



St Mary's School  
CAMBRIDGE

MAGNOLIAN  
2017/2018





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## FROM THE Headmistress

Our school community has successfully concentrated on two Mary Ward characteristics: 'Following in Christ's Footsteps' and 'Encouraging Hard Work and Excellence'. Students have continued to take the initiative for the greater good.



We have established a Girl Up! group at St Mary's; the students have written a mission statement with a focus on public speaking and advocacy (recognising that they already do a lot of fundraising as a school). Things that matter to the girls include mental health issues and modern day slavery; regarding the former, we held an inaugural and successful Mental Health Awareness week in May. Some of our Sixth Form students have taken part in the CAFOD Young Leaders Programme which again supports advocacy. In an academic arena, our Head of Science launched the STEMM (Science, Technology, Engineering, Mathematics & Medicine) Award as an option in our Tuesday afternoon activity session which enables Student Science Ambassadors to promote STEM in primary schools. Our Student Council continues to be a source of practical advocacy. In a bid to support healthy lifestyles, we installed over a dozen new drinking water dispensers around the site this Easter, which were complemented by the distribution of branded, reusable, aluminium water bottles for all girls and staff. The goal is a significant reduction in the School's use of plastics in terms of both one-use cups and water bottles, which has been an ambition of the Student Council for some time.

Curriculum innovation continues and our digital strategy has developed this year, with trials using Amazon Echo and student engagement through the Junior School Tech Council and Senior School Digital Leaders. We are planning virtual field trips, speakers on Skype and an international collaboration project enabled by our technology. From September 2018,

*Welcome to our new-look Magnolian. In my 11th year as Headmistress, and with our 120th anniversary year approaching, we thought it an opportune time to try something new. We hope you enjoy it and please do let us know what you think via email on [questions@stmaryscambridge.co.uk](mailto:questions@stmaryscambridge.co.uk)*

Year 7 students will study Resistant Materials as part of their Technology curriculum and Sixth Form students will have the opportunity to complete the Prue Leith Food & Wine course coupled with Hospitality & Management, as well as all Sixth Form students benefitting from a Thinking Skills programme, which has been planned in conjunction with the Philosophy Ethics & Religion programme.

We continue to develop our sporting provision, most notably rowing. Stuart Cain has been appointed as our Rowing Co-ordinator. A very experienced rower and coach, having coached for Team GB, Girton College, Cambridge 99s, and other rowing roles (including summer programmes in the USA), he is developing the profile of rowing across the school from Year 7 upwards. This includes weekend rowing for around sixty girls as well as a very successful, 6-week summer rowing programme, to be repeated this summer, and an Easter rowing camp. Stuart Cain joined Stuart Westley and me at the City of Cambridge Rowing Club dinner on Saturday 21 October, at which I signed the formal agreement with CCRC relating to our joint project for the development of the boathouse on the Cam. The existing CCRC boathouse is scheduled to be demolished at the end of the current rowing season (after town bumps this summer) and will be re-built over the winter. The new CCRC/St Mary's boathouse will be re-opened in Spring 2019.

Regarding international matters, our Australian exchange was a particular success this year, with four strong students bonding well with their

partners; for summer 2018 we have invited six very impressive Year 10 students to take part. We organised an inaugural and very successful trip to China over the Easter holiday, which was a linguistic and cultural feast for the 16 students who participated. We ran a waiting list and are looking to repeat the trip next year.

Our Asian alumnae are also doing their part to support links across the continents. Two Hong Kong alumnae are working hard on various projects in Hong Kong, including setting up both a Hong Kong wing of the Pastonian Association and a London Asian branch; they are also keen to establish a buddy programme for prospective students. It is so affirming when Pastonians remain so committed to their school.

Finally, the CJ community has discerned that it will be building a new secondary school at Mbzio, Zimbabwe, where it already has a very successful 1,000 plus pupil junior school. St Mary's has been concentrating the majority of our fundraising efforts across the school community on this project this year and will be so doing for the foreseeable future.

**Charlotte Avery**

## FROM THE Bursar

In terms of the School estate, these are busy times! As we near the end of my first full year in post, there have been some great improvements around the school, which have included completion of the boarding house work, with the exterior of Mary Ward House being painted and new driveways installed.

At the Junior School, there have been similar external improvements to the rear playgrounds and fencing, as well as our planned painting and decorating schedule internally.

The Senior School has seen a number of refurbishment projects completed, including our new Drama studio, and refurbished classrooms for Geography and ICT. We have created a permanent photographic lighting studio for GCSE and A Level Art & Photography students to develop 'shoots' to support their coursework and we have created a digital art suite. Again, these works are complemented by our usual programme of painting and decorating across various parts of the school.

Still to come this summer is the creation of a new Design & Technology classroom at the rear of the Art Centre (allowing Resistant Materials to be offered to



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our new Year 7 students from September), remodeling of the Reception area in order to ease the flow of students around the building, and refurbishment of a number of our washroom areas. In addition, we continue to maintain our excellent health and safety environment with works undertaken to the rooves and trees across the School estate.

You may also have noted the increased number of cold water fountains around the school buildings – these have been installed in line with our whole-school drive for improving our environmental impact through reduction in one-use plastic bottles and cups, and complementing the recent investment in bottles, which have been distributed to students and staff.

Completion of two projects will move sport on considerably and will benefit the girls for many

years to come. Our joint investment in rowing facilities at the City of Cambridge Rowing Club boathouse will take our rowing provision to the next level. In addition, we continue to work with Homerton College on the plans for the renewal of facilities on our sports fields at Long Road. Having satisfied the many prerequisites of developing these facilities on our site in the greenbelt, we are now on track to take the proposals to the planners this summer, with a view to beginning work on site in the Autumn Term 2018.

St Mary's has a strong commitment to investment in new facilities, curriculum and co-curricular opportunities for all students and I look forward to planning the next phase throughout the course of the next academic year.

Mark Johnstone

## FROM THE Head of Juniors



I would like to introduce you to five of my friends; these friends were new to me at the beginning of this year but we are now well acquainted. I know their strengths and weaknesses, their quirks, their successes and failures and most importantly I accept them as they are and we support each other to be our best possible selves.

In the Autumn Term, I introduced my friends to the whole school community; as I would expect from any St Mary's girl, they welcomed them into our happy school with open arms and minds. They are now a part of the girls' daily lives, particularly in the classroom, and they are integral to teaching and learning. I am of course speaking about our five High Performance Learning (HPL) characters: Esmerelda the Elephant, Astrid the Ant, Octavia the Owl, Maisy the Monkey and Sylvie the Swan. Each character represents a different HPL thinking skill. It is disingenuous to say that they were originally my friends, as they are really the inception of the girls; they designed how the characters look in a design competition, they chose their names in a whole

school vote and through a series of Head's Assemblies created the common language we would use when speaking about their strengths. This has been a shared project so that the girls have a sense of ownership; it is done with them, not to them, as can be the case in education so often. This has been at the core of why the introduction of the HPL framework has been a success in the Junior School: we now have an effective teaching and learning framework tailored to our unique setting that the pupils and staff understand and embrace and should ultimately lead to better academic outcomes for our girls. As Mary Ward inspires the girls to be their best selves personally, our five new friends inspire the girls to be their best selves academically.



### Outreach

As independent schools with charitable status, it is important that we support our state school partners. This year, we embarked on our very first outreach event in the Junior School. In partnership with the Royal Academy of Engineering, we hosted a STEM day and invited 25 Year 5 girls from Fulbourn Primary School to work with our Year 5 girls in

engineering project groups. The day was enjoyed by all and this is something that we plan to repeat annually. Moreover, we are now beginning to work closely with the Royal Academy of Engineering on other projects which will further strengthen our position as a STEM Ambassador school.

### Outdoor Learning

This year has also seen the introduction of Forest Schools. We always endeavor to make the Junior School curriculum as rich and diverse as possible so in introducing Forest Schools we are adding outdoor education to our curriculum. The girls have been delighted with this new initiative; there has been den building, fire making, toasting marshmallows and tree climbing. It has been an excellent opportunity for our girls to learn more about nature and take risks in a safe environment. As we all worry about the minimal amount of time this generation of children spends outdoors, our Forest Schools programme is enabling the girls to spend more time outside doing what children used to do!



This May, Year 3 spent a night in school, well on the lawn, in our very first Year 3 residential! The girls 'glamped' in bell tents kitted out with carpet and fairy lights. They cooked their homemade burgers over an open fire and enjoyed a film night before a restful night in the fresh air followed by a homecooked breakfast.

### Digital

This year we have introduced a Tech Council and each class has a Techie who sits on the council. The council helps to inform the future digital direction of the Junior School. They have trialed the Amazon Echo, which now spends a week in each class every term, VR headsets and a cloud-based blog. They are also called upon by class teachers and learning support assistants to help with IT problems and find solutions to problems such as how to upload our homework to OneNote!

As you can see we have had another busy year in the Junior School. We continue to work hard as a community to improve the school we all love so much, so that the girls have a rich and varied curriculum, they feel safe and nurtured and they leave the Junior School with great confidence and core values that will serve them throughout their life.

Matthew O'Reilly

## FROM THE Head of Sixth Form

When reviewing the Sixth Form year it is hard to know where to start. When I look around our community I see a group of young women who are passionate, proactive and thriving on their Sixth Form journey.

For each of our students the joy, and the challenges, of Sixth Form manifest differently, but all are living out the St Mary's philosophy of developing individual personalities, flourishing academically and discovering their passions. In support of this our Ladies who Lunch programme this year has enabled our students to hear from some excellent speakers such as Ms Heather Sonnet, Head of Brewin Dolphin in Cambridge, and Ms Mel Boyle, whose career in Biology and Pharmaceuticals has included having worked for AstraZeneca.

In addition, we held our second Speed Networking event where Lower Sixth students were invited to meet with professionals from various industries. This year we welcomed an architect, a vet, a company director and a paediatric doctor, among others, whilst also having the privilege of welcoming back alumnae who have gone on to work in government and as emergency medical consultants.

Much of Sixth Form focuses on looking ahead and what's next, whether that be further education of some kind or career options. Looking at the here and now, our students have had some remarkable experiences and successes this year. Our Arts have been particularly strong this year, with students competing in the Cambridge Area Young Artist Competition, and Sixth Form Photography students successfully having their work selected for an exhibition at the Espacio Gallery in London. The creation of a new digital Art suite for Sixth Form students has been a well-received development by our creative students. No Sixth Form year is complete without an outstanding performance by our drama students and this year was no different as we witnessed the extraordinary production of *Living with Lady MacBeth* - a professional cast would be hard pressed to produce anything better. The creative talents of our Sixth Form have been further showcased in the Music department this year. Music Captain Henrietta McF. won our Young

Musician of the Year competition, wowing our adjudicator Nigel Kerry with her performance of *Legende* by Wieniawski. The chamber choir, Allegro, performed Vivaldi's *Gloria* alongside the professional ensemble 'Eboracum Baroque' in a concert which took place in the beautiful chapel of Clare College, Cambridge. We are also very proud of Lily B. who won the prize for the best vocalist at the Royal Academy of Music - quite spectacular! The Arts are a real feature of our Sixth Form and we enjoy them daily, from the art work which is displayed on walls throughout the school, to the musicians who support school events from concerts to the music for Mass, not forgetting the highly anticipated Sixth Form Revue which this year featured a particularly memorable sketch of Mrs Latham's classroom and Mr Bennett's house party.

Along with the creative side, Sixth Form students also took part in the United Kingdom Mathematics Trust (UKMT) Senior Mathematics Challenge. This year, five students achieved the Gold Certificate progressing to the Kangaroo stage, with Selena Y. winning Best in School.

As ever, we have an incredibly active community with a large number of our students taking part in the Gold Duke of Edinburgh's Award and playing for school sport teams. The Sixth Form Hockey Team have had their best season yet, beating the Stephen Perse Foundation, King's Ely and Hills Rd 2nd XI - well done team!

We have also had some wonderful leadership opportunities this year. A number of our students attended a leadership workshop early in the year. The focus of the workshop was nurturing leadership skills, providing a great opportunity for students to learn more about facing their fears, overcoming them and developing public speaking skills. The workshop aimed to boost students' confidence ahead of them moving on to Higher Education or out into the

workplace. We also have students acting as CAFOD Young Leaders in order to use their voice to support the global community.

There is so much more I could have mentioned here: the Boarders' Concert, our cultural trip to Amsterdam, speakers, trips, rowing, STEM conferences, fund raising, Sixth Form socials to name but a few. As I look around

our community I am very proud of the young women I see and the talents they all possess. Each of our students is unique, and the Sixth Form would have been a very different place this year without any single one of them. It has been a privilege to watch the Sixth Form journey this year and to have been a small part of it.

Ruth Taylor



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## FROM THE Director of Digital Strategy

Technology is not a new aspect to education. Throughout the ages we have seen technical advances which have shaped, and been shaped by, the role of schools and education.

Technology has always played an important role in education. The American education blogger, Kevin Jarrett, summed it up well when he said, “You can’t spell teach without T-E-C-H” (Kevin Jarrett, 2008). However, we have witnessed a technological revolution which has redefined many aspects of the lives of our students, and which has led all schools to reconsider what it means to be a 21st Century student.

Today’s students grow up with developing technology and access to the Internet anytime, anywhere. They have become familiar with mobile phones, computers, digital cameras, console games etc. from birth. As a result of all these innovations, our students are no longer thinking and sourcing information as they may have done in the past.

Technology has changed the way in which students learn, gather information, think and interact. As a consequence, it is our duty to ensure that we are constantly reviewing our processes, teaching and environment so that they are fit for purpose and we are able to meet our duty of care; that is, that we

effectively prepare our students for a life beyond school.

We are committed to being a digital school in a way that helps our students to prepare for their future. As ever, technology is a means of us providing the best education possible for our students. It is a means of underpinning our core purpose and values. In order to be able to achieve this in the best way possible, this year we changed the digital infrastructure of the School.

The whole school - Junior School, Senior School, staff and students - have moved to work through a digital platform called Microsoft 365 supported by CloudBase. All students can now access their school work on any device, wherever they are. Hopefully, this will improve organization and efficiency for students when completing school work. Never again can they lose their work because a laptop broke or they forgot to email the work to themselves! More importantly, it gives them the experience of working in a digital environment which is more akin to what they will face once they leave our School. As part of

this approach, Year 7 and Sixth Form students were issued with their own devices to use in school, so now all Senior School students have a 1:1 device.

Digital technologies help to improve teaching and learning by:

- **supporting authentic, creative and collaborative learning**
- **enabling a wide range of assessment approaches**
- **complementing face-to-face contact**
- **encouraging productive learning outside the classroom**

Of course, much of this we have been doing as a school for many years. This new platform is about ensuring that our curriculum, teaching and infrastructure remains up to date as the world around us changes.

Technology and its ability to enhance teaching and learning does not stand still. Infrastructure changes this year have enabled us to explore and engage with numerous opportunities which were not available to us before. As a starter, we have been trialling the use of Amazon Echo in the Music department and Library, we are developing a digital leaders programme for our students and investigating ways of bringing resources into the classroom through means such as virtual field trips. Watch this space!

Ruth Taylor

As a flavour, here are some examples of where digital resources are being used to support teaching and learning at St Mary’s:

- OS maps, World Bank, Google Earth and satellite images in Geography.
- Kerboodle textbook, information sheet and video clips in Psychology.
- SpeedStep to develop ideas in different colourways, using the Pure Flow app to produce flow charts, taking photos at different stages of making in Textiles.
- Kahoot and Quizlet to support Food Technology revision.
- Photoshop and Abode creative suite to allow Art students to create ‘joiner’ images related to the artists David Hockney.
- CloudBase collaborative features to build essay plans in History.



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 ”



## FROM THE Head of Boarding

As the academic year draws to a close, it is a pleasure to reflect on what has been a very busy year in boarding and my first as Head of Boarding.

