

Magnolian

2014/2015



St Mary's School
CAMBRIDGE



Lord,

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

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

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

Amen



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Photographer Claire Borley

Headmistress' Welcome

Welcome to the 2014/2015 edition of *The Magnolian*, the annual magazine for St Mary's School, Cambridge.

It has been a significant year for the school as we have set up our Development and Fundraising Office and launched the first fund-raising appeal in my eight years as Headmistress. Our first venture has been the Science Hub project which will involve relocating the existing Biology laboratories to be adjacent to Physics and Chemistry creating multi-purpose Science teaching spaces thereby enabling teaching and support staff to work effectively and efficiently across the three Sciences. Refurbishment and updating of Science facilities will be completed together with the creation of a fully equipped Sixth Form teaching space over the summer holidays.

This has required a shift in mindset to discern that it is as appropriate to fundraise for the school as it is to fundraise for external charitable causes. The girls have understood this notion and got behind this venture with typical enthusiasm and inventiveness: they have filled plastic test tubes full of loose change, dressed up in lab coats and goggles in the Junior School and onesies the Senior School at the behest of the Student Council. Parents, both international and local, have been incredibly generous in providing major donations as well as sponsoring elements on a Periodic Table and purchasing equipment for the laboratories that are being created or refurbished as part of the Science Hub project. I thank you all for your contributions.

This fund-raising project will be the first of many across a variety of fields. Next year we will be turning our attention to sport. Alongside curriculum areas, we will be continually focusing on adding funds into the Sister Christopher Bursary Fund. Contributions to this fund have substantially been from legacy donations and pledges from our loyal alumnae. We formally launched our legacy campaign under the strapline 'Thank you for making me the woman I am today' at our Pastonian Luncheon in April and we were delighted with the immediate response by the majority of those present to make pledges.

We are unashamedly building our future and in this our 116th year we look forward to key celebrations in four and five years' time namely our 120th and 121st years as a thriving and very happy school community.

More immediately but less locally, our connections through the wider reach of Mary Ward's charism have continued to deepen with Loreto education in the UK as well as in both Ireland and Australia. With the addition of the 'Pink Rooms' to our portfolio of boarding accommodation we have been able to welcome international students on short stay visits including three students from one of our sister IBVM schools in Germany.

"We are unashamedly building our future and in this our 116th year we look forward to key celebrations in four and five years' time, namely our 120th and 121st years, as a thriving and very happy school community."



I am delighted by all that our Sixth Form students contribute in terms of leadership and service to the school. I thank all those girls who have taken on senior prefect positions as Head Girl, Sports Captain, deputy heads in charge of Houses or committees, peer counsellors and all who model positive behaviours to the rest of our community. I am grateful for all that our teachers and support staff contribute to our community and I wish to pay tribute to four departing members of staff who between them have clocked up a magnificent 85 years of dedicated service: Mrs Tricia Nicholson our outgoing Head of Economics & Business Studies and Assistant Head of Sixth Form (29 years); Mrs Jean Doe our Financial Administrator in the Bursary (27 years); Dr Charlotte Goddard, Director of Teaching & Learning and Head of Classics (17 years) and Mrs Petra Stephenson who led Music teaching so successfully and with such joy in the Junior School (12 years). I wish all our departing Upper Sixth students, as well as departing staff, God-speed and much happiness and fulfilment as they move on to university and vocational study and other employment or retirement.

As I wrote last year, I hope that this year's magazine both celebrates our 400 year old charm and tradition as well as educational vision and innovation; that it balances a local focus with an international one and includes a broad dimension of views from those of support staff to Governors, CJ sisters to parents. As you read through an account of this academic year, it is my hope that you recognise our community, seeing its values truly reflected and will continue to cherish it!

Finally, my sincere thanks to David Walker, teacher of English and Editor of this magazine for the last three years, for his passion, vision and editorial prowess.

Do enjoy your summer holidays and do enjoy reading The Magnolian 2014/2015.



Charlotte Avery

Charlotte Avery, Headmistress



1

Academic
excellence

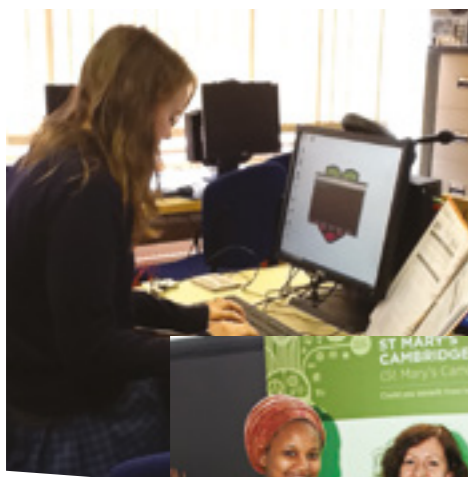


Learning to code and program is fast becoming an important part of education. Upper Sixth Computing student, Hannah B-D., discusses how she and others are beginning to challenge the traditional male domination of this subject area.



Hannah B-D., Upper Sixth

Computing for girls



The Joint Council for Qualifications, Provisional GCE 'A' Level Results, June 2012, reported that out of 3,809 students who studied A Level Computing, only 297 were girls. Following this it was also stated that only 18% of undergraduate Science qualifications obtained by students on HE courses in the UK were girls in 2010/2011, with only 20% of girls doing postgraduate study. It is these shocking statistics that highlight the significant gender gap in this area. Despite this, however, St Mary's girls seem keener than ever to participate in Computing.

Code Club is an after school club run at the Junior School where younger girls learn programming at an age appropriate level, namely Scratch. This club has been running for two years now and is very well attended by the older pupils at the Junior School. At the club the girls enjoy making fun games, such as 'Whack a Witch' and 'Fish Chomp', using a variety of variables, lists, arrays and other programming constructs. Two Computing students from the Senior School come over every week to help teach the children programming skills.

However, it is not just the Junior School pupils that have a passion for coding. Gadgeteer Club is a club run at the Senior School on a Tuesday where girls get the opportunity to program Microsoft.Net Gadgeteer hardware in the programming language C#. Microsoft .NET Gadgeteer is a rapid prototyping platform for small electronic gadgets and embedded hardware devices. The girls program cameras, touch screen games and other exciting gadgets with the



various modules at their disposal. One girl who regularly attends this club said that it is a really fun and engaging way to learn more about programming. Having helped to run and having attended this club for many years I was amazed to find that, during my own work experience at Microsoft, the very same programming language and many of the programming techniques that the girls explore in this club were being used by computer scientists in their everyday work.

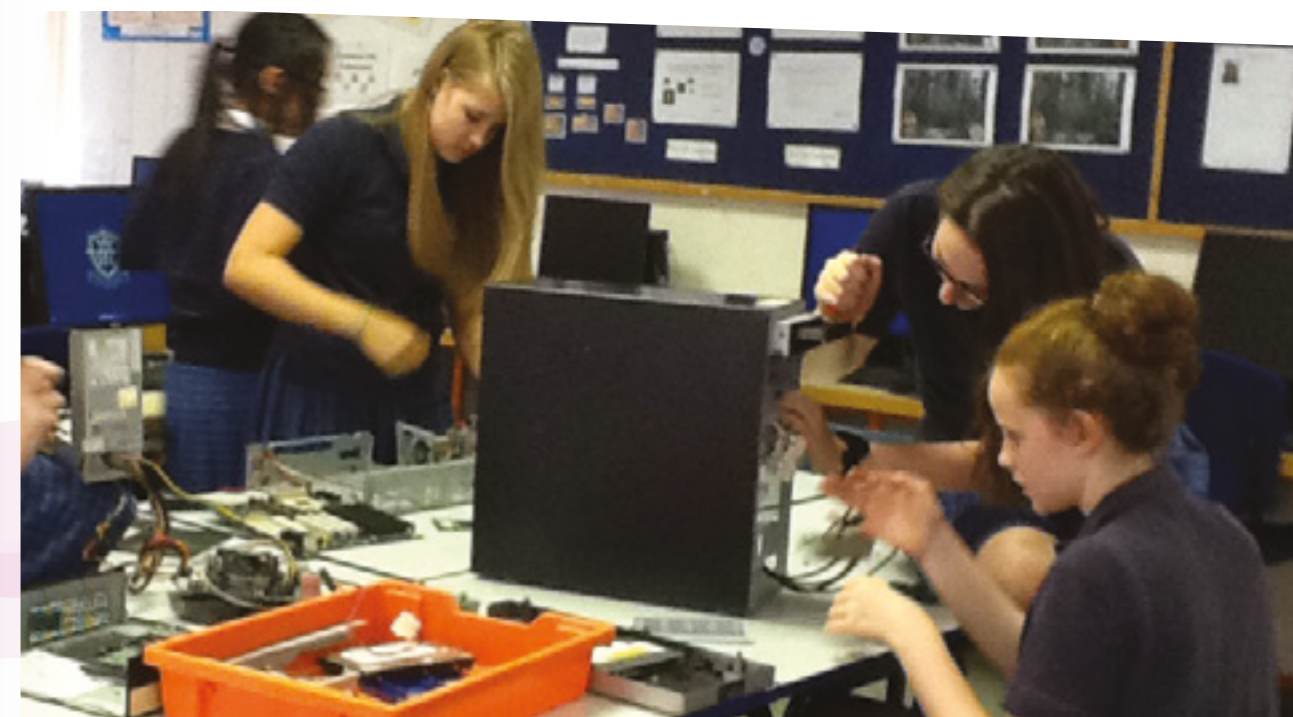
Raspberry Pi is a credit card sized computer that can be used to teach people of all ages about computing. Four Year 9 students had a lot of fun this year when they built circuit boards using bread boards and wires and connected them to a Raspberry Pi each. They programmed their Raspberry Pis to play Morse code using a buzzer and took it in turns to decipher each other's code. They also programmed their Raspberry Pis to flash in traffic light formations using three different coloured LEDs. The programming was complex and all the code was written in Python, a high-general purpose programming language.

Lego Mindstorms are programmable robots that are built mainly of Lego. They have three motors and a variety of sensors that are at the disposal of a small group of girls in the after school club, Lego Mindstorms. Each girl has her own robot and, although the main task for the robots is to collect energy bricks to complete a circuit unaided by a human, the robots have been programmed to run around obstacle courses, knock on doors and run away and to follow a black line drawn on the floor. The club is very popular among Year 11 and is always well attended.

