed down to humanity's feet. I have always been passionate about animal welfare and about how the animals we care for are respected. It doesn't take long to see that humanity doesn't have that much to say for itself when it comes to how animals for food, clothing, entertainment and even the pets we own, are treated. Our planet suffers too. The headlines write about how global warming will affect us in the not so distant future but not how much it is impacting the world now and that unless we take action it can only get worse as the population swells. Wilderness is shrinking away and the beautiful, unique creatures with it.

Looks like my representation isn't so far off the truth.

The novel I am writing isn't set in the present but rather in a distant and even bleaker future: a future where animals are becoming less and less sentient to humans and are just becoming

products. Of course, as there are those now who fight for justice, there are those within this dystopia who are brave enough to rebel, brave enough to shout out the truth that has been hidden.

"I know you doubt me, Viper. But I will show you. We don't want to lose another. True heroes will not just back out. They will stick for their cause. I'll take you to base and they will recruit you. Come on, Viper. We both are on the same side. We're both sick of this world full of injustice, sick of the greed and egotistical nature of our race. We are kind. We are strong."

He grabs my hand again and holds it up to his. I notice how very feminine his hands are. "We will create a Utopia that discriminates no one. A Utopia for all!"

These are our heroes without capes, the ones who will fight until they are destroyed. They are named the 'Underground Vs', V standing for vegetarians and vegans.

"At the base of what I'm writing about, I'm using one of the key parts of Mary Ward's teachings: seeing good in all creation."

When I first got into animal welfare, I was a stubborn 10 year old, filled with passion, somewhat mismatched facts, and a whole lot of angst. I wanted everyone to be vegetarian. I wanted to show them all the way animals are treated, they feel just in the same way we do, how they carry on despite their dismal conditions. But, obviously, this

conflicted with many and I had to soften the way I spread truth. Instead of the way I pointed at the chicken being served and graphically explained the grisly details of battery farmed chickens, I offer people a new point of view. This is what I'm doing with this novel.

It's me saying: "Hey, this could happen. This does happen at the moment. Shouldn't we do something about it? Why does society make us think animals are our property? What makes human friends different from animal friends? Aren't we all earthlings?"

At the base of what I am writing about, I am using one of the key parts of Mary Ward's teachings: seeing good in all creation. Viper sees the beauty of nature, of the animals she loves and protects but looks past the beauty of humankind, despite its many flaws. One need look no further than a packed street to see how far our race has come, how diverse we are in appearance, how each and every person has unique abilities. But of course this does not make us any higher than other species on this planet. We should see good in all creation, not just that of our own race. ●



6

Performing Arts

Dance, dance, dance at the Junior School

Mrs Imogen Knight, Dance co-ordinator at the Junior School, celebrates the rich rewards of embedding dance in the Key Stage 1 curriculum.

If we stop and think, there are lots of things that we all know about dance instinctively; it is inspiring to watch, fun to participate in socially, it is a means of storytelling and has formed part of some cultures' oral communication of history down the ages. We also know that in very young children, they all respond to music and express their emotions through their bodies before they can even talk. With this in mind, it seems logical that we should harness dance as part of the aim to offer a full education of the whole child. We are used to seeing Music and Drama as specialist subjects in the curriculum and to finding teachers with specialist skills to teach them, but we are not used to seeing that with Dance. But at the Junior School, we've decided to take a step forward and put Dance into the curriculum, taught by specialist teachers, at Key Stage 1. Now midway through the second year of this approach, we can report on the results we have seen, both immediately and coming through over the longer term.

Immediate results were seen by class teachers and assistants who reported that the girls were happily motivated, more collaborative, able to settle more quickly to tasks after the dance classes started. This is something dance teachers see a lot – physical activity is great in itself for all growing bodies, particularly at Key Stage 1 age, but dance uses positive emotional responses too, thus enabling complex cognitive processing in addition to physical skill development. The creative space and positive reinforcement enabled by dance builds confidence too, and we know that in dance we access all these positive learning strategies very naturally in every single lesson. All areas of the brain are 'lit up' during a dance class – no matter the age or standard.

Over the longer term, Junior School teachers have seen skills delivered through dance that individual girls struggle to deliver (or don't show at all) in a different learning context such as the classroom. Even a simple routine of four steps strung together and repeated requires a lot of skill in a young

child: remembering the order of the steps, starting and stopping at the right time in the music (counting), rhythmic awareness, cross body co-ordination to move arms and legs in a coherent manner, possibly demonstration of a floor pattern (spatial awareness), the following of a phrase and then going back to the beginning to repeat it in a continuous manner without a pause to think and 're-set' and last but not least, positive communication with an audience. It has been wonderful for academic teachers to observe girls in dance showing these abilities in sometimes unlikely ways and being able to bring this insight to an academic problem enabling the child to tackle it in a new way.

From the girls' point of view, they just love the dancing. They spend the first part of the year in ballet, then they switch to 'streetdance', before selecting which style they each prefer. Each of these styles is taught by an external specialist teacher. In the last part of the year, they prepare a syllabus for assessment and presentation, and are rewarded with a report, certificate of achievement and most importantly for them, a medal! In most cases, the girls don't have a strong sense of how much they learn and grow during each year, as every small success and achievement is celebrated along the way, but by Year 2, they are able to look back to their younger selves reflected in the girls in Reception, and hopefully they will be proud of themselves. ●



Fabulous French plays at the Junior School

Dr Marie-Geraldine Lea, French teacher at the Junior School, writes about her French Musical Club which stages an annual performance, in which the girls act and sing in French. Last year they staged 'Tintin, the Secret of the Unicorn' and this year, 'The Three Musketeers', with great success.

I started the French Musical Club because I wanted to show the girls that learning a language is a key to discover another world, its beliefs, culture, books and music, before they think about it 'just' in terms of examinations. When I don't teach at the Junior School I lecture in French language/linguistics and Academic Reading at the University of Cambridge. There I use a sound discrimination/production technique learnt during my teacher training to help learners to hear and produce the new sounds and therefore acquire a good accent in the target language. I use the same method with the girls in the club but with a greater focus on fun, to better suit younger children. This means that their accent and the rhythm of their speech by the time they finish the Junior School in Year 6 is a lot better and they are not afraid to speak.

Every year, we take a different French book and I turn the book into a three or four act play and with my husband, Mr Jon Lea, we create the music (about 11 songs) and the lyrics. This year, for 'The Three Musketeers', my husband focused on 17th century musical style and instruments to give a coherent theme to the music.

Every year the girls are so confident and impress us hugely. I've made a point since I started the club of including girls with a wide range of abilities in French. I have always focused

on running an inclusive club because I believe, and my experience confirms, that they are all capable. By the time of the performances, everyone is ready to act and sing in a foreign language. The musical side is particularly helpful – the girls are less self-conscious when singing than they are initially when speaking and I can say, as a native French speaker, their accent when they sing is fantastic!

This year they took the audience back to Paris in 1625. They were amazing as the Musketeers, Cardinal Richelieu, the beautiful but cruel spy Milady, the Duke of Buckingham, and the Cardinal's Red Guards. We had the biggest audience yet - around 50 people. The parents were very pleased and, I think I can say, very impressed by their children's performances and congratulated our team. A big thank you to Miss Alice Laudas and Mrs Samantha Duncan for co-directing it!

This year, thanks to Mr Andrew Severy, Computer Science co-ordinator at the Junior School, we even had special effects: some fog on the stage and some beautiful lighting. The French Musical Club is also blessed by Dr Olena Rudge, mother of two students (Year 6 and Year 7), who always paints some amazing scenery ... this year she painted Notre Dame! ●

'Ruckus in the Garden'

At the end of the Summer Term 2016, Ms Esther Roberts, Head of Drama, braved the British summer to stage a play in the school garden. The audience was treated to a brilliant, beautiful and entertaining performance of 'Ruckus in the Garden', by David Farr.

Ms Roberts: "I was so impressed with the cast and crew of 'Ruckus'. The girls had worked incredibly hard to develop their characters: finding the flaws, vulnerability and nuances of each one which helped create a superb dynamic on stage. I knew that the performance was going to be funny, but it was delightful to hear the roar of laughter from the audience, and for the girls to control the delivery of the lines and work with comic-timing live on stage with such finesse.

I would also like to say something about the cast who played male roles, as we often get a lot of feedback about how convincing and believable they are in our shows. This does not come easily. The girls work tremendously hard to fight against their female instincts and spend a lot of the rehearsal process with me saying things like, "you're standing on one hip!" or, "lower your register" and "sort out your girly hands!" It takes a very strong actress to convincingly portray a male role and maintain this – they are not naturally more masculine, as some unknowingly assume, they are just very skilled actresses!

The cupids, who not only framed the action with poise and perfection but looked amazing too deserve a special mention, and thanks goes to our Year 10 hair stylist Dana N. for her work and creation of the cupids looks and the hair and make-up teams."

All-in-all another triumph for team Drama!

Here, cast members Anna C. and Beth W., Year 9 students at the time of the play, tell us more about it.

"I performed the role of Stanley, a troubled teenager from Riverdale Comprehensive, whose goal is to bring peace to the world following the tragic death of his brother in a brawl

outside a nightclub. After arriving at the stately home gardens of Homesleigh on a school trip, he discovers with dismay that St Nectan's Selective Secondary is also there and so a 'ruckus' is inevitable. He soon decides that rather than fight like the rest of school he will defy the warring between the schools by performing a ceremony of peace, love and harmony - which naturally results in being attacked by both schools!

I really admire Stanley because, although he knew he would be hated for wanting peace, he did it anyway which taught us all to do what we think is right rather than just following the crowd. Also, his resilience after failure was outstanding and I felt that his determination to make peace in his brother's name was really admirable.

The performance was amazing! During the show, it was really exhilarating making the character come alive for the audience and introducing them to the story which the cast all loved. Also, when I slipped up on a few lines, it was great to be able to rely on my fellow cast members to help me out without the audience noticing.

In addition, during the performance in the garden, I felt very professional continuing despite the typically British downpour! It was also such a great feeling at the end of the show when the audience were applauding and we knew that all our hard work in rehearsals had paid off - I was really happy and relieved!

'Ruckus' has definitely made me more confident projecting my voice and speaking in front of a lot of people, as well as learning lines, all of which I wasn't sure about before - I would definitely recommend being involved in Drama to others! Although I am not doing Drama for GCSE, I am definitely



interested in being in other performances and believe that the confidence it has given me will benefit me in my other subjects and future career." **(Anna C.)**

"I played the part of Clive, a unique individual acting in a boisterous manner with strong opinions. Clive was different to the other characters in the play, showing the range of characters in the modern world, and that diversity is, and always should be, acceptable.

My role also brought humour to the play among the serious matters of love, peace and conflict. In my opinion this play teaches the audience that each person is important and shows that every individual has a role in solving a problem, no matter how big or small.

Being a part of the play showed me that hard work and lots of time is needed to accomplish something, but I was surprised at how quickly the cast worked well together to get the play ready, and how well the play transitioned from rehearsal to the performance. I really enjoyed this experience of acting and it has given me confidence and a new love for drama. From acting, I've built closer relationships with friends and I have experience of seeing a play coming together from a director's view.

I'd also like to say thank you to Ms Roberts and all the staff who put in time and dedication to make the play such a success. I know this will help me as I take GCSE Drama. As I move on into a career after school this will help me in being bold and decisive in whatever I choose to do." **(Beth W.)**



Junior School productions

Mrs Sarah Cliff, English co-ordinator in the Junior School, reflects on last summer's Year 5 and Year 6 Shakespeare production

Every summer, girls in Year 5 and Year 6 put on a musical version of a Shakespeare play in the Junior School gardens. This summer, we are looking forward to our production of 'The Tempest', where the school gardens will see a shipwreck, a deserted island, hobgoblins and fairy spirits all brought to life by our talented actors in Year 5 and Year 6. Last June (2016), the girls took part in a production of 'Antony and Cleopatra': the Year 6 girls took the lead roles, ably supported by an Egyptian and Roman Choir of Year 5 girls. Friends and family enjoyed the 'college garden' atmosphere as the actors gave two evening performances which rivalled those of the Cambridge Shakespeare Festival! ●



Little Shop of Horrors

Our biennial musical, *Little Shop of Horrors*, directed by our wonderful Head of Drama, Ms Esther Roberts, amazed and thrilled a full-house for four nights in a row in February.

Here five cast members recall the fantastic experience.

Lizzie H. (Year 9)

In 'Little Shop of Horrors', I played the part of Seymour Krelborn, a lovable but slightly awkward character who lives on Skid Row. At the start of the play, Seymour is working in a run-down flower shop owned by the bullying owner, Mr Musnik and is secretly in love with his colleague, Audrey. Life is hard for Seymour until he comes across an unusual plant which he names Audrey II – from then on, his life is never the same again. I really enjoyed acting this part because it gave me the opportunity to portray such a huge range of emotions – from shyness, to love, to anger and finally to utter desperation.

I remember being so nervous on the first night that I felt quite sick but as soon as I got on stage, all the nerves fell away and the excitement and joy of performing took over. Once the final number was over, the audience's reaction was amazing – everyone loved the play and I was lucky enough to be praised for my role as Seymour by lots of students, parents and members of staff.

Acting in 'Little Shop of Horrors' was an amazing experience, finishing with four incredible evenings that I will never forget.

Phoebe T. (Year 10)

I was cast as Audrey in the 'Little Shop of Horrors' and absolutely loved playing her! My character Audrey works in Mushnik's florist shop, which isn't doing too well at the start; however, it rapidly rises to fame when they discover the amazing plant, called Audrey II.

Audrey is a very thoughtful, caring and considerate lady, who is always looking out for others, especially her co-worker Seymour. However, she is also a little ditzy at times and unfortunately has a bad reputation from her past, leading her to lose confidence in herself. I think her silliness added a lot of comedy to the play. What I found challenging about playing Audrey, was getting her sincerity across to the audience, but at the same time acting the comedic ditzy side of her. Audrey has been my favourite part to play ever as she is so bubbly, funny, exciting and I don't think there is any other character from any other play quite like her.



Eve M. (Year 10)

In 'Little Shop of Horrors', I was lucky enough to get the role of Audrey II (the huge plant puppet!). He was such a fun character to portray, as I couldn't do any more physical actions than occasionally wave my legs! So, I had to really exaggerate my voice to give him a convincing sense of character, which meant I could really play around with the delivery of lines. I loved experiencing a puppeteering role for the first time!

Charlotte S. (Year 10)

In 'Little Shop of Horrors' I played the role of Orin, Audrey's abusive boyfriend who is a sadistic motorbiking dentist. He enjoys inflicting pain on his patients and Audrey and inhaling nitrous oxide to make himself high and increase his pleasure of inflicting pain. He then dies from overdosing on gas and is the first victim to be fed to the plant.

I absolutely adored my character. He is so interesting and extreme and I loved how he worked on so many levels. One scene he could be terrifyingly collected and calm and then the next he could be hyperventilating and rolling around on the floor.

I was amazed and delighted by the reactions I received from the audience. Many said they did not recognise me on stage and the applause (and boos!) I received from the audience were overwhelming. Also, my dear grandma did a standing ovation on the opening night which made me very embarrassed and proud in equal measure.

Molly P. (Year 10)

At first the choice of 'Little Shop of Horrors' for the school musical surprised me because it is not your typical girls' school production! But as we progressed in the rehearsals it began to really take shape and I got used to playing a greasy-haired, middle-aged man! I played Mushnik who is the owner of the shop on Skid Row and is obsessed with money. This role was a load of fun because I could play around with his physicality and accent to make it my own.

Going from the rehearsal room to the Hall A stage was a lovely shock. All of a sudden we had to use the props and set, instead of miming opening doors and picking up phones. The backstage crew did such a fabulous job of the set and it all seemed to happen overnight! Then when adding in the live band and lights it all came together brilliantly - I loved how many of the departments of the school "joined forces" to create a wonderful show. My grandfather wouldn't stop raving about it!

3802 miles

A Level Drama students write about their experiences of devising and performing an original play.



In 2015, over 100,000 refugees entered the EU: women make up only 10% of those refugees. With an all-female cast we sought to give a voice to that 10%.

'3802 miles' follows the story of four female refugees who have fled their home countries in the hope of finding asylum in England. Our characters, their experiences and journeys were inspired by personal accounts and current events, using verbatim theatre to bring authenticity and realism to the piece.