Every weekend has seen a packed programme of exciting trips and in-house activities organised for the boarders. This year these have included: bowling, cinema, theatre visits, swimming, celebrating Chinese New Year, an Easter egg hunt, a ‘wedding breakfast’ to celebrate the royal wedding, craft workshops, Clip ‘n Climb, Bletchley Park, Bicester Village, punting, The Fitzwilliam Museum, walks to Grantchester and a weekend residential to Oxford. An exciting innovation this year has been the introduction of Eton Fives: although this is a sport that has its origins in the 19th Century, it is not widely played except for top public schools, and the girls have enjoyed their professional coaching.

At the end of the Autumn Term, we bade a sad farewell to Mrs Compain-Holt after five years as Head of Boarding and Head of German, as she moved to become Head of Pastoral Care and Boarding at RDFZ King’s College Hangzhou. We also said ‘adieu’ to our Gap Assistants Miss Poole and Miss Stone.

At the beginning of the Spring Term we welcomed our new Gap Assistants: Miss Phoebe Halley and Miss Abbey Downes who joined us from Loreto schools in Australia. At the end of January, we welcomed four pupils from China who came for two weeks to experience life living and working in a British boarding school. In March, Ms Sonmez from Robert College in Istanbul spent time speaking with boarding staff, teachers and girls, observing the house routines to see what lessons she might learn and take back to her own school.

The highlight of the Spring Term, however, has to be the wonderful Boarders’ Concert. We sold a record-breaking number of tickets, with all the money raised being used to purchase bikes for girls in Malawi, enabling them to get to school. The concert consisted of acts including dancers, singers and musicians. For the finale, the entire boarding community came

on stage to sing, which really was a special moment. A huge thank you to all the boarders especially Head Boarder for 2017-18 Jesslyn F. and her team of Boarding prefects – Kathy C., Karla M., Christina C. and Jacqueline L. – who produced and directed the concert.

The Summer Term was dominated for many of our boarders by the GCSE and A Level examinations. They all worked extremely hard – I never failed to be impressed by their high levels of motivation and determination. That said, Year 11 and Upper Sixth girls were able to enjoy their own balls before the hard work began, with both events being a wonderful celebrations of their respective journeys at St Mary’s to date.

In May, we said farewell to Miss Dunlop, one of our valued Matrons, as she returned to Australia and we welcomed Miss Severis who begins a full-time post as an English teacher in September. Miss Severis worked at Mary Ward House during the Summer Term and will continue to undertake some evening and weekend boarding duties in the Autumn Term.

Mary Ward House is like a second home to our boarders and we encourage them to treat it as such. Year 9 boarder, Ava, celebrated her birthday with her day girl friends at Mary Ward House. She said, *“One of my friends made a huge rainbow cake and we had lots of fun. I think it was the best birthday ever!”*

As we look ahead to next academic year, I am excited to work in conjunction with the new Head Boarder, Fatima Y. and her team of Boarding Prefects: Catherine Z., Ameena B., Bushra R., Rebecca L. and Nina H. The girls have already come up with some wonderful ways to welcome our new boarders into our community and I can’t wait to see what the next academic year will bring.

Claire Elliott



## FROM THE Director of Christian Life

In an assembly reflection I gave in preparation for All Saints' Day in November, I mentioned a small floor tile set into the side of the altar steps of the abbey church at Ampleforth.

It was a gift from Westminster Abbey and sits alongside the inscription, "Remember the stone from which you are hewn." Since then, we have had occasion to acknowledge, at a number of points during the year, the extended 'families' of which we are part.

In January, the Bishop of East Anglia, Alan Hopes, made his second visit to St Mary's, during which he presided at the annual school Mass to celebrate the birthday of Venerable Mary Ward. Bishop Alan's presence was a visible reminder of our connection with the diocesan family and with other schools in East Anglia. In his homily at the Mass, Bishop Alan reflected on the life of Mary Ward and urged the congregation to dare to be counter-cultural, as she had been.

After Bishop Alan's departure, in the afternoon, tutor groups enjoyed the now traditional birthday tea parties and Years 7 to 9 participated enthusiastically in the 'Witty and Wonderful Mary Ward Drama Competition', writing and producing original scenes and sketches linked with, or based around, the characteristics of a Mary Ward school.

Throughout the year, but particularly on Mary Ward Day, our minds are drawn to remember the global CJ (Congregation of Jesus) and Mary Ward family of which we are a part. The tradition of keeping a minute (at least) of silence to reflect and pray for peace in daily assemblies has been established for a couple of years now; we have been joined in this by a large number of Mary Ward (CJ and Loreto) schools in different parts of the world who have adopted it as part of their communal worship.



This year, we have followed the progress of the early stages of the project to build the new Mary Ward secondary school in Mbizo, Zimbabwe. This is a 'stone' which we hope, in time, will be partly 'hewn' from our efforts, as this has been the focus of much of our fundraising for this year and going forward, and also of our prayers – particularly at the times of recent political uncertainty in the country and at crucial milestones such as the ground-breaking and offering out of contracts.

We have also been focusing on Mary Ward Characteristics: 'Following in Christ's Footsteps' and 'Encouraging Hard Work and Excellence'. As Mary Ward said, truth consists in working to do ordinary things well. In a new venture this year, four of our Lower Sixth students applied to take part in CAFOD's Young Leadership training programme. They worked at three training days held at CAFOD's national HQ in Southwark. With other participants, mostly from London, they developed their skills and knowledge, enabling them to look outward from the immediate school community and come back to school to invite others to do the same.

In March, we had the privilege of hearing from two Pastonians who, as part of our alumnae family, had been 'hewn' from the stone of St Mary's, and had found that Christ's footsteps had led them to develop their working life and excellences in unexpected directions. Yi is an established senior surgeon and Fiona is retraining in medicine after working in laboratory science. In the run-up to the annual Lourdes Fundraising Fortnight, which raised over £1700 to send sick children on pilgrimage to Lourdes, they spoke enthusiastically and very movingly at a lunch for prospective medics and a

whole school assembly about their experience of work and vocation. They reflected on how they had been influenced and affected by their experience at St Mary's and particularly serving the sick on pilgrimage to Lourdes when they were in the Sixth Form. We hear also that, for the second time in recent years, a St Mary's alumna has been appointed Chief Handmaid of the pilgrimage.

It has occurred to me a number of times this year that following in Christ's footsteps at St Mary's, whether from a position of deep personal faith or simply swept along as part of the Christian community, is a great blessing in the way it makes us a part of wider circles of 'friends and family' across the years, regions and nations.

Daniel Bennett

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In his homily at the Mass, Bishop Alan reflected on the life of Mary Ward and urged the congregation to dare to be counter-cultural, as she had been”





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## SECTION



### NEWS

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## INTERNATIONAL VISITS

### *Skiing in Salzburg!*

In December, 45 Senior School students and staff members boarded a coach and headed to the Austrian Alps for a week of skiing. The girls had 5 full days of skiing in the Salzburger SportWelt region, enjoying each day in the snow and sun. On the Sunday, after a morning skiing, the girls travelled to the heart of Salzburg to experience the region's fantastic Christmas Market, a real treat for anyone who needed a last-minute Christmas gift or simply wanted to get into the festive spirit.

Following the Christmas Market, the girls and staff visited a delicious pizzeria to indulge in some well-deserved sustenance. As many of you may know, skiing is a challenging sport that requires a fairly high standard of fitness so, to break up the days, the girls took part in bum boarding and ten pin bowling, and also enjoyed a trip to the local gelateria!



## Our first school trip to China

The Easter break saw a first for our school as sixteen students – from Year 8 to the Upper Sixth – went on the School's first trip to China, accompanied by three members of staff.



On Easter Saturday, the group set out on an 11.5-hour flight to reach their destination of Guangzhou in Southern China – one of China's three largest cities. While the UK was experiencing the coldest Easter in history, our girls set down in a sweltering 32-degree heat before making their way to our apartment for some pizza, and a welcome night's rest.

The group were lucky enough to be hosted by the Tianhe Foreign Language School students and staff who made everyone feel very welcome, and a first breakfast was shared and enjoyed – complete with stainless steel chopsticks – before the planned activities began.

Every day the girls enjoyed an excursion in the morning and then spent the afternoon in school. The visits included a trip to the Traditional Chinese Medicine Museum at the Guangzhou University of Chinese Medicine, South China's largest medical science museum; an excursion to the top of the 604-metre Canton or Guangzhou Tower, the fourth-tallest freestanding structure in the world; a boat trip on the Pearl River; a local art gallery and the Yuen Yuen Taoist Temple.

Afternoons were also busy as the school put on a host of activities including Chinese classic folk dancing, dumpling making, tie-dying, singing and dancing lessons, PE, martial arts and self-defence, and even a show performed by the Chinese students themselves.

Before the flight back, the group enjoyed one last day spent shopping and showing off their karaoke skills. The group returned to school enthused by the trip and all agreed it had been extremely educational and very enjoyable.

## Year 6 pupil dances her way to the top

Year 6 pupil Niamh B. took part in the Imperial Society of Teachers of Dancing (ISTD) National Grand Finals for Ballroom and Latin dancing held in Blackpool at the beginning of November. Niamh competed in five separate events at the competition and got through to the quarter finals in four of them.

Owing to her success at the competition, Niamh is now in the top 20 for the 10 to 11 year old category. On top of this, her achievements have placed her in the top 20 for under 12's Sequence, the Old Time style dancing, which incorporates Ballroom and Latin American techniques.



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*Niamh competed in five separate events at the competition and got through to the quarter finals in four of them.*

On Tuesday 27 February, award-winning children's author, Julia Jarman, visited the Junior School as part of our week-long celebrations to mark World Book Day.



## Award-winning children's author tells tales at the Junior School

In Julia's words, she writes from, 'tots to teens and in between,' and is perhaps most well-known for The Time Travelling Cat series of books as well as many others for all age groups. Julia spent the day running workshops and activities with the different year groups – inviting them in to her wonderful world of storytelling.

Julia writes for all different types of genres but she told the groups that she always uses the same recipe when cooking up her stories. All stories have two major ingredients: 1) real life and 2) imagination. 'That's what is exciting about my job' she said. 'I can explore, celebrate and satisfy my curiosity – as a writer you can make anything happen, there are no limits!' This is especially true of one of her books for tots, *Big Red Bath*, which celebrates bath time as well as Julia's big red bath in her house.

She gave some sage advice to our budding writers and told them that what you need most in order to write a story is a character who has a problem. *Ghost Writer* was born from a request by a pupil at a similar school visit. He asked Julia to write a story about him. This boy had dyslexia but he wanted the story to illustrate the fact that just because he had dyslexia, he was not 'thick'. The main character in *Ghost Writer* is based on this very same pupil and his reading challenges.

Our Junior School pupils heard how Julia plans out her stories like a one-sided mountain – because she needs to steadily build the excitement to the climax of the story – as well as what the process is to map out the plot and characters. The girls posed questions such as, 'What style of writing do you like best?' to which Julia replied, 'I like being able to express my personality so I like all styles. My children wanted me to write realistic books and to include lots of scary bits!' Julia answered the question, 'Have you liked writing since a young age?' with a resounding, 'Yes! I've always liked telling stories and I've always loved words. At first I wanted to be a surgeon and my family wanted me to be a nuclear physicist but my teacher always knew I would do something with words.'

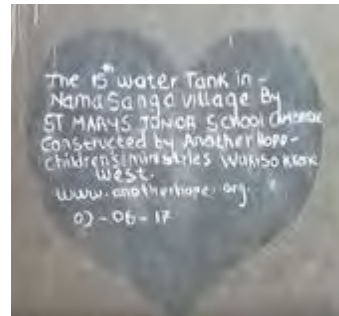
With World Book Day taking place on Thursday 1 March it was an opportune time to invite Julia in to speak with the girls about her journey to become the author she is today. On World Book Day itself the pupils dressed up as their favourite book character to raise money for CAFOD, and an 'Extreme Reading' photo competition ran throughout the week. The celebratory week culminated in the annual inter-house book quiz on Friday morning.

## Junior School pupils raise funds for water tanks for Ugandan families

Having visited Uganda two years ago with the Another Hope charity, Miss Agata Wygnanska, Year 5 teacher, worked with last year's Year 5 pupils (current Year 6 pupils) to raise money for water tanks to be built for families in the area. The construction of one water tank costs £500 so, having raised £900, almost enough for two tanks, the girls wrote a letter to the PTA asking for a £100 contribution so that two tanks could be built.

Miss Wygnanska was able to visit the two families who received the water tanks during a trip to Uganda in July 2017, and on Monday 20 November she spoke to our Junior School pupils about her trip. She gave each family a map of the world, where she had marked Cambridge, to show them where the Junior School is.

Well done to everyone who was involved, either supporting the pupils in fundraising directly, or by supporting the PTA, who also contributed to the total raised. Thank you to Miss Wygnanska for inspiring the girls and showing the Junior School what can be achieved.



## Youngest British person ever to ski to North Pole

Year 10 student, Miranda E., has become the youngest British person to ski the "Last Degree" from 89 degrees latitude north to the North Pole.

Three generations of the Cambridgeshire family were out in Canada during April: Miranda, her mother Rosalind and her grandmother Barbara (who at the same time also reached the North Pole by helicopter, and in doing so becomes the oldest person to reach the North Pole, according to the Guinness Book of Records).

Miranda had already completed a six-day polar ski expedition in Baffin, Canada, as part of a 10-person team crossing Baffin Island via the Akshayuk Pass. She then went on to complete the arduous "Last Degree" challenge which involved traversing the last 60 miles to the North Pole covering ice floes, compression ridges, open water and notoriously strong winds – no mean feat. Miranda's training for water polo, in which she plays for the Eastern Region, meant that she had the fitness and stamina needed for the trip. Her training had included walking while dragging a tyre attached to a harness to develop the strength and technique needed for pulling a sledge carrying all her personal gear on both the Baffin Island trip and the Last Degree.

Both trips were under the guidance of British adventurer David Hempleman-Adams, and the team camped and prepared food by melting snow on a stove warming rehydrated rations as temperatures dropped as low as 30 degrees. Miranda said that the best thing about both trips was the team; she really enjoyed tent life and meeting new, interesting people.

Hempleman-Adams said that Miranda rose to the challenge exceptionally well and that the achievement is an impressive feat, proving that Mary Ward's vision – 'By God's grace, in time women will come to do much' – is certainly being realised by the girls at St Mary's School, Cambridge.



## SIXTH FORM SUCCESSES

### *Gigi D. awarded Gold Arts Award*

Lower Sixth student Gigi D. has just been awarded her Gold Arts Award after 15 months of hard work to complete the required units. Before arriving at St Mary's School, Cambridge, Gigi had not considered a career in theatre arts, but with guidance from her teachers she now aims to pursue her hobby as a profession.

Throughout her journey at the Senior School, Gigi has shone as a scholar, a musician and as a global citizen, as well as being successful in her acting pursuits; so, we are thrilled that her achievements have been formally recognised by the prestigious Arts Award.

To pass the Gold Award students have to complete two units, each of which includes various sub-sections. Unit 1 of the award is titled 'personal arts development,' for which Gigi focused on rearranging the composition of one of her favourite films, La La Land. Unit 2 is titled 'leadership of an arts project' and is broken down into three parts: plan a project; deliver the project; and review the leadership of the project. To complete this section, Gigi researched critically acclaimed individuals from within the theatre industry, such as Kenneth Branagh and Marion Elliot, and took an internship at The Junction, Cambridge, to expand her knowledge further. She also contributed to the Voice publication, discussing the very topical issue of gender equality in the industry, a topic she is passionate about.

Outside of school, Gigi has taken part in a variety of productions, both on stage and behind the scenes in the production team. Gigi also regularly pursues her hobby, music, and she is currently taking her Grade 8 on the saxophone.