The school has always helped me to pursue my interest in Computing. At the end of Lower Sixth I participated in work experience at Microsoft Research in Cambridge where I programmed a gadget as part of a project that can now be seen displayed at Microsoft in their window. I also designed a program for the St Mary's Careers department to collect and organise careers information and enable it to be shown on SMO. I am also working with the Head of Boarding on a new Exeat system.

I enjoy a challenge, and I often enter competitions. I entered PA Consulting's Raspberry Pi Competition where I connected my Pi to a thermistor and five solar panels, all placed at different roof pitches and directions. The idea was that people considering fitting solar panels to their roof could determine the return on their investment. My prototype was showcased and awarded a trophy at the finals held in the Science Museum, London, where I was interviewed by the media and spoke on camera. In the National Engineering Competition for Girls, 2014, I designed and coded a Lego robotic arm with a light sensor which would separate glass at recycling plants. My proposal and working demonstration made the final at the Big Bang Fair in Birmingham. Next year I plan to be studying Computer Science at one of the five universities I have applied to.

Although it is true that only 8% of A Level Computing students in 2012 were female and that the figures were just as diabolical for higher level studies, it is clear that at St Mary's there is no lack of enthusiasm for the subject and that the girls are definitely working towards correcting these figures! ●





Ruth McGuinness, Learning Technologist

‘I think therefore iPad’

iPads have now become a familiar part of the student toolkit here at St Mary’s School, Cambridge. In October 2014 a second year group were issued with iPads meaning that during the academic year 2014/2015 both Year 8 and Year 9 have been using iPads during lessons and outside school for homework. Compared with earlier ways computers were used in education, the ready access to technology that mobile devices provide has really enabled a shift in how technology can be used to foster and support learning inside and beyond the classroom.



As our alumnae reading this article will recall, teachers who wanted to use technology in lessons had to make special provision, booking IT suites and swapping rooms. Often these bookings were made because of needing to use the Internet for research or to access subject specific resources but now iPads

can be opened up and on-the-spot research done as and when needed and then put away just as easily. This spontaneous use means that Internet use is immediately relevant to what is being discussed or studied, rather than having to be created as a separate event. Embedding technology



Teachers and students have created impressive revision resources including multimedia ebooks.

Tablets make it easy to create all kinds of multimedia work, for example classes have created radio shows to fill in missing segments of a novel, and photo/video diaries explaining creative projects in Textiles. Re-enactments of Latin plays in class take on a different dimension when they are filmed, with students taking a great deal of care with their spoken Latin in order to create something they can be proud of.

We started this year with the Chemistry department being the first to use a brand new tool provided by Google Apps for Education called Google Classroom. In school we have a great school intranet (SMO) which allows teachers to present content to students and Google Classroom complements this by adding

everyday lessons in this way reflects technology use out of school as well as fitting more logically into lesson design.

Just like web research, word processing and creating and making presentations have been standard activities in school for a long time but the iPads make these conventional tools more accessible and convenient than before with some surprising results. One of the unexpected benefits of the 1:1 iPad programme has been an impressive rise in the quality of the students’ digital output both in terms of presentation and content. Right from the start of the project, form teachers commented on the quality of material created by students for sharing in assemblies and form prayer time, as well as for lessons, rising significantly.

Importantly however the iPads also facilitate a whole host of other activities which support and extend learning and teachers have been keen to explore these with their students. Some examples include using green screen technology to explore the dangers of smoking and ‘visit’ different geographical landscapes; creating stop-frame videos describing processes in Chemistry experiments, being able to carry around, annotate and access all of one’s favourite novels, examination papers and other texts without any weight burden.

It is a common misconception that everyone born after the mid to late 1990s is a digital native but this is definitely not true.

a very immediate way that teachers can communicate resources and set assignments to particular groups of students and collect work electronically. Importantly Google

Classroom lets our teachers set and collect digital work from students with as much ease as gathering in pieces of paper.

Our teachers have also been trialling new ways of working by giving students video feedback on practice coursework and other key pieces of homework. The response from the first groups of students to have this experience was very exciting; initially surprised at the extra insight they got into just how much time and effort teachers put into the marking and feedback process, they also said that they felt that they could better understand and apply this feedback to future work. This innovative method of feedback resulted in significantly improved coursework marks for students and it is something teachers are planning on continuing to use. This has been a good example of how our teachers have taken up the challenge to explore and learn together to try and work out the best workflows and then share their experiences with colleagues.

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Students have also been innovating. Challenged to improve how Science experiments could be redesigned to gather more reliable data, Biology students set about trialling using the iPad to help them capture data using its camera and then subsequently reworked and explored different experimental set ups to see what was possible. They were delighted at the increased accuracy of results their ingenuity produced as was their teacher.

It is a common misconception that everyone born after the mid to late 1990s is a digital native. Students who have iPads have been required to improve their own digital literacy in order for them to manage their devices and make good use of their apps. For iPad students this has meant getting to grips with sharing files using cloud technologies instead of filling up each other's inboxes with email attachments, understanding backing up and storage capacities, and practising sensible online safety behaviour every day. These are all skills that people use in daily life, and having the iPads in schools is a conduit for helping the girls better understand the technology they are using in their own lives and then think about how they can make it work for them and help their learning. Another benefit of having iPads as a group is that students' awareness of the usefulness of technology for work as well as their own understanding and use has grown and developed. In using the Internet every day for research students have become more discerning in their selection of websites under the direction of their teachers faced with justifying their sources and choices.

With the support of staff and often each other students are using their iPads outside school for leisure too, with budding writers composing and sharing stories online with their friends, potential film directors creating wonderful videos and more.

Here in school staff and students are continuing to explore the affordances of mobile technologies and meshing these with the best of traditional teaching. ●

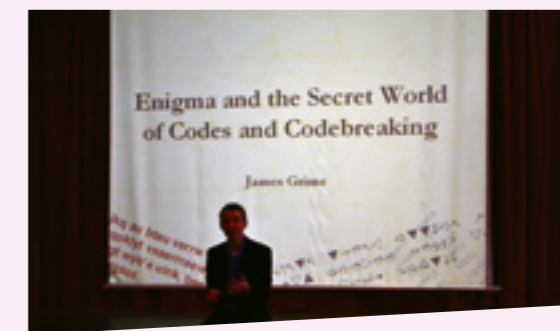
Ella R.

"It was inspiring to know about another career we can take on when we grow up."



Year 7 students

Enigma workshop



In March our Year 7 students were fortunate to have an audience with one of the famous Enigma machines – the machines used by the German intelligence during the Second World War to communicate with troops in code.

Alan Turing and his code-breaking team used this machine at Bletchley Park, which is widely believed to have reduced the length of the war by two years (as depicted in the recent film featuring Benedict Cumberbatch, 'The Imitation Game').

James Grime, Mathematician and keen code-breaker who chaperoned the machine, on loan to him by a friend, highlighted the importance of code-breaking skills, explaining how a plot by Mary Queen of Scots to kill her sister, Queen Elizabeth, was foiled thanks to a code-breaker who deciphered her coded messages to her co-conspirator. It goes without saying, that the success or failure of a plot to commit treason is likely to change the course of history.

As well as explaining how important code-breaking has been through history, Mr Grime inspired the

students into thinking of themselves as code-breakers of the future – MI5 and MI6 code-breakers have to start somewhere, why not them, and why not now?

After the introductory talk, Mr Grime spent time with each class giving them practical code-breaking tasks to complete, and seeing who had a real flair for cracking the code. Tabitha D. said "It was interesting because we learnt how to use Mathematics for problem solving and thinking in different ways", and Ella R. said "It was inspiring to know about another career we can take on when we grow up". This insightful event, organised by the Mathematics department, enabled our students to consider one of the many real-world applications of Mathematics which they could potentially use when they leave school. ●



Year 10 students

Science in action day



Year 10 visited the Institute of Education in November to experience a range of GCSE talks by scientific researchers.

Is there anything more amazing than you? We were amazed at how we can measure distances, temperatures, speeds and sizes beyond our senses. 'Hope, hype and headlines: Science in the Media' was another really engaging presentation. We learnt that we



should challenge the information presented to us in the media, and use our scientific understanding to help consider the points raised.

The most anticipated talk was by Lord Robert Winston. He spoke on the history, progress and prospects of In Vitro Fertilisation. We were introduced to super mice, shown video footage of ovulation and discussed the role of stem cells in future medicine. Lord Winston did not disappoint as he encouraged us not to underestimate our abilities, and explained how each human brain has more connectivity than the London telephone exchange. An inspiring day! ●

Upper Sixth students

Talk on freshwater ecology by Dr Baiao Figueira

In December Dr Baiao Figueira came into the Biology department at lunchtime to give a talk to students (and staff) about a career in Ecology. Girls from Years 10, 11 and Sixth Form attended the talk.

Dr Baiao Figueira works in Cambridge as an Ecologist and talked initially about Biology careers in education, research and industry; as she has experience of all three. She explained the differences between the three areas of work and the different job prospects available within each strand.

She shared with us her own research on the change in invertebrate species in rivers, and showed images of different species of zooplankton, including diatoms and other crustaceans. The Year 10 girls having recently studied eutrophication in the GCSE Biology course were faced with real-life implications of it, and its effects on the ecosystem. She also explained her work with the Environmental

Impact Assessment (EIA), something which is taught to the Lower Sixth, during their AS Level Biology course, which therefore contextualised their learning from earlier this year.

It was excellent to hear someone speak so passionately about their work in Ecology, and hopefully encourage the girls to think about it as a career after their studies at St Mary's.

The Biology department would like to thank Dr Baiao Figueira for her time, and making the effort to come into school and talk to the students about her work. ●

Louisa Reid, English Teacher and Author

Why write?



“The book world was astir recently with news that the entrants into a prestigious creative writing competition in Japan – the Shimichi Hoshi Literary Award – will no longer be required to be human....”

English teacher and published author Louisa Reid spoke at our school's Creative Writing Competition final in October. She explained movingly how the process of writing can inspire us all...

It's a great pleasure to be here to talk to you about writing. As well as being an English teacher at St Mary's, I'm a writer and I've been lucky enough to have two of my novels for young adults published by Penguin. You may not know this but it's now possible to take an A Level in Creative Writing and we offer that to girls in Year 11 and the Sixth Form. I can honestly say that those lessons are the high point of my week, it is an absolute joy to work with students like you who are brimming with talent and ideas and enthusiasm.

I also feel incredibly lucky to work at a school which cares so much about creativity that events like this are organised in order to celebrate young people's creative achievements and to inspire them to believe in their talents and to enjoy stories. Thank you all for coming, for your wonderful work and for producing such a variety of imaginative writing – so much of which was original and captivating and fun.