The play addresses the issues of political conflict and the consequential refugee crisis; by choosing such a current topic, we found stimuli constantly at our disposal. Whilst developing the drama and writing the script, we carried out extensive research discovering the most common routes taken from Syria and Afghanistan and the perilous nature and dangers that many refugees face along their journey. We reformatted the script, structuring it chronologically and geographically with flashbacks embedded to give a back story and context as to how and why our characters were forced to leave their homes. The piece ends on 29 October 2016, when in reality, the so called 'Jungle' was dismantled and coaches arrived in Calais to remove refugees. The timing and relevance of the piece was particularly powerful as we knew the audience was engaging with news stories unfolding the very day of our performance when Assad troops had entered and split Aleppo.

We wanted to create a sensory experience for the audience, pulling on their heartstrings whilst conveying the refugees' desperate plight and simultaneously portraying the fact that

"Anyone can be a refugee, it's not something you choose, it's something that happens to you."

these refugees are not economic migrants, but individuals fleeing war and persecution. Our aim was to create a topical, informative piece with a mix of both naturalistic and abstract stylistic features to educate and engage the audience. We used a traverse set up to create an intimate atmosphere with the audience; encouraging them to be absorbed in the drama - sympathising with the characters and creating an emotional direct connection as events unfolded. The characters' very friendship emerging from their journey and shared experience summons empathy from the audience. We wanted the audience to re-engage with the crisis on a personal level through humanising the refugees who are often seen as 'numbers' or alarmingly as 'a swarm'. We wanted them to evaluate their involvement, or lack thereof, in the crisis, and perhaps, be even moved to action post-production.

The realisation of the tragedy and the separation of the characters at the end shocked and moved a lot of people in our final performance, so we were both relieved and glad that we had successfully communicated this idea to the audience. Having a traverse stage was challenging in terms of the staging of the piece but, we wanted to engage and involve the audience as much as we could with the characters and political context we were evoking. We wanted them to feel like a refugee with their close proximity, giving them a Syrian passport ticket on entering the performance and taking props such as lifejackets and travel documents from under their seats; making them feel a part of the refugees' extraordinary, perilous journey.

Developing our characters over a long period really led us to become very attached to them and our piece.



forced Ola to mature at a faster rate than other girls her age.

From this creative process, I really think I have become a better person; I have learnt how difficult the journey is for young refugees and found that I've connected to them on a deeper level. From this experience, I have developed a much better understanding of the crisis and it was a powerful experience to share this knowledge with others through theatre.

Jessica F.



Amina, her niece, deepens and her once cold manner begins to soften.

Developing this piece allowed me to gain a deeper and more personal understanding of the refugee crisis and the effects it has on individuals. It really brought home the reality of the struggle that refugees face every day; it is safer for them to flee and risk their lives for an uncertain future, than to remain in a place considered to be their homes.

Caitlin J.



through a lot in the journey, her innocence and hope still remain.

To me, the Performing Arts are not just an interest; they remind people of how our society works and help us reflect on how we should live our lives. Therefore, creating such an original and innovative piece of theatre presents us with a unique opportunity to shed light on a very important current issue. The project was very challenging yet hugely fulfilling and I feel extremely proud that we successfully brought authenticity to the drama and a strong political message to our audience.

Estelle C.



journey, whilst back in Syria Maya's husband-to-be and her father wait for their safe arrival in England.

From this process, I have gained an appreciation for individual refugees; in particular, women refugees as the minority. I have gained a deeper understanding of their plight and danger in which their lives are placed.

Constance B.



"Refugees are no longer numbers or figures in the news because I felt as if I was in the room experiencing their hardships with them."



Brides in the Bath

Lower Sixth students, Lily B., Daisy K. and Phoebe T. devised and performed an extraordinary and chilling drama – 'Brides in the Bath'.

On Tuesday 9 May, as Lower Sixth Drama students, we performed our devised piece, 'Brides in the Bath' to a nervous, excited audience.

This play, set in the early 1900s, explores the true-life story of Mr George Joseph Smith, a serial bigamist. He murdered three of his wives, Bessie Munday, Alice Burnham and Margret Lofty (whom we played) by drowning them in a bath. He repeatedly changed his name in order to escape detection. Smith used his wit and charm to convince his wives of his good intentions but really all he was after was their money.

In our deliberately chilling production, we gave voice to these three unfortunate women.

Our brief was to produce a piece of theatre in the style of the theatre company Shared Experience, using Beth Graham's play 'The Drowning Girls' as our initial stimulus, from which to create an original piece of drama. We carried out extensive research, not only uncovering historical facts about the case, but also exploring the social, cultural and political context of the Edwardian era. This helped us to understand the pressures felt by women to marry, not only to feel socially accepted, but in order to have financial security. During that time, it was extremely difficult for women to live independently, as any inherited wealth had to be in either their father's or husband's name.

Creating a piece of drama in the style of a theatre company was really exciting and inspirational. Initially, we carried out workshops to gain knowledge and understanding of Shared Experience's work and their expressionist style. This allowed us to be creative and imaginative in our approach to devising, writing and designing our own play.

"Shared Experience has been instrumental in pioneering a distinctive performance style that celebrates the union of physical and text-based theatre. We are committed to creating theatre that goes beyond our everyday existence, giving form to the hidden world of the psyche/emotion and imagination. We seek to explore the relationship between the world we inhabit and our inner lives."

Having also been inspired by the production of the 'The Woman in Black', which we saw earlier in the year, we decided that it would be interesting to add a ghostly element to the



production. We also thought that the addition of live music would make the piece quite thrilling and so asked Henrietta, an A Level Music scholar, to work with us to create an original score to accompany the action on stage.

At the end of the performance, the audience was initially stunned into silence but we received some lovely feedback:

"Wonderful acting and theatre design. I loved the baths!"

"The costumes contributed to the eeriness – had a hint of the superficial wealth and enjoyment which had soured and been destroyed. The corsets increase the sense of female manipulation and being constrained and trapped - the cracks on the floor represented the cracks in society."

"I absolutely enjoyed the performance and after it, I was a bit afraid to walk back to the boarding house!"

"The sight of the three baths at the start was shocking. The very minimalist set was powerful and focused us starkly on the crime. Baths are very domestic and it conveyed the horror of someone being murdered in a place that is most people's place of greatest security – the home."

"The piece provoked a number of feelings; how vulnerable women are when they need male affirmation to achieve self-worth; how what we see on the surface is not always accurate and the women didn't realise how evil he was."

Ms Esther Roberts, Head of Drama, said: "The girls have been working incredibly hard on creating this original piece of drama in the style of the theatre company Shared Experience. The examination unit requires them to become theatre makers; devising and writing a script and then considering the whole concept of the piece. I encouraged them to think creatively throughout the process and the design elements of the show which they decided on were absolutely stunning. It was a thought-provoking, thrilling piece to watch; I'm so proud of them!" ●

"He had little eyes that seemed to rob you of your will."

The joy of music

Henrietta M., Annabelle B., Bella T. and Maryam G. celebrate the joys of being a musician at St Mary's School, Cambridge



Henrietta M. (Lower Sixth)

I have been playing the violin for 11 years now but I have also enjoyed learning the viola. I have been really lucky to get involved in a number of different ensembles including orchestra, Cantore and coaching a string quartet for younger students and to have also had the opportunity to perform solos in a number of concerts. There is a huge community aspect to the Music department here and it is so nice to be able to make friends and connections across all of the year groups through different musical activities and experiences.

My favourite composer would have to be Brahms, as his repertoire for violin encompasses a mass of different colours, qualities and emotions that are very rewarding to perform and share with others.

Outside of school, I am a part of the Britten Sinfonia Academy through which I have been able to perform a wide variety of orchestral and chamber music works. I have also played in a number of other orchestras and chamber music groups in the Cambridge area. My current aim for the future is to train as a professional violinist, but I am yet to determine whether the pathway towards that will involve attending a conservatoire or university.



Annabelle B. (Year 11) winner of our Young Musician of the Year competition

Music has been a major part of my life at school for as long as I can remember. While the whole school is one big, happy community, music is a pretty large sector with its own nuances and inside jokes - difficult for outsiders to

decipher. The various clubs weave in and out of each other and you get to know each other well, kindling cross-year friendships. I love attending in-school music clubs (apart from the stair climb. I hate that.) because it breaks up the school day and gives you the opportunity to forget about the test looming over next period.

The teachers all support our dreams and help us through tough rhythms that won't quite work; they push us to reach our targets and beyond too. For this, I am very grateful.



Bella T. (Year 9)

Music has always been a big part of my life at school as there are so many musical activities. I take part in many ensembles and enjoy performing in the school concerts.

In school, during lunchtime and after school, I play in a variety of groups. In training orchestra, I play the piano; for concert band and training wind band I play the marimba and glockenspiel; I use different percussion instruments for samba band and I sing in Allegro and Cantore. I take part in the annual Young Pianist of the Year competition, and have been awarded runner-up twice so far. In February, I was a part of the band for the school musical, Little Shop of Horrors, playing the percussion part.

My main instrument is the piano, which I have been playing since I was in Year 1. Playing the piano is great as one can play the melody, harmony and accompaniment together, so it can be a solo instrument, but it can also act as an accompaniment to others. I am currently working towards Grade 7, which I hope to do in the Autumn Term. I also enjoy singing and I can play the marimba and glockenspiel, although I do not take lessons for them.

A composer that inspires me is Yiruma, a South-Korean pianist and composer. His work is very emotional and fluid. My favourite pieces by him are "River flows in you" and "Kiss the rain"; both sound very beautiful on the piano.

I feel very privileged to be a Music scholar as it opens up more opportunities for me and I hope to carry on performing music.



Maryam G. (Year 7)

I play the violin and viola. I started learning the violin when I was five years old, then later developed a love for the deeper and mellow pitch range of the viola a few years ago. I also take singing lessons.

I feel honoured to be a Music scholar. There is so much talent here. But being a Music scholar is not just about the amount of talent you have or what grade of music you play - it is also about your ability and drive to grow and how you use this to help others in your community to grow. Our school is really a place where individual talents are celebrated and music is great fun. There is always something musical going on. I am part of both training and senior orchestras, Year 7 choir, Cantore, and a string quartet.

"Music has been a major part of my life at school for as long as I can remember."

Being a scholar has helped me gain confidence and self-discipline and grow not just musically, but as a person. This year I was admitted into the National Children's Orchestra (NCO), in the Under 12s section, for the viola. I am very proud of this achievement and am enjoying the rehearsals and residential trips with other NCO players from around the country. To me, music is a way of feeling the world around you. Playing in an orchestra is a beautiful feeling because it's like you are on the same level or share some sort of connectedness with everyone else. You all play something unique and different but together you make something beautiful.



Musical highlights from the Junior School

Miss Elise Hickey, our inspirational and dynamic Head of Music at the Junior School, reflects on and celebrates the many musical opportunities available to our pupils.



Summer concert

On 23 May, our girls filled the West Road Concert Hall with music, enthusiasm and excitement at our annual summer concert. A particular highlight of the evening was the Year 5 and Year 6 full choir's performance of School Song from 'Matilda, the musical'. The girls worked so hard on this piece and are to be congratulated on such a fantastic stage production, full of character, choreography and confidence. The full school choir's finale performance of 'Oye' was a terrific note on which to end the concert and the girls gave all of their energy, singing this song with pride and joy as members of our beautiful Junior School. The evening was a terrific success showcasing the immense talent within our Junior School and it was wonderful to see such passionate and enthusiastic performances of which I am very proud.

This year was the first year our guitar ensemble, concert band, recorder ensemble and string ensemble performed at a summer concert; and it was heartening to see so many musicians performing in these new and exciting additions to our Music department. A huge thank you to our peripatetic teachers, Mrs Oldham, Ms Townend, Mr Vellacott, Mr Parsons, Mr Medlock and Mr O'Mahony, who joined together to create our terrific staff band and accompanied and conducted many ensembles throughout the night. I am also very grateful to the members of our multi-talented teaching staff, Miss Agata Wygnanska, Mr Andrew Severy and Mrs Sonia Gears, for their support and musical talents across a range of instruments.

I am reminded every day of how talented our girls are and I believe there is no limit to what they can achieve. The summer concert was a wonderful celebration of music and a terrific way to end the school year.



Teatime concerts

Our Junior School offers private music tuition lessons on voice, woodwind (clarinet, flute, saxophone), brass (cornet, trumpet, trombone, tenor horn), strings (violin, viola, cello), acoustic guitar, percussion including the drum kit and piano, delivered by the talented peripatetic teaching staff within the Music department.

The teatime concerts work well to support girls in their confidence and performance techniques as they prepare for future ABRSM or Trinity examinations or as a performance goal for the girls to work towards as they learn, prepare and polish new pieces on their selected instrument. They are an opportunity for our girls to practise their performance skills in a relaxed and informal setting for their family and friends.

The teatime concerts are increasingly popular amongst the girls: this year, over 72 of our Junior School pupils have taken part in at least one of these occasions and it was the first time for at least 37 girls. We warmly congratulate all girls who have taken part and thank Mr Eoin O'Mahony and Mr Andrew Severy for accompanying at these events and supporting the girls in this way.



Music Festival

Our annual Junior School Music Festival was a distinct highlight of the year with over 80 girls performing across a range of instruments throughout a full week in the Spring Term. It was so wonderful to see so many girls across Year 1 to Year 6 performing, from those who had just started learning a new instrument or having singing lessons to those now beginning to master more advanced skills and technique on their chosen instrument. Our judging panel, Miss Elise Hickey and Miss Agata Wygnanska, had their work cut out for them as they listened to performances on a wide range of instruments across the four days and happily awarded merit and highly commended certificates to all girls who took part. Across all eight instrumental sections, 10 top musicians were selected to perform as finalists for our guest adjudicator, Mr Alan Rochford, a talented musician, university lecturer and popular accompanist for many of our girls' music examinations. Congratulations to all girls who took part in the Music Festival and well done to Lucy G. in Year 6 (piano – 1st place), Luisa M. in Year 5 (voice – 2nd place) and Sophie S. Year 6 (voice – 3rd place) for their terrific performances that were musical and well prepared.



Sing for Your School success

This year, The Junior School entered the 'Sing For Your School' competition, a new music composing and performance initiative designed to enable children in Cambridgeshire to foster a love of music and song writing. Our Year 5 and Year 6 pupils engaged in lyric and chord writing studies and together they composed the song Bee-ing Good about the values of our unique school with its mission to live out the philosophy of our foundress, Mary Ward and 'Seeing good in all creation'. After two detailed workshops and recording sessions at school, our finished song was uploaded online, was voted for by family and friends within the community and was selected by a judging panel for the final of the 'Sing For Your School' competition. The members of the Year 5 and Year 6 chamber choir and a selection of musicians who formed a live orchestra came together and gave a live performance at the Corn Exchange on 3 March at which we were given feedback from Mr Michael Rosen, poet and radio presenter, and we able to watch the live performances from fellow schools in the area who were also selected as finalists. The girls thoroughly enjoyed this rewarding experience of composing a song from scratch, recording it and performing it live: our award from the event now stands proudly in the trophy cabinet in the Junior School!