## A sailing achievement to admire



Flores W., Upper Sixth student, has been sailing since she was six. Her sailing journey began when she joined her local club on the youth sailing scheme, Young People Afloat (YPA). Both of her parents grew up sailing, so she was immersed in it from a young age. Flores said, 'I really enjoyed being a part of my local club, as well as Southwold Sailing and Yachting club, as it was social, and I enjoyed being on water.' She completed the core Royal Yachting Association (RYA) levels in dinghy sailing and theory and also dinghy racing at the age of 10 so that she could progress onto racing and sailing in complex boats and spinnakers.

Her first national race was at the age of 11 and, by the time she was 15, she had completed the full Dinghy Instructor Qualification, which enabled her to teach at her local club. Teaching there allowed her to help beginners to improve, just like she had when starting out, but also to carry on enhancing her skills. Now aged 16, Flores has received her Skipper Qualification, which is for larger vessels.

Flores is dedicated to training, getting up before school on Mondays, Wednesdays and Fridays to train with her squad, after school on Wednesdays with her club and also over the weekend with her squad. During the summer holidays she takes part in training weeks to maintain her standards.

All of this hard work and commitment to such a demanding but rewarding and enjoyable activity has seen Flores compete in various European sailing competitions since the age of 14 and led to her being scouted for the GB Youth squad in the summer of 2016. On the GB team, she competed in World Championships and was given the amazing opportunity to join the Podium Potential Pathway Squad in the summer of 2018. This will allow her to compete in both national and European Regattas such as the world-renowned Cowes Week, which will be an amazing opportunity for her. She will also have the great pleasure of participating in not only the World and European Championships, but also the World Cup series.

## Selena continues her Physics success overseas

Sixth Form student, Selena Y. has been involved with various Physics challenges over the past year and has had another successful competition in Thailand this November. The International Olympiad on Astronomy and Astrophysics (IOAA) takes place over a week and encompasses various observations, competitions and excursions around Phuket, giving Selena and her team a stimulating trip to the other side of the world.

Selena, the only female team member from the UK, took part in one team competition and three individual examinations: data analysis, a theory based examination and the day observations. Selena said: "Although the examinations were challenging, they were still really enjoyable. My teammates came from all over the UK and were all academically strong, which helped me a lot when preparing. Even though I didn't win any medals, it was an enriching experience: meeting other students who share my passion for astronomy from all across the globe was particularly valuable as I learnt a lot from those who have a superior knowledge and experience in the field."

## Senior School Prize Giving

June 2017 saw an afternoon of relaxation and celebration, as Senior School and Sixth Form students and their parents and guardians gathered together for our annual Prize Giving ceremony.

We were delighted to welcome Suzi Digby OBE as our guest speaker (some of you will recall that Suzi adjudicated at last year's Young Musician of the Year and Young Pianist of the Year competitions). An internationally renowned choral conductor, choir master and music educator, Suzi explained, 'There is nothing I'm more passionate about than young people and their education, and their development as complete human beings.'

One of the distinct highlights was Suzi's recognition of how much we value music education here, but also her insight into our school being, 'a wonderful example of a caring and enlightened environment that nurtures talent and personality.' Mentioning that the test of a good speech is whether in 30 years' time people in the audience can remember one thing from it, she encouraged students to get in touch with her in 2047 to let her know what they could remember.

Suzi explained that her own life has been very full and privileged, and sometimes life has been tough too – but that it's usually the tough, uncomfortable times that lead to real personal growth. Drawing a comparison with wine, she highlighted that grapes grown in the most arid soil produce the finest wines, and so too encountering a tough environment can encourage young people to blossom.

On happiness, Suzi drew attention to the times in her life when she was most deeply, lastingly and totally happy being the times when she was able to finally see the results of sometimes months of working incredibly hard at something, particularly if it enriched the lives of others around her. She encouraged the girls that 'each time you break through a glass ceiling and achieve something that other people think you can't, you build up your self esteem by another brick. You go further down the path of knowing who you are, being comfortable with who you are and showing that version of who you are to others around you.'

Whilst Suzi gave the girls some sage advice for their time beyond school – that to be successful each of us needs to work hard; ask for help whenever it's needed; keep healthy; support our friends; find a role-model; and make music. Drawing on Erasmus' wisdom that, 'it is the chiefest point of happiness that a man is willing to be what he is,' above all else, she urged the girls to be themselves.



## STEM AT THE JUNIOR SCHOOL

### 'Computing History: Where Did All the Women Go?'

On Thursday 5 October, Year 6 visited the Centre For Computing History here in Cambridge. The focus of the visit was a brand new exhibition entitled 'Computing History: Where Did All the Women Go?', which brought together information about the pioneering women whose contribution to the computing industry was undeniable, yet their stories have often been overlooked by a focus on the 'great men' that have been involved.

During the visit the girls participated in a series of practical activities, including constructing a Morse code signalling device, learning how to transmit and also how to receive coded messages. They learnt how to program 30 year old BBC Micro computers using the text-based BBC Basic coding language, discussing the evolution of computers and their uses throughout history. Our Year 6 pupils were also invited to help officially open the exhibition!

The girls displayed impressive Computer Science skills, but also a keen interest in the development of computing and the historical figures who pioneered it. They engaged in conversation about observations from the day, asking intelligent and enlightening questions.

Dr Anjali Das, Head of Learning at the Centre, said, 'We loved having [the pupils] here, what a brilliant bunch of young women!' So much so, that an exclusive invitation was extended to the girls and their parents to attend a presentation the following evening by Suw Charman-Anderson. The talk focused on why she set up Ada Lovelace Day, an international celebration on 17 October each year of the achievements of women in Science, Technology, Engineering and Mathematics (STEM).

All of the girls had a thoroughly enjoyable experience and now have a much greater understanding of the parts that they may be able to play in the next phase of developments within the computing and technology industries, by following in the footsteps of the pioneering women who have already been so instrumental in this field.

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*Dr Anjali Das, Head of Learning at the Centre, said, 'We loved having [the pupils] here, what a brilliant bunch of young women!'*



## CrumbleBot Robotics Improvers' Day

On Tuesday 6 February, 14 of our Year 5 girls participated in a 'CrumbleBot Robotics Improvers' Day'. This was the second stage of the 'RoboCupJunior Line Tracking Primary Championship', which culminates in a Grand Final in June.

The morning consisted of a series of workshop sessions during which the girls learnt how to use analogue ultrasonic and light sensors, as well as digital monochrome sensors, variables and 'nested' conditional programming statements. The teams then had approximately one hour to program their robots to compete in a 'robot relay' against the clock. Five separate robots had to be programmed to follow light beams from moving torches, follow complex lines marked out on the floor, and navigate through a maze without bumping into the walls. Each stage of the relay was individually timed, and penalties were



awarded where necessary: all combined to give an overall relay time.

Many congratulations to our Year 5 team – the girls finished in first place with an overall time a clear 50 seconds (42%) faster than that of any other team!



## Computational Thinking day

On Wednesday 21 February, 15 of our Year 4 pupils participated in a Computational Thinking day at the BT Headquarters in Martlesham Heath, Suffolk. The focus of the day was problem solving and computational thinking processes, and pupils used a variety of software and hardware, including Scratch, Crumble and LEGO WeDo.

The day consisted of eight half-hour workshops during which the girls learnt how to design, test and debug algorithms, convert 'pseudo-code' into computer code, make predictions, and use 'repeat loops' and 'conditional statements' to improve the efficiency of their code.

Pupils had an exciting and challenging day, demonstrating excellent levels of enthusiasm, perseverance and teamwork. They were complimented by the organisers for their ability to transfer their new skills seamlessly between different applications and scenarios. Congratulations to all those involved in a really successful event.

## Year 6 pupils meet Baxter, the life-sized robot at BT headquarters

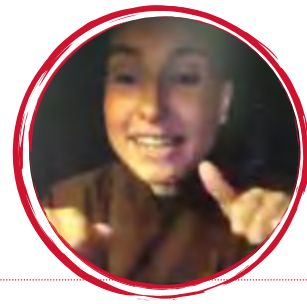
On Thursday 8 March, Year 6 pupils also enjoyed a visit to BT at its headquarters in Martlesham Heath, Suffolk, as part of the British Science Week Exhibition. The girls spent an afternoon exploring the BT Future Technologies Showcases and also participated in a wide range of hands-on activities related to Science, Technology, Engineering and Maths (STEM) in real-world contexts.

The girls particularly enjoyed meeting Baxter, a life-sized industrial robot, and also enjoyed using the latest VR equipment. As well as this, the pupils learnt about fibre-optic technology, explored the various uses of facial recognition software and discovered the complex mathematics and physics behind space exploration. The girls were complimented by staff and volunteers for their intelligent questions, and the high level of interest and enthusiasm that they displayed throughout the visit.





## Year 4 celebrate World Religion Week with visit from Buddhist nun



As part of World Religion Week, Year 4 studied Buddhism and were fortunate enough to learn about the religion and its teaching first-hand through the wonder of modern technology - a Skype call to renowned Zen Buddhist teacher, Sister True Dedication.

Sister True Dedication is a British monastic disciple of Zen Master Thich Nhat Hanh. She was ordained in 2008 and currently lives at Plum Village Practice Centre in rural south-west France with the community of over 200 monks and nuns, so we felt truly blessed that she took the time to meet with our girls to discuss Buddhism, meditation, and to answer any questions.

This was an amazing opportunity to connect with someone well known in the Buddhist community and our Year 4 girls came away from the talk feeling inspired and enlightened by her advice and conversation.



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*This was an amazing opportunity to connect with someone well known in the Buddhist community...*

## NEWS FROM OUR RECENT ALUMNAE

### Former students rewarded for excellence in Art

The Granta and Cantab Cambridge Schools Sixth Form Art Exhibition was held in July 2017 and we were delighted that two of our students were rewarded for their excellence in Art. The Granta and Cantab Exhibition has been running since 2006, when it was set up and funded by Granta. Tarzie W. and Lucca C. were both praised by Cambridge

Drawing Society's Colin Hayes. Tarzie was awarded third place prize and Lucca was invited to exhibit her work in the Cambridge Drawing Society Annual Show in 2019. Both the girls' pieces were exceptional, with Lucca capturing a reflection of King's College, Cambridge in the window of a building, and Tarzie drawing a series of close-up eyes.



### Christmas Card success for Lucca

Lucca's work was once again singled out for competition success in the Catholic Independent School's Conference (CISC) annual Christmas Card Competition for Junior and Senior school students across the country. Her work was chosen as the runner-up in the senior category. Congratulations to Lucca, whose card was distributed to all schools in the CISC newsletter and was featured on their website.

## STAFF NEWS

## Valete

This year we say a fond farewell to Helen Garrett who is retiring after 24 years of loyal service to the school, most of which she has spent as Head of English. It is no exaggeration to say that the department simply will not be the same without her next year. It will feel very strange to return in September without the familiar and comforting sight of Helen marking essays, discussing texts and supporting the girls with the calm authority, kindness and patience that we have all grown to know and love.

Helen will be missed for many reasons; far more than I am able to list here. But perhaps most importantly it will be her dedication and commitment to the teaching of her subject and to helping the girls, no matter the circumstances or the challenge, that will be the biggest loss to the school. Helen always went above and beyond to support the students in her care, regularly giving up her time to meet with girls outside of lessons, whether it be giving a Sixth Form Literature student feedback about her essay or helping a Year 7 with her spelling. There aren't many spaces in the school where I haven't seen Helen perched next to a student, patiently explaining something, in the time I have been teaching here!

Helen has been an inspirational Head of English, whose enthusiasm for literature and language

has always been clear for all to see. Her subject knowledge is formidable and I think I speak for everyone in the department when I say that it has been a privilege to listen to her speak about her interest in so many different types of writing. In her time in the role, she has supported countless generations of students through testing examinations, organised numerous literary events and visits from authors, and put together many, many valuable trips, including 'Reading Weekends' to areas rich with literary heritage, both at home and abroad. A trip to West Yorkshire that included a walk across Haworth Moor on a beautiful morning, following the in the footsteps of the Brontë sisters, is just one example of the opportunities she organised for A Level English Literature students. Helen's appreciation of literature, including her love of Milton, is infectious and we have been so lucky to have such an enthusiastic colleague with such a genuine love of her subject. Who else would have a line from Robert Burns' *To a Mouse* as their computer password, but Helen?

Helen's desire to help others, and her flexibility, have meant that she has taken on a variety of different roles in her time at St Mary's, including being acting Head of Year (twice!) and Head of Individual Needs. Each time she has stepped into the breach with willingness, always putting the school before herself.

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*Who else would have a line from Robert Burns' To a Mouse as their computer password, but Helen?*

She has also been a stalwart supporter of the school's Duke of Edinburgh's Award programme, travelling the length and breadth of the country to support the girls.

As a department we are losing a much loved colleague. Her positivity, sincerity and kindness will be missed in the office, as will her keen wit. The department is also losing its chief grammatical expert; who will now arbitrate during fevered

conversations about the correct use of object pronouns after linking verbs or the semi-colon? Above all, we will miss the conversation and laughter of which Helen was so often at the heart.

Thank you, Helen, for all that you have done for us and for the School. We wish you a very long, happy and enjoyable retirement.

Mr David Walker – Head of English

### We also thank the following staff leavers for their years of service to the School:

**Mrs Sue Brown** – Teacher of Mathematics

**Mrs Helene Compain-Holt** – Head of Boarding & Head of German

**Miss Diana Dunlop** – Boarding matron

**Mr Pantelis Fanourakis** – Teacher of Mathematics

**Mrs Yvonne Green** – School counsellor

**Mrs Hannah Helliard** – Assistant Head (Senior School)

**Dr Claire Hodgskiss** – Executive Officer & Scholars' Officer

**Miss Raj Kaur** – Teacher of Business Studies & Economics

**Mrs Julie Kitson** – Teacher of French & Spanish

**Mrs Wei Martin** – Teacher of Mandarin

**Dr Amy McGrath** – Teacher of Religious Studies

**Mrs Susan McKay** – Assistant Head (Junior School)

**Mrs Fiona McWilliam** – Year 4 teacher & PE Co-ordinator

**Mrs Aurelie Nivanen** – Teacher of French & Spanish

**Ms Jane Oliver** – Teacher of Drama and Induction Tutor

**Miss Sophie Poole** – Gap assistant

**Mrs Kate Ross** – Work Experience Co-ordinator

**Miss Victoria Simms** – Librarian

**Mrs Tessa Shercliff** – Teacher of Physics & STEM Co-ordinator

**Miss Cara Stone** – Gap assistant

## CJ NEWS

## Mary Ward Secondary School Mbizo

Mary Ward's great missionary aim was to provide education for Catholic girls at a time in England where there was none.

It was because of this that, three hundred years later, a school for girls was founded in Cambridge and became one of the many hundred schools of the Mary Ward foundation. Mary Ward's words, 'O that we had a school in the great city of London,' play again today, but in an African context, where the cry has gone up, 'O that we had a school in the great city of Mbizo!'

Where on earth is Mbizo, you might ask? Mbizo is a suburb of Kwe-Kwe, a town in the Midlands Province of Zimbabwe in southern Africa. Twenty years ago, the Congregation of Jesus (CJ) sisters established a

state-of-the-art primary school in Mbizo. The picture opposite shows some of the sisters in front of the Mary Ward Primary School, which now educates over a thousand boys and girls from the ages of 3-12. The township grew rapidly as families moved in to work in the gold mines and new chemical industries around Kwe-Kwe. However, Mbizo now shares the same high unemployment rate of 95% as the rest of Zimbabwe. The acute financial and economic downturn within Zimbabwe has meant that the government cannot afford new schools, cannot pay the teachers, and cannot provide work. There are now 20 primary schools in Mbizo but only two secondary schools,



so the majority of pupils have to leave school at the age of 12. With no work, the ex-pupils often end up on the streets and take to a life of petty crime, and these will include some of the children who have been educated at Mary Ward Primary School up to the age of 12 and who look so angelic. More secondary school provision is urgently needed. So much so that, some years ago, the Kwe-Kwe City Council offered the CJ sisters a plot of land on which to build a secondary school. The City Education department and the Catholic bishops have added their voices to those of the parents and City Council, and last year the CJ agreed to found and build a new secondary school in Mbizo.