Have you noticed how everyone's writing stories these days? And by everyone, I mean, everyone – not just human beings.

The book world was astir recently with news that the entrants into a prestigious creative writing

competition in Japan – the Shimichi Hoshi Literary Award – will no longer be required to be human.

The competition will now also accept computer generated entries. Now, I love computers as much as anyone else and would be nowhere without Microsoft Word or the power of Google, but something in me finds the idea of a squad of computer programmers endowing machines with the ability to create ideas and to generate new stories from them, unsettling to say the least.

For me creative writing, storytelling, is an essentially human activity. Human beings have been telling stories in one way and another since we developed the capacity for speech.

People tell and write stories for a reason – and mostly, I think, not just because it's their homework.

Human beings write for lots of reasons. Perhaps we write because we have something to say and no one's listening. Maybe we write for the love words, the joy of language, or simply for pleasure, because it makes us happy. Maybe some people

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write because they want to be the next J K Rowling or William Shakespeare and think that this way 'millionaire-dom' comes. (Don't bank on this one working out well).

Maybe we write because sometimes it's just impossible not to. Because sometimes when we feel something, we want to make others feel too, to share and understand and empathise with human emotions like love and pain; fear and joy; sadness, excitement; compassion and wonder. Abstractions which the human soul can feel but which I'm fairly sure a computer can't. I personally have never seen a computer shed a tear (even when my stories have got really sad, I mean, people dying and all sorts of horrific, horrible things) nor have I ever seen a computer collapse on the floor in laughter, although I'll admit my jokes are pretty bad. But a story can make a reader do that. A story told by a human. Told by you.

So please, continue to write your stories with passion and belief, write your stories because you think they're important, and if you don't tell that story then, who will?

I write for lots of the reasons most of which I've already stated, but I also write because for me it's exciting and we all, even teachers, need a bit of excitement in our lives. Some people run marathons or jump off high buildings – nothing but a harness and a piece of elastic keeping them safe – or maybe they race fast cars or ride roller coasters or fashion wings which take them flying too close to the sun. But for me, these days, the greatest adrenalin rush I get is when I'm writing a story and it's going well. It's how I get my kicks. It's probably an age thing.

But I'm serious. If you're excited about something, then your reader will be too. Let your excitement infuse your story and propel you forward. Forget about censoring yourself, forget about finding the

most complicated word, don't bother grasping for the most ingenious metaphor. Those things will come. Let your story write itself because you feel it and you believe in it.

In fact I think the best stories are the ones where the storyteller disappears, where because the story is so moving or exciting, then the characters and the setting and the narrative take over, where the story breathes with a life of its own. Think of yourselves, as authors, like Harry Potter, donning his invisibility cloak – disappearing into the background, the secret mastermind who knows all and sees all – but lets his story and his reader do the work. And remember, you don't have to tell your reader everything. Just like you, your reader has an imagination and that imagination is your greatest ally. If you're passionate about your ideas, about your characters and your story, then that passion will jump off the page and wrap its arms around your reader and hold them tight, squeeze them breathless and begin a new life with its new owner, your reader and their imagination. That's what ought to happen. That's what a human being in possession of a pen and a piece of paper can achieve. Your words might make someone cry, might make someone stay up all night, promising themselves just one more page, then another and another. Your words might linger in someone's mind, making them think, reevaluate, reconsider. Your words might make someone sigh with relief, or wince in sympathy or laugh out loud.

So my final thought is this.

Stories are powerful things. Creativity is a powerful gift.

You all write with energy and imagination and feeling and fun. You all have a talent. "Use it wisely" as that note that came with Harry's invisibility cloak instructed, and continue to write the best stories you can. ●

Creative Writing

Sarah H., Year 3



Buzz Went the Bee

*Buzz went the bee
Off to the flower
Buzz went the bee
Hour by hour*

*Buzz went the bee
Up to the tree
Buzz went the bee
Off to tea*

*Buzz went the bee
All yellow and black
Buzz went the bee
When are you back?*

The Adventures of William the Worm....



William the worm woke up one morning thinking 'my life is boring, I want to have an adventure.' Suddenly the doorbell rang. 'I had better go and open the door,' he said to himself. Outside the door was the Wormy Newspaper worm. William took the Wormy news and sat down.

William was enjoying a wormy custard crossword when part of his newspaper was ripped; he was furious.



He loved wormy crosswords. William wiggled all the way to the Wormy News Company. He knocked very quietly and when an assistant opened the door he saw William with his newspaper in his hands. William said, 'I have some important newspaper complaining to do.' He pushed the assistant aside and barged in. He managed to find the wormy staffroom, it was next to the elevator. He opened the door and to his relief the manager was in. 'Hello Mr Manager,' he began. 'You must be wondering why I am here?' 'Yes I am,' replied the manager.

'It's because of my Wormy News, a bit of the crossword is ripped and missing!' William shouted.

The manager replied, 'Oh... then you need to go to the Forest of Wonders and make a wish at the hole.'

William agreed - he was determined to finish his 104th crossword. Little did he know what lay in store for him in the Forest of Wonders...



Koala Babies

Don't leave your koala baby
Sitting by the stump
A kangaroo may come
Bump! Bump! Bump!

Don't leave your koala baby
Sitting by the river
A platypus may come
Shiver! Shiver! Shiver!

Don't leave your koala baby
Sitting by the stream
A snake might come
Scream! Scream! Scream!

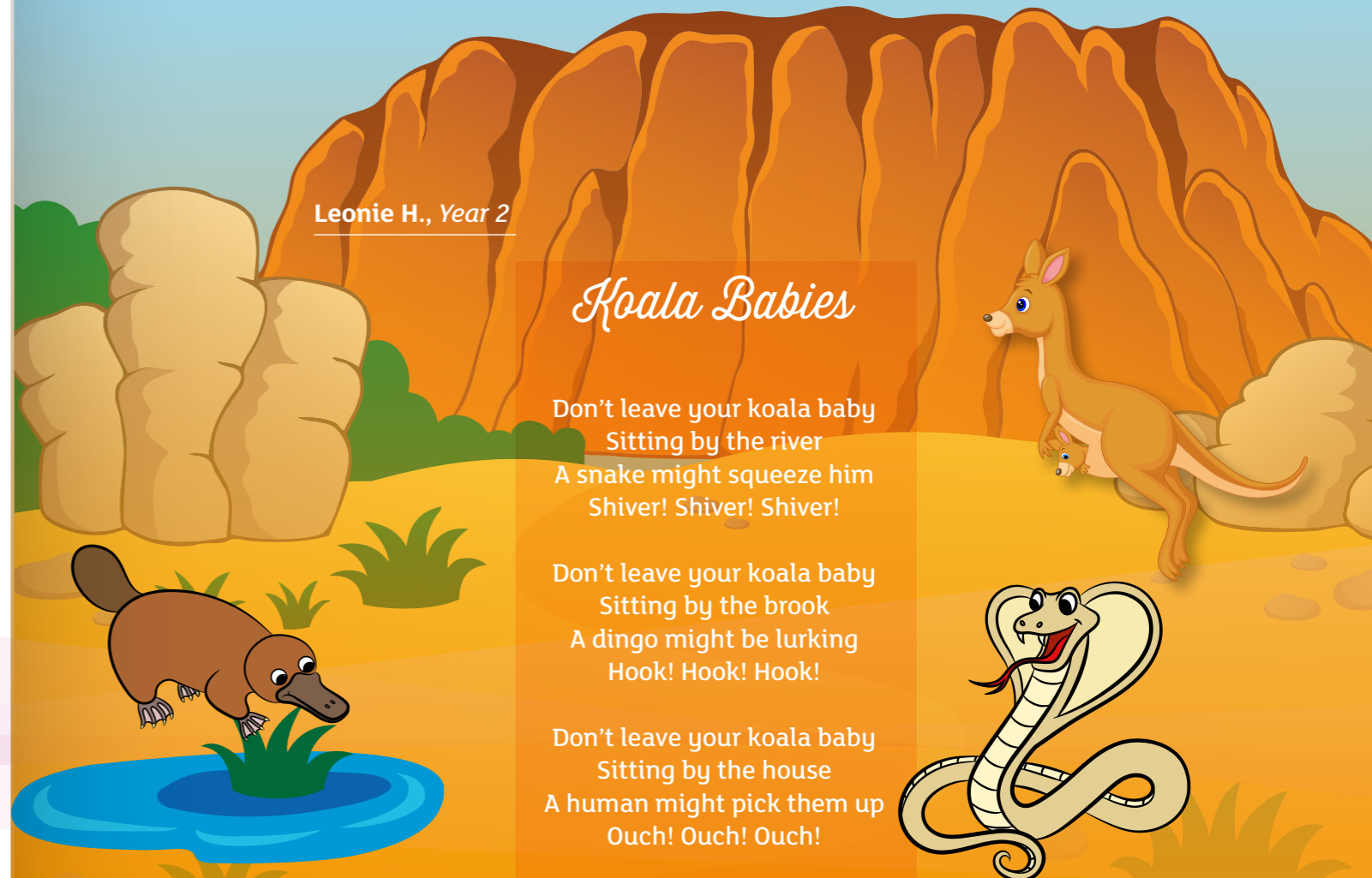


Koala Babies

Don't leave your koala baby
Sitting by the river
A snake might squeeze him
Shiver! Shiver! Shiver!

Don't leave your koala baby
Sitting by the brook
A dingo might be lurking
Hook! Hook! Hook!

Don't leave your koala baby
Sitting by the house
A human might pick them up
Ouch! Ouch! Ouch!





Verity O., Year 9

Skiing

Alone in a colossal world. I am simply like a grain of sand on a beach covered by them. But there is no warmth here. Spires rising up around me, closing in on me every time I move. Cold air hits my neck, biting away at my bare skin. This is a harsh world. A world where only the strong and brave survive. Your lungs burn and heart beats faster than it ever has because here there is no mercy. If you fall there is no one there to help, the only thing that you can do here is plough through this mountainous wilderness and ski.

Suddenly this place blanketed by a layer of white snow becomes a playground. The crisp snow has only the prints of occasional rabbits or deer but no real marks, until now. Now I carve out the mountain side with every turn I take. The world so quiet and resting, I now rip up. Painting on a clean canvas. The thrill drags me down the mountainside, snow flying in my face every time I curve. It is freezing but I love it. There is no one else around for miles, just me and the trees towering around me. It is cold but the trees are still green standing there almost in a haunting way; they will never fail as they have adapted to this strange place. They cannot fall as they are strong. Rocks emerge from the ground. They too are covered in snow which makes them great ways to catch air. Now as my feet lift of the ground, I am flung into sky, wind rushing past me.