String afternoon workshop

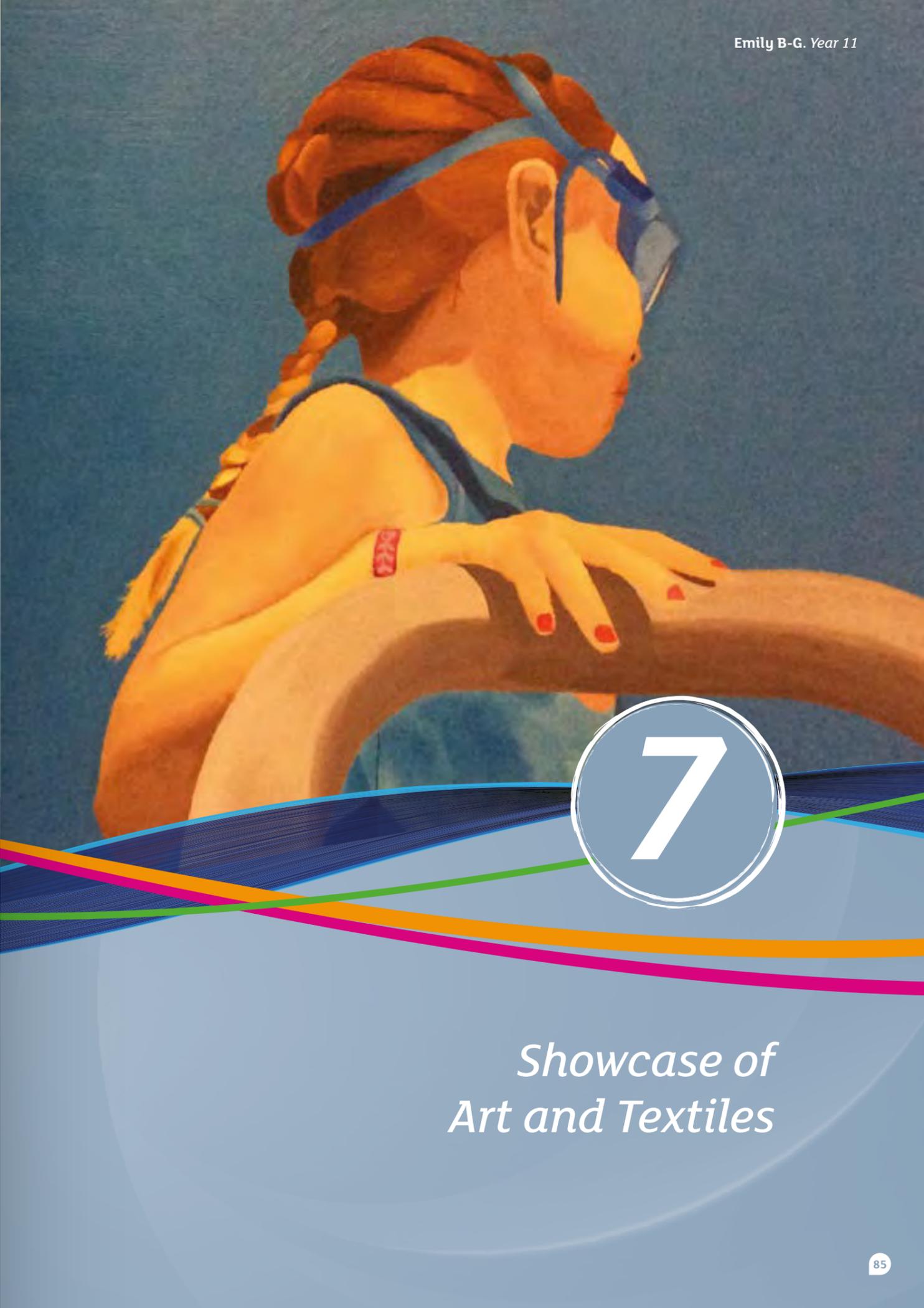
On 20 March, members of the Junior School string ensemble came together for a string afternoon workshop. We were delighted to welcome back to the Junior School our Year 7 string players Maryam G. (viola), Imogen H. (cello) and Ester W. (violin) along with four other Year 7 and Year 8 students from the Senior School who joined us for this fun afternoon of music making. The afternoon comprised games, sectional rehearsals and a combined orchestra rehearsal in which we practised and perfected our two pieces for the summer concert. We thank Miss Chloe Evans, Ms Gill Oldham and Mr Andrew Severy for leading tutorials and assisting with this workshop.

Vocal workshop with the musical director of Clare College

We were delighted to invited Mr Graham Ross, musical director of Clare College, Cambridge to work with the members of the Year 5 and Year 6 chamber choir at our annual vocal workshop. The workshop took place on 10 November and included fun body and vocal warm ups, a variety of choral exercises and canons, as well as detailed sectional tutorials and a final intensive full choir workshop of our pieces, helping prepare for future events. The workshop was an engaging event, connecting our choristers and polishing our pieces: the girls were delighted to have the opportunity to work with such a talented musician within the Cambridge community. We look forward to the next vocal workshop in the Autumn Term.

Rotary Club Christmas concert

The Year 5 and Year 6 chamber choir was invited to take part in a Christmas concert organised by the Rotary Club of Cambridge on 8 December at Great St Mary's. This concert was a great success and we helped to raise over £4,000 in aid of the Arthur Rank Hospice and the Cambridge Churches Project for the Homeless. We thank our accompanists for this event: parent, Ms Kristin Anne Rutter, on the harp, and Mr Eoin O'Mahony, on the piano.



Showcase of Art and Textiles



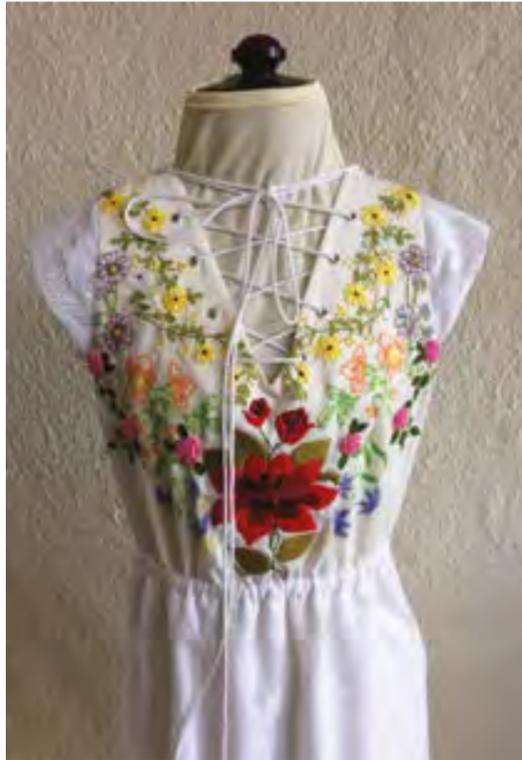
Bonita L. Year 11



Bonita L. Year 11



Charlotte S. Year 11



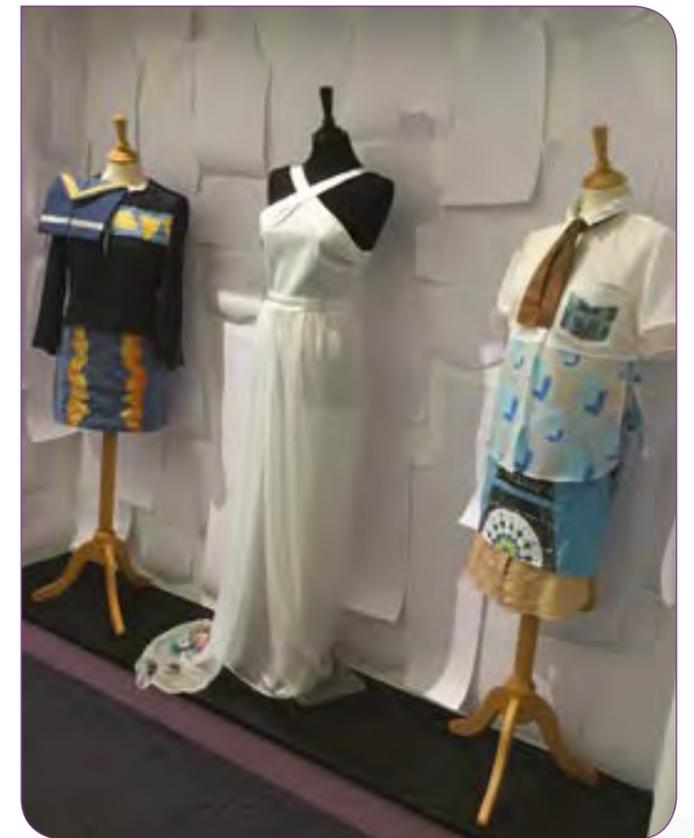
Dana N. Year 11



Clemmie C. Year 11



Aislin M. Year 11



A Level display



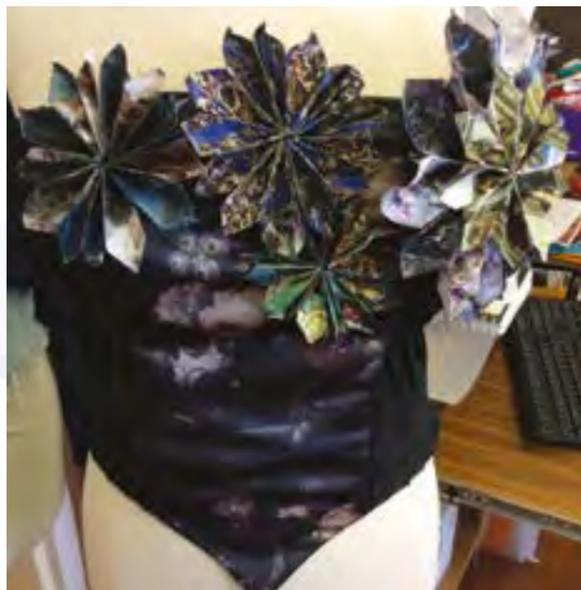
Annie Q. Lower Sixth



Estelle C. Upper Sixth



Estelle C. Upper Sixth



Hannah B. Upper Sixth



Emily B-G. Year 11



GCSE display



Millie K. Upper Sixth



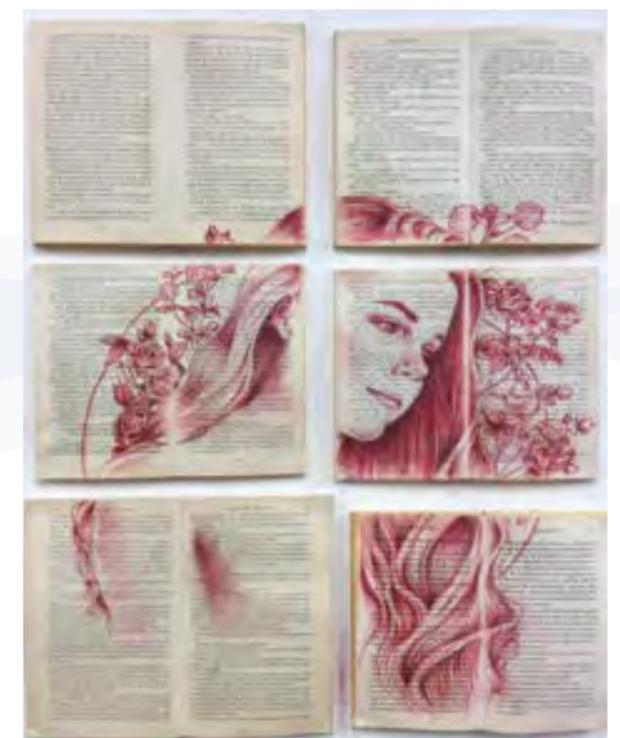
Tara W. Upper Sixth



Windhy C. Year 11



Meg R. Year 11



Windhy C. Year 11

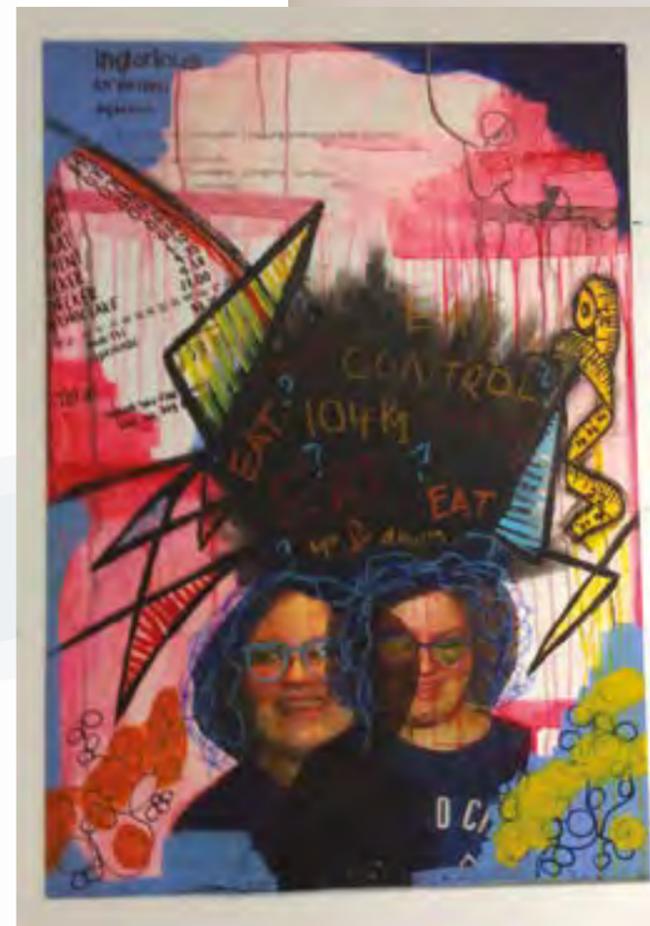


Sidney W. Year 11



Rebecca L. Year 11

Kathy C. Upper Sixth



Isabella S. Year 11



Isby S. Lower Sixth



Lucca C. Upper Sixth



8

Junior School artwork



Mrs Carole Kew, Year 1 teacher, describes the artistic inspiration for Year 1 artwork

One day Matisse picked up a pair of scissors and cut out shapes from painted paper.

He was drawing with scissors. Year 1 pupils have drawn their own pictures using scissors. They wanted their pictures to feel cold.



Cut fruits in oil pastels

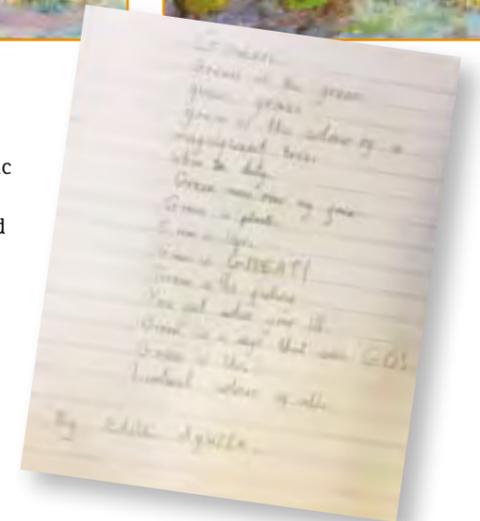
Year 2 pupils drew cut fruits using oil pastels. They blended the colours looking carefully at the fruits and their pattern and texture. This artwork supported their science topic on Healthy Lifestyle.



Claude Monet

Year 2 pupils looked at the work of Claude Monet in relation to our topic work on 'Our Watery World'. We looked at the impressionist style and tried our own paintings on Monet's water lily paintings. We used mixed media to give our interpretation a twist; paint thickened with glue, oil pastels and tissue paper collage.

We then wrote colour poems linked to the main colours in their work; blue and green.





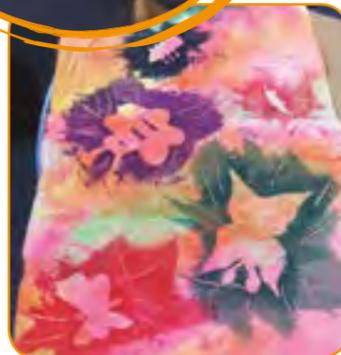
Ely science festival art project

Miss Jane Freebairn, our Junior School Art co-ordinator, reflects on the Junior School girls' creativity in combining art and science with such beautiful originality and striking flair...

This year the Junior School was proud to participate in another large scale art exhibition at Ely Cathedral. This exhibition was run as part of the Ely Science Festival, 19 May – 18 June. All the work we produced had a science theme.

The whole of the Prep created banners which were inspired from the science topics covered this year including space, plants, electricity, sound, the classification of living things and evolution.

The Pre-prep girls collaborated to create a large four panel mobile in the shape of a bee hive. This was adorned with handmade flowers and facts about bees. Girls in Art Skills Club made lanterns from willow and tissue paper, decorated with science inspired designs. These were displayed in some of the smaller chapels.



9

Exchanges, trips and tours

From Paris to Cambridge and back again

Mrs Rachel Hill, Head of French, reports on the great range of activities experienced during a very successful French exchange.

From 12 to 19 October 2016, we welcomed 26 students and two French teachers from our partner school in Paris, Le Collège D'Alma, which is situated right in the heart of the city, next to the Eiffel Tower. It was the largest group that we have had for a few years and there was a real buzz about the trip from start to finish. The French department organised trips for our exchange partners during the week and our English families enjoyed hosting the students over the weekend.