The new school will be known as the Mary Ward Secondary School for boys and girls. It will be built to the same high standards as the Primary School in three phases spread over six years. In this way, pupils who leave the Primary School at the end of the next academic year will be able to attend the new school. Over the next five years, more classrooms will be added until the original cohort of secondary school pupils leaves after A Levels.

The English province of the CJ is committed to building the initial phase of the new school. The construction has just gone out to tender and opposite you will see a photo of the local bishops breaking the ground on the new site. The new head of the school

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Over the next five years, more classrooms will be added until the original cohort of secondary school pupils leaves after A Levels.

will be Sr Caroline CJ and she is already working to ensure the construction goes to plan and the school is open on time. The parents of the pupils of the Mary Ward Primary School are so keen to ensure their children will be able to progress to the new Secondary School that they are already starting to raise funds.

The only surviving CJ member of the English Province still in Zimbabwe is Sr Christopher Angell CJ. She is now 101 years old, but still takes a great interest in the building of a new secondary school, and she expects it to be of the same high standard as St Mary's School, Cambridge, of which she was previously the headmistress! It will be hard work to raise the funds within Zimbabwe, but where there is a will there is a way, and we know that the School community will rise to the challenge of helping to make this dream a reality.



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## Art AT THE SENIOR SCHOOL

The Studio 47 Art Department in the Senior School has worked towards enhancing the students' experiences with art techniques and photographic-based technologies this year.

It is important for us that High Performance Learning plays a leading role in how we shape and manage the progress of the department. Within Art, we often work thematically, with students applying their technical skill and prior learning in order to produce creative original outcomes. We have worked with Year 10 and Lower Sixth students in producing paintings based on the theme of 'Landscapes' and, in this case, the artwork had strong associations with creating, analysing and meta-thinking.

The students studied the traditional constructs, media and techniques used to develop landscape painting, analysing their function and form. Then, they applied what they had learnt, developing paintings that break these traditional techniques in some sense. The

students have used non-traditional materials such as tile cement, but applied them to a typically traditional genre. They learnt to take risks in applying unusual media without fear of failure, knowing that they could evaluate and refine their work until satisfied with their results. We have worked with all year groups in promoting this idea of development, evaluation, and refinement - a cyclic way of working rather than linear.

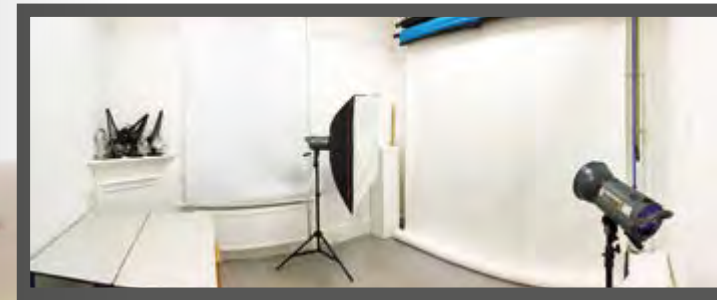
Identifying risk-taking and resilience has allowed us to be bold with entering students for prestigious external competitions such as CAYAC (Cambridgeshire Area Young Artists Competition) and ESRC (Economic and Social Research Council national competition, 'The Bigger Picture'). These, and many more chances, have provided our students with successful opportunities to

have their work hosted in exhibitions in Cambridgeshire, London and Hungary, and to be awarded esteemed prizes. We encourage students to participate in a competitive environment in the hope this helps to prepare them for the Art Industry and university interviews. We also discuss with them that competition is about the process as much as the result.

As part of this departmental growth and a shift in mind-set that embraces HPL values, we have invested in a new digital art suite. This means students can now have digital art-based lessons using industry-standard graphics software such as Photoshop, Illustrator, Bridge and Lightroom. The vast majority of art-based careers and universities now expect that students will have

an understanding of how art is created using digital systems. We have also created a professional lighting studio space so students can learn first-hand how to use a myriad of industry-based lighting techniques. Students need to be versatile and knowledgeable about how technology relates to, and is used within, the Visual Arts. We are teaching students not to learn just about Art in its historical application but about its future application too.

Russell Ackoff, a pioneer in the field of 'systems thinking' and 'management science', felt Art is a driving force for change in business, communities and societies. We will continue to progress with this in mind.



## Art AT THE SENIOR SCHOOL



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*“Art inspires, produces an unwillingness to settle for what we have and a desire for something better. It is the product and producer of creative activity, change; it is essential for continuous development.”*



## Art AT THE JUNIOR SCHOOL

As ever, Art in the Junior school has been very exciting. As well as honing their skills in drawing and painting, girls of all ages have been busy learning to create collages, photographs, prints, 3D and textile pieces.

Year 6 girls had the opportunity to work with a professional artist to create a textile wall hanging, which will take pride of place on the stairs in Acton House. The girls used the skills of felting and printing using lino cuts, as well as other forms of mark-making. They also learnt the importance of following a brief for a commissioned piece of artwork.

In the Autumn Term, whilst studying *Alice in Wonderland*, Year 5 thoroughly enjoyed spending time in the garden, taking photographs using forced perspective, which they edited using software. Year 4 enjoyed having a workshop from a children's book illustrator. They learnt to create pictures in the

style of Quentin Blake; and also, the importance of accepting mistakes and using them to improve and develop their drawing skills.

When it comes to sculpture and 3D projects, Year 3 have had a very busy year, notably through the creation of ceramic pots and paper temples when studying Ancient Greece. Year 2, inspired by the work of Anthony Green, created collages, which told the story of their lives in photos and mementos, supported by painted self-portraits. This project allowed time for the girls to be self-reflective.

As in Year 6, a focus for Year 1 this term has been learning to use textiles. Among the many skills they tried were: weaving, braiding, knitting and felting. Expression through art is an integral part of life in Reception and a highlight was making a poly tile print of a farmyard animal inspired by a visit to Home Farm.



## Careers AT THE SENIOR SCHOOL

In the Senior School, we have introduced several new initiatives to enhance our comprehensive careers programme across the school. Being an HPL school means that employability skills are naturally embedded in the curriculum, and this, combined with our careers programme, means all students are given the information, guidance and skills they need to make good choices for their future.

Our biennial STEM conference was held in October 2017. This inspirational conference enables young women to gain a much greater insight into the sheer diversity of roles at the cutting edge of scientific research and implementation. The speakers were women working at the top of their fields and included professionals from the British Antarctic Survey, ARM, AVEVA, MedImmune, the National Space Academy and the University of Cambridge, to name but a few. They all tackled the issue of gender stereotypes within their presentations, with the aim of inspiring students to pursue the STEM subjects and progress to access a career in STEM.

Students in Year 9 to Upper Sixth have been introduced to Kudos, our new careers software. It enables students to explore different career options, finding out more about specific roles, training, education and themselves as they develop a personalised careers plan. Kudos helps students to understand which careers might best suit them by undertaking a quiz which examines their likes and dislikes, personality and skills, and matches this with personalised career ideas. It also helps students to make informed decisions about GCSE choices and post-16 and post-18 options. Kudos can be accessed and reviewed at any time.

We have organised Employability Days for Years 7, 8, 10 and 11 – and specific careers lessons for Year 9. These develop the essential skills needed for the world of work e.g. teamwork, communication, leadership, initiative and resilience.

This Sixth Form programme prepares students for their next steps. In the Spring Term, it focused on providing students with exposure to, and information about, different careers and options available to them. This included interview skills, gap year and apprenticeship presentations and careers 'speed-networking'. This year, we have introduced one-to-one Career Guidance interviews for Lower Sixth with an independent adviser. This independent personal guidance is tailored to the needs of each student and provides the opportunity to discuss her ideas, identify strengths, areas of development and a pathway to success.

All Lower Sixth students are also given the opportunity to undertake work experience during the school holidays. The Work Experience Co-ordinator organises bespoke placements, in consultation with the individual students, taking into account their ambitions and future career interests. Placements have included law, architecture, medicine, engineering, charities, education, interior design and fashion.

Finally, we are looking forward to our biennial Careers Fair which will take place in October 2018. The fair is a wonderful opportunity for students to gain information about different career paths and opportunities in a wide range of fields from law and publishing to accounting and engineering alongside theatre, medicine, filmmaking and many more.

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*All Lower Sixth students are also given the opportunity to undertake work experience during the school holidays.*



## Careers AT THE JUNIOR SCHOOL

We started thinking about careers at the Junior School almost as soon as the year started. The girls in Year 6 visited the Senior School for their careers-themed transition morning. They discussed the kinds of careers they would like in the future and thought about what subjects would help them to achieve their goals, using their linking and analysing skills. They also had lessons where they put to the test the skills that an historian, a mathematician and a computer scientist would use. This gave them a great insight into life at the Senior School, as well as giving them opportunities to practise their analysing and meta-thinking skills by problem-solving when coding and using logical thinking when looking at evidence sources as historians.



During our careers week, we were fortunate to have inspirational female engineers and scientists talking to different year groups. Dr Taylor talked to the whole school about her job as a cancer research scientist and how she was inspired to change her career path. Ms Carby, a train-track engineer spoke to the Year 6 girls about her career path and what it was like working in a very male-dominated environment. The girls in Year 4 were also visited by Dr Popovic, who described her work as a medical scientist, creating antibiotics and combating viruses. They were also visited by Dr Bentley who spoke with the girls about her work as a plant scientist. All the visitors were presented with creative and imaginative questions from our pupils.

Careers week concluded with a careers fair, involving girls from Years 5 and 6. They met employees from a range of local organisations, finding out more about their jobs and what they involved. We are sure that our Careers events of the past year will have successfully inspired many of our pupils to pursue careers in the fields of Science and Engineering.

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*All the visitors were presented with creative and imaginative questions from our pupils.*





## STEM AT THE JUNIOR SCHOOL

The importance of Science, Technology, Engineering and Mathematics (STEM) to St Mary's School, Cambridge is evidenced by the dedicated STEM lessons that are a key part of the Junior School curriculum.

Through these, our aim is that every girl understands and believes that it is possible for her to be a Scientist, or an Engineer, as there is so much evidence regarding the gender gap within the study of STEM subjects and subsequent careers. It is absolutely crucial that our girls understand that STEM is for them; we also wish to demonstrate just how wide-ranging careers in STEM can be.

In addition, taking a holistic view gives the pupils context so that they can see how topics become meaningful, with a focus on applying what they learn in Science and Mathematics in their STEM lessons. Core HPL skills of linking, analysing and creating feature strongly in STEM lessons.

The topics they study fit closely with the Creative Curriculum at the Junior School. For example, Year 6 investigated the materials and structure of bridges, learning about truss and suspension as part of a broader topic on bridges in Europe. In Year 4, fitting with the theme of Roald Dahl's *Charlie and the Chocolate Factory*, the girls learnt about electrical circuits, conductors, insulators and switches before

designing and building a gobstopper machine. In Reception, the girls made clay creatures linking with their Forest School curriculum and in Year 3, to complement their study of Ancient Greece, the pupils built replicas of the Parthenon.

The joy of teaching STEM at the Junior School is witnessing their ability to see the whole picture, instinctively making links across subjects and experiences, and sharing in their unbridled enthusiasm for applying Science and Mathematics to their studies from across the curriculum.



## STEM AT THE SENIOR SCHOOL

Working towards achieving a Youth STEMM Award (Science, Technology, Engineering, Mathematics and Medicine), an extra-curricular programme on offer at St Mary's from Years 9 to Upper Sixth, requires students to work a number of hours in each of the following four strands: Inspiring the next generation, Engaging the public, Developing your skills and knowledge, Shaping your future.

Three Upper Sixth students were the first to complete the award in the first half of this summer term, with Jacqueline L. and Shirley C. achieving a Bronze Award and Jesslyn F. a Silver Award. All students worked with great commitment and enthusiasm 'Inspiring future generations' and 'Engaging the public' at St Mary's as well as local primary school children and members of the public. In the weeks leading up to the Cambridge Science Festival, the students helped to design and improve a 'car powered by a balloon'. The car was made out of recycled materials such as cardboard paper, straws, wooden sticks and bottle milk tops as wheels. A balloon was then attached to the car, and when the air in the inflated balloon was released, the car moved forward.

To prepare this activity, students first made different models with different materials to test design ideas and record distance travelled in a shortest period of time. They then helped to deliver this activity to our current Year 7 students during St Mary's Science week and to 30 Year 5 students at St Alban's Primary School during Cambridge Science Festival. The girls said they really enjoyed, 'helping those who got stuck, but at the same time asking them questions about mistakes made, problems encountered and how they could change their design and materials to improve their car.'

During the School Zone's public event organised by Cambridge Science Festival, the School exhibited some hands-on STEM activities. Students helped to set-up and run a stall where members of the public, from a wide range of age including primary and secondary school students as well as parents, could build their own balloon powered car using kits previously made by our Chemistry technician, Emma Alonso. At the end of the festival, the girls reflected that, 'Seeing the children as well as the parents having fun together was very rewarding.'



## Spotlight on Technology

The Technology Department has had another busy but successful twelve months, with many highlights from the past year and plenty of developments to look forward to in 2018 and 2019. One of our first major events was the International Food Fair in the Autumn Term, where students volunteered their own time over a weekend to prepare and cook dishes from Poland, Guyana, Ireland, Denmark, Taiwan, South Africa, Italy, England, China and US for the Fair after school the next day. When we consider High Performance Learning in our department, some of the best values, attitudes and attributes (VAAs) shown by the students during this cultural festival were their creativity and their enterprise, showing how open minded they are, with so much interest in the world around them as well as people from other cultures and backgrounds.