At the bottom of the hill is the reward. The icing on the cake. The ski lodge. The second you step into this log piled room you feel the warmth. The smell of creamy hot chocolate enters my nose. I take off my hard heavy helmet and my frozen gloves to find a warm crackling fire waiting for me. I watch it as the flames rise above each other. Burning away at the wood. I take my place on a soft comfy arm chair and relax. A young lady in a red dress walks over and offers me Christmas cookies she has just made. They are still warm and seem to melt in my mouth. Next to me standing tall and proud is a Christmas tree wrapped in lights and decorations from head to toe. Its beautiful green tall structure reminds me of those in the woods, except this one is not cold and battered by the wind, this one had been loved and carefully hand decorated. Outside a blizzard is awake as the sun sets and is replaced by stars. I feel snug and guarded and joyful. I love this place, I always have done and I always will do. ●

Eleanor C., Year 8

Fall

Sky. Sand. Wind. Trees. These surrounded me, below me, above me, around me and in my line of vision. They say the world's best view is from the back of a horse. I personally agree with them, for the view of the arena looks pleasant from my horse's back. The existence which is not pleasant is my emotions.

Inside my brain is a tempest of terror. A whole clashing storm swirled about under my cranium, without letting a single notification out that it existed. Suddenly every detail became large and noticeable. My forehead was on fire where the helmet's hard rim was bruising my skin and the area where the soft felt had worn away, ground and gnawed, becoming sticky with sweat. Every step my horse took shuddered and made me wobble. Every cluck of the hens in the stable yard was audible to me. The gentle thump of metal shoes colliding with the sandy floor echoed as if I was riding through a grand hall with a large arched ceiling like a whale's rib cage. Why was I doing this? Why had I agreed to ride the new mare? I had no idea what I was doing.

Calm. That word was being repeated over and over again, like some sacred chant in my brain.

I get the command to trot and pick up the canter in the corner. Breathe. Calm. I've done this so many times I cannot count exactly how many canters I have picked up in this corner. A riding arena isn't very far in a canter.

I sit, and squeeze my lower leg, waiting for the changing of leg movement, the tiny or large lurch and then the gentle or choppy rock, like sailing a boat. But if normality is a boat, then what happened was a rocket. The mare sped from underneath me, bouncing in hurried strides. She starts twisting her body, contorting into many shapes. I try to grasp control of the inclement waves under me, the white frothing tip which is bounding into every space she can occupy. I pull the rigging, and try to spin the wreck around, so to make it harder for her to bolt. Up. Forelegs flying she rears, like one huge wave, breath-taking but so harrowing in power. I lean forwards, pushing my face into the accumulation of luscious mane, fine and satin like a little girl's well brushed hair. Nothing can stop her. My mind and body are rendered useless by her test of strength. Plunge. Her forelegs fall to earth.

Her upper body rises, like an eager dance partner. This rear is fierce and, with one simple twist for her, I feel myself held by the air as the dancing mass of brown, black and white seems to become distant but near at the same time. Those few moments when earth seems to be so far away and when reactions do not exist. It is just your body, limp from shock, floating slowly towards the earth.

The scrape of the gritty ground against my helmet attacks my ears. The moist sand pushes against my cheek. The mare stands, looking plainly at me, reins by her ears and drooping, wishing for someone to collect them. A needle is rammed into my lower back, then another. Each pierce adds up to one bite of pain. I get up. My back shouts at me, and commands me to freeze. I brush the dust of defeat off my legs. I walk towards the mare. She puts her nose forwards and lets out a long sigh, a brush of hot air across my cheek, blowing the dust away. I grab the reins and leap back into the saddle. The indent where my body fell and lay looks at me. I spin the mare round.

"Let's try that again, shall we?" ●



Maeve M., Year 11

A New Beginning



I walk the razor's edge. The shifting mud under my feet reminds me that, if I wanted to, I could fall. But I am fallen. The sea roars from below me, the crashing of the waves against the rocks sounding a war cry. My heart is sinking into its depths, submerged into the rolling tides and being battered against the rocks, leaving me an empty shell. I am being battered in body as well, only this time it is not my uncle but the wind. Not punches but gusts that whip around me, stealing away my breath.

Why do I breathe anymore? A dangerous question – but I can't help asking. To breathe, to live, to love – is there a reason why? I have no one to ask anymore, not after the doorbell ringing in the middle of the night, bringing the news that shattered me. The smiles on their faces – well practised and well-worn; the perfect mix of sympathy and detachment. Masks, all masks, if only I'd seen the masks before. "We're so sorry"; "He was a good man"; "We know this is difficult".

It was more difficult than they would know – for the whole of the conversation, I couldn't hear anything, just see their masked faces, nodding. The pounding in my ears reminded me that he was dead, dead, dead. The disbelief was overwhelming – he wouldn't have shot himself. Couldn't have.

But he had.

I am left now, completely devoid of any semblance of self. I never really knew who I was without him. He loved me, I'm sure of that and my love for him continues still. The days that were bad were outweighed by the days that were good. I paid my price for the good days – but I shouldn't have.

I know now that I shouldn't have; that love is free, and yet still, walking on this cliff top makes me feel close to him, close to how he felt before he died. If I were to fall, what would happen? Would I join him in a happier place? Would I experience those days with him? I step a little closer to the edge, and I can see the place where I would be.

Now I am standing at the edge of the cliff, and the deep plunge seems to be where my heart is sinking – all my courage soon to be consumed by the raging monster of loss. The wind is still hitting me, but harder now, and instead of letting it hit me it awakes a beast inside of me. Loss may be a bitter monster, but as of now my anger is the stronger

one. The chain he gave me for my eighteenth birthday, the heavy, silver chain he said marked me as a man – that is the chain that has bound me for so long.

That chain burns. My heart is rising back to my chest,

and I throw the chain into the sea, throw away my imprisonment, breathing the ragged breaths of freedom. I could have followed that chain down, or gone in instead. I won't though, I know now.

Because then there is her small hand, soft, the real feeling of innocence, pulling me away from the edge. Turning around I can see her wispy hair, blowing like a halo in the rough wind. "Daddy," she says, and it is all I need to bring me back. Scooping her up in my arms, I know I can't let her go. To leave this beautiful little girl, whose big hazel eyes I love so much, would be a crime I can't ever commit. I know now that true, honest love, which I feel whenever I see her, is something to live the rest of my life for. So I will. ●

"If I were to fall, what would happen? Would I join him in a happier place?"

Wafia Z., Year 11

Arranged Marriage



The sweat is beating down my forehead, the silver ring twirling around my fingers like a symphony. This is it, this is real, and I'm getting married. The boy next to me seems smart, intelligent, and rich, which is great, really, except the fact that I'm going to have to produce a child within two years. He looks awkward, almost like he finds me and him marrying mutually exclusive, but he still smiles at me pleasantly. I hate his guts. My parents talk in Urdu and I can only make out that they are boasting about my qualities. I've been to university. I have a 2:1 from Durham. I'm funny but have a very hot temper. They don't mention the fact that I hate cooking and can't clean to save my life. His father looks fat and accomplished. His mother? Fashionable and a gold digger I internally scream. Is this the fate I've been condemned to? He's awful, I'm awful. Everything about this is wrong, very wrong. I'm looking down at my chipped black nails (they're black and chipped because it was a potential reason to scare him away). I find myself suddenly speaking up... ●

Olivia B., Year 7

The Meaning of Christmas...

The truth of Christmas is fading within the world of today.

Everybody loves Christmas, but Christmas has become a time of debt, of selfishness, of worrying. It is no longer a time of full happiness and cheerful gatherings. Children, although they may not know it, are thinking of nothing but themselves; the presents they will receive, the food they will eat. Adults are worrying about money and debt and the shopping they need to do. But why? Christmas was never meant to be a time of money-spending and endless thoughtless gifts, of enchanting glittery decorations, of indulgence in food.

The truth of Christmas is fading within the world of today.

Gather your family together for a celebration, but that celebration does not need unnecessary amounts of food and drink, or enough presents to sink a ship. Celebration is not about the contents, it's about the joy of spending time with those who you love. Joy rang throughout the land when Jesus was born, so make your celebrations joyful too.

The truth of Christmas is fading within the world of today.

So what is the true meaning of Christmas? Christmas can be interpreted in many ways, but the truth of this special time of year is family, joy and love. Not money, presents and food.

So when you're eating your turkey on Christmas day, think of those you love, think of happiness, think of those less fortunate than you.

And you'll be keeping the truth of Christmas alive.





Sidney W., Year 9

St Mary's School, Cambridge remembers – marking the centenary of World War I

2014 marked 100 years since the beginning of the First World War. Both the Junior and Senior Schools marked this event in a number of ways – through remembrance services, a talk on the trenches and projects in History.



The Junior School commemorated Remembrance Day with a service for peace. During the service the girls placed clay poppies, which every girl had made and painted, onto the mound at the front of the school.



Year 9 girls worked on a project before their own trip to the battlefields in France. Sidney W. explored the act of remembrance itself and asked whether we can produce a fitting memorial of what happened 100 years ago. You can read her report below.

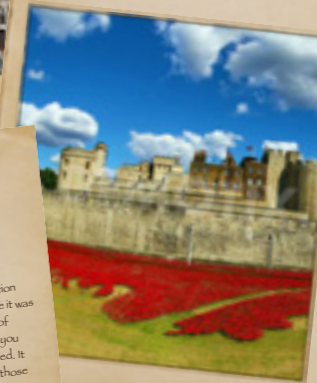
Ypres

I would say that the Ypres is, overall an example of fair memorialisation and remembrance of the First World War. The town itself is, however, quite "disinfected" (made better for tourists); the Cloth Hall (to the right) was completely remade to look old and antique, not like it had been destroyed, and the chocolate shops sold chocolate poppies and helmets (which I thought was quite disrespectful to those who died). The town also only seemed to memorialise the Christians who died. The museum was much more fair; the German uniforms were right next to the British ones, all the different types of gravestones were laid out together, many different peoples points of view on the war were shown, and in general they didn't hide the realities of war. In this sense, despite the town in General, I thought it was an example of fair memorialisation, because the main historical part of the town showed the war in a very truthful, realistic way, showing you facts about the war.