Highlights of this year's trip for our French exchange partners were: the Cambridge University Botanic Gardens; a walking tour of Cambridge; the Fitzwilliam Museum; afternoon tea at the Orchard Tearooms in Grantchester; Ely Cathedral; and 'You Say You Want A Revolution' exhibition at The Victoria & Albert Museum, London. The French girls were fully engaged in all the visits and it was hard to pull the French teachers away from the V&A exhibition! The group also enjoyed an invaluable insight into the English education system by spending two mornings attending lessons with their exchange partners.

Many of the English parents and girls commented on how much they enjoyed hosting the French students and there were tears when they had to return to Paris. This bode well for our return trip to Paris at the end of the Spring Term (27 March to 2 April) when we enjoyed visits to many of the top Parisian tourist attractions and a weekend being hosted by the French families.

Matilda T. Year 9, loved the experience of hosting a French girl in October 2016.

"At first when I heard of the French exchange I was very scared and did not want to go but after having had a chat with the teachers and my parents I decided to jump in at the deep



end and thought ultimately if nothing else my French would improve. I am so pleased I decided to get involved as I would have really have been missing out if I hadn't. This is one of the best trips I think that the school has ever organised, it is educational but fun at the same time, and it really improves your ability in speaking French.

My French exchange is called Romy - she is sweet, very funny and has a great sense of humour. She likes horse-riding and gymnastics, and it was wonderful having her stay with me.

The group arrived on 12 October; it was so exciting when I saw all their sweet faces smiling brightly at each other in the Cortile. All the girls went bowling on Friday and to Five Guys. Romy spilled her Slush Puppy and so we went to clear it up but if anyone tried to clean it up for her she would tell you off! She was so funny. Sadly I did not win bowling but Tess, another very funny French exchange girl, won with a huge 89 points, while my close friend's exchange partner Anaïas lost.

Romy also taught me a few card games which were great fun and got my whole family playing for the win. I was very impressed with Romy's English and I think just her coming here has already hugely affected my linguistic ability in French.

On Saturday, we went into London to visit the London Dungeons and the London Eye. We went to these two fantastic tourist attractions with three other girls and their exchange partners. Firstly, the London Dungeons supplied great history for the French exchange students and a bit of a laugh (which is always good). It was also very scary and made us jump: Romy and I were in the dark and suddenly a man was standing right



next to us and shouted 'witches!' - we screamed so loudly and even the parents in the group were scared! The London Eye showed us the stunning London sights and made us appreciate the beauty of London. It was such a fun trip: there was not one moment when Iona, Maddy, Romy, Tess, Anaïas and I were not laughing; even though I have not known them for long we are already best friends, which is a lovely friendship to have.

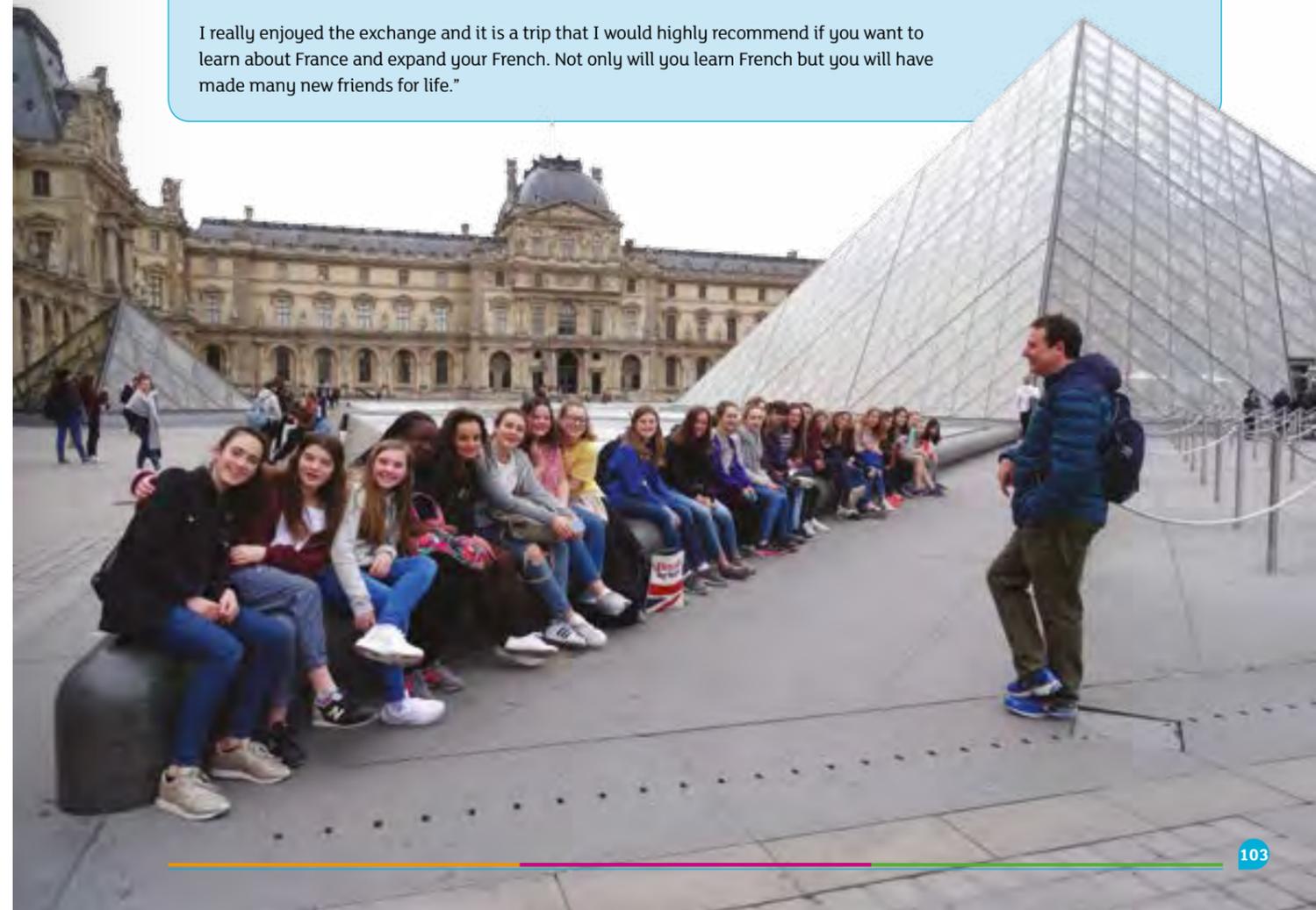
From this experience I have got a fantastic new friend, a new-found confidence for French and a lot of new words to take back to the classroom. When Romy left, it was so sad, we all cried and hugged each other because we were saying goodbye to our new best friends. I will miss her a lot." ●

Five months later, in March 2017, having returned from Paris, Matilda T. added:

"The French exchange was a great experience: it was educational, interesting and great fun. We saw many beautiful sites in Paris, for example the top of the Arc de Triomphe, the Eiffel Tower, the Château de Versailles, the Louis Vuitton museum, the opera house and many other different monuments around Paris on a boat. I have learnt so many new French words and improved my accent significantly. I stayed with Romy's very friendly and welcoming family; talking to them at dinner really improved my French while introducing me to the amazing foods of France.

Romy introduced me to all her friends and hanging out with them improved my French as well as making new friends whom I will never forget. She took me to her favourite shops, on picnics with friends by the River Seine, to Parc Astérix and finally to the Eiffel Tower. We also went to her school on the second day and I saw an English lesson, which was very interesting to see how and what they were learning. I also got to join in an athletics lesson at their local track and this widened my vocabulary of sporting words which will be very useful.

I really enjoyed the exchange and it is a trip that I would highly recommend if you want to learn about France and expand your French. Not only will you learn French but you will have made many new friends for life."



An unforgettable exchange experience - summer in Ascham School, Sydney, Australia

Kiko L. (Year 11) recalls a challenging, wonderful and unforgettable exchange experience.

As a current Year 11 student, I was very lucky and honoured to represent the school and take part in the Australian exchange programme, and go to Ascham School in Sydney in summer 2016.

I've always loved Australia. I had been there when I was 10 years old and good memories gave me the desire to go there again. As soon as we had the assembly about it, I knew that I would love this exchange, and I did. The amazing videos former students made and their presentation gave me a bigger picture of what the exchange involved and how they felt about it. I very much looked forward to visiting Australia and hoped to expand my horizons and make some great friends there.

The exchange programme involves spending a month in Australia with your partner. The exchange school decides the dates for the exchange and the travel arrangements must be made by yourself. There is no charge of fees for the exchange school and the host family will cover the cost of your accommodation. However, you are responsible for other costs such as pocket money, insurance, flight tickets and so on. During the month, you attend your partner's school and participate in all lessons. Students are expected to wear either Ascham uniforms or their own school uniform. We did so much during my stay; spending the day on Manly Beach; walking in Centennial Park; out for a night in the Museum of Contemporary Art; the Harbour Bridge walk and so much more... Greta was always so keen to help me, such as explaining the school rules to me when I first arrived, and helping me with assignments.

The purpose of the visit is to let you experience a different educational environment and to understand cultural differences. You are also expected to become more independent (for example traveling on a plane with another exchange student!) and learn more life skills. I think one of the things that I learned from this exchange was adaptation.

As a boarder myself, I have always been an independent person in terms of managing my studies and daily routines. What I think I have really strengthened from this exchange was the ability to adapt. I used this opportunity to participate in activities in a whole different school, communicated with people and got to know a very different education system. As well as trying to learn new things, become one of them, I had so much fun. You need to be determined, but it is definitely worth it!

What I appreciated the most is that I have gained such an incredibly precious friendship with my exchange partner Greta, who is extremely lovely and always so generous. I am still in contact with the friends I made in Australia and I think it is something very precious for me. Hence, I appreciate this opportunity very much and I am grateful for my exchange and the school to have accepted me.

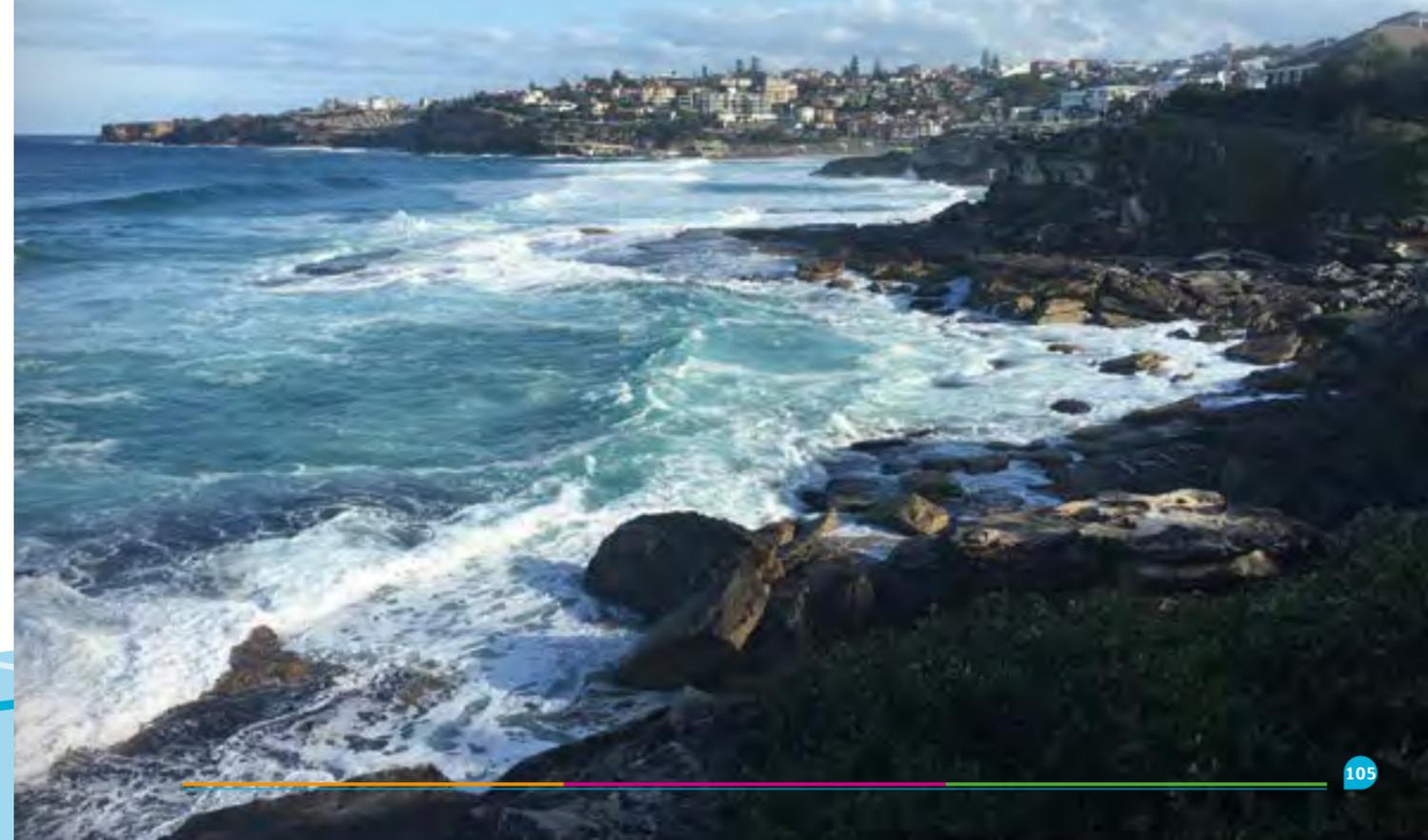
I have seen so many new things and learned so much more about different cultures. From every day contact, I really got to know the differences between different cultures and learned to embrace them. As a multi-cultured city, Sydney accepts diversity in its society. In Ascham, I met people from so many other places who were exchange students just like me. Some of them come from America, Argentina, South Africa, London and Hong Kong. I got to know many of them and we have become very good friends.

This exchange has changed me in many ways. I have become a much more optimistic person and really started to see things from the bright side. I am willing to challenge myself and make use of every opportunity. I'm glad that I took part in the exchange and lived outside my comfort zone. I have discovered myself and made lifetime friendships! I deeply recommend this to every one of you, it is an experience you will never forget and will cherish for the rest of your life. ●

Here are some pictures of my exchange experience:



"From every day contact, I really got to know the differences between different cultures and learned to embrace them."





'Seeing good in all creation': a truly unique and extraordinary experience

Lucca C. (Upper Sixth) recalls an incredible trip to Iceland.

On 21 October, our Sixth Form group arrived at Keflavik Airport in Iceland, ready to embrace the extreme cold for which the country is well known. Our first destination was Reykjavik, the capital city of around 130,000 people which is the heart of Iceland's cultural, economic and governmental activity. It is proud to be amongst the cleanest, greenest and safest cities in the world. We visited the Church of Hallgrímskirkja, one of the city's best-known landmarks, and climbed its 73 metre high tower, giving us an impressive view of the city, covered in brightly coloured rooftops.

The next morning, we went to the Reykjanes Peninsula, where we braved the highly-unpleasant smell of sulphur produced from the solfataras, fumaroles and mud pots at Seltún geothermal area. This was followed by a visit to a fissure made by the diversion of the North Atlantic and the Eurasian tectonic plates. After a quick climb up a small volcanic spatter cone, we ventured to the Gunnhver hot spring area where we were reunited with the foul smell coming from an enormous steam vent. We spent the afternoon at the Blue Lagoon geothermal spa, where we wallowed in the gorgeous milky blue water, heated to an average temperature of 38°C by an underground lava flow. Fortunately, the rain and wind that we had been standing in all morning was replaced by a beautiful sunset, helping to make the Blue Lagoon the favourite part of the trip according to most of the Sixth Form.

Two days later, we set off along the south region of Iceland to see a couple of waterfalls including Seljalandsfoss, where we were able to walk behind the 60 metre torrent, getting severely drenched in the process! After a visit to a black

beach, where dramatic basalt stacks loomed out of the highly ferocious waves, we drove to the Solheimajokull glacier to embark on a glacier walk. Once kitted out in crampons, harnesses and helmets, we started climbing up the ice ridges, under amazing ice sculptures and past deadly crevasses, creating a truly unique and extraordinary experience.