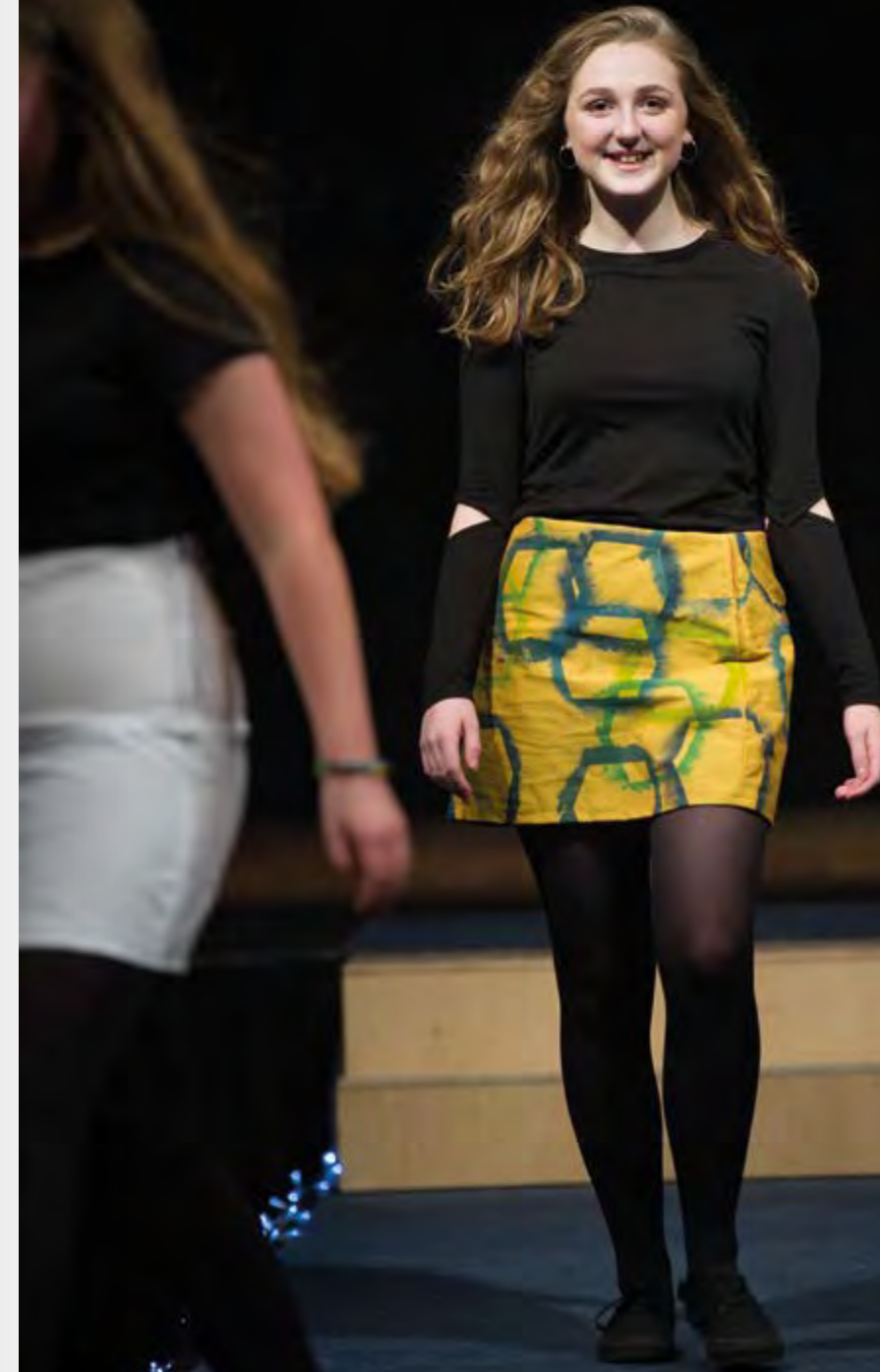


The Technology Showcase and Fashion Show displayed the originality of our Textiles students in particular; a wonderful and colourful opportunity for the girls to show off their unique ideas and innovative creations. This special evening showed beautiful displays of work from all year groups, canapés prepared by Year 7 and 8 Food students, an interactive Computer Science display with students demonstrating programming with robots as well as STEM club models. During our High Performance Learning journey this year we have spent time considering Advanced Cognitive Performance characteristics (ACPs) and it was extremely encouraging to see such intellectual playfulness, complex and multi-step problem solving in this work, using rules as well as bending them to create novel and fun outcomes.

This June the first cohort of the Food Preparation and Nutrition GCSE will sit their final examination, and, at the end of January, thirteen Year 11 students took their practical assessment. The girls had to choose, plan and cook three courses in three hours, and we all enjoyed watching the highly skilled creations develop over the morning, dishes containing freshly made pasta, skilfully filleted fish, breads, pastries, soufflés and pavlovas. This all took a great deal of self-management, setting high goals and working incredibly hard to independently reach these targets and demonstrating the VAAs of hard work, perseverance and resilience.

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*The Technology Showcase and Fashion Show displayed the originality of our Textiles students in particular; a wonderful and colourful opportunity for the girls to show off their unique ideas and innovative creations.*





## Music AT THE SENIOR SCHOOL

The academic year 2017-2018 has proved another busy and exciting year for our Music department.

Now in its seventh year, our annual Young Pianist of the Year competition took place on Wednesday 8 November 2017. The evening featured a range of polished performances from students from Years 7 to 11. One of our very talented GCSE musicians, Issy H., won the coveted Intermediate Class shield for an expressive performance of Skryabin's Prelude in E. Our adjudicator for the evening, Mr Nigel Kerry, Director of Music at OLEM and organist par excellence, decided to award the Agnes Heron Memorial Cup and the title of 'Young Pianist of the Year' to two students for two very different, but equally engaging, performances: Year 11 student Annabelle B. (who won the title last year) for her rendition of Rachmaninoff's Prelude VI in Eb major, Op.23, and Year 8 student Gerri S., the youngest student to have been awarded this accolade, for a poised performance of Sonatina by Liping Wang.

Both pianists performed again for Mr Kerry the following evening, but this time they were competing against our most advanced singers, wind players, string players and other advanced instrumentalists from across the school, most of whom were performing at a Grade 7 standard or higher. In total, our adjudicator enjoyed 17 highly impressive performances. The outstanding performance of the evening was given by Upper Sixth Music Scholar and leader of the Britten Sinfonia Academy, Henrietta M. who gave an assured and sensitive performance from memory of the technically-demanding piece *Légende, Op. 17*, by Polish composer Wieniawski.

In the Spring Term, the chamber choir – Allegro – participated in a unique and memorable showcase in the chapel of Clare College, Cambridge. Performing alongside the professional ensemble Eboracum Baroque, a group

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The evening featured a range of polished performances from students from Years 7 to 11.

who specialise in performing repertoire of the 17th and early 18th century, and the girls' choir of St Catherine's College, Cambridge, they gave a polished, enthusiastic and uplifting performance of Vivaldi's beloved Gloria to a large and appreciative audience. Upper Sixth Music Scholar, Lily B., deserves special mention for performing the famous soprano duet *Laudamus Te* so beautifully alongside professional singer Lottie Bowden. Mr Chris Parsons, who directs Eboracum Baroque, was extremely complimentary about the choir of St Mary's School and we hope to collaborate again in the near future.



## Music AT THE JUNIOR SCHOOL

What a terrific year we have had in the Junior School Music department! A highlight from the beginning of the year was the members of the Year 5 and 6 Chamber Choir taking part in a vocal and choral workshop with the Musical Director of Jesus College, Cambridge, Mr Richard Pinel.

The girls embraced their creative skills as they workshopped our repertoire and took on new creative approaches for performance techniques and realised how they could hone their musicianship skills to their full potential as a team. This was followed by a reflective and wonderful whole school Carol Service at OLEM in December, and the Chamber Choir also took part in the Cambridge Rotary Christmas Carol Service at Great St Mary's which raised over £4300. Proceeds were sent to the two nominated charities, Arthur Rank Hospice and the Cambridge Churches Homeless Project.

The Spring Term saw many new faces in our regular Teatime Concerts across Years 1 to 6 and it was wonderful to watch such a range of performances; from girls who have only been learning for a few short months, to others who are starting to polish their technique and deliver outstanding performances. We also celebrated the girls' musical achievements through our annual Music Festival,

adjudicated by Mr Alan Rochford, which truly showcased the immense talent among our girls and their passion for music across a range of instruments and styles. The 92 girls who took part in the festival each put a plan in place, selecting a piece to perform, practising hard and finally reaching their goal to deliver a confident performance in front of their teachers and peers.

We concluded the year with a cultural feast at the highly-anticipated Summer Concert, which was a terrific success. This year's concert at West Road Concert Hall embraced an 'Around the World' theme and the girls were delighted to perform repertoire that encompassed many global cultures. They made connections through this vast selection of repertoire to help understand how we, as a school, are richly multi-cultural, and that recognising and celebrating our unique differences makes our school a very special place.

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*We concluded the year with a cultural feast at the highly-anticipated Summer Concert, which was a terrific success.*



Speech and Drama continues to flourish in both the Senior and Junior School. The students follow the LAMDA syllabus for Communication and Performance qualifications. We focus predominantly on Verse & Prose and Acting examinations, however, some girls in the Junior School have also begun Reading for Performance.

The London Academy of Music and Dramatic Art (LAMDA) is one of the oldest drama schools in the UK. Founded in 1861, it quickly established itself as a centre of excellence in performance training. They offer practical examinations in speech, communication and performance. The process of preparing for and succeeding in a LAMDA examination essentially helps learners, whatever their age or aspirations, to develop a broad range of skills that will serve them throughout life.

Their aim is to provide learners of all ages with the opportunity to develop self-confidence, initiative and the communications skills they need to realise their potential. No matter what direction learners may choose to follow in the future, the examinations provide the opportunity to nurture their natural abilities. All the examinations are rooted in encouraging participants to develop a love of literature, poetry, drama and it is the sense of achievement that empowers each individual.

Around 100 students take LAMDA drama classes each year. The examinations take place in school and we teach from entry level to Grade 8 /Gold Medal. The examinations are accredited and used by universities as evidence of a broad oral foundation and an extended literary background, on achieving Grades 6, 7 and 8 students can earn valuable UCAS points. We welcomed 18 new Year

7 students in September and they embarked upon their progress through the LAMDA Verse and Prose syllabus, all passing with either Distinctions or Merits. They are now working with enormous enthusiasm on the LAMDA Acting syllabus and are showing great promise. At the Junior School, some pupils have looked at mime and improvisation as well as developing confident, clear delivery of speech. Many of the girls also enjoy Acting and focus on characterisations for monologue work.

Our annual Speech and Drama Showcase was held in the Spring Term; as always many of

our students took part, enjoying the experience of performing for a larger audience and on the school's main stage. The students all entertained a large and supportive audience with an eclectic mix of drama, poetry and prose: it was a truly memorable evening with some exceptional performances.

Details of all our student successes can be found later in the 'For the Record' section, but a special mention must go to our Junior School pupils who all received Distinction in their

December examinations, as well as to our Upper Sixth students: seven girls passed their Grade 8 Gold Medal Examination, with 3 Merits and 4 Distinctions. They all have completed seven years of Speech and Drama; it has been an absolute pleasure to have been a part of their St Mary's experience. They have grown as performers, maturing into assured, self-confident and accomplished students. They have accepted challenging roles, adapted to differing styles of texts and encompassed the whole experience with absolute commitment, imagination and enthusiasm. They will all be greatly missed, but we wish them the very best for the future.





*Creativity is most definitely alive and kicking in the English department – long may it continue!*



## English AT THE SENIOR SCHOOL

Creativity is at the heart of our subject; the use of language is a creative and powerful act. Throughout our teaching we aim to foster our students' understanding and appreciation of how language can be used imaginatively to engage a reader or audience. In today's world of glib soundbites, 'Trumpisms' and social media, it has perhaps never been more vital to encourage young people to experiment with language, to enjoy its nuances and shades of meaning, to find pleasure in its power and beauty. One of the joys of being an English teacher is seeing students begin to grasp how they can communicate their thoughts in exciting and striking ways simply by harnessing the power of the pen (or Chromebook!) and their imagination. Whether reading a Year 7 adventure story or a Sixth Form literature essay, it is always rewarding to see young minds bursting with ideas and excitement at the prospect of creating something new. 'Creating' is, of course, one of the 'Advanced Cognitive Performance Characteristics' associated with High Performance Learning. We are passionate believers that schools should encourage and nurture creativity; that it should be seen not as something elusive that only a few are gifted, but instead as a skill that we are all born with and can all develop.

Empowering students to use their imagination was very much the order of the day when author Alexander Gordon Smith, or Gordon as he prefers to be known, came to speak to Year 7 and our Creative Writing scholars early on in the Autumn Term. Gordon is the author of the best selling young adult Furnace series which has been incredibly successful both here and in America. His enthusiasm was infectious and he entertained the girls with his story of how he was inspired to become a horror writer after making a book out of cardboard about 'the scariest monsters imaginable' when he was just six years old. He also had some brilliant tips for our students on how to approach writing their own ghost story and the importance of creating 'obstacles' for their characters to overcome. The message was clear: everyone is a writer with a story worth telling.

Story telling was the focus again in November with the return of our annual Creative Writing competition; this year was the sixth instalment of an event that continues to go from strength to strength. Once again we broke records for the number of entrants: nearly 300 students in Year 5 to Year 8 from St Mary's School were joined by over 100 students of the same age from other schools across Cambridgeshire. This year's theme was 'The Future' and it was truly inspiring to see so many

young writers fizzing with ideas. Emily Winslow, author of Cambridge crime novels *The Whole World*, *The Start of Everything*, *The Red House*, and *Look For Her*, was our guest of honour at the event and spoke engagingly about the importance of creativity and taking inspiration from your surroundings. There were some outstanding entries and it was fascinating to read such vivid descriptions of imagined future worlds. This year's winner of the combined Year 7 and 8 category was Ritu G.; her description of an earth ravaged from the effects of pollution and industrialisation was highly original and spoke powerfully of the duty we all have to take better care of our planet.

More recently, the Creative Writing scholars have been working to produce and publish their own 'e-book'. They came up with the idea of 'Peace and Conflict' as a guiding theme and have written poems, stories and autobiographical writing in response. We are hoping to publish their efforts later this year with illustrations from some of our talented artists. Watch this space!

Of course it is not just through creative writing that we aim to encourage creativity. This year we have placed real emphasis on challenging our students to think for themselves and to have confidence when sharing their ideas and opinions in the classroom. Asking students to think of the 'bigger picture' and to tackle difficult concepts and abstract ideas is key in helping them to understand the creative process. We have also run a variety of trips aimed at broadening our students' horizons. In October, Year 8 visited The Globe Theatre and enjoyed a stimulating drama workshop with the RSC; in January, Year 9 took part in 'Dickens Day', which included a trip to the cinema to see Mike Newell's acclaimed 2012 screen adaptation of *Great Expectations* and the chance to produce a creative project in response (we won't forget the group that produced a song based on Pip and Estella's story, complete with backing from a ukulele!); and GCSE and A Level students enjoyed visits to the Cambridge Arts Theatre to see productions of *Jekyll and Hyde* and *A Streetcar Named Desire* respectively. Each of these experiences provided a fantastic platform for passionate discussion and debate later in the classroom and also hopefully opened up our students' eyes to the opportunities on offer in a vibrant and exciting creative sector on their doorstep. Creativity is most definitely alive and kicking in the English department – long may it continue!

## Creative Writing AT THE JUNIOR SCHOOL

This year, the girls in the Junior School have enjoyed lots of opportunities to develop their creative writing skills. As our English curriculum is linked to what the pupils are studying in History, Geography and Science, it means that girls have been able to link their subject knowledge when writing creatively. They have used their imaginations to write pieces such as a diary entry from an eye-witnesses to Queen Victoria's coronation, and about fantasy stories based on the ascent of a volcano.

Book studies provide inspiration to the girls in all classes when it comes to writing in the Junior School. From *The Hungry Caterpillar* in Reception to *Once* by Morris Gleitzman in Year 6, books enable girls to be creative by generating new ideas and seeing alternative perspectives from different characters. The girls in Year 5 have written some great pieces inspired by Louis Sachar's *Holes* and Year 2 has used *James and the Giant Peach* to influence their creative writing.

Every girl in Year 6 and many in Year 5 entered the Creative Writing Competition in October, writing about life in 3017, which both challenged them and encouraged them to use abstraction by applying ideas to theoretical situations.

During half term, the girls in the Junior School also entered a competition set by Mr O'Reilly entitled 'Night in Acton House' inspired by the 'Night at the Museum' films. They wrote about what they thought the HPL animals did when the school was closed, and everyone had gone home. They had definitely thought about the characteristics that the animals embodied when writing their fantastic stories.

The HPL skills play an important part when it comes to creative writing; from careful strategy planning, to originality and using imaginative thinking, the girls understand that being a good creative writer takes lots of practice.

## Dance

Dance is celebrated as a vibrant and exciting art form at St Mary's School, Cambridge. Lessons encourage students to develop not only technical skills but also to explore elements of artistry and dance creation in line with the HPL attributes such as creativity, risk-taking and practice.

Students have been getting creative in dance lessons and clubs this term. Year 8 have been learning complex jazz routines as well as interactive warm-ups and technique work. The Contemporary Dance club performed a collaborative group dance at the Gym Display in February, showcasing their own choreography and their skills at dancing as part of an ensemble. The Street Dance club has also been busy, trying out hip hop and breaking! Year 7 students have been treated to creative workshops based on famous ballets, including *The Nutcracker* and *Swan Lake*, and Year 11 have been dancing their way to fitness with a new dance-based exercise regime created by Darcey Bussell.