How far do you agree that remembrance and memorialisation of the First World War has been unfair?
Sidney Watson

"Blood Swept Lands and Seas of Red" - Poppy Installation Around the Tower of London



The "Blood Swept Lands and Seas of Red" memorial was a installation around the Tower of London, consisting of 888,246 ceramic poppies each to represent one British or Colonial Serviceman who was killed in the war. It is an example of fair memorialisation and remembrance of The First World War. This is because it was a huge, obvious, respectful war memorial, that and bloodshed of the war. It was also accurate in showing the amount of people who died, and showing the huge scale of those who died, in an easily accessible and comprehensible way. It is rather than war, and remembering those who died. Some people off of tourism. However, I think that it is a good example of fair memorialisation and remembrance of the First World War, because it shows you exactly how many people died without making you look at horrific images of gas attacks and Trench Foot.

Tyne Cot Cemetery



I felt that Tyne Cot was an example of unfair memorialisation and remembrance of The First World War. This is because it was too in your face, over the top glorified. It was made out of white stone and there were poppies everywhere making you think of beauty, not the horrific deaths of those who died. It only showed those who died in the commonwealth, not those who died in Germany for example, and it was mainly Christian - including many crosses and statements about god, but not including many other religions. It was also very clear that we won, because we got masses of land for less people where the Germans got barely any land for 4 times as many people. Lastly it slightly showed our win in the German's faces by making a huge monument (to the left), directly over a German bunker. However, it did have a grave for almost everyone who died, and there were all the personal details, including religion, on each grave, and it was very well kept with flowers everywhere, which showed respect. Overall I think this is an example of unfair memorialisation and remembrance of The First World War, because it is too in-your-face "we won", and it makes the war look beautiful rather than horrific.

Cenotaph, London - The UK's National War Memorial



The Cenotaph is a large war memorial in London, which is the primary UK National WWI Memorial. It is an example of unfair remembrance and memorialisation of the First World War. This is because I think it glorifies the war too much: the words, "The Glorious Dead" are inscribed twice upon the structure, making the war seem a lot better than it was, and making dying for your country more of an honourable thing, than a solemn thing. It only remembers the British who died: it only has British flag, and the white, red and blue Ensigns. Lastly it is quite in your face (obviously victorious), which could be unfair, because it makes the war look to pretty and nice, but could also be fair, because at least it is making people remember the war at all. Overall I think it is an unfair memorial of The First World War, because it over-glorifies the war and it doesn't show you the war's true horrors.

My Opinion

I think that remembrance and memorialisation in The First World War has, overall, been unfair. This is because: although we have so many memorials, is quantity the same as quality? If we had just one big, meaningful, accurate, comprehensible memorial, wouldn't that be better and more explicit way of portraying the war, rather than all the meaningless, inaccurate, glorified memorials we have today? All these examples of memorials in this booklet may have redeeming qualities, but they all have things that make them unfair, such as: being too touristy, or too beautiful, or too enhanced to make the war look okay in some way; it wasn't. The First World War was one of the most horrific, bloody, unforgivable events in human history, and I definitely don't think we should make it look any better than others have already made it look.




ON
AIR

Assem N., Alumna

You're on air!

Assem N, a Lower Sixth student last year, spent a summer attending a Journalism Summer School as part of her work towards becoming a journalist. She tells us more about what she learnt and her hopes for her future career.

As I was scanning the programme of the Journalism Summer School in a large, bright, glass-windowed lobby of Anglia Ruskin's University Harlow Centre, I knew this work experience training would unquestionably be like no other. For the past few months I had been involved in a number of Journalism training schemes, from attending lectures of distinguished ex-journalists to designing an iPad application for GCSE students. But I never thought I would be trusted to make TV news and radio reports while still being a Lower Sixth student.

Although this work experience training was largely focused on broadcast media (TV, radio, magazines), I was still lucky to acquire and practise a wide range of skills, from research skills to designing, that will be beneficial for me in all areas of journalism, be it investigative or narrative.

The most important skill that all of us learned was being able to prepare a strong and clear piece of news in a very short period of time. Our group of 14 students was divided into four teams and given an hour and a half to distribute the roles among group members (TV presenter, interviewee, floor manager and auto-cue), write a script of the news, think of questions for the interview, practise with the TV studio equipment and finally present the piece on air. I had the chance to work with the studio equipment and control the auto-cue. It was a responsible position because the performance of the TV presenter depended on me since I had to increase or decrease the speed of the rolling text on the computer screen so that the presenter could read it out expressively and understandably for

the audience. Working on the TV report did not just allow me to learn IT skills, but gave an opportunity to practise my research and teamwork skills.

Later on that day I acquired digital designing skills while making a cover of an entertainment magazine. Designing was even more challenging work because we had to place the pictures, choose the headline, pick certain colours, work with various designing tools and distribute pull quotes around the page in a way that would attract the reader's interest from the moment she or he turns to our page. Apart from practical skills, we were taught some designing facts and tips. For example, the right page of the magazine tends to cost much more than the left one because as people are flicking through the pages with their left hand, their eyes involuntary lie down on the right side of the magazine and if the headline or the pictures of the pull quotes do not attract them, our designing skills and hard work would not be appreciated. The two hours of the designing lesson flew by like a second but as I was heading to the radio studio for my next activity I had improved my IT skills, boosted my creativity and learned how to design a magazine in the most efficient way.

The last lesson was making a five minute radio report, which was my favourite one because I had the luck to be one of the two radio presenters, just like real radio hosts with the headphones in and a microphone. As a group we had to think about whether our radio station is local or national and what kinds of news we would be presenting and the type of audience we would be aiming at. Working for the radio report was the most intense

and stressful activity; we had to look for news regarding music, films, travel, weather and think of questions for the interview with a British astronaut. It seemed impossible creating and practising the script in just two hours, but the work paid off at the end of the day when we listened to our radio pieces. Despite the fact that it was highly unusual listening to my own voice, my smile widened even more when I heard the interview and the travel news and I was glad that our group had given me responsibility over these two features. Radio reporting was the most exciting activity that helped me practise my communicative and public speaking skills. Apart from creating entertainment for our listeners, we were entertaining ourselves as well.

At the end of the school I felt more confident in my path towards a career in journalism. Each type of training gave me a chance to acquire and train completely different capabilities and every activity was unique in its nature. What was even more fascinating is that we managed to learn some theory of journalism and apply it to real life in just two days. Moreover, it is necessary to point out the outstanding commitment of our teachers who were real TV reporters, radio hosts or designers for being patient, encouraging and inspiring. Although we still have a long way to go from challenging politicians like Jeremy Paxman or discussing controversial matters like David Dimbleby, the staff's enthusiasm and co-operation made us feel like professional journalists in all kinds of broadcast media. ●



2

Beyond
the classroom



Maddy G., Yr 11.

Just before the start of February half term, the last show of the latest school production was performed to a full house of over 100 people. This production of Annie, starring Mika H. as Annie, Kirsten A. as Grace, Rosie C. as Mr Warbucks and Clemmie C. as Miss Hannigan, was perfected to a point where it fortunately did not live up to the unlucky day of Friday 13!

The roles of the characters Annie and Grace were shared and played by Gigi D. and Lily B., on alternate performances during the four day run. When I performed in Annie previously in 2013 with a musical theatre company in St Ives, the adult roles were played by adults, and the all-girls cast really excelled in the tall order of producing both adult and male portrayals.

The orchestra started off the show with the overture, and then the opening song 'Maybe' was sung by Annie. Mika took a different approach to Annie, although still being an optimistic, friendly and funny red-head



11-year-old, but she had a great, sweet voice and her facial expressions and movements were very effective.

The named-orphan cast, including Rebecca G., Francesca H., Dharma L., Phoebe T., Lizzie H. and Frances B., along with Miss Hannigan lifted this show up, as they put in so much energy and the smiles from the orphans to the audience were endless. Despite coughs, colds and flu, the actresses gave their best performances.

continued overleaf



One of my favourite musical numbers was 'Easy Street' as Rooster played by Elizabeth P., Lily played by Georgie P. and Miss Hannigan performed this energetic, fun piece with ease and great chemistry, and the choreography was very clever and witty. Another personal favourite, which I'm sure everybody loved, is 'Fully Dressed' mimicked by the orphans. I (grudgingly) have to admit that my sister Rebecca G., playing Pepper, performed this song incredibly well, taking the lead in this fantastic musical number. The cheeky tap moves, can-can steps and kicks gave this number something really special. Again, the cute smiles of the orphans caught the audience in awe and wanting more.

The costumes, especially the servants' uniforms and Annie's famous red dress and excellent props, such as bunk beds, the radio and the Christmas tree really made the heart-warming, optimistic story come to life.

Miss Hannigan was played extremely well, with the right amount of attitude and horribleness towards the orphans. "Do I hear HAPPINESS in here?" was delivered with real relish! Having a girl play Snowy the dog was a fabulous idea and the fluffy dog suit was very cute. Bert Healy, played by Christine W., and the Boyle Sisters were also a very strong addition to this show and their harmonies were sung with beauty and the strange self-centred characters were intriguing and witty.

The 'adult' ensemble was well-drilled with dance movements and they kept all the energy and smiles going. Lt Ward, the gritty NY policeman, was a particularly fun and interesting character, portrayed by Jasmine M-S.,

and, although a small role, she really made the character shine through and engaged the audience.



It was good to see everyone had excellent cheesy American accents and as far as I saw, there was excellent and correct delivery of lines, which is impressive for a cast of children.

Also, it was a good move to use projections and moveable props which made for fast and effective scene changes.

Overall, this production was incredibly good and thoroughly enjoyable. With nearly two hundred students involved in the cast, crew, band and backstage, it was an impressive feat. The production standards were so high in terms of direction, acting, choreography and of course music. The months of practice paid off well, and everybody involved should be truly proud of their achievements. ●



Hannah M-J., Year 11

Down under!

Last summer saw the first year of an exchange programme between St Mary's and schools in Australia. This was an opportunity for girls from Year 10 to experience life in Oz with a host family and exchange partner. We in turn have hosted Australian girls from the partner schools. Hannah M-J. from Year 10 tells us more...

Over my summer holiday I went on exchange to Australia with my friend Elise. For the first week, I stayed with my host family on their farm in a small town called Longreach, which is in the middle of Australia. The farm consisted of 16,000 sheep on 35,000 acres of dry land. I joined in with the family's day to day life, which included mustering sheep, feeding cows and even cleaning out troughs. I had never experienced

a life like this, and found it extremely interesting with all the new skills I have learnt. For a long weekend I went to the Gold Coast with my exchange and her family and we explored some of the beautiful beaches, koalas and mountains.