On our last full day we visited Hellisheidi, the world's third largest geothermal power station. Next, we went on the Golden Circle tour that was home to the enormously powerful Gullfoss waterfall and one of the most popular Geyser hot spring areas in Iceland. Whilst watching these impressive features, it suddenly began to snow heavily, resulting in extreme snowball fights (mostly provoked by Mr Hemingway). Our final site was Pingvellir national park, which was the location of Iceland's first Parliament from 930 to 1798. The day's activities were concluded by a stunning pink sunset across the snowy landscape as we drove back to Reykjavik.

However, Iceland wasn't finished with us. Throughout our time here we had been hoping that the Northern Lights would grace us with their presence, yet after three nights of no such luck we had given up hope. But then, on our walk back from the restaurant to the hotel, we spotted a faint glimmer of green in the sky. In an excited frenzy, we raced to the bay where we were greeted with an unbelievable display of the famously elusive Aurora Borealis. The spectacle grew stronger, with white, pink and green rivers of light illuminating the sky above. This unforgettable and once-in-a-lifetime experience was the perfect end to an all-round incredible trip. ●



Sports tour to Holland

Miss Kimberley Cooil, 2nd in PE and games department, enjoyed an excellent hockey trip to Holland with Year 9 and Year 10 girls.

The U14 and U15 Holland hockey squads went to Valkenburgh, Holland to take part in advanced coaching sessions, matches against local Dutch teams, and a tournament to finish the week. The purpose of the trip is to give the girls exposure to high standards of playing in order to motivate them, provide real challenges, and give them the chance to improve their skills, and also to use the fantastic state of the art facilities on offer in Maastricht.

Both the Year 9 and the Year 10 squads enjoyed tough games and thoroughly exciting matches against their Dutch opponents, fighting hard throughout. Suffering a heavy defeat in the first fixture, the Year 10 girls' spirits didn't suffer, and they were able to fight back in their second fixture to have a closely fought match. Year 9 girls won their first match through penalties, after it was 6-6 when the final whistle blew: for many this experience was the highlight of their trip. Particular mention must go to Lizzie H. the Year 9 keeper for keeping calm under such pressure! The Year 9 students' second match was a close encounter too, narrowly losing 4-3 in a real spectacle! Our girls finished joint second place in the final tournament on the Thursday.

Off the hockey pitch the girls got to meet Sophie Bray, GB hockey star, who is now playing league hockey in Holland. It was really interesting to hear her experiences of the Rio Olympics and see her gold medal!

After dinner on the first day the group were able to sit outside in the dark under outdoor heaters, drinking hot chocolate and enjoying the atmosphere. They also spent time at a retro-inspired bowling alley, sampled Dutch pancakes at a local pancake house, enjoyed a trip to the lovely town of Maastricht as well as a well-deserved disco to finish off the week in style!

At the end of the week, two girls from each team were awarded 'player of the week' and 'most improved player': congratulations to Grace K. and Rosanna B. from Year 9, and to Amy T. and Beth W. from Year 9 for achieving these accolades. ●

"Year 9 girls won their first match through penalties, after it was 6-6 when the final whistle blew: for many this experience was the highlight of their trip."



As Mrs Sarah Cliff describes, our Year 6 girls demonstrated that they can cope effectively!

In April, our Year 6 girls went to the Isle of Wight on their week long residential trip. In the week that saw temperatures plummet, the girls braved the Solent for body-boarding and showed determination and resilience in the face of demanding challenges in a number of other activities such as climbing, high ropes and zip wires. Their problem solving skills and team work were also put to the test with activities such as bush craft and orienteering. They particularly enjoyed an afternoon on the beach studying rock pools as habitats and followed this up with a data analysis session. The girls loved visiting the beautiful Osborne House, former holiday retreat of Queen Victoria and indeed the place where she died. This consolidated the girls' study of the Victorians in the Autumn Term.



Sporting ambition and triumphs in the Junior School

Mrs Fiona McWilliam, sports co-ordinator at the Junior School, reflects on a year of very positive sporting opportunities for all.

Our sports curriculum is based on a 'sport for all' ethos and we are proud that we can accommodate many of the girls in lunchtime practices, a variety of after school clubs and team practices. The girls are taught hockey (Year 5 and Year 6), netball, gymnastics, dance, swimming (Prep), cricket, athletics and tennis (Year 5 and Year 6). There have been many achievements and successes both on a personal level and as team members for Junior School pupils this year. There is a definite 'buzz' when we mention sport at class, club or team level which is positively contagious!

During summer 2016, our athletics squad went from strength to strength with several girls achieving personal bests at county and national levels. We entered a team for the IAPS (East Area) and Lucia C. won the 800m with a personal best time of 2.41m. Consequently, she qualified to run the 800m in Birmingham at the national competition, competing a year above her age. Sports day itself was a celebration of all the girls' achievements. It is always a wonderful day with lots of excitement as Houses and individuals compete against each other. As summer 2017 draws to a close we must congratulate Tamsin D-P., who is Cambridge County Champion in both the javelin and high-jump events.

Also during summer 2016, many girls were involved in tennis both in and out of school. We offered an after school club and Sarah H. competed in the U9 County squad. As with a number of other schools, we changed our summer ball skills' focus from rounders to cricket. The girls are enthusiastic and encouraged by how quickly they have picked up the concept of striking a moving ball. We look forward to some training matches later in the season. Currently we are focusing on assimilating the rudiments of the game.

During the autumn the netball squads spent many hours honing their skills and had a very successful season winning many matches against local opposition. The girls practised during lunch and after school and both the U11 A and B teams displayed a passion for the game and a desire to achieve their best. Our shooting improved throughout the season with the A team being particularly competitive in their game play.

The U10 squad trained against their superiors which always raises the game. Again, we had many successful matches and the girls demonstrated a drive to improve. Our oppositions included both local state and private schools and, as with the U11 team, we entered local tournaments which provided quick and action-packed games.

The U9 squad also experienced match play. Sometimes we classed them as training matches and we look forward to developing the squads further as the next year approaches.

The Prep girls enjoy swimming lessons throughout the year and it was thrilling when we were invited to join St Faith's School for a local swimming gala. 25 girls participated in the event and we held our own. Congratulations to Matilda R. who is a county qualifier in all strokes and a regional qualifier in 50m butterfly and Miriam S. who is a county qualifier in front crawl and breast stroke and a regional qualifier in breast stroke.

There is much gymnastic talent amongst our Junior School girls. Encouraged by Mrs Cindy O'Connell and Miss Louise Powell who develop each girl's skill to fulfil their potential, many enjoyed the challenging and popular gymnastics club. It will be super to see the girls' creations at the gymnastics showcase in February.





'Citius, Altius, Fortius'

Miss Kim Cooil, 2nd in PE and games department, highlights the importance of athletics to our school community'

Athletics is one of our major sports in the Summer Term; the girls are taught the skills in curriculum time, during lunchtime and after school clubs, and compete in athletic meets. One of the best things about athletics is that it is all about improvement: it allows you to push your own boundaries, learn about your limitations and continually seek to better yourself. Our girls embrace this ambition whole-heartedly and do indeed work hard in order to gain personal and team success, aiming for personal bests, going faster, jumping higher, being stronger - as the Olympic motto suggests.



Last year the Year 7, Year 8 and Year 9 athletics teams entered the Olympic Cup; a District Athletics Meet in which many schools in Cambridge compete. The Year 7 team won their section of the competition with the majority of girls finishing first, second or third, which is an incredible achievement and a testament to their work ethic. This year the Olympic Cup is

being held on Wednesday 21 June. The girls have also had both team and individual successes this season. Notably we had nine girls represent Cambridge District at the County Schools Track and Field competition on Saturday 27 May with five girls qualifying, many as County Champions, to represent Cambridgeshire at the Regional Schools Track and Field on Sunday 18 June. Our current Games Captain Annie Q., 400 metres County Champion and 200 metres County runner-up, is an athlete currently competing nationally at U20 level in the 200, 300, 400, 600 and 800 metres.

Although the majority of track and field activities in athletics are individual events, our girls embrace the ideals of team spirit. This can be demonstrated in no better way than at Sports Day, where the school unites to cheer on all members of our school community but particularly, of course, those in the girls' houses and year groups.



10

Careers, Social Enterprise and Technology

Developing our youngest citizens; inspiring global change

Mr Matthew O'Reilly, Head of Juniors, reflects on the importance of engaging girls in exploring global responsibilities from a young age.

I am passionate about instilling in our girls, from Reception through to Year 6, the mind-set of exploring the relationship between their own lives, and the lives of others around the world. Through our Development Education programme issues such as poverty and hunger, unequal distribution of wealth and opportunity, environmental degradation and diminishing resources are confronted and investigated and, importantly, the girls look at what can be done to improve (or develop) the situation. It may seem overly aspirational to try to impart this style of thinking to the school's youngest girls but, by sowing seeds of discernment as early as possible, we are equipping the girls with the (age-appropriate) knowledge and skills to make sound decisions for a just and sustainable future.

As part of the Junior School Creative Curriculum, which teaches each subject as part of a joined-up theme, pupils pursue their Development Education programmes as part of their over-arching class topic. In this way, their learning is much more relevant and enjoyable, when, for instance, their History, STEM, English and Music studies all allow them to investigate different aspects of their topic.

When our girls are in Year 5 they often study Africa in the Autumn Term. Last year's Year 5 pupils investigated water scarcity and, as part of their learning, tried to adapt their daily lives to see what living with very little water would be like.

"Nothing will change for the better without active, global citizens who are confident to act on the world's problems."

The experience prompted the girls to want to know how they could make a difference to families for whom water scarcity is a reality, and so they fundraised to donate money to Water Aid – so that a new well could be built in one community.

This year's Year 5 group focused on food insecurity, which led the girls to the work of Farm Africa and the charity's 'Welly Walk' fundraising event. The girls walked approximately 10 miles around Coe Fen, in Cambridge, and raised money to support farmers' education and purchasing of essential farming tools.

Each year the girls determine the route that their learning will take and, this year, the group highlighted the disparity between food scarcity in parts of Africa, and food waste that occurs in the UK. Deciding to do something about it, the group wrote to Justine Greening MP, Secretary of State for International Development, as well as some of the UK's major supermarket chains, to ask what plans there were for resolving this issue in the UK, and across Africa. Positive responses were received from Justine Greening MP and Waitrose, from which the group further investigated what processes are currently in place to reduce food waste.

Nothing will change for the better without active, global citizens who are confident to act on the world's problems. The problems may remain unresolved, for now; but we are investing in the next generation of globally minded citizens. ●



A fulfilling future career

Mrs Kate Mead, Head of Careers and Ms Kate Ross, Work Experience co-ordinator and Careers Advisor, explain the range of activities, opportunities and events at St Mary's School, Cambridge to support the girls' progress towards a future career.

Year 11 Employability Day

Students from Year 6 to Upper Sixth have had a programme of Careers provision during the Autumn Term. It started on the first day of term with our Year 11 Employability Day, where employers from the local area offered advice and practice for our new Year 11 students. Four different sessions were offered, each of which the girls were able to attend on rotation: CV drafting; interview skills; financial awareness; and an introduction to Unifrog - a platform that enables students to cross-reference different Higher Education destinations and courses.

In the interview skills session, the girls were prepped on interview techniques – which focused on encouraging the girls to think about themselves as unique individuals, with different skills, experiences, passions and interests to offer, and how to talk about these at interview, explaining why they are suited for the role. They then had realistic interviews with local employers, giving them an opportunity to try out some of the skills they had been practising.

The girls were appreciative of the sessions: "It prepared me for my future."; "The day gave me an insight in to what my future life may be like"; "It inspired me to work hard!"; "The sessions helped to prepare me for the working world."

We are grateful to Form the Future CIC, a Cambridge based social enterprise that connects schools with businesses, which organised the volunteers for the day - and to the volunteers themselves for providing our students with such a useful day of insightful events.

Year 6 STEM careers sessions

At the end of September, our Year 6 girls came to the Senior School to attend three STEM-themed careers sessions as part of a transition programme to help them become more familiar with the Senior School. Mrs Kate Mead, Head of Careers, kicked off the event by asking the group whether they had any ideas about what they might like to do after they leave school. A number of the girls volunteered their ambitions, which ranged from becoming heart surgeons, veterinarians and horse riders, to actors, illustrators, sports teachers and engineers, mathematicians and even one astronomer.

continued from previous page

The three STEM sessions comprised: Mathematics in astronomy; Mathematics in meteorology; and Computer Science. In the astronomy session, the girls learned that conversations about the planets, stars and galaxies are made much simpler through using the 'standard form'. The girls worked out how many zeros were needed to write '150,000 million' (distance from the earth to the sun in metres), 'one trillion' (the number of stars in the Andromeda galaxy) and '10 billion' (as a supernova shines with the brightness of 10 billion suns), and, working with up to 12 zeros per number, realised the need for standard form – for instance, one trillion (1,000,000,000,000) can be more easily represented with 10^{12} .

In the Computer Science session, the Year 6 pupils thought about how 'Computer Science is changing everything', from agriculture and fashion to safety and law enforcement, and art and design to medicine. They had the opportunity to try coding for themselves and, using the Hour of Code website, they chose whether to code a Minecraft Adventure, build a Star Wars game or help Anna and Elsa from Frozen to navigate an ice world using code. The girls saw how important women are in Computer Science and received a certificate and sticker for taking up the challenge to complete an hour of coding.

One of the Year 6 teachers said "The sessions were informative and the girls were very positive about the morning. They also loved the opportunity to have lunch at the Senior School!"

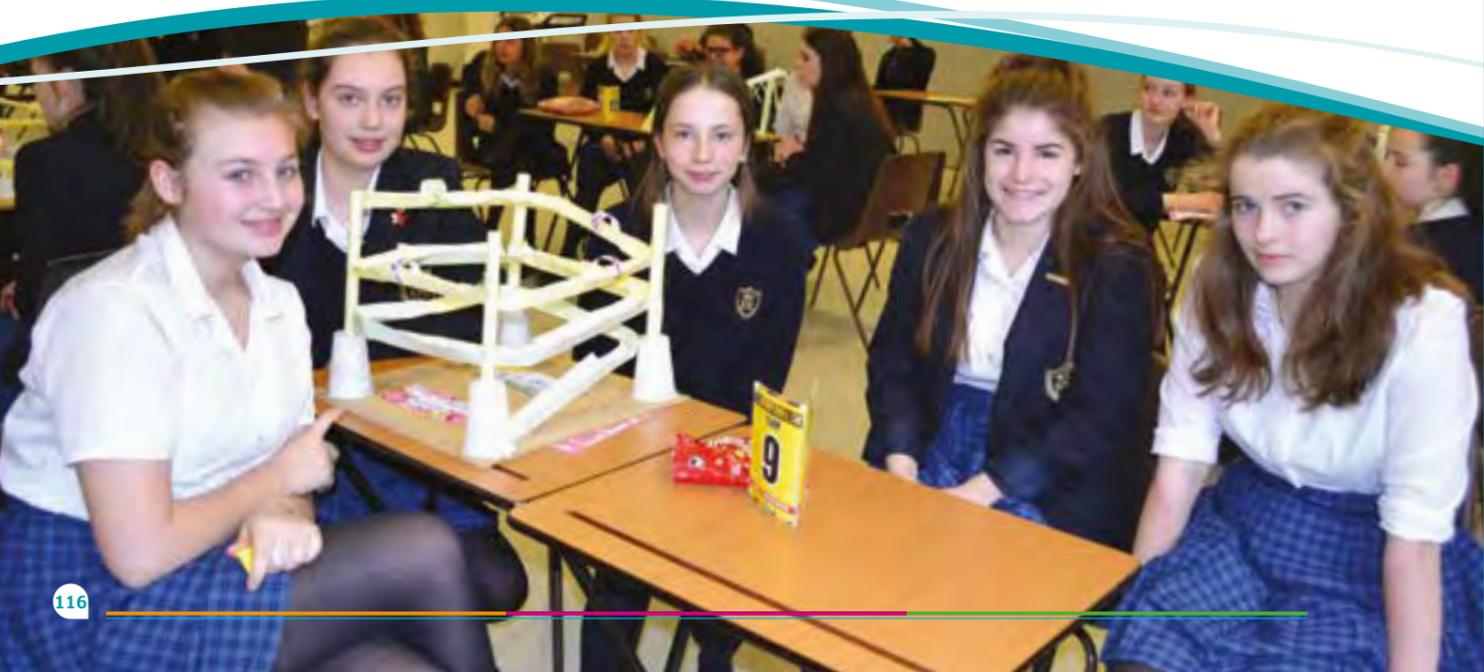
Careers Fair

In mid-October we hosted a vibrant Careers Fair with representation from an exceptional range of industries – for example a female pilot from EasyJet, a film director and professional dancers, representatives from engineering, construction, medicine, scientific research, Higher Education, marketing and PR, the Army and the RAF, finance, architecture and landscape, and apprenticeship providers.