For the Dance Showcase in May, the students displayed a practical and confident use of 'big picture thinking' and self-regulation. Students choreographed solo pieces as well as initiating creative collaborations with their peers to explore musical and movement concepts. The audience was

treated to an eclectic cross-section of dance, with those taking part ranging from Year 2 pupils right up to Sixth Form students. The showcase was the perfect platform to celebrate the unique talent and performing flair of our students.

As well as participating in the showcase, Junior School girls have also been busy with their own dance pursuits. Years 3 to 6 have been following a programme of choreographic exploration, focusing on a range of movements and weaving them into contemporary themes. Years 1 and 2 have been taking courses in ballet and street dance and will be awarded with medals and certificates of completion towards the end of term. The hugely successful musical staged by the whole of the Junior School last term featured a special performance by Year 3, all of whom acquitted themselves admirably as glittering dancing fish!

All in all a colourful and creative year for dance at St Mary's!

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*The showcase was the perfect platform to celebrate the unique talent and performing flair of St Mary's girls.*



## Languages AT THE SENIOR SCHOOL

This year has been another busy, productive year in the MFL department. In September, we celebrated Languages Week in school with a range of film screenings, competitions and a very popular European-themed lunch in the dining room.

Later in the year, Chinese New Year was celebrated with a dumpling-making activity at Mary Ward House and a special dinner at a local Chinese restaurant. During the Easter break, 36 students from Year 8 and Year 9, along with three members of staff took part in the inaugural French study trip to Burgundy, where they enjoyed a range of activities all led in French; archery, cooking, interactive classroom lessons and mosaic-making were some of the activities enjoyed at the centre while circus skills, canoeing and trips to Vézelay and Vermenton Market were some of the off-site highlights. It was an action packed, fun and inspiring week of immersion in the French language and the pupils came home buzzing with enthusiasm for all things French, including the tradition of eating 'les escargots'! Meanwhile, students from Year 10 and Year 11 took part in the Spanish study trip to Salamanca, where they were completely immersed in the language and culture and took part in a range of activities including language lessons, visits to important monuments, dance and cookery workshops, and culinary delights such as a paella evening and a traditional breakfast of chocolate con churros!

This year also saw our first cultural trip to China – a fantastic opportunity for our students to experience Chinese culture at first hand, visit several museums and participate in activities including martial arts, Chinese dancing, cooking, music, a Pearl River cruise and karaoke.

In the classroom, we have been busy encouraging students to experiment with different ways of learning and to accept that in order to find out what does work for them, they may have to go through a process of realising what doesn't work for them.

Although this can initially lead to disappointment, it can also develop resilience and a more profound understanding of the individual's learning process. Lots of discussions about what works have been held, and some great ideas and revision resources have been shared between classmates.

Practice makes perfect with language learning, and there is lots of scope for repetition and practice of pronunciation when speaking in class or with our language assistants. Many of our students on overseas trips this Easter discovered the importance of resilience and perseverance in making themselves understood to unfamiliar native speakers. It was encouraging to see that many of them were willing to try several times; when they succeeded, their pride and pleasure were evident.

We have encouraged a more analytical approach to learning tenses and structures as students need to be able to create language more spontaneously and be able to manipulate known language to create new structures. We have encouraged our students to draw links between the various languages that they study, including Latin and English, and also to note the differences.

Languages lend themselves well to creativity, which has been very much in evidence in a number of activities across the languages including creating presentations, songs, raps, posters and storybooks to consolidate new vocabulary and structures. Judicious use of iPads and Chromebooks has allowed our students to enrich their language more than ever before, and to feed their natural curiosity about both language and culture.







## Languages AT THE JUNIOR SCHOOL

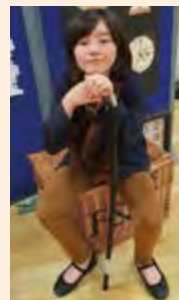
In the Junior School, we are incredibly proud of our diversity; indeed we celebrate it through the Mary Ward characteristic of 'embracing diversity'. Alongside diversity of culture, religion and talent, we also celebrate the diversity of spoken languages. We have over 20 different languages represented in the Junior School and we have some girls who can speak more than four languages fluently!

Within the curriculum, we teach Mandarin and French. Mandarin continues to flourish under Mrs Huang's leadership; lessons are an exciting combination of cultural and language learning. Under Madame Lea's auspices, French goes from strength to strength, with a focus on spoken skills lower down the school and written French at the upper end of the school. Girls leave the Junior School with real confidence in written and spoken French. This year, the Junior School community enjoyed another fantastic French Theatre production, 'Le tour de Monde en 80 Jour'. Madame Lea directed and her husband, Mr Lea, wrote and co-ordinated the music. It was a very special production and it has developed

into a much loved Junior School tradition with past parents returning to see the production year on year.

As with all specialist subjects, there has been an effort this year to embed the HPL thinking skills and their corresponding characters into Modern Foreign Language lessons. Sylvie the Swan is often used to emphasize the need for quick recall of vocabulary and verb conjugations, and Esmerelda the Elephant is needed when thinking carefully about tricky sentence construction.

This summer, we have been able to introduce Spanish to the Years 5 and 6 curriculum offering. Mr David Del Rincon, a Learning Support Assistant and qualified teacher, is innovative in his teaching style. He has used an exciting new programme called 'Rocklingua' and he has even linked with a Spanish school in his native Northern Spain so that the girls can exchange emails and letters. The girls have relished this opportunity to learn another European language, especially those who have chosen to study Spanish in the Senior School.



## Sport AT THE JUNIOR SCHOOL

It would be easy to measure success criteria in sport just going on match results. Whilst, yes, these are important to both players and the School, success is much more than that and, at the Junior School, we consider the wider picture, looking at individuals and what they have gained from or learnt whilst participating in sport.

We embrace the characteristics of HPL in many, many situations: through Esmerelda, the thoughtful, self-disciplined girl who plans the practice or her moves carefully to maximise benefit; to Astrid, who is imaginative and links disciplines learnt in different classes, perhaps through her dance routine or someone who transfers balls skills learnt for one sport to another. Then we have Octavia who is exact, precise, takes care with her moves, works hard, strives to be in a team, or who perseveres; through to Maisy who is creative, for example, when she plans a different move or an activity for others to enjoy. Finally, there is Sylvie:

we would like to think that, in every lesson, every girl displays this learning skill through being quick to get started, being an action player on the court, the field, or in the gym and, through personal enjoyment, realises her full potential.

This exciting learning is happening all around and as teachers and professionals we can aid, direct, enthuse and embrace this learning too. It is exciting to think of all the positive, discrete learning that takes place within all the games on offer where 'Sport is for all'.



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It is exciting to think of all the positive, discrete learning that takes place within all the games on offer where 'Sport is for all'.

## Sport AT THE SENIOR SCHOOL

At St Mary's School, Cambridge we recognise the value that a well-rounded education brings to our girls, and sport therefore plays an integral part in our daily lives at all levels.

The Sport England campaign 'This Girl Can' shows how regular sport can improve girls' health - mentally and physically - social skills and the economy itself, but their research has also highlighted how millions of women and girls are afraid to exercise because of fear of judgement. We are bucking that trend, as more and more we are seeing a new sense of confidence in our girls - the sportswomen of tomorrow - and it is heartening that as a school we have so many sporting successes to celebrate every year.

We believe in sport for all, and ensure that every girl has the opportunity to take part in physical activity, either joining clubs and participating in competitive sport, or simply finding a physical activity they enjoy. We are proud to have both elite sportswomen and willing amateurs who want to keep fit.



**This year has seen superb individual and team performances:**

### Netball

The U16 netball team has had a very successful season winning both the Independent School County qualifying tournament and the County schools tournament, beating all their opponents and they are this year's County Champions. Our Year 8, Year 10 and Year 11 netball teams have all won their respective district netball tournaments to become District Champions.

### Hockey

Our Sixth Form hockey team has had some excellent results this season, winning matches against Stephen Perse Foundation 1st XI, Hills Road 2nd XI and King's Ely 1st XI. Several students were selected to attend the junior hockey development centre; some have progressed to the junior academy centre and we have one student who is attending the national performance centre.

### Cross country

Three teams were entered in the Cambridge District Cross Country Championships, with some superb individual performances. Millie R. won her race and is this year's intermediate District Champion; and our Games Captain, Annie Q., won the girls' senior event. Six girls qualified to represent the district in the County Championships. Five girls then qualified to represent the County in the Anglian Regional Championship. Four of those went one stage further and qualified to run in the English Schools National Championship.

### Roy Burrell Award

Seven Year 11 students were presented with the Roy Burrell Award which celebrates sporting success within the Cambridge schools. They were rewarded for their achievements in their sport, as well as their



continuing commitment to school sport. Emma W. was also awarded the accolade of "Runner Up: Sportswoman of the Year 2018" for her flourishing football career.

### Rowing

One of our strategic visions is not only be a school that rows but to become a well-recognised rowing school, where students can train at national standard and beyond. Mr Cain, our new Rowing Co-ordinator, is establishing an environment for rowing development, where students can follow a pathway to reach their full potential in rowing and become well-rounded athletes.

We have started to expand the rowing programme from our Sixth Form to Year 7. We have started to build a rowing squad with a systematic training programme that cuts across years and enables individual rowers to improve their skills according to their ability. Ambitious rowers will eventually compete at national levels, and in the years to come we hope to develop potential GB rowers.

We now offer a variety of sessions during the week but also on weekends. During the recent Easter holiday, we held our first rowing camp where students were able to row daily. The camps will soon be available throughout the calendar year.

All of this, of course is to facilitate our students who have the desire to row. We have seen a great increase in numbers of students taking up rowing this year with current numbers reaching over sixty students. Our rowers have already developed some key skills which are the seeds of true rowing athletes, such as commitment and consistency, ownership, professionalism and pride in their training, with the ability to create unity among all athletes to generate an enjoyable and happy environment.

## Drama AT THE SENIOR SCHOOL

It's been another wonderfully jam-packed, exciting and vibrant year for the Drama Department in the Senior School.



At the end of last year, the Lower School Drama students performed an open-air original collaboratively devised, mask production called *Give the Park Life*. This energetic and beautifully staged ensemble piece delighted the audience with its simple yet important message that we should be concerned for others in society and that when communities come together, incredible things happen.

The Autumn Term saw another triumph for the Drama department as the Upper School took to the stage for a production of Rob John's *Living with Lady Macbeth*. Within a stunning new cyclorama, the audience were taken on a journey into Lily's world as she struggles, against the odds, to audition for her school's production of *Macbeth*; hoping for the part of Lady Macbeth, a role she has become increasingly fixated on. Lizzie H. gave a stellar performance in the lead role of Lily playing her with integrity and imagination supported by a comedic performance by Francesca H. in the role of her trusted friend, Monica. There were other outstanding supporting roles; Phoebe T. played queen bee, Stephanie Boyce, with complete poise, even when summersaulting and being lifted up by the cast as she 'swam' in a terrifically daring piece of physical theatre. Rosie W., who joined the Sixth Form in September, played the endearingly hopeless Barry with outstanding timing and stunningly awkward physicality.

Our Upper Sixth students delivered superb examination pieces, performing three very powerful and moving monologues, which were contrasted with a more comic, yet poignant, group piece titled *Lilies on the Land*. The play charted the personal journey of three women who signed up to join the Women's Land Army during World War Two, determined to work endless backbreaking hours on farms across the country in a bid to do their best for the War Effort. Lily B., Daisy K. and Phoebe T. very much enjoyed the creative approach to the rehearsal process, which saw them experiment with their characters and embark on the necessary practice required to deliver an on-point performance in front of the audience but, more importantly, the examiner.

Both our Year 10 and Lower Sixth students have been working on developing original pieces of theatre. This involves students developing enquiry skills as they carry out extensive research in terms of the social, historical, cultural and political context of their pieces. Students have to become strategic planners, organising their rehearsal schedules and thinking about how they will ensure that their work will progress, develop and be refined within a given time-frame.

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The Lower Sixth's brief was to produce a piece of theatre in the style of the practitioner, the award-winning physical theatre company Frantic Assembly. The resulting *Workers the War Turned Yellow* explored the story of Agnes, Florrie and Maggie - three munitions workers during World War One. The story was based on true events in the Bambow factory in Leeds and the girls found creating a piece of drama in the style of a theatre company really exciting. Inspired by Frantic Assembly to produce a piece that was 'dynamic and brutal ... tender and fragile', the girls certainly

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

*"A thought-provoking piece on an under-rated and little known topic"*

*"After the drama, I was prompted to think about how proud I am to work at St Mary's and witness such talented girls perform such an amazing piece."*



## Drama AT THE JUNIOR SCHOOL

The playwright Alan Plater said, *"The most valuable asset a nation has is the creativity of its children."*

At the Junior School, it is an ideal we hold close to our hearts through our drama productions. Every child in the school is given the chance to perform in a production and to have a speaking role. Having the opportunity to develop the skill of practising lines is vital, so they are performed with clarity and confidence.



This year, the girls in Pre-Prep performed their Christmas production, based around the nativity story, incorporating music, dance and of course beautiful acting by all the pupils from Reception to Year 2. The girls were involved in the creation of the playscript, using their imagination and contributing their ideas.



Our Spring Term production involved the collaboration of all the girls in Years 3 and 4. They were given the opportunity to show off their acting and singing skills. This year, the girls took part in 'Scheherazade', a musical version of the Arabian Nights story. All their hard work paid off and they performed confidently in front of their peers well as their parents, grandparents and siblings.

HPL means we have high levels of performance from all the children in the Junior School and, therefore, we do not shy away from challenging the girls in Drama. The Summer Term was a busy one for Years 5 and 6 as they put on their Shakespearian production. For some this was their first experience of reading Shakespearian language, but with practice and perseverance came confidence. This year's *Romeo and Juliet* was performed over two evenings in the school garden taking full advantage of the balcony of Acton House. A fitting dramatic finale to the school year.

*"HPL means we have high levels of performance from all the children in the Junior School and, therefore, we do not shy away from challenging the girls in Drama."*



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**BLOGSPOT**

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# Blogspot

Blogs provide food for thought and can stimulate debate. Over the past year we hope we have done both with our comments on key topics and issues.



Read these, and all the blogs from the last year at:

[www.stmaryscambridge.co.uk/hear-from-us/blog.htm](http://www.stmaryscambridge.co.uk/hear-from-us/blog.htm)

## 30 years of meaningful hard work in Lourdes

Our school has a 30+ year tradition of fundraising for the Lourdes pilgrimage and returning there to undertake meaningful hard work. Miss Fleming reflects on our special relationship with Lourdes.

## Why selfies, #hashtags and likes can be a recipe for disaster for girls' mental health

As we come to the end of our Mental Health Awareness Week, the Headmistresses blog focused on an issue that can affect girls of all ages – the use of social media and its impact on mental health.

## High Performance Learning (HPL) in action at our Junior School

In February we presented the HPL framework to parents and since then we have made excellent progress. In this blog Mr O'Reilly focuses on how HPL is enhancing learning in the Junior School.



## No years are 'wasted' at St Mary's School

In a 2015 Government report entitled 'Key Stage 3: the wasted years?' school OFSTED inspectors found that too many secondary schools did not work effectively with partner primary schools. At St Mary's Cambridge this could not be further from the truth. We benefit from an all-through school structure.

## Looking back at my year as Head Boarder 2017/18

Jesslyn F. looks back at her year and advises the new team: "Do not give up when you feel overwhelmed by the challenges that confront you. Instead, rely on and support one another to make things work so that your vision becomes reality."



## What is Computer Science and how does this relate to our girls?

At our Junior School we engage the children with technology to enhance their learning using the SAMR model (Substitution, Augmentation, Modifies and Redefinition). Find out how this benefits their work greatly and fits beautifully in terms of teaching, learning and extending the girls' knowledge.