For about four weeks I went to my exchange school called St Hilda's on the Gold Coast. As my exchange

partner is a boarder I got to join in the fun of a boarding life and the activities, which included movie world, cinema trips and watching rugby.

St Hilda's is a school very similar to ours, however, unlike here, St Hilda's is really spread out and you spend a lot of your time outdoors. As well as making friends with lots of Australians, we got the opportunity to meet with other exchanges from many other parts of the world, like Chile and America. I have loved every moment of the exchange programme, and will never forget the amazing experience I've had.

BLOG

New Post

Here are some of the most memorable moments from my time in Australia taken from the blog that I wrote during my time there...

Post

Hey everyone!

This will be a bit of a test post so I don't get too stuck when I'm out in Australia.

After checking five times that I've packed my school blazer and sun hat, I will leave on the 10 July with a close friend, and we will travel together until we get to Brisbane airport. From there, I will stay with my Dad's cousin for one night. (My cousin once removed...have to trust Google with that!) The following day I will set off on another flight to Longreach where I will be greeted by my exchange family and travel to their home in Ilfracombe which is somewhere in the middle of Australia buried between the kangaroos and 16,000 sheep. Here

I will stay for a week exploring a part of the world I have no clue about, but can't wait to experience, and I will certainly learn lots. I will then take a flight back to Brisbane to go to school for the rest of my trip. Hannah (my exchange) and her sister Eliza go to St Hilda's School in Brisbane (in case you would like to explore the awesome website), where I will join them and meet lots more people including being reunited with my friend.

I cannot begin to explain the state of excitement I'm in, especially now it's so close. I've used social media to talk to Hannah a lot which has been really helpful. Hannah seems like an amazing girl and can't wait to begin this amazing journey alongside her.

continued overleaf



Post

Jet lag has been hard to cope with but I have been living on coke and dextrose to get me through the first day!

When I arrived yesterday morning I made myself at home and had a quick breakfast. We then went on a walk up a mountain and saw some aboriginal art. There was an amazing view point at the top where you could see nearly the whole of Brisbane which was incredible. We went to a small zoo where I saw some Australian animals such as a wombat and kangaroo.

When we got back we had some lunch and hung around a bit before I fell asleep watching the Disney film 'Frozen'.

This morning we went on a river walk along the Brisbane River and then to a small French market where we had a pain au chocolate and a coffee.

I'm now at the airport about to take my flight to Longreach where I will be welcomed by my host family! So excited!!

Thanks again to the Cooks.

Bye for now xx



Post

Hello all!!

Today was my last day full day with my host family before I head off for school. This morning we started with bacon and eggs before heading out to the cattle yards to brand some of the cows.

Before someone explained to me what 'branding a cow' was, I thought we had to decide which brand each cow fitted with, similar to clothing. Turned out I was very wrong...

We got there and the poor things got chucked to the ground and got a blazing hot (literally fire) print marked on their backside. Then each cow got an ear piercing (lucky things) with a plastic clip, sadly not silver or gold.

The cows with small horns got them cut off as well with a knife. I can best describe it as being like in a movie when someone gets their arm cut off and blood squirts everywhere in that fake water gun sort of way! It's like that. Pretty gory...

After all this excitement we went back for lunch and started a bit of packing.

Then we drove around to another two parks and did a water check and checked all the electricity fences.

On the way back in the car I got introduced to some new Australian songs which were great fun.

Post



Hello!!!

Yesterday morning at 8:30 me and Hannah got picked up by Hannah's Mum, Dad and sister. We then went straight to the hotel to drop our bags. Spending about four minutes going up in the lift it crossed my mind that this room was going to be pretty high! I certainly was right! The view is incredible and I love looking over the sea at breakfast and the town when I wake up.

We then left to go to the spit on the Gold Coast and the beach nearby. I walked into the sea with Phoebe, Hannah's youngest sister, and was surprised when I came out that my legs were covered in salt!

The water was so blue it was crazy!

Post

Hello!

On Sunday morning Hannah, Emily, Elise and I had a relaxing morning chilling in bed, which was great as everyone was pretty tired.

Before lunch Emily's mum drove us down to Lennex Head, which is the town Emily lives in. We went to the local Sunday market and met some of their family friends.

We then had a beautiful walk along seven-mile beach to the surf club where we had an ice-cream. It was beautiful weather for shorts and a t-shirt but sadly too cold for a swim.

We headed back to Emily's place just before lunch where we feasted on Tam-Tams and a cheese toasty before packing our bags and driving about half an hour to Byron Bay.

Around five years ago I went to Byron Bay with my family so some things were strangely familiar.

We drove up to a lighthouse with an amazing view of the bay where we took loads of photos and looked around. Then we walked back down the mountain to a beach where we saw a whale, which was pretty amazing as it was so close.

Putting all our artistic skills together we wrote out 'Australia Exchange 2014' into the sand and took a picture from above.

By this point you may have thought our day had finished however we had a great time looking round the streets of Byron, popping into a shop or two.

My favorite shop was the Rainbow shop. The clue is in the name – everything was rainbow. From leggings to jumpers to stickers and socks.

At 5pm we took a small bus back to school.

Post

Hey Everybody!

You may be happy to hear that I have arrived safely at home with all my Tam-Tam biscuits still intact.

It was very sad leaving Maree, John and Hannah on Friday afternoon before heading off with passport in hand through security.

As for Hannah, I haven't had enough of her yet because she will only be here in a month. I'm looking forward to hosting her so soon and the excitement can only rise as her room is nearly complete.

If you have been following my blog through my adventure I would like to thank you for reading it and taking an interest in what I'm doing.

You probably have realized by now that I have had the time of my life over the past 5 weeks and I cannot believe it's already over.

Every second has been so much fun from riding motorbikes to seeing kangaroos and meeting new people.

I would like to thank Mr Hemingway, Ms Avery and Mrs Gears for allowing me to take part in this great opportunity, which I will never forget. I've gained so much from this trip. I have found new friendships, different methods of learning, extended my knowledge of a different culture and of course developed farming and life skills in the outback.

I would also like to thank Maree and John Macmillan and all the kids for being the best host family I could ever have wished for, and showing me around the outback life and the Gold Coast, and for teaching me so much.



Sr Francis Orchard CJ

Headmistresses never retire?

Sister Christopher in Zimbabwe

Sister Christopher, former student, Head Girl, teacher and Headmistress of St Mary's School, Cambridge enjoyed her 98th birthday celebrations in December. Sister Frances Orchard (CJ) shares her experiences of a remarkable woman.

Last year I had the opportunity of visiting Zimbabwe where the oldest member of the Congregation of Jesus (English Province) was still hard at work at the grand age of 97! Her name is Sr Christopher Angell CJ and for 23 years, from 1949 to 1972, she was the Headmistress at St Mary's in Cambridge.

Ruth Angell was born in Bedfordshire on 17 December 1916. When she was five the family moved to Cambridgeshire where her father ran a farm ten miles from the city centre. She was educated at Paston House School, Cambridge, later to be merged with the boarding school and named St Mary's Convent, Cambridge. She remembers well getting to school each day by bicycle, train and on foot.

Immediately after leaving school in 1934 she entered the CJ noviceship in Ascot. After taking her first vows as a religious sister she went to Reading University to read Chemistry, Physics and Zoology after which returned to Cambridge to teach. Nine years later she became Headmistress, a post she held for 23 years. As Headmistress Sr Christopher was a very good administrator and disciplinarian and did much to raise the academic standard of the school, but she always felt that God had another plan for her, and in 1973 found herself on a boat heading for South Africa and a new mission in Zimbabwe (then Rhodesia). As a retired Headmistress she was immediately sent to St Ignatius' College in Chishawasha a few miles outside of Harare (Salisbury) where the Jesuits ran a large and prestigious school for boys with girls in the Sixth Form. Sr Christopher was delighted to be free from administration and she returned to the classroom, supervised the girl boarders, and ran the school library. She also picked up various additional responsibilities as Novice Director, Junior Director and Superior of the community.

In 1998 she moved to Kwekwe and was once again Junior Mistress in charge of the growing number of

young Zimbabwean sisters in formation. Her wisdom and experience proved invaluable, and she was constantly called on by other congregations for spiritual accompaniment and guided retreats. Sr Christopher loves the Zimbabweans; she finds them immensely courageous, strong in perseverance, and with a sense of humour and joy despite all the violence and suffering they have had to endure.

Members of the CJ never actually retire from active ministry, unless ill health intervenes, and Sr Christopher is a splendid example of a 're-cycled nun'. As she moved into her eighties, and other English born sisters returned home from the missions, they would write to her: 'When are you coming home? You've been there long enough!' Sr Christopher dealt with this in a customary no-nonsense manner. She made a retreat. Listened to what the African sisters had to say. Consulted her superiors in England, and then made her decision. She would stay for as long as she could be useful to the sisters in Zimbabwe.



Not only is she still useful – she is the house accountant, and until very recently has taught the young sisters the Ignatian Constitutions, the history of Mary Ward's Congregation, and guided them in 30-day retreats, but they will not let her leave them. To the Zimbabwean sisters she

is their 'granny' and grannies don't go home. She is held in enormous respect and affection. She has shared the hardships and deprivations of life in Zimbabwe. She remains immensely grateful for all letters, parcels and occasional visits from people back home, and her community in Brookside keep her provided with Horlicks, batteries for her hearing aid, Su Doku puzzles, and cuttings from newspapers and journals so that she can keep in touch. Sr Christopher still replies by hand to every letter she receives, and her immaculate handwriting is astonishing for a woman of almost a hundred. She finds the summer heat intolerable, but somehow gets through it. She knows that she will never now 'come home' and she is at peace. When asked recently how she might describe the 90 years of her life she said simply and strongly: 'Immense, immeasurable gratitude.'

I have now said 'good-bye' to Sr Christopher three times, in 2010, 2011 and 2013. When I tried to say my final farewell she reminded me that in 2015 she will be celebrating 80 years as a member of the CJ, and that she will be celebrating her hundredth birthday in 2016. It looks to me as if there may yet be two more visits ahead. ●

David Walker, teacher of English

The Congregation of Jesus' mission in Cuba

In October, the Senior School was honoured to welcome Sister Elena Gatica Romero CJ, the Vicar General of the Congregation of Jesus, as the guest speaker at assembly.



A visit from such an inspirational figure as Sister Elena was a key part of sharing the school's ethos this year. It was such a tremendous honour to hear from Sister Elena about the work being undertaken in Cuba – a mission to which our school contributes through fundraising. The sisters are an excellent source of inspiration to our students and staff alike.