It really was a well-attended event with over 165 girls from Year 9 to the Upper Sixth attending. The students were encouraged to attend and ask questions of the industry representatives. The girls had handy 'cheat sheets' in case their minds went blank, so there were plenty of great questions asked – from 'what actually is marketing?' to 'which modules would I need to take in my university course?'. Our guests were very complimentary about the students, saying they had a really good evening with lots of interesting questions asked. We commend the girls on their interest in learning about what a typical day is like in so many different industries, and it was also most pleasing to see so many parents attending to support their girls in deciphering the world of work. One parent said: "I just wanted to thank you and to say how impressive and well organised it was. It was good to see how well attended the event was and there was a great atmosphere. The people we spoke to were interesting and encouraging and my daughter found the evening very stimulating and helpful." ●



"The girls saw how important women are in Computer Science and received a certificate and sticker for taking up the challenge to complete an hour of coding."



Enterprise initiatives 'Faith & Football'



Mrs Elin Egger, Head of Economics and Business Studies, tells us about an extremely successful business enterprise with Year 9 girls.

The Faith & Football Social Enterprise & Business Challenge ran for its second year this year with five teams of girls from Year 9 taking part. In small teams the girls had to develop a business idea and turn it into a practical and real way of generating income, with all the profits made going towards supporting the work of Faith & Football in the UK, India and Africa.

Throughout the challenge the teams demonstrated a range of enterprise skills including team work, communication, problem solving, and risk taking, sales and marketing alongside financial and economic literacy.

The teams were supervised by me, Miss Rajpreet Kaur and an external business advisor. Our role was to help the teams to organise a trading day and other selling events and to oversee their business meetings, answering any questions that arose, but all of the business ideas were formed by the teams themselves.

With the challenge running from January to May, the teams only had a short time to choose their business idea and get their products to the market and this year the teams made a phenomenal combined level of profit for charity of £2018.88. We are delighted that one of the teams has won a prize for an outstanding achievement, placing them as one of the top five teams from the 50 or so who participated.

Caitlin D., Ella B., Eve H., Chrissie K. and Isabel B-M. (Year 9) describe their experience. *Since January, we have been taking part in the Faith & Football Enterprise Challenge. It has been a great opportunity*

and has really opened us up to the world of business. As a company we decided to sell gourmet fudge, and we attended many local markets selling our fudge, to raise money for Faith & Football. Faith & Football is a charity that works in counties such as India, Mexico and the Philippines providing much needed support and education to young orphaned and disabled children.

We have gained many valuable skills that will be useful in later life; these include carrying out important market research, communication and working co-operatively as a team, selling our product, branding and product design.

Our whole business and company was created and carried out by our group, from the packaging and bagging of our fudge, to the online advertising and keeping records of our sales and profits. In our group we each had our individual titles and roles, which made it easier for us break down what needed to be done, and the appropriate person for the job.

We first raised £355 on a JustGiving page which we used to buy our initial stock. We have purchased over 85Kg of fudge and packaged 590 individual bags, in total raising £1,031.30 in profit which is now all heading to the charity.

We also then created a business portfolio: this included everything from our company's key beliefs and values, to turnover and sales revenue. Every team who took part in the Enterprise Challenge created a business portfolio and then handed them in to be judged by a panel of judges in the hope of winning, and being given to opportunity to go to India and visit one of the orphanages the charity is supporting.



We would definitely recommend taking part in this challenge, as it has been an invaluable experience and many unforgettable memories have been made together as a team. Next year, we look forward to the opportunity of potentially being mentors to groups interested in the Faith & Football challenge.



Dragons' Apprentice Challenge



On 27 April our Lower Sixth students who took part in the Dragons' Apprentice Challenge attended the Dragons' Apprentice Award Ceremony at The Junction, Cambridge.

The Dragons' Apprentice Challenge, which is organised and run by the Cambridge Council for Voluntary Service (CCVS), requires that students set up and run a company over the course of six months with the aim to make at least £1,000 for a charity. The girls' chosen charity was Blue Smile, a local children's charity providing skilled therapy and mentoring in schools to help troubled children learn and thrive. Over the six months the girls held sweet sales, sold accessories, made and sold laptop stickers and toiletries. At the awards ceremony the students had to present a review of their business to a panel of Dragons for which they were all well prepared, knowledgeable, articulate and confident presenters. At the awards ceremony the team won an award for innovation as they were the only team to carry out market research and to import.





Triumph in Technology

Bella T. (Year 9) writes about her award-winning group's success in the annual Technology Tournament, organised by Physics teacher, Mrs Tessa Shercliff.

We had to design and build a vehicle within three hours. The vehicle had to travel down a pipeline under a bridge, and push debris to clear the pipe. The criteria were that the vehicle needed an electric motor and had to push all debris across the pipe. The vehicle had to be controlled remotely with an electrical switch and had to include a logo for a charity of our choice. We were also told that if the vehicle could complete the task within five seconds, bonus points would be added.

Our group (Emily O., Keeva M., Bella T. and Zara K.) decided that we would use a snowplough as the inspiration for our vehicle. We took various features and included them in our design, such as traction on the wheels, a plough in the front and motorising the front wheels.



We first had to design our vehicle, which was rather challenging, as we had to take into account that the pipe was narrow, curved and slippery. We used rubber bands on the wheels to grip onto the surface; however, we later had to take them off as the glue adhering them was too lumpy and destabilised the vehicle. The challenges we faced were difficult, but we managed to overcome them by working efficiently as a team. We had to decide how many wheels we would use and whether to put the power in the front or back wheels. We changed the design many times, to accommodate the number of wheels. Drilling into the wood was tricky as we had to be careful that it didn't split. The switch had to be made from scratch and had to be remote, which we made using drawing pins and cardboard. The time limit constantly stressed us and we had to work under pressure to produce a working vehicle and portfolio.

Our award was for our portfolio, which documented the whole process, from start to finish, including all our design sketches. We finished on time and the judges were impressed by our vehicle and neat and comprehensive portfolio.

It was a great day, and we are glad we went. We all feel very proud to bring an award back to school. ●



11

For the record

Prize Giving address 2017 by the Headmistress, Ms Charlotte Avery

Over the course of the last year, our world has faced ongoing change and turbulence, including political and economic uncertainty. The terrorist attacks in London in March and June, in Manchester in May and the tragic fire in Kensington just two weeks ago, have led us, yet again, to reflect on the value of community.

We are keen as educators to sow hope and optimism in the minds and hearts of the young people in our care – we have kept a minute's silence in our daily assembly in which our students reflect on the notion of peace and their part in bringing peace to their communities. I would also suggest that our mission has never been more relevant: to form and educate our students to be their best selves and send them, equipped to make a positive difference in an ever-changing global environment.

As ever, our annual Prize Giving is an opportunity to take a moment to reflect on how our students have been 'their best selves', to say thank you to all those who have helped our community to grow and to wish our Upper Sixth leavers godspeed as they leave us to make that difference we so fiercely believe they can.

Last summer's public examination results were a triumph for many: we were particularly thrilled with our A Level results which were stronger at the A* and A grade than the last couple of years: 50% of students' results were awarded at A* - A grade and 75% at A* - B grade - across 25 subjects. Our GCSE results were equally impressive, over a third of all examinations taken were awarded an A*, and over two thirds, A* - A grades. These results bucked national trends which have seen a dip in grades awarded at the highest levels. Thus last year's leavers entered prestigious universities including Cambridge, Imperial and UCL to read for degrees including Engineering, Architecture, Medicine, Teaching and Law. Consequently, our young alumnae will soon be able to take their place in society confident of their value and what they can contribute through a variety of noble professions.

Our current Sixth Form students have been equally engaged in a series of interesting pursuits including undertaking a range of Extended Projects on topics including: fracking in North Yorkshire; gender dysmorphia; relationship between humans and the environment at Wicken Fen; and Abandonment Syndrome. They have also participated in national competitions and I was thrilled that Selena Y. in our Lower Sixth achieved a gold award for her performance in this year's AS British Physics Olympiad and was invited as one of 12 students nationally, and one of two girls, to a four day British Astro Physics camp at the University of Oxford over the Easter holiday from which she has been selected as the only girl in a team of five to represent the UK at the International Olympiad on Astronomy and Astrophysics (IOAA) in Thailand in November. This is a

phenomenal achievement. Our younger students are also setting the pace in Mathematics. Our team of two Year 8 students and two Year 9 students did extremely well in the Maths Olympiad, being placed 4th out of 30 schools (including being placed ahead of all other Cambridge independent schools).

Sixth Form students have also benefitted from hearing from a range of inspirational speakers through our 'Ladies Who Lunch' programme including Vome Aghoghovbia, Chemical Engineering graduate of UCL and author of 'Everyone Deserves to Sparkle'. To mark Women's History Month, our A Level History and Politics students participated in a workshop led by Alice Wroe from Herstory which affirmed women's roles in history and women's importance within local, national and international contexts.

To support our students in being their 'best selves', we have a firm commitment to ongoing investment in infrastructure. Last summer we upgraded the Modern Foreign Languages classrooms to include our signature glass walls. One younger student came back to school unable to recognise where she was: to her young mind, the transformation, indeed translation, had been so remarkable! The most significant transformation this year, however, has been the refurbishment of the former Hope Nursing Home: care for the elderly has become translated to care for the young as we have created Mary Ward House, our 'home from home' for our boarding community. It is the biggest project, both in terms of costs and scale, which the school has ever undertaken and credit for its timely and successful completion goes to Mr Duncan Askew, former Bursar and to Mr Tim Heath and Mrs Sue Heath, our Project Managers. This summer we will continue to upgrade the Senior School on our Bateman Street site by creating another Drama studio, refurbishing a suite of rooms for Geography, refurbishing an IT room and moving support services into the Elms building.

Our alumnae are mindful of and grateful for the education that they have received whilst at St Mary's School, Cambridge. In mid-October, we invested in a new convertible coxed four/quad to enhance our ever-growing rowing provision. The purchase was enabled by a legacy gift from Mrs Maureen Greenwood (nee Styles) who, as a scholarship student here from 1946 to 1952, credited our school with a wonderful start in life that would otherwise not have been available to her. Mrs Greenwood stipulated that her £10,000 legacy was to be used for extra-curricular activities not ordinarily available

to all the girls; we decided to purchase a new boat: clearly a popular choice for the parents, current students and alumnae who attended the launch event in October and then the Million Metre Row Challenge in May.

It is not just alumnae who have been generous supporters of the school. I would like to thank our current parent body also. This year saw the launch of the St Mary's Circle of Friends which replaces the PTA. The Circle kindly donated funds for: gym equipment for Mary Ward House; four sets of sculling oars for the new boat; the Sister Christopher Bursary Fund; and our Music and Drama departments. Additionally, this year we have hosted a series of fundraising events, which have been generously supported by our parent body. One highlight was our 'Audience with Ann Widdecombe' in September: on a 'Graham Norton' style set, Ann gave a talk on her life and career with Messrs Stephen Seidler and Matthew O'Reilly hosting a lively Q&A session. Ann was so impressed by the school that she has asked to be kept in touch and considered a friend of the school!

This year we have focused on our Sister Christopher Bursary Fund because of a most significant anniversary. Sister Christopher was born Ruth Angell on 17 December 1916 as the First World War was raging. As a student at St Mary's School, Cambridge and Head Girl in 1933/1934, she loved sport, singing and ecology. Having studied science at university and having joined the Mary Ward sisters, she came back to St Mary's School, Cambridge to teach Science and, in particular, loved taking groups to Wicken Fen. She became Headmistress of the school between 1949 and 1972; post 'retirement' 45 years ago, she worked in Zimbabwe at the Mary Ward School in Kekwe where she specialised in teaching the women child care and hygiene and looking after the boarders. She loved Zimbabwe, studying monkeys instead of rabbits, and wild poinsettias instead of cowslips. In the 1980s it was felt that she had at last earned her retirement, but the African sisters and children would not let her leave! They said she was their 'grandmother' and they needed her. So her second 'retirement' meant she became superior, novice director and accountant. She turned 100 in December. To mark this momentous occasion, we produced a very large birthday card with the opportunity for every girl to sign it. If you too are moved by her extraordinary story, you will be able to make a donation to the Sister Christopher Bursary Fund as you leave the hall today. Donations will be shared between her fund and the work of the CJ community.

The girls themselves have continued to give generously in terms of their time, imagination and talents, not only through such annual delights as our scholars' evening in June but also through our continued programme of awareness-raising and fundraising for a wide variety of local, national and international charities. One of the most moving fundraising ventures was our

annual boarders' concert, which raised funds for Centre 33 which helps young people in Cambridgeshire to fulfil their potential. The annual event is arranged by the Head Boarder and boarding prefects: testimony indeed to leadership and team work and all the vital 'soft skills' therein involved. The quality was remarkably high and in consequence it was delightful to see so many girls and staff present this year.

There have been many other events which have been enjoyed, valued and appreciated by all. A major highlight this year has been the musical production of 'Little Shop of Horrors' which, as one set of parents commented, "was incredibly professional and a joy to watch". It was a shining example of the school's team work; indeed Ms Esther Roberts, our Head of Drama, commented that "the girls were incredible. I've never actually known a cast and crew to be so supportive of one another backstage. It actually brought a tear to my eye and made me immensely proud." I would like to congratulate, once again, the cast and crew of the production and to thank, in particular, Mrs Sonia Gears and Ms Esther Roberts for their oversight of this magnificent production.

As ever, the production of exceptional Art in this school is highlighted by the quality of work hung around school. The A Level and GCSE art shows have once again been remarkable and are a tribute to Mrs Gill Clifford who has been an outstanding Head of Art and who leaves at the end of this term to 'take on ventures new'. She has been an outstanding teacher and tutor who has achieved excellent results from all her students at every stage of their artistic journeys over the last 12 years.

I would also like to pay tribute to Mr Duncan Askew who stepped down from being Bursar in December after a decade's worth of brilliant and dedicated service and to whom I owe a debt of personal gratitude. He worked unstintingly hard for the good of this school pushing himself to the limit - and beyond - to achieve superlative results on often modest budgets and exceedingly tight timescales. He has a phenomenal grip on all matters financial and found the time and energy, alongside his day job, to have project-managed all the capital projects in the last decade and supported the Heaths with the creation of Mary Ward House. Duncan has a great 'eye' for the visual and it was he who was the first to spot the potential of the Chaucer Road property to become our Junior School. He has also recruited and overseen summer schools in order to broaden revenue streams for the Senior School. In consequence, St Mary's School, Cambridge has never been in better financial shape than under his auspices.

On the support side of our staff, we bade farewell to our Domestic Bursar, Mr Gary Sharp, at Easter. Gary joined Homerton College so he can't easily escape our clutches given our sports

development partnership with that college! Last autumn, we bade farewell to Mrs Carole Turner, receptionist, who retired, and at Christmas to our Housemistresses, Miss Catherine Fayter and Miss Joy Warner, who moved on to HR and PA roles respectively in other schools.

On the teaching side of our staff, we bade farewell to Ms Karen Marinho at Easter, who retired from the post of Head of Computing, having established our Computer Science department and the introduction of this 'fourth science' at both GCSE and A Level. This summer we say goodbye to Mrs Gill Clifford and two other Heads of Department. We wish God speed to Mrs Delia Russell, Head of Physics, who retires after eight years in post. She leaves the Physics department running smoothly and in good shape, with a consistently excellent track record of examination results in Physics and Sixth Form students of the quality of Selena Y. We thank Mrs Elin Egger, Head of Economics & Business Studies, for her excellent and dedicated teaching over the past three years and wish her well as she moves on to teach at another school.