## Junior School digital strategy

Our digital strategy has been established not only to 'keep up with the times' but also to provide pupils with experiences in learning that reflect what life outside of school is like, and enhanced opportunities for learning through incorporating new digital technologies where we can.

## Coping effectively with failure

Whilst recognising that results have value, particularly when needed as a 'passport' to the next stage of one's life, it is also very important to remember that they do not define a child's worth as a person.

## University: to go, or not to go? That is but one of the questions we should be asking

If people are going to spend in the region of £27,000 on Higher Education tuition fees alone, it needs to be future-proofed and it needs to offer real value for money. Single honours degrees are not going to cut the mustard for the majority...

## A small, still voice that needs to be heard

School leaders and parents need to take seriously the challenge to work together to support children in aiming high, certainly, but not to the extent that they put their mental well-being or physical health at risk.



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**FOR THE RECORD**

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# Junior School

## POSITIONS OF RESPONSIBILITY



### Prefects

TERM	NAME
Autumn 2017	Maddie M.
	Mai L.
	Béatrice L.
	Karla C-C.
Spring 2018	Amelia M.
	Laura M.
	Jasmine H.
	Olivia H.
Summer 2018	Clementine W.
	Isabella R.
	Chloe T.
	Emily G.
	Emerson A.
	Vanille H.
	Natalia P.
Isabella W.	
Lauren N.	
Tess O'C.	

### Prefect Assistants

TERM	NAME
Autumn 2017	Alice K.
	Evani G.
	Ava P.
Spring 2018	Elanaz M.
	Alexis K.
	Evangelia F. M.
Summer 2018	Keira L.
	Danielle V.
	Ela G.
	Harriet C.
Rosie J.	
Margaret P.	

### Faith Council

TERM	NAME
Autumn 2017	Sarah H.
	Cecilia V-F.
	Ruth W.
	Lethando M.
	Freya C.
	Livvy H.
Spring 2018 (after half-term)	Emily B.
	Sadie P.
	Emily H.
	Niamh B.
	Holy L.
	Keira L.
	Elizabeth E.
Imogen S.	

### Eco Council

TERM	NAME
Autumn 2017	Aleena A.
	Kierat G.
	Madeleine H.
	Sonia S-S.
Spring 2018 (after half-term)	Maya P.
	Ilsa R-L.
	Georgia K.
	Darcy M.
	Izabella A.
	Zara D.
	Girija K.
	Eloise R.
	Beatrice T.
	Trinity Y.
	Danielle V.
Honor C.	
Emily M.	



## Tech Council

TERM	NAME
Spring 2018	Emily M.
	Milly M.
	Olivia K.
	Saffron L.
	Emily K.
	Jessica M.
	Sameaha H.
	Anoushka B.
	Victoria L.
	Abigail C.
Summer 2018	Lilian G.
	Béatrice L.
	Rena L.
	Léonie H.
	Layla C.
	Greta C.
	Nikita N.
	Emily B.
Maggie S.	
Evie S.	

## School council members start of year to Lent half term

- 6C Anna T.
- 6F Emily G.
- 6M Béatrice L.
- 5S Elanaz M.
- 5W Sameaha H. and Margaret P.
- 4T Anna T.
- 4H Sissi H.
- 3M Chloe D.
- Year 2 Serena H. & Madeleine D.
- Year 1 Methmi D. G. & Gayatri K.

## School council members Lent half term to end of year

- 6C Neha K.
- 6F Lethando M.
- 6M Cecilia V-F.
- 5S Sadie P.
- 5W Zara A.
- 4T Nina L.
- 4H Tess F.
- 3 Leni J-M.
- Year 2 Hasna H. & Blake F.
- Year 1 Sophie-Anne A. & Emma C-R.
- Reception: Ilsa R-L. & Maya P.



## Lamda Speech & Drama Examinations

Acting Grade Entry	Tess F.	Pass with Distinction
Acting Grade 1	Evani G.	Pass with Distinction
Acting Grade 2	Cecilia V-F.	Pass with Distinction
Acting Grade 2	Clementine W.	Pass with Distinction
Intro 1	Zara D.	Pass with Distinction
Intro 1	Clemmie T.	Pass with Distinction
Intro 3	Izabella A.	Pass with Distinction
Speaking Verse and Prose Grade Entry	Stella C.	Pass with Distinction
Speaking Verse and Prose Grade 1	Keira L.	Pass with Distinction
Speaking Verse and Prose Grade 1	Rena L.	Pass with Merit
Speaking Verse and Prose Grade 1	Sonia S-S.	Pass with Distinction
Speaking Verse and Prose Grade 2	Harriet C.	Pass with Merit
Speaking Verse and Prose Grade 2	Esme H.	Pass with Merit
Speaking Verse and Prose Grade 2	Isabella R.	Pass with Merit
Speaking Verse and Prose Grade 2	Charlotte B.	Pass with Distinction
Speaking Verse and Prose Grade 2	Alexis K.	Pass with Distinction
Speaking Verse and Prose Grade 2	Beatrice L.	Pass with Distinction
Speaking Verse and Prose Grade 2	Mariella R.	Pass with Distinction



## Music

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

Imogen S.	Flute	Grade 2	Pass
Anna T.	Flute	Grade 2	Merit
Laura M.	Flute	Grade 3	Merit
Danielle V.	Flute	Grade 3	Pass
Phoebe H.	Flute	Grade 3	Pass
Kate K.	Flute	Grade 4	Pass
Eilidh H.	Clarinet	Grade 2	Pass
Maddie M.	Clarinet	Grade 2	Pass
Isla S.	Clarinet	Grade 2	pass
Emily G.	Saxophone	Grade 2	pass
Livvy H.	Voice	Grade 1	Pass
Tuppence J-K.	Voice	Grade 2	Merit
Holly L.	Voice	Grade 2	Pass
Alexa B.	Voice	Grade 3	Merit
Emily H.	Voice	Grade 3	Pass
Sarah H.	Voice	Grade 4	Pass
Lara M.	Voice	Grade 4	Pass
Margaret P.	Voice	Grade 4	Distinction
Isla S.	Voice	Grade 4	Pass
Chloe T.	Voice	Grade 4	Pass
Olivia H.	Violin	Grade 1	Pass
Enrica R.	Violin	Grade 1	Merit
Cecilia V-F.	Violin	Grade 3	Merit
Eva P.	Cello	Grade 1	Merit
Sophia R.	Piano	Grade 2	Pass
Eva P.	Piano	Grade 3	Merit
Cecilia V-F.	Piano	Grade 4	Merit
Anne-Marie C.-P.	Guitar	Grade 2	Pass
Beatrice L.	Guitar	Grade 1	Pass
Lethando M.	Guitar	Grade 1	Merit
Niamh B.	Cornet	Grade 3	Merit

## Senior School

### SENIOR PREFECT TEAM 2017/2018



Head Girl	Natasha C-C.
Head Boarder	Jesslyn F.
Deputy Head Girls	Olivia S. and Evangeline R.
Sports Captain	Annabel Q.
Music Captain	Henrietta Mc.
Boarding Prefects	Jacqueline L. Karla M. Kathy C. Christina C.

Senior Prefects	Isby S. Sasha D-B. Madeleine B. Lily B. Krystal Y. Elizah Y. Daisy K. Flores W.
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## Public examination results 2017

### A Level Results for 2017

SUBJECT	A*-B GRADES AWARDED
Art & Design	67%
Biology	67%
Chemistry	83%
Chinese	83%
Classical Civilisation	75%
Computer Science	100%
Drama	25%
Economics	100%
English Language	100%
English Literature	75%
EPQ	86%
French	100%
Further Maths	100%
Geography	89%
Government & Politics	25%
History	100%
Latin	67%
Mathematics	81%
Music	100%
Photography	100%
Physics	67%
Psychology	47%
Theology	20%
Spanish	50%
Textiles	50%

### GCSE results for 2017

SUBJECT	A*-B GRADES AWARDED
Additional Maths	88%
Art	97%
Biology	88%
Chemistry	84%
Chinese	100%
Classical Civilisation	100%
Classical Greek	100%
Computing	100%
Drama	100%
Food	100%
French	81%
Geography	91%
German	83%
Greek	100%
History	97%
Italian	100%
Japanese	100%
Latin	100%
Latin (Short Course)	100%
Music	100%
PE (Short Course)	100%
Physics	88%
Religious Studies	84%
Science	61%
Additional Science	53%
Spanish	96%
Statistics	100%
Textiles	94%

# Leavers' Courses and Destinations 2017

## Higher Education destinations 2016/17

- Aston University
- City, University of London
- Coventry University
- Durham University
- École hôtelière de Lausanne, Switzerland
- Goldsmiths, University of London
- Imperial College London
- King's College London
- Lancaster University
- Newcastle University
- Northumbria University
- Royal Agricultural University
- Royal Holloway, University of London
- University College London
- University of Bath
- University of Birmingham
- University of Brighton
- University of Bristol
- University of Cambridge
- University of Chester
- University of East Anglia
- University of Edinburgh
- University of Exeter
- University of Manchester
- University of Nottingham
- University of Reading
- University of Roehampton
- University of Southampton
- University of St Andrews
- University of Warwick
- University of York

## Higher Education courses 2016/17

- Accounting & Finance
- Agriculture & Farm Management
- Architecture
- Biological Science
- Business
- Chemical Engineering
- Classical Civilisation
- Classics
- Dentistry
- Drama & Theatre Arts
- English
- English Language & Linguistics
- English Language & Literature
- English Literature & Drama
- French & Hispanic Studies
- Geography
- Geography & International Development
- Geography & Planning
- History
- Human Geography
- International Hospitality Management
- Management
- Nutrition & Dietetics
- Philosophy
- Philosophy, Politics and Economics
- Politics
- Primary Teaching (General)
- Psychology



## Arts Awards

### Silver Award

- Catherine B.
- Isobel B.
- Shirley C.
- Martha D.
- Rebecca G.
- June K.
- Alice P.
- Clara W.

## Biology

### Biology Olympiad

- Natasha C-C. Bronze award
- Shirley C. Bronze award
- Alice S. Bronze award
- Julia R. R. Highly commended
- Hebe H. Commended

Five Lower Sixth students also attended the Masterclass series in Plant Sciences at the Sainsbury Laboratory during the Lent term and received certificates at the end of the series. The series consisted of attending three lectures and working in groups with PhD students discussing the contents of the lecture and posing questions at the end to the lecturer.

- Emmanuella N.
- Ameena B.
- Julia R R.
- Kelly S.
- Erning S.

Amelia S., in Lower Sixth, following her afternoon visit to Babraham Institute Schools' Day has been offered work experience for four weeks at the Babraham Institute during the month of July. This is a fantastic achievement, as Amelia is one of only two students from all the schools in attendance who have been offered this opportunity.

## Duke of Edinburgh's Awards 2017/2018



### BRONZE AWARD

Isobel A.  
Lily A.  
Honor B.  
Beatrice B.  
Annabelle B.  
Katharine B.  
Maria C.  
Lucy C.  
Natasha C-C.  
Eleanor C.  
Anna C.  
Jodie D.  
Olivia D.  
Katrina E.  
Grace F-M.  
Isabella AnnaLisa F-C.  
Mariana G. O.

### BRONZE AWARD

Elena G.  
Abbi H.  
Arabella H.  
Alexandra H.  
Amy H.  
Grace H.  
Francesca H.  
Punyanuch I.  
Lucy J.  
Caitlin J.  
Nayun K.  
Kate L.  
Christina L.  
Jessica L.  
Athena L.  
Liberty M.  
Eve Mc.

### BRONZE AWARD

Lillian O.  
Ella P.  
Alice P.  
Ciara P.  
Lucy Q.  
Eman R.  
Nerea R.  
Charlotte S.  
Iona S.  
Olenska S-H.  
Lois T.  
Rosie T.  
Emily T.  
Morgan T.  
Hannah T.  
Beth W.

## Duke of Edinburgh's Awards 2017/2018

### SILVER AWARD

Emily B.G.  
Frances B.  
Cara C.  
Annabel C.  
Emma C.  
Megan C.  
Anna C.  
Charlotte D.  
Hannah E.  
Daisy F.  
Mariana G. O.  
Emily H.  
Lucy L.  
Helena L.

### SILVER AWARD

Holly L.  
Aislin Mc.  
Niamh Mc.  
Verity O.  
Jessica O.  
Ella P.  
Aurelia P-G.  
Alice P.  
Charlotte S.  
Annabel T.  
Isabelle T-G.  
Fatima Y.  
Tianyi Z.  
Constance B.

### GOLD AWARD

Lucca C.  
Jesslyn F.  
Isabella G.  
Hannah T.  
Laura W.  
Flores W.



## Lamda Speech & Drama Examinations

Speaking Verse and Prose Grade 1	Maia G.	Pass with Merit
Speaking Verse and Prose Grade 2	Lucy G.	Pass with Merit
Speaking Verse and Prose Grade 2	Achu-Poni L.	Pass with Distinction
Speaking Verse and Prose Grade 2	Matilda P.	Pass with Merit
Speaking Verse and Prose Grade 2	Susannah T.	Pass with Distinction
Speaking Verse and Prose Grade 2	Amie B.	Pass with Merit
Speaking Verse and Prose Grade 2	Martha B-C.	Pass with Distinction
Speaking Verse and Prose Grade 2	Rose S.	Pass with Merit
Speaking Verse and Prose Grade 2	Lucy T.	Pass with Merit
Speaking Verse and Prose Grade 2	Madeleine E.	Pass with Merit
Speaking Verse and Prose Grade 2	Lucie D.	Pass with Distinction
Speaking Verse and Prose Grade 2	Megan W.	Pass with Distinction
Speaking Verse and Prose Grade 2	Matilda R.	Pass with Merit
Speaking Verse and Prose Grade 2	Anouk S.	Pass with Distinction
Speaking Verse and Prose Grade 3	Rebecca A.	Pass with Merit
Speaking Verse and Prose Grade 3	Hattie N.	Pass with Merit
Speaking Verse and Prose Grade 3	Annabelle P.	Pass with Distinction
Speaking Verse and Prose Grade 3	Chloe F.	Pass with Merit
Acting Grade 3 – Solo	Sophia B.	Pass with Distinction
Acting Grade 3 – Duo	Harper A.	Pass with Distinction
	Ellen A.	Pass with Distinction
Acting Grade 3 – Duo	Freya B.	Pass with Distinction
	Sacha M.	Pass with Distinction
Acting Grade 3 – Duo	Imogen C.	Pass with Distinction
	Bethany P.	Pass with Distinction
Acting Grade 3 – Duo	Ella C.	Pass with Distinction
	Georgia M.	Pass with Distinction
Acting Grade 3 – Duo	Amelie A.	Pass with Distinction
	Maryam G.	Pass with Distinction
Acting Grade 3 – Duo	Amelia A.	Pass with Distinction
	Isabel R.	Pass with Distinction
Acting Grade 3 – Duo	Lucy S.	Pass with Distinction
	Amelie S.	Pass with Distinction
Acting Grade 3 – Duo	Medeea G.	Pass with Distinction
	Felicity W.	Pass with Distinction