Having gained a great insight into the activities of the sisters, we are reminded that there are many people around the world whose lives are very different to our own owing to their different freedoms, whether financially, in terms of opportunity, and also in terms of religious faith. In the words of our foundress Mary Ward, 'Women in time to come will do much': we hope our girls will continue to be inspired by the work of the sisters.

The school supports the work of the CJ sisters in Cuba amongst other places, and the assembly was a thought-provoking opportunity for students and staff to hear about the current situation in Cuba, and the work carried out.

The school heard how typically Cubans are spontaneous, extrovert, caring and friendly people, but that much time is spent in trying to solve everyday

problems such as food provision and transport. Religion has been a delicate topic since the 1959 Revolution in Cuba, when freedom of religion was restricted, until a process of flexibility and openness to religious belief started in the 1990s. Despite this introduction of flexibility and openness, it is still not possible to open Catholic schools

"The sisters help whatever the beliefs of the people: their concern is the person, the individual, particularly the poor, the sick, the outcast, women and children..."

or universities, or any institution dedicated to social services, or pastoral care in hospitals, so the activities of the Catholic Church are restricted to the context of the parish. Therefore, the sisters of the Congregation of Jesus undertake a number of activities through the context of the parish, in order to offer care in the community.

A few of the many activities the sisters undertake include: pastoral care programmes of activities with children and adolescents; workshops with disabled people, elderly people, sick people, people in prison, and

people with AIDS; 'solidarity laundries', where washing machines are installed in a home, and the families commit to washing clothes of the elderly; and 'adopting a family', where six Italian families give money to support six very poor Cuban families with psychologically or physically ill family members.

Sister Elena shared comments from members of the parishes about the sisters' work:

"The sisters help whatever the beliefs of the people: their concern is the person, the individual, particularly the poor, the sick, the outcast, women and children..."

"The sisters arrived in the poorest, most remote places, with difficult access. They arrived on foot, on horseback, by bicycle, in lorries, in horse-drawn carts, etc. They have shown us how to meet Jesus and how to be missionaries."

The sisters of the Congregation of Jesus will continue sharing, accompanying and sustaining the faith of these suffering communities, who nonetheless always remain hopeful. ●



Dr Rosalind Brock, Alumna

Hope in unexpected places

Dr Rosalind Brock, a former student of St Mary's School, Cambridge, wrote to the school to share her remarkable experience working as part of an NHS team in Sierra Leone to treat those with the ebola virus which swept across Africa earlier this year.

Dear friends,

Thanks again so much for all your emails, tweets, thoughts and prayers. Herewith some more tales from Makeni where I think in general, things are looking up! Our team has now been in country for a month, and we will fly home overnight on the 17/18 January. The ETC (Ebola Treatment Centre) is running fine, our team remain fit and well, the people of Makeni continue to be hospitable and lots of fun.

The highlight of the last couple of weeks has been seeing the discharges of our first survivors. The first week of the ETC being open was very disheartening as it felt like everyone was dying but then we realised that patients tend to die within the first few days of admission, but it takes at least 10 days to survive! So since we've been open a bit longer we now have a steady stream of survivors, which has been a real joy. The first to be discharged seemed only to have had "a touch of ebola" and never were particularly sick. But then to everybody's enormous joy the next survivor was a lady called Aminata who was one of our first admissions, who we had resuscitated fairly aggressively with intravenous fluids and guesstimated quantities of potassium, and who had been critically ill for over a week whilst we debated whether to switch to purely palliative care. Her diarrhoea and vomiting stopped and then we realised that in fact she could eat with encouragement, and like all the survivors so far, she then developed an absolutely voracious appetite. The kitchen staff are struggling to keep up with the appetites of the four ladies on convalescent ward and we often end up bringing six or seven meals a day to them! We've now discharged five survivors and each has left a colourful handprint on the wall opposite the confirmed ward so that the patients who are well enough can see that ebola is not a death sentence. It's a real challenge to get patients to trust us when we ask them to drink enormous quantities of oral rehydration solution despite terrible fatigue and nausea, and let us put drips in their difficult veins (with our somewhat clumsy double-gloved hands). The fact that they are seeing people recover helps enormously with gaining that trust.

Of course the tragedies are continuing - this week's low point was the readmission of a five-month old girl called Fatmata who came in with her mother two weeks ago, having been breastfeeding. Fatmata's mother died very quickly from ebola, but the baby tested negative, and was discharged to an orphanage. Unfortunately a week later she became feverish and is now testing positive. Survival rates in the under-fives are dismal, and even worse in infants, but there was a case a few weeks ago at another ETC of a four-month old surviving, and Fatmata had a very low viral load and is still feeding and looking okay three days into her illness. I'm allowing myself to hope against hope that she will survive. Praying friends - please do pray for this little baby that if she does survive someone would be found to care for her.

As I write this all of us here are wondering how Paulline Cafferkey is doing - the NHS nurse who caught ebola whilst working at Kerrytown, which was the first DFID-funded ETC to open in November. The news of her infection of course came as quite a blow to the team - despite everything I think we were all feeling fairly "safe" and this was a nasty reminder of our usually unspoken fear. I think she's in day 10 or 11 of her infection now - if she were in our ETC and still hanging in there at this point we'd be starting to feel pretty optimistic, though I expect the disease course is different when you actually give the good supportive care that I would like to be giving to our patients here! All of which goes to say, she is much on my mind... I've again been very thankful for a very supportive team, and a general culture of openness where anxieties can be aired and dealt with. As a consequence of Paulline's infection there has been renewed media interest in ebola - including the slightly unexpected arrival of an ITV news crew at our treatment centre.

Anyway, I must sign off and go to bed. But I shall look forward to seeing you all soon - I fly home on the 18 January and will initially be lying low at Mum and Dad's, but plan to be back in Oxford before too long. Since my first email the Public Health England guidelines for returning healthcare workers have been changed and I have been upgraded to category 3 - which means 21 days off work... so I would love to meet up for coffee with anyone with time to kill between 18 January and 8 Feb! I promise not to give you ebola!

Ana Clements., Lower Sixth

The Scottish Referendum at St Mary's School, Cambridge

On Thursday 18 September 2014 a choice was being undertaken by those living in Scotland, a choice which could have not only changed the course of history in Scotland but also those living in the rest of England, Ireland and Wales.

The question being asked was 'should Scotland be an independent country?' In 1707 the Kingdom of Great Britain was created from the uniting of Scotland and England after a rocky history between the two countries. Over 300 years of union could possibly have come to an end in one day with one referendum.

The A Level Politics students believed that it would be an excellent idea to hold our own mock referendum within school, enabling us to create the opportunity to highlight just how important issues of current affairs are to the students. The mock referendum also gave us the chance to see what the younger generation thought of the event and the possible outcome. Not only was the polling station open to the students, but it was also open to all members of staff from teachers to the school Chaplain in order to see the difference in voting behaviour.

The polling station opened at 8.00am in the Cortile to catch those arriving at school as well as at breaktime and lunchtime with the polling station closing at 1.45pm. This would enable us to sort and count the votes in time to produce the results in Friday morning's registration. We received an overall turnout of 78.6%. A special

congratulation was in order for Year 9 as their turnout was a staggering 99%, higher than any of us were imagining. However, 111 votes turned out to be invalid among the students, even among the 63 members of staff who took part there were still 6 six invalid votes!

The situation in Scotland was slightly different with the polling stations opening at 7.00am and closing at 10.00pm. The referendum received a very high turnout of 84.6 % with 3,623,344 residents turning up to have their say on the future of Scotland which coincidentally was also the highest recorded for a referendum in the United Kingdom.

The result in both Scotland and St Mary's proved to be the same with the outcome of a 'no' to Scottish independence. The margins, however, at which this was achieved were very different: we produced 275 valid 'no' votes and only 49 'yes' votes. The difference was exceedingly close in Scotland with many being unable to reach a decision as to what they believed the result would be as the referendum drew closer. 55.3 % of voters in Scotland voted 'no' closely followed by 44.7% voting 'yes'. The students and staff were able to produce the same outcome as in the real referendum but at very different margins. Though Scotland has said 'no' to independence, the country will still face many changes over the upcoming years in devolution and many other aspects of life. Referenda are important in democracy as they allow people to show their own opinion and take the country in the direction that the majority want. ●

Mock General Election 2015

As this magazine went to press, St Mary's School, Cambridge was awash with election fever as the History and Politics department, under the guidance of Mrs Latham, staged its own mock election. The girls rose to the challenge and campaigned passionately for their respective parties before the whole school voted on the 7 May. The school's result mirrored the situation across the country with a comfortable win for the Conservatives. It was agreed, however, that our version of the election was fought with a great deal more passion and determination. ●





Laura W. and Lucy S., Lower Sixth Music Scholars

Choir tour to Lake Garda



Following a hugely successful choir tour to Durham in 2012, the Senior School Music department resolved to take a choir further afield for a cultural enrichment opportunity not to be missed! At the end of the Summer Term 2014, they took 18 excellent singers on a concert tour to Lake Garda, Italy. Here, two of our Sixth Form Music scholars who joined the merry band on tour reminisce and share some of their tour highlights with you.



Day 1

Despite an early start on the first day (we departed school for Gatwick at 3.30am!) everyone was very excited for the trip ahead. We flew to the historic city of Verona and took time to enjoy the sights of the city before transferring to our hotel. We visited the "Casa di Guilietta" (Juliet's house) which holds the claim of having the famous balcony from perhaps the greatest love story in history – *Romeo and Juliet*. We admired the bronze stature of Juliet which traditionally people touch for good luck in love. We then visited the Roman Amphitheatre where we broke into song, entertaining other visitors admiring the beautiful arena. After a delicious ice-cream or gelato, we departed for our hotel where we rehearsed until we were too hungry to continue, dined on Italian cuisine and then slept soundly till morning.

Day 2

On day two, we had a more relaxed morning (and a later start than on day one), and we spent the morning soaking up the glorious sunshine in our hotel's swimming pool. After a hearty lunch and a short coach ride, we hastily weaved our way through the picturesque streets of Malcesine in order to board our tour boat before it departed at 2.50pm. Luckily, we found the port and boarded the boat just in the nick of time, but not after burning off some of our lunch during what we later came to call "the boat sprint". The lake cruise was a lovely experience and a great way to see different towns on Lake Garda under clear blue skies. We stopped off at "Riva del Garda" where the group enjoyed more "gelati" and took time to take a look around the town and visit the shops. As we got back on the boat to return we didn't let an opportunity to sing as a group go amiss. When the boat returned to Malcesine we had the opportunity to have a look around the town – another charming town with so many lovely shops. We then made our way to Torri del Benaco where we rehearsed a secular programme for our first concert. The venue was open-air and we enjoyed performing there as it was overlooking



such a beautiful and picturesque view of the Lake. We sang some classic Cantore numbers including "Shoop shoop song", "Diamonds are a girl's best friend" and a great arrangement of Adele's "Make you feel my love". We were warmly congratulated on our performances by a couple from Essex who later tweeted "Stumbled on a concert by the excellent choir of @StMarysSch in Castelletto di Brenzone tonight".

Day 3

After an 8.00am breakfast the coach arrived to take us to Sirmione, a quaint historic town which is located on the south shores of the lake. Although this town plays host to thermal springs and is a popular spa destination, we took advantage of our free time and sampled more ice-cream and shopped for souvenirs in the small shops dotting the promenade. We then returned to our hotel for a hot lunch, followed by another swimming/sunbathing opportunity, before heading off to Bardolino to take in more of the beautiful landscape. That evening we went up to San Zeno Di Montagna to perform our final concert of the tour. We enjoyed fantastic views of the lake from the mountain before singing at the Chiesa Di San Zeno – a beautiful church which opens out onto the valley, looking down at the lake. We performed a sacred programme of music to a large,

appreciative audience (including the grand-parents of one of our party!) Particular musical highlights included our rendition of "O Vos Omnes" by Victoria which sounded fabulous sung a capella in such a resonant acoustic, and we also loved singing our favourite tour song, the spiritual "Wade in the water" (which we sang at every opportunity on tour from coaches to boats). After the concert we returned to our hotel buzzing from the performance. Having been debriefed and congratulated by the tour leaders, Mrs Gears, Miss Levy and Mrs Stephenson, we then had some free time before bed. The excitement from the evening meant songs were still being sung right up until lights out; it was definitely a night we all cherished.



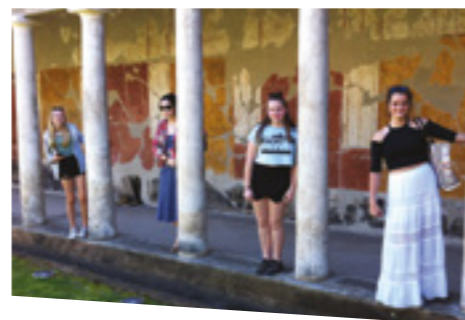
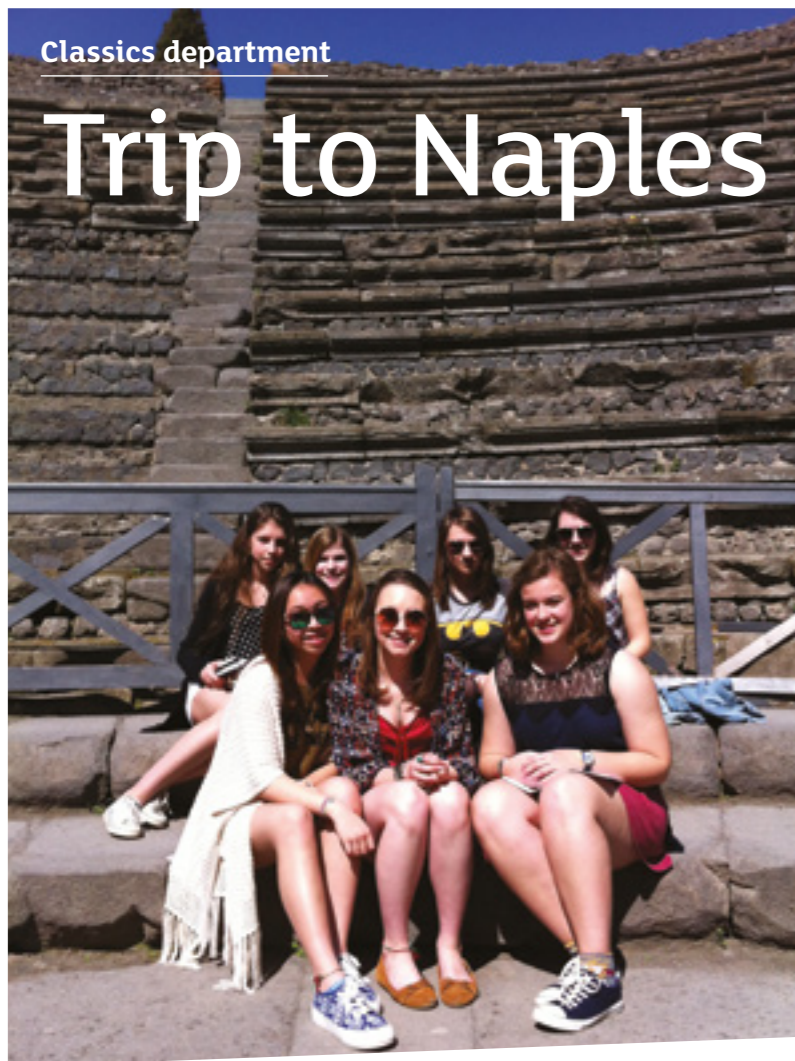
Day 4

As the group got ready to depart our hotel on the last day the mood was laid back as no one wanted to leave the beautiful area. However, our excitement grew as we made our way to Gardaland – a famous Italian amusement park a little like Alton Towers. It was such a fun group activity to finish the trip with even though it was a lot hotter than we were used to. We got splashed, dropped, turned and thrown: what wasn't to enjoy! We all finished off our Gardaland experience with a group presentation. We reminisced over the wonderful time we had had and all the funny memories we had made and thanked everyone for making it such an unforgettable trip which every member of the group thoroughly enjoyed.



Classics department

Trip to Naples



During the Easter holidays, the Classics department took 28 girls from Year 8 to Year 11 to the Bay of Naples for an informative and fun cultural trip.



Highlights included visiting Pompeii and Herculaneum, where the girls were able to explore the preserved ancient towns, sit in the theatres and bath houses and learn more about life in ancient Roman society. We also visited the house of Caecilius, well known to all our Latin students who followed his story in the Cambridge Latin Course. We spent a morning in the Naples museum, where we saw a variety of ancient wall paintings, mosaics and artefacts. We had an excellent tour of a dormant volcanic site, Solfatara, which helped the girls to understand how volcanos work and to consider the process of the eruption of Mount Vesuvius. We saw a variety of large and luxurious ancient Roman country villas, including one on the island of Capri owned by the emperor Tiberius. The girls particularly enjoyed the chance to do some shopping, and of course to eat lots of pizza and gelati. ●

Lilian L., Upper Sixth

Sixth Form trip to Iceland



During the last half term, we along with the other Sixth Form students went on a full and interesting trip to Iceland.

The trip was fully packed, which allowed us to visit different places such as the Gullfoss waterfall and the Seltun geothermal area and meet a lot of people. Initially we stayed in the capital city of Iceland, Reykjavik. The tour guide gave us a great tour around the city and other parts of Iceland. We were able to learn a lot about Iceland, such as how the whole country is powered by geothermal energy due to its advantaged geographical location. On top of that, we were also honoured to be invited to the British Ambassador of Iceland's private residence next to the embassy building; the Ambassador and his wife were very welcoming.

We visited four waterfalls during the trip: Faxi, Gullfoss, Skógafoss and Seljalandsfoss. Despite not being able to hike up the side of Skógafoss or to go near the Gullfoss waterfall, we still felt the power of the huge waterfalls. The weather was chilly and water flowing down the gorge splashed onto us while we approached nearer to the waterfalls – and froze! Gullfoss is particularly spectacular as the fall flows down a curved series of steps, and then plunges down into a deep gorge, causing white sprays of water to create a stunning view.

We spent three hours trekking on Solheimajokull, the southwestern outlet of the Myrdalsjokull icecap, which covers an active volcano called Katla. Our tour guides were very nice. We were taught how to wear and walk in crampons, which felt a bit odd at first, but it was very comfortable to walk in and they gave us a sense of safety when walking on the slippery ice. Our guides told us some facts about the glacier as well as an interesting story along

the way. We were lucky to be able to watch the sunset on the glacier. The gleaming ice, hundreds of years old, looked particularly spectacular when covered in a layer of pink light.

We also stopped at the Blue Lagoon Spa Complex. The lagoon is filled with turquoise coloured water; this is due to algae growing underneath the pool. The lagoon provided us with a relaxing

and refreshing bathe. There were also sauna rooms filled with complete darkness and hot steam. Natural mud found between rocks, could be used as a face and body mask which was very moisturising to the skin. The warm water created a very comforting and soothing atmosphere which made this a perfect retreat from our Sixth Form studies.

"We were lucky to be able to watch the sunset on the glacier. The gleaming ice, hundreds of years old, looked particularly spectacular when covered in a layer of pink light."

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We walked through Thingvellir National Park, where the meeting point of two of the Earth's tectonic plates occurs along the mid Atlantic Ridge between Eurasia and North America. The guide talked to us throughout the walk about the history of this place as the world's oldest parliament first met here in 930 AD. Despite the blizzard, we were still mesmerised by the layers of rock stacked up along the sides of the central rift valley which lies between the two tectonic plate edges.



Last but not least, we went to look for the most stunning and spectacular natural phenomenon on Earth, the northern lights. Unfortunately, we were not able to see them but instead we enjoyed our time with our friends gazing at the glinting stars in the sky. Throughout the whole trip, we learnt a lot about Iceland and gained a lot of geographical knowledge. We would recommend Iceland as a travel destination. ●



Christopher Hald, Head of Juniors

Development education

We do not want the girls at St Mary's Junior School, Cambridge to live in a Fairy Tale land. The world we live in today is not continuously just or fair – there is not always a happy ever after. However, just as the parents feel, we do not want to spoil in anyway the hope and innocence of childhood. We need to strike a balance in presenting global issues to the girls in a way that makes them aware of the world around them, they understand the impact that is being made and what they can do about it.

Two years ago we introduced the Fusion Creative Curriculum, which set out to deliver an education that would equip our girls with the skills we felt would foster a life-long love of learning. The practical and cross-curricular approach of this curriculum encourages a climate for children to explore ways in which to learn as well as how to apply their knowledge with originality and purpose. It encourages creative, critical and reflective thinking and produces excited, enthusiastic, enquiry-driven learners.

As a school we feel that a balance has to be achieved between "what we are learning" – the curriculum content – and "how we have learned" – i.e. the processes. Spanning

this is the statement of "how might we use this in our daily lives" – the