In addition, we bid farewell to Mrs Diana Larman who leaves after 14 years of outstandingly committed service to the English department, with a particular commitment to debating and to our library, as well as to being our evening receptionist; to Mr Mike Hemingway who leaves after four years of lively service to teach at Highgate: we thank him warmly not only for his contribution to our History and Geography departments but also to our rowing and Duke of Edinburgh's Award programmes and for oversight of our international programme including the International Committee and the establishment of our Year 10 Australian exchange. We also thank Mr Wade Melville for his contribution to the Art department and in particular for having been our inaugural teacher of Photography.

We wish Mrs Vijaya Rodger well in her retirement and thank her for her role in the Learning Support department over the last eight years, in particular supporting the Mathematics department with supporting students who found the application of conceptual mathematics challenging. We thank Mr Alfonso Garcia Polo who leaves us at the end of this term after four years of service as our Spanish Language Assistant. The students have really appreciated his kindness and sense of humour and will miss his participation in the annual male staff netball match for Lourdes fundraising week, in which he has demonstrated both his sporting prowess and his fierce competitive streak! We thank Miss Alice Laudas for her support as our French Language Assistant for the past three years: she has instilled a lively passion for all things French in her students as well as for her care for our boarders as a dedicated matron; we wish her well as she trains to be a qualified teacher. We thank Mrs Verity Bell for her expertise as a dedicated and professional teacher of English as an Additional Language over the past three years and wish her much enjoyment of her baby son alongside ongoing success in her publishing career. We

thank Miss Chloe Evans for her enthusiasm as an NQT teacher of Music and her support of all things musical at St Mary's School, Cambridge during the maternity leave of Mrs Emma Fisher this academic year: we wish her energy and vision as she moves on to establish a Music department at a new prep school. You can read more about our support staff and teachers in the 'For the record' section of the *Magnolian*.

I would also like to pay tribute to the Governing Body who give freely of their time as volunteers to help set the strategic priorities of the school and support our daily operation. In particular, I would like to thank Mr Graeme Minto who has faithfully served as the Chair of Governors for the last two and a half years and prior to that sat on the board for three years. We owe Graeme a huge debt of gratitude for all that was achieved under his auspices and we wish him well as he continues to serve the wider community in other ventures including through the Rotary Club and the Anglican Church through local parish work.

I would also like to mark the retirement of two key governors from our board over the course of the year and to say thank you to Mr Chris Smart and Ms Ann McAllister not only for serving the board but for having sent their daughters to the school! Chris' financial and IT expertise has been invaluable, as has Ann's support in all legal and compliance matters.

I also thank Mrs Teresa Selvey for her support as a governor over the past four years. We wish her well as she continues to oversee a Multi-Academy Trust in Newmarket

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 you have done this year, as every year, to tirelessly support the girls' well-being alongside their academic, creative, spiritual and sporting development.

Finally, to our Upper Sixth leavers. We wish each of you godspeed and much happiness and success as you engage with the next stage of your life and embrace changes and chances with grace and discretion. It is my additional wish for every one of you that you have made solid friendships which will last a life time. We look forward to welcoming you back, as our youngest cohort of alumnae, to our Festive Fizz in December to hear how your first terms at university or the first part of gap years have unfolded. Last December all of the 2017 day girl leavers returned for the annual Festive Fizz ahead of a surprise birthday party for one of their number and we would love for the same to happen again this year!

We look forward to the year ahead in a spirit of hope and optimism, and I wish everyone a wonderful summer break. ●



JUNIOR SCHOOL

Junior School prefects 2016/2017

Autumn Term

Subject	Prefect	Subject	Prefect
RE	Catherine R.	Playground	Daisy J.
Music	Ruby V.	Library	Matilda R.
Sports	Sofia B.	Charities	Laura K.
Eco	Anouk S.	Computer Science	Martha B-C.
Fairtrade	Lila R.		

Spring Term

Subject	Prefect	Subject	Prefect
RE	Sophie S.	Playground	Charlotte C.
Music	Sophie C-W.	Library	Maya B.
Sports	Lucia C.	Charities	Rose S.
Eco	Ritu G.	Computer Science	Tamzin D-R.
Fairtrade	Miriam S.		

Summer Term

Subject	Prefect	Subject	Prefect
RE	Charlotte T.	Playground	Chloe T.
Music	Lucy G.	Library	Maddie U.
Sports	Tamzin D-R.	Charities	Madeleine E.
Eco	Lilly C.	Computer Science	Lucy T.
Fairtrade	Bella M.		

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

Year 2

Gemma S. Grade 1 Piano with merit

Year 3

Sophia E. Grade 1 Piano with merit
 Sophia E. Grade 2 Cello with merit
 Tuppence J-K. Grade 1 Voice with distinction
 Eva P. Grade 2 Piano with merit
 Sophia R. Grade 1 Piano
 Isla S. Grade 3 Voice with merit

Year 4

Danielle V. Grade 2 Flute

Year 5

Emerson A. Grade 1 Violin
 Sofia B. Grade 1 Violin with merit
 Alexa B. Grade 2 Voice with merit
 Abigail C. Grade 1 Guitar with merit
 Sophia D. Grade 2 Voice with merit
 Arianna F. Grade 2 Music Theory with distinction
 Sarah H. Grade 3 Voice with merit
 Emily H. Grade 2 Voice with merit
 Kate K. Grade 3 Flute
 Lara M. Grade 3 Voice with merit
 Laura M. Grade 1 Cello with merit
 Luisa M. Grade 2 Voice with distinction
 Tess O'C. Grade 2 Piano
 Tess O'C. Grade 2 Violin with merit
 Cecilia V-F. Grade 3 Piano
 Cecilia V-F. Grade 2 Violin with merit
 Ruth W. Grade 1 Piano with distinction

Year 6

Maya B. Grade 2 Voice
 Laura K. Grade 1 Piano with merit
 Ruby V. Grade 3 Flute
 Catherine R. Grade 1 Violin with merit
 Sophie S. Grade 4 Voice with merit
 Chloe T. Grade 3 Voice with merit
 Charlotte T. Grade 4 Flute
 Charlotte T. Grade 3 Voice with merit

London Academy of Music & Dramatic Art (LAMDA) Speech & Drama examinations

Year 1

Kiana S. Stage 2 Introductory Graded Examination Solo with distinction

Year 3

Tess F. Stage 3 Introductory Graded Examination Solo with distinction

Year 4

Evani G. Entry Level Award in Performance Acting Solo with distinction

Elanaz M. Level 1 Level 1 Award in Communication Solo with distinction

Year 5

Charlotte B. Grade 1 Level 1 Award in Performance Acting Combined with merit

Anne-Marie C-P. Grade 1 Level 1 Award in Performance Acting Combined with merit

Emily C. Entry Level Award in Performance Acting Solo with distinction

Mariella R. Grade 1 Level 1 in Communication Speaking Verse & Prose

Cecilia V-F. Grade 1 Level 1 Acting Duo combined with distinction

Clementine W. Grade 1 Level 1 Acting Duo combined with merit

Year 6

Rebecca A. Grade 1 Level 1 Award in Communication Speaking Verse and Prose with distinction



SENIOR SCHOOL

Senior prefect team 2016/2017

Title	Name	Title	Name
Head Girl	Aisling H. B.	Junior School Prefects	Abigail B.
Head Boarder	Julie C.		Florence S.
Deputy Senior	Celeste C. C.	Deputy Mentoring	Lucca C.
	Kirsty T.		Caitlin J.
Deputy Charities	Ellen C.		Ella N.
	Honora D.	Deputy Brookside	Anna S.
	Isabelle L.	Sports Captain	Cody Y.
Deputy Junior	Poppy A.	Music Captain	Millie K.
	Janice F.		Morgaine O'C.

House Captains

Title	Name	Title	Name
Brookside	Connie B.	Elms	Alice B.
	Tarzie W.		Katie L.
Cavendish	Fleur H. R.	Paston	Hannah B.
			Charlotte Y.

Sixth Form Council

Title	Name	Title	Name
Leadership	Regina C.	Senior Prefect Careers	Cherry H.
	Lerato M.		Kiki K.
Environment	Rahima M.		Yuon Y.
	Yinou M.	Senior Prefect Boarding	Cherry C.
	Kelly Y.		Raphaella V. D. S.
International	Estelle C.		Frances K.
	Raphaella V. D. S.		Éclair S.

Public examination results 2016

A Level results for 2016

Subject	A*-B grades	Subject	A*-B grades
Art & Design	100%	Further Mathematics	100%
Biology	86%	Geography	70%
Business Studies (only one student entered – A*-B grade not obtained)	0%	Government & Politics	100%
Chemistry	67%	History	67%
Chinese	100%	Mathematics	77%
Classical Civilisation	80%	Music	100%
Drama	100%	Photography	100%
Economics	82%	Physics	40%
English Language	100%	Psychology	33%
English Literature	80%	Spanish	75%
EPQ	71%	Textiles	100%
French	67%	Theology	75%

GCSE results for 2016

Subject	A*-B grades	Subject	A*-B grades
Additional Science	76%	Geography	97%
Art	96%	German	86%
Biology	98%	History	98%
Chemistry	100%	Latin	83%
Chinese (GCSE)	100%	Latin (Short Course)	60%
Chinese (iGCSE)	100%	Mathematics	79%
Classical Civilisation	67%	Music	100%
Classical Greek (Short Course)	60%	PE (Short Course)	100%
Computer Science	89%	Physics	100%
Drama	100%	Religious Studies	83%
English Language	85%	Science	68%
English Literature	94%	Spanish	94%
Food	100%	Statistics	100%
French	83%	Textiles	100%

Leavers' courses and destinations 2016

Higher Education destinations 2015/2016

- Anglia Ruskin University
- Birmingham City University
- Bournemouth University
- Durham University
- Imperial College London
- Kingston University
- King's College London
- Loughborough University
- Newcastle University
- New York University
- Norwich University of the Arts
- Oxford Brookes University
- Royal Holloway, University of London
- Sheffield Hallam University
- University College London
- University of Bath
- University of Birmingham
- University of Brighton
- University of Buckingham
- University of Cambridge
- University of Exeter
- University of Leeds
- University of Sheffield
- University of Southampton
- University of St Andrews
- University of Surrey
- University of Warwick
- University of York

Higher Education courses 2015/2016

- Art Foundation
- Ancient History
- Architectural Engineering
- Architecture
- Biological Sciences
- Biomedical Engineering
- Business Management
- Civil Engineering
- Economics
- Economics and Statistics
- Education, Culture and Childhood
- Energy Engineering
- Film
- Geography
- History and Ancient History
- Hospitality Management
- Interior Design
- Law
- Mathematics
- Marketing
- Media and Communication
- Medicine
- Music
- Philosophy
- Politics
- Psychology
- Psychology Architecture
- Religious Studies and Theology
- Spanish and Latin American Studies

Arts Award

Bronze Award

Isobel B.	Katrina E.	Shona M. P.	Emily T.
Annabelle B.	Rebecca G.	Alice P.	Hannah W.
Catherine B.	Francesca H.	Ella P.	Sophie W.
Eiléanór C.	Christina L.	Emily P.	Jessie W.
Olivia D.	Eve M.	Charlotte S.	

Silver Award

Clemmie C.	Iris H.	Isabella S.
Windhy C.	Emma P.	Rachel T.
Zoe G.	Charlotte S.	Fatima Y.

Biology

Biology Challenge (Year 10)

Mariana G. O. - Silver
 Athena L. - Silver
 Elena G. - Bronze
 Iona S. - Bronze
 Charlotte S. - Highly commended

Biology Olympiad (Sixth Form)

Celeste C-C. - Gold (only 6% of students achieved this award)
 Ellen C. - Bronze
 Natasha C-C. - Highly commended
 Christina C. - Commended

Duke of Edinburgh's Awards 2016/2017

Bronze Award

Gabrielle A.	Delia D-S.	Verity O.
Emily B. G.	Martha D.	Jessica O.
Louise B. G.	Hannah E	Aurelia P-G.
Anna B.	Daisy F.	Aleksandra R
Louisa B.	Beatrice H-L.	Lydia S.
Frances B.	Emily H.	Monika S.
Coco C.	Lucy L.	Lucy T.
Cara C.	Helena L.	Annabel T.
Polly C.	Kiko L.	Isabelle T-G.
Grace C.	Rebecca L.	Nichapa U.
Annabel C.	Aislin Mc.	Sidney W.
Emma C.	Niamh Mc.	Sophie W.
Megan C.	Daisy M.	Sophie Y.
Clemmie C.	Dana N.	Tianyi Z.
Jodie D.	Emmanuella N.	

Silver Award

Louise B.G.	Eva H.	Roisin S.
Lucy B.	Kerri H-T.	Olivia S.
Frances B.	Tyler H.	Milly S.
Katie B.	Daisy K.	Alice S.
Cristina C. H.	Sophie K.	Elizabeth S.
Melissa C.	Yan Yiu L.	Annabel T.
Yeonwoo C.	Ella L.	Isabelle T-G.
Emma C.	Matilda M.	Bean W.
Annabel C.	Eilidh P.	Peng W.
Mary F.	Ellen P.	Zihan Y.
Amy H.	Julia P.	

Gold Award

Ludo C.	Isabelle L.	Lucy S.
Ellen C.	Alice P.	Charuna T.

Enterprise

Young Enterprise Competition – Cambridge (Sixth Form)

Award - Best Company Report

Award - Company of the Year (qualified for regional finals)

Estelle C.	Kiki K.	Rahimah M.
Janice F.	Frances K.	Éclair S.
Cherry H.	Michelle L.	Raphaella V.D.S.
Coco I.	Katie L.	Kelly Y.
Celine J.	Yinuo M.	Coco Z.

LAMDA Speech & Drama examinations

Kiana S.	Stage 2	Introductory Graded Examination Solo	with distinction
Amy C.	Grade 1	Level 1 Award in Communication Speaking Verse & Prose	with merit
Cecilia V-F.	Grade 1	Level 1 Award in Performance Acting Combined	with distinction
Clementine W.	Grade 1	Level 1 Award in Performance Acting Combined	with merit
Amelia A.	Grade 2	Level 1 Award in Communication Speaking Verse & Prose	with distinction
Ellen A.	Grade 2	Level 1 Award in Communication Speaking Verse & Prose	with distinction
Harper A.	Grade 2	Level 1 Award in Communication Speaking Verse & Prose	with distinction
Amelie A.	Grade 2	Level 1 Award in Communication Speaking Verse & Prose	with distinction
Sophia B.	Grade 2	Level 1 Award in Communication Speaking Verse & Prose	with distinction
Freya B.	Grade 2	Level 1 Award in Communication Speaking Verse & Prose	with merit
Imogen C.	Grade 2	Level 1 Award in Communication Speaking Verse & Prose	with distinction
Ella C.	Grade 2	Level 1 Award in Communication Speaking Verse & Prose	with distinction
Medeea G.	Grade 2	Level 1 Award in Communication Speaking Verse & Prose	with distinction
Kaitlin G.	Grade 2	Level 1 Award in Communication Speaking Verse & Prose	with distinction
Emily H.	Grade 2	Level 1 Award in Communication Speaking Verse & Prose	with distinction
Annabel M.	Grade 2	Level 1 Award in Communication Speaking Verse & Prose	with merit
Georgia M.	Grade 2	Level 1 Award in Communication Speaking Verse & Prose	with merit
Alexandra M.	Grade 2	Level 1 Award in Communication Speaking Verse & Prose	with merit
Bethany P.	Grade 2	Level 1 Award in Communication Speaking Verse & Prose	with distinction
Isabel R.	Grade 2	Level 1 Award in Communication Speaking Verse & Prose	with merit
Amelie S.	Grade 2	Level 1 Award in Communication Speaking Verse & Prose	with distinction

LAMDA Speech & Drama examinations

Lucy S.	Grade 2	Level 1 Award in Communication Speaking Verse & Prose	with merit
Felicity W.	Grade 2	Level 1 Award in Communication Speaking Verse & Prose	with merit
Zoe A.	Grade 3	Level 1 Award in Performance Acting Duo	with distinction
India B.	Grade 3	Level 1 Award in Performance Acting Duo	with distinction
Olivia B.	Grade 3	Level 1 Award in Performance Acting Duo	with merit
Tindra B-H.	Grade 3	Level 1 Award in Performance Acting Duo	with distinction
Jessica D.	Grade 3	Level 1 Award in Performance Acting Duo	with distinction
Catherine L.	Grade 3	Level 1 Award in Performance Acting Duo	with distinction
Brooke L.	Grade 3	Level 1 Award in Performance Acting Duo	with distinction
Hannah P.	Grade 3	Level 1 Award in Performance Acting Duo	
Charlotte P.	Grade 3	Level 1 Award in Performance Acting Duo	with distinction
Elodie P.	Grade 3	Level 1 Award in Performance Acting Duo	with merit
Lily R.	Grade 3	Level 1 Award in Performance Acting Duo	with merit
Isabella R. L.	Grade 3	Level 1 Award in Performance Acting Duo	with merit
Katherine S.	Grade 3	Level 1 Award in Performance Acting Duo	with distinction
Jennifer S.	Grade 3	Level 1 Award in Performance Acting Duo	with distinction
Olivia T. W.	Grade 3	Level 1 Award in Performance Acting Duo	
Lily U.	Grade 3	Level 1 Award in Performance Acting Duo	with distinction
Ella G.	Grade 3	Level 1 Award in Performance Acting Duo	with distinction
Emily T.	Grade 3	Level 1 Award in Performance Acting Duo	with distinction
Mackenzie A.	Grade 4	Level 2 Award in Performance Acting Duo	with distinction
Sofia B. F.	Grade 4	Level 2 Award in Performance Acting Duo	with merit
Isobel C.	Grade 4	Level 2 Award in Performance Acting Duo	with distinction
Natasha C.	Grade 4	Level 2 Award in Performance Acting Duo	with merit
Alice K.	Grade 4	Level 2 Award in Performance Acting Duo	with merit
Francesca K.	Grade 4	Level 2 Award in Performance Acting Duo	with distinction
Reyati L.	Grade 4	Level 2 Award in Performance Acting Duo	with merit
Dharma L.	Grade 4	Level 2 Award in Performance Acting Duo	with distinction
Alice M.	Grade 4	Level 2 Award in Performance Acting Duo	with distinction
Stephanie M.	Grade 4	Level 2 Award in Performance Acting Duo	with distinction
Emily O.	Grade 4	Level 2 Award in Performance Acting Duo	with distinction
Rhiannon P.	Grade 4	Level 2 Award in Performance Acting Duo	with distinction
Isabella R.	Grade 4	Level 2 Award in Performance Acting Duo	with distinction
Lilianna S.	Grade 4	Level 2 Award in Performance Acting Duo	with distinction
Amelia S.	Grade 4	Level 2 Award in Performance Acting Duo	with merit

LAMDA Speech & Drama examinations

Alexandra S.	Grade 4	Level 2 Award in Performance Acting Duo	with distinction
Matilda T.	Grade 4	Level 2 Award in Performance Acting Duo	with merit
Holly T.	Grade 4	Level 2 Award in Performance Acting Duo	with merit
Jennifer B.	Grade 5	Level 2 Award in Performance Acting Duo	with merit
Isobel B.	Grade 5	Level 2 Award in Performance Acting Duo	with distinction
Francesca H.	Grade 5	Level 2 Award in Performance Acting Duo	with distinction
Christina L.	Grade 5	Level 2 Award in Performance Acting Duo	with merit
Charlotte S.	Grade 5	Level 2 Award in Performance Acting Duo	with distinction
Sophie W.	Grade 5	Level 2 Award in Performance Acting Duo	with distinction
Cara C.	Grade 6	Level 3 Certificate in Performance Acting - Duo - Bronze Medal	with merit
Annabel C.	Grade 6	Level 3 Certificate in Performance Acting - Duo - Bronze Medal	with merit
Clemmie C.	Grade 6	Level 3 Certificate in Performance Acting - Duo - Bronze Medal	with distinction
Charlotte D.	Grade 6	Level 3 Certificate in Performance Acting - Duo - Bronze Medal	with merit
Gigi D.	Grade 6	Level 3 Certificate in Performance Acting - Duo - Bronze Medal	with distinction
Daisy F.	Grade 6	Level 3 Certificate in Performance Acting - Duo - Bronze Medal	with distinction
Zoe G.	Grade 6	Level 3 Certificate in Performance Acting - Duo - Bronze Medal	with merit
Emily H.	Grade 6	Level 3 Certificate in Performance Acting - Duo - Bronze Medal	with merit
Olivia H.	Grade 6	Level 3 Certificate in Performance Acting - Duo - Bronze Medal	with merit
Helena L.	Grade 6	Level 3 Certificate in Performance Acting - Duo - Bronze Medal	with distinction
Dana N.	Grade 6	Level 3 Certificate in Performance Acting - Duo - Bronze Medal	with merit
Verity O.	Grade 6	Level 3 Certificate in Performance Acting - Duo - Bronze Medal	with merit
Annabel T.	Grade 6	Level 3 Certificate in Performance Acting - Duo - Bronze Medal	with distinction
Isabelle T-G.	Grade 6	Level 3 Certificate in Performance Acting - Duo - Bronze Medal	with distinction
Amelia K.	Grade 8	Level 3 Certificate in Performance Acting - Duo - Gold Medal	with distinction
Ella N.	Grade 8	Level 3 Certificate in Performance Acting - Duo - Gold Medal	with distinction
Caitlin J.	Grade 8	Level 3 Certificate in Performance Acting - Solo - Gold Medal	with distinction

UK Maths Challenge

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

Junior Maths Challenge (Year 7-Year 8)

Year 7

Anny C.	Gold
Lizzie A.	Silver
Emily H.	Silver
Joanna T.	Silver
Maryam G.	Bronze
Lucy M.	Bronze

Year 8

Kilda M.	Gold
Emily T.	Gold
Zoe A.	Silver
Alice G.	Silver
Eve H.	Silver
Catherine L.	Silver
Renee L.	Silver
Sarah R.	Silver
Victoria W.	Silver
Madeline A.	Bronze
Emilia C.	Bronze
Thea H.	Bronze
Eliza M.	Bronze

UK Team Maths Challenge

Placed 4th out of 30 schools at the competition

Jiyoung S.	(Year 9)
Cindy H.	(Year 9)
Sarah R.	(Year 8)
Emily T.	(Year 8)

Intermediate Maths Challenge (Year 9 – Year 10)

Year 9

Jiyoung S.	Gold
Belinda T.	Gold
Cindy H.	Silver
Rosie E.	Bronze

Year 10

Echo G.	Gold
Iona S.	Gold
Lily A.	Silver
Isobel B.	Silver
Lucy C.	Silver
Mariana G. O.	Silver
Lucy P.	Silver
Anna C.	Bronze
Amy H.	Bronze
Athena L.	Bronze
Xing Qing L.	Bronze
Rosemary T.	Bronze
Clara W.	Bronze
Sally Z.	Bronze

Intermediate Kangaroo (Year 9 – Year 10)

Belinda T.	Merit
Cindy H.	Merit
Echo G.	Merit
Hanqi S.	Qualification

Intermediate Olympiad (Year 9 – Year 10)

Jiyoung S.	Merit
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Senior Kangaroo (Year 11 and Sixth Form)

Titania H.	Merit
Megan W.	Qualification
Lucy W.	Qualification

British Mathematics Olympiad (Year 11 and Sixth Form)

Selena Y.	Distinction
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Senior Maths Challenge (Year 11 and Sixth Form)

Year 11

Lucy T.	Silver
Gigi D.	Bronze
Zoe G.	Bronze
Iris H.	Bronze
Rebecca L.	Bronze
Kiko L.	Bronze
Daisy M.	Bronze
Tianyi Z.	Bronze

Lower Sixth

Shirley C.	Gold
Titania H.	Gold
Megan W.	Gold
Lucy W.	Gold
Selena Y.	Gold
Rose Z.	Gold
Roca C.	Silver
Jesslyn F.	Silver
Jacqueline L.	Silver

Upper Sixth

Coco Z.	Silver
Coco I.	Bronze
Kelly Y.	Bronze

Music

Commitment colours

Colours are awarded as follows: **Blue = 1 ensemble**, **Green = 2/3 ensembles**, **Red = 4 ensembles**, and **Gold = 5 or more ensembles**.

Year 7

Amelia A.	Blue	Juliette L.	Blue	Dasha K.	Green
Daisy D.	Blue	Temwani M.	Blue	Roxanne R.	Green
Georgie D.	Blue	Emily M.	Blue	Sophie S.	Green
Emma G. O.	Blue	Isabel R.	Blue	Diya S.	Green
Lola H-L.	Blue	Amelie S.	Blue	Maria S.	Green
Imogen H-H.	Blue	Joanna T.	Blue	Esther W.	Green
Emily H.	Blue	Lucy D.	Green	Maryam G.	Red
Anna H.	Blue	Kaitlin G.	Green	Sophie R.	Red
Imogen H.	Blue	Emily H.	Green		

Year 8

Sofia A.	Blue	Catherine L.	Blue	Alice G.	Green
India B.	Blue	Eliza M.	Blue	Lizzie W.	Green
Laura C.	Blue	Isabella R. L.	Blue	Madeline A.	Green
Emilia C.	Blue	Olivia T. W.	Blue	Cecilia R. B.	Green
Sarah H.	Blue	Emma G.	Green	Rosie P.	Red

Year 9

Sireen A.	Blue	Martha L.	Blue	Mia R. B.	Green
Tabitha D.	Blue	Cathy W.	Blue	Eunice R.	Green
Grace H.	Blue	Sofia B. F.	Green	Jiyoung S.	Green
Issy H.	Blue	Jessica C.	Green	Olivia B.	Gold
Zara K.	Blue	Keeva M.	Green	Bella T.	Gold

Year 10

Isobel A.	Blue	Athena L.	Blue	Sally P.	Green
Lily A.	Blue	Emily P.	Blue	Beth W.	Green
Maria C.	Blue	Iona S.	Blue	Annabelle B.	Red
Lucy C.	Blue	Lois T.	Blue	Alexandra H.	Red
Abby G.	Blue	Clara W.	Blue	Rebecca G.	Gold
Melissa L.	Blue	Isobel B.	Green	Eve M.	Gold

Year 11

Anna B.	Blue	Ellen L.	Blue	Gigi D.	Red
Clemmie C.	Blue	Lydia S.	Green	Aislin M.	Red
Beatrice H-L.	Blue	Lucy T.	Green	Amelia S.	Gold
Kiko L.	Blue				

Lower Sixth

Lily B.	Blue	Roca C.	Blue	Jesslyn F.	Green
Kathy C.	Blue	Christina C.	Green	Henrietta M.	Red

Upper Sixth

Ruolan Y.	Blue	Morgaine O.	Green	Lerato M.	Gold
Cherry C.	Green	Anna S.	Green		

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

Isobel A.	Grade 5	Trumpet	
Lily A.	Grade 6	Piano	
Elizabeth A.	Grade 2	B Flat Cornet	with merit
Lucy B.	Grade 5	Singing	with distinction
Isobel B.	Grade 4	Flute	with merit
Annabelle B.	Grade 8	Singing	with distinction
Christina C.	Grade 7	Oboe	with merit
Roca C.	Grade 8	Singing	with merit
Lucy C.	Grade 5	Violin	with merit
Lucy C.	Grade 5	Piano	
Shirley C.	Grade 6	Piano	
Laura C.	Grade 3	Flute	with merit
Tabitha D.	Grade 3	Flute	
Marianna G. O.	Grade 6	Piano	with merit
Maryam G.	Grade 5	Singing	with distinction
Kaitlin G.	Grade 3	Cello	with merit
Ella G.	Grade 4	Singing	with merit
Echo G.	Grade 5	Piano	
Rebecca G.	Grade 5	Flute	
Sarah H.	Grade 2	Piano	with merit
Grace H.	Grade 3	Cello	with merit
Oon I.	Grade 1	Piano	
Dasha K.	Grade 3	Trombone	
Melissa L.	Grade 6	Violin	with merit
Athena L.	Grade 5	Guitar	
Keeva Mc.	Grade 3	Singing	with merit
Aislin M.	Grade 6	Alto Saxophone	with merit
Dana N.	Grade 4	Singing	
Mia R. B.	Grade 6	Singing	with distinction
Isabella R.	Grade 3	Singing	with merit
Sophie R.	Grade 3	Double Bass	with merit
Charlotte S.	Grade 5	Singing	with merit
Hannah T.	Grade 2	Piano	
Belinda T.	Grade 6	Piano	with distinction
Lily Boo U.	Grade 3	Singing	with merit
Bethany W.	Grade 7	Cello	with merit
Ruolan Y.	Grade 8	Cello	
Sally Z.	Grade 1	Violin	

Sport

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

For athletics:	Alice F.
For gymnastics:	Mackenzie A.
	Alice K.
	Zara K.
For hockey:	Ella B.
	Ella P.
For netball:	Miranda E.
For tennis:	Rosanna B.
	Jasmine L.
	Alexandra M.
For athletics & hockey:	Zara B.
For cross-country & gymnastics:	Eve D.
For gymnastics & hockey:	Lizzie H.
For gymnastics & netball:	Ruby G.
For hockey & netball:	Maiya F.
	Chrissie K.
For athletics, cross-country & gymnastics:	Matilda T.
For athletics, cross-country & hockey:	Lizzie D.
For athletics, gymnastics & netball:	Lilianna S.
For athletics, netball & tennis:	Cristina H-P.
For hockey, netball & tennis:	Grace H.
For gymnastics, hockey & netball:	Charlotte L.
For athletics, hockey, netball & tennis:	Francesca K.
For athletics, tennis, hockey, netball & gymnastics:	Amelie D.
For athletics, cross-country, gymnastics, hockey, netball & tennis:	Grace K.

In the Upper School, half colours are awarded in recognition of outstanding commitment in Years 10 & 11

For athletics:	Caitlin H.
For gymnastics:	Daisy M.
For netball:	Niamh M.
	Stephanie O. F.
	Annabel T.
For tennis:	Amelia S.
For athletics & tennis:	Hannah E.

In the Upper School, full colours are awarded for ability as well as commitment in Years 10 & 11

For gymnastics:	Grace C.
	Helena L.
	Meg R.
For hockey:	Annabel T.
For netball:	Aislin M.
For athletics & gymnastics:	Daisy F.
For athletics & hockey:	Niamh M.
	Isabella T-G.
	Sidney W.
For athletics & netball:	Ellen L.
For cross-country & tennis:	Anna B.
For hockey & netball:	Olivia H.
	Amelia S.
For hockey & tennis:	Annabel C.
	Megan C.
For netball, hockey & tennis:	Cara C.
For athletics, hockey & netball:	Lottie D.
For athletics, gymnastics, hockey & netball:	Emily H.
For athletics, cross-country, hockey, netball & swimming:	Jess O.

In the Sixth Form, full colours are awarded for ability as well as commitment

For rowing: (Red bar badge)	Julie C.
	Honora D.
	Isabelle L.
	Cody Y.
For hockey: (Silver bar badge)	Lucca C.
	Millie K.
	Kirsty T.

Girls who have competed at County, Regional and National level in 2016/2017

Athletics – Regional and National Schools	Elizabeth W.
	Charlotte D.
	Annabel Q.
Cross Country - Regional	Arabella H.
Cross Country - National	Matilda T.
International fencing	Holly T. - Eastern Region
	Youth Championships 3rd place
County junior golf	Morgan T.
Gymnastics	Maya B. - Grade 3 County Champion
	Alexandra K. - Elite Competition Squad
JAC hockey	Arabella H.
	Grace K.
	Alexandra K.
	Elizabeth W.
	Competition Squad:
	Francesca K.
	Ella B.
Tier 1 England hockey/ National performance centre	Amelia S.
Satellite netball	Grace K.
County netball	Nicole T.
	Maiya F.
Regional Academy netball	Anya F.
National U18 indoor rowing	Emily H.
County swimming	Lily R.
	Jessica F.

Physics

AS British Physics Olympiad

Jesslyn F.
Titania H. (Silver Award)
Selena Y. (Gold Award)

Selena Y. has been selected to join the UK team for the International Olympiad on Astronomy and Astrophysics (IOAA) in Thailand in November 2017 – and will be the only female team member.

STEM (Science, Technology, Engineering and Mathematics)

Rotary Club of Cambridge's Technology Tournament (Year 9)

Award for best portfolio:

Zara K.
Keeva M.
Emily O.
Bella T.

Award for overcoming difficulties:

Sofia B.F.
Katie H.
Alice K.
Reyati L.



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St Mary's School
CAMBRIDGE