# Lamda Speech & Drama Examinations

Acting Grade 3 – Duo	Imogen H-H. Emily H.	Pass with Distinction Pass with Distinction
Acting Grade 4 – Duo	Katherine S.	Pass with Distinction
Acting Grade 4 – Duo	Jessica D. Catherine L.	Pass with Distinction Pass with Distinction
Acting Grade 4 – Duo	India B. Tindra B-H.	Pass with Distinction Pass with Distinction
Acting Grade 4 – Duo	Brooke L. Lily R.	Pass with Merit Pass with Merit
Acting Grade 4 – Duo	Ella G. Emily T.	Pass with Distinction Pass with Distinction
Acting Grade 4 – Duo	Olivia B. Isabella R. L.	Pass with Merit Pass with Merit
Acting Grade 4 – Duo	Jessica F. Ruby P.	Pass with Distinction Pass with Distinction
Acting Grade 4 – Duo	Charlotte P. Kaura G.	Pass with Merit Pass with Merit
Acting Grade 5 – Duo	Alice M. Lilianna S.	Pass with Distinction Pass with Distinction
Acting Grade 5 – Duo	Reyati L. Matilda T.	Pass with Merit Pass with Merit
Acting Grade 5 – Duo	Sofia B. F. Alice K.	Pass with Distinction Pass with Distinction
Acting Grade 5 – Duo	Chrissie K. Isabel B. M.	Pass with Distinction Pass with Distinction
Acting Grade 5 – Duo	Mackenzie A. Isabella R.	Pass with Distinction Pass with Distinction
Acting Grade 5 – Duo	Dharma L. Alexandra S.	Pass with Distinction Pass with Distinction
Acting Grade 6 - Duo - Bronze Medal	Shirley P. Cate B.	Pass with Merit Pass with Merit
Acting Grade 6 - Duo - Bronze Medal	Charlie S. Sophie W.	Pass with Merit Pass with Merit
Acting Grade 6 - Duo - Bronze Medal	Olivia D. Katherine G.	Pass with Merit Pass with Merit



Acting Grade 6 - Duo - Bronze Medal	Isobel B. Francesca H.	Pass with Distinction Pass with Distinction
Acting Grade 6 - Duo - Bronze Medal	Jeni B. Christina L.	Pass with Distinction Pass with Merit
Acting Grade 6 - Duo - Bronze Medal	Shona M. P. Molly P.	Pass with Merit Pass with Distinction
Acting Grade 6 - Duo - Bronze Medal	Beatrice B. Trinity K.	Pass with Distinction Pass with Distinction
Acting Grade 8 - Solo - Gold Medal	Ella B.	Pass with Merit
Acting Grade 8 - Duo - Gold Medal	Lily B. Natasha C-C.	Pass with Distinction Pass with Distinction
Acting Grade 8 - Duo - Gold Medal	Serena C. Flores W.	Pass with Merit Pass with Merit
Acting Grade 8 - Duo - Gold Medal	Annie G. Phoebe T.	Pass with Distinction Pass with Distinction

# UK Maths Challenge

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

## Junior Maths Challenge (Year 7 – Year 8)

YEAR 7	
Ritu G.	Silver & Best in Year
Ella H.	Silver
Hattie N.	Silver
Julia B.	Silver
Amie B.	Bronze
Charlotte F.	Bronze
Frankie R.	Bronze
Hana M.	Bronze
Sophie S.	Bronze

YEAR 8	
Anny C.	Gold & Best in Year
Alice L.	Gold
Jenna K.	Silver
Juhae S.	Silver
Joanna T.	Silver
Imogen H.	Silver
Juliette L.	Silver
Medeea G.	Silver
Emma B.	Silver
Emily H.	Silver
Emma G O.	Bronze
Gerri S.	Bronze
Sophie S.	Bronze
Elizabeth A.	Bronze
Susan D.	Bronze

## Intermediate Maths Challenge (Year 9 – Year 10)

YEAR 9	
Barbara Z.	Gold
Emilia C.	Silver
Emily T.	Silver
Clara G.	Silver
Alice G.	Silver
Alexandra H.	Silver
Eve H.	Bronze
Sarah R.	Bronze

YEAR 10	
Cindy H.	Gold
Bella T.	Silver
Caitlin D.	Silver
Rosie E.	Silver
Maiya F.	Silver
Jasmine L.	Bronze
Doris C.	Bronze
Elizabeth D.	Bronze

## UK Team Maths Challenge

*Placed 4 out of 30 schools at the competition*

Anny C.	(Year 8)
Maryam G.	(Year 8)
Emily T.	(Year 9)
Barbara Z.	(Year 9)



## Intermediate Olympiad (Year 9 – 10)

Barbara Z. Merit

## Senior Maths Challenge (Year 11 and Sixth Form)

YEAR 11	
Nayun K.	Silver
Athena L.	Silver
Iona S.	Silver
Mariana G. O.	Silver
Isobel B.	Bronze
Lucy C.	Bronze
Sally Z.	Bronze

### LOWER SIXTH

Rebecca L.	Gold
Laura L.	Gold
Sungmin S.	Silver
Sunny B.	Silver
Hebbe H.	Bronze
Niamh H.	Bronze
Erning S.	Bronze
Kelly S.	Bronze
Emily H.	Bronze

### UPPER SIXTH

Selena Y.	Gold
Megan W.	Gold
Daniella O.	Gold
Titania H.	Gold
Rose Z.	Gold
Jesslyn F.	Silver
Shirley C.	Bronze
Nabiha C.	Bronze
Jacqueline L.	Bronze



# Music

## Commitment colours

Colours are awarded as follows:

Blue = 1 extra-curricular musical ensemble/choir

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

Red = 4 extra-curricular musical ensembles/choirs

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

### YEAR 7

Rebecca A.	Blue
Sophie C-W.	Blue
Madeleine E.	Blue
Lily E.	Blue
Ritu G.	Blue
Lucy G.	Blue
Anna L.	Blue
Talitha M. H.	Blue
Frankie R.	Blue
Lila R.	Blue
Chloe T.	Blue
Alissa W.	Blue
Marina B. R.	Green
Susie B.	Green
Lottie F.	Green
Laura K.	Green
Achu-Poni L.	Green
Sophie S.	Green
Charlotte T.	Green
Ruby V.	Green

### YEAR 8

Imogen C.	Blue
Daisy D.	Blue
Lucy D.	Blue
Emma G. O.	Blue
Kaitlin G.	Blue
Emily H.	Blue
Lola H-L.	Blue
Imogen H.	Blue
Dasha K.	Blue
Juliette L.	Blue
Emily M.	Blue
Diya S.	Blue
Maria S.	Blue
Sophie H.	Green
Temwani M.	Green
Sophie S.	Green
Esther W.	Green
Maryam G.	Gold



## YEAR 9

Sofia A.	Blue
Laura C.	Blue
Jessica D.	Blue
Clara G.	Blue
Emma G.	Blue
Sarah H.	Blue
Eliza M.	Blue
Iona U-K.	Blue
Madeline A.	Green
Alice G.	Green
Zoë L.	Green
Cecilia R. B.	Green
Lizzie W.	Green
Emilia C.	Red
Rosie P.	Gold

## YEAR 10

Sofia B.F.	Blue
Anna C.	Blue
Jasmine C.	Blue
Doris C.	Blue
Issy H.	Blue
Vanessa J.	Blue
Keeva McM.	Blue
Maddie M.	Blue
Cathy W.	Blue
Zara K.	Green
Sophia M.	Green
Eunice R.	Green
Isabella R.	Green
Mia R.B.	Green
Jessica C.	Red
Olivia B.	Gold
Bella T.	Gold

## YEAR 11

Cavalcanti C.	Blue
Page P.	Blue
Airey A.	Green
Austin A.	Green
Bulag B.	Green
Hendry H.	Green
Parker P.	Green
Wilson W.	Green
Wittmann W.	Green
Brett B.	Red
McGuinness McG.	Red
Goddard G.	Gold

## YEAR 12

Aurelia P-G.	Blue
Julia R.R.	Blue
Sungmin S.	Blue
Charlotte S.	Blue
Catherine Z.	Blue
Miriam E-N.	Green
Aislin McL.	Green
Boya Z.	Green
Gigi D.	Red
Amelia S.	Gold

## YEAR 13

Lily B.	Blue
Jesslyn F.	Green
Henrietta McF.	Green

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

Candidate	Subject	Grade	Cat
Daisy D.	Clarinet	1	Merit
Frankie R.	Guitar	1	Merit
Ritu G.	Cello	1	Distinction
Ella B.	Piano	2	Merit
Miriam E-N.	Cello	2	Merit
Emily H.	Harp	2	Distinction
Susie B.	Flute	3	Pass
Lucy D.	Clarinet	3	Pass
Zara K.	Violin	3	Pass
Angela P.	Piano	3	Merit
Sophie S.	Singing	3	Merit
Felicity W.	Singing	4	Pass
Maddie M.	Singing	4	Merit
Eliza M.	Violin	4	Merit
Lottie W.	Singing	4	Distinction
Jessica C.	Piano	5	Pass
Lucy C.	Music Theory	5	Pass
Maryam G.	Music Theory	5	Merit
Echo G.	Practical Musicianship	5	Distinction
Echo G.	Piano	6	Pass
Rebecca G.	Flute	6	Pass
Catherine Z.	Flute	6	Pass
Lucy C.	Piano	6	Merit
Rosie P.	Jazz Clarinet	6	Merit
Maryam G.	Singing	6	Distinction
Issy H.	Piano	6	Distinction
Vanessa J.	Violin	7	Pass
Clara W.	Singing	7	Pass
Mariana G. O.	Piano	7	Merit
Aislin M.	Alto Saxophone	7	Merit
Amelia S.	Clarinet	7	Merit
Mia R. B.	Singing	7	Merit
Rebecca G.	Singing	7	Distinction
Bella T.	Piano	7	Distinction
Gigi D.	Jazz Sax	8	Merit
Kathy C.	Singing	8	Distinction

# Physics

## Physics Olympiad Challenge

Two Upper Sixth students took part in the A2 Physics Olympiad Challenge

- Selena Y. achieved a Gold award and a book prize
- Titania H. achieved a Silver award

Two Lower Sixth students took part in the AS Physics Olympiad Challenge

- Sungmin S. achieved a Bronze award
- Rebecca L. achieved a Silver Award

Eight Year 11 students recently took part in the Physics Olympiad challenge and I have just received their results.

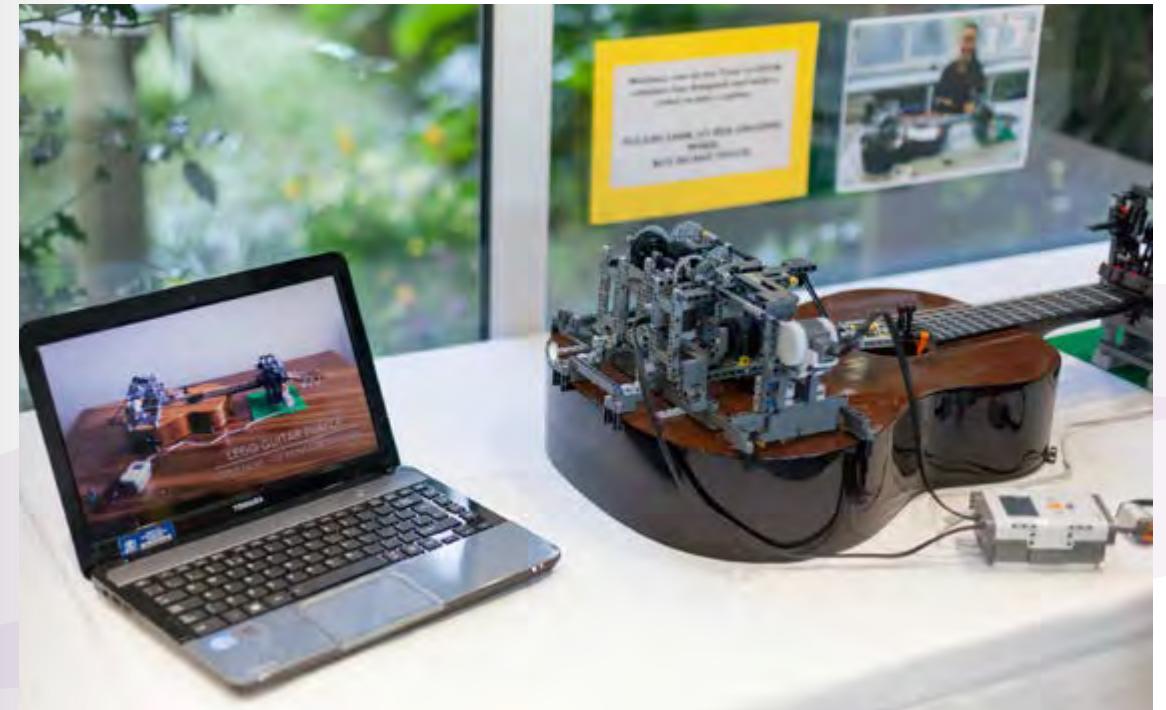
- Mariana G.O. achieved a Gold Award
- Athena L. achieved a Silver Award
- Xing Q. achieved a Silver Award
- Anna C. achieved a Bronze Award
- Sophie C-B. achieved a certificate of commendation
- Daisy M. achieved a certificate of commendation
- June K. achieved a certificate of commendation
- Isabella F-C. achieved a certificate of commendation



# Youth STEMM Award

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

- Jesslyn F. Silver
- Shirley C. Bronze
- Jacqueline L. Bronze



## Sport

In the Lower School, half colours are awarded in Years 8 & 9 for ability and commitment to extra-curricular sport:

For Athletics:	Lulu H. Jennifer S.
For Gymnastics:	Sofia A. Jess C. Eve H. Ruby P.
For Hockey:	Emily W.
For Netball:	Olivia A. Cicely G. Anina S.
For Athletics & Hockey:	Catherine D.
For Gymnastics & Netball:	Olivia B.
For Hockey & Netball:	Sara A. Grace J. Louisa P.
For Netball & Tennis:	Madeline A.
For Hockey, Netball & Tennis:	Tindra B-H.
For Athletics, Gymnastics & Netball:	Jessica F.
For Athletics, Hockey & Netball:	Amy H.
For Athletics, Cross-country & Netball:	Kilda M.
For Cross-country, Hockey & Netball:	Millie R.
For Athletics, Gymnastics, Hockey & Netball:	Brooke L.
For Gymnastics, Hockey, Netball & Tennis:	Laura C.
For Athletics, Gymnastics, Hockey, Netball & Tennis:	Poppy E.

In the Upper School, half colours are awarded in recognition of outstanding commitment in Years 10 & 11

For athletics:	Georgia C. Olivia R. Olenska S-H. Nicole T.
For cross-country:	Daisy M.
For gymnastics:	Rebecca G. Jessica L. Eve McG.
For hockey:	Beatrice B. Francesca H. Lucy J.
For netball:	Katherine G. Arabella H.
For tennis:	Trinity K. June K. Daisy M.
For athletics, cross-country, hockey & tennis:	Grace H.

In the Upper School, full colours are awarded for ability as well as commitment in Years 10 & 11

For athletics:	Lucy J. Melissa L.
For gymnastics:	Shona M.P.
For hockey:	Honor B. Elena G. Daisy M. Molly P.
For netball:	Florence B-C. Anya F. Nicole T.
For tennis:	Kate L. Tilly M-R. Elsbeth T.
For athletics & hockey:	Lily A.
For athletics & tennis:	Emma W.
For hockey & tennis:	Katrina E.
For gymnastics & hockey:	Olenska S-H.
For athletics, cross-country & hockey:	Beth W.
For athletics, hockey & netball:	Amy T.
For hockey, netball & tennis:	Olivia R.
For athletics, cross-country & hockey:	Arabella H.
For athletics, cross-country, hockey & tennis:	Lucy C.

In the Sixth Form, full colours are awarded for ability as well as commitment

For hockey: <i>(Silver bar badge)</i>	Lily B. Katie B. Madeleine B. Henrietta McF. Alice W. Elizah Y.
For rowing: <i>(Red bar badge)</i>	Serena C. Sasha D-B. Yasmin Munira F.C. Titania H. Evie R. Olivia S. Alice S. Isby S. Flores W.
For cross-country & hockey:	Annabel Q.



**Junior School:** 6 Chaucer Road, Cambridge CB2 7EB  
**Senior School:** Bateman Street, Cambridge CB2 1LY

admissions@stmaryscambridge.co.uk  
+44 (0)1223 224167 or +44 (0)1223 224157

[stmaryscambridge.co.uk](http://stmaryscambridge.co.uk)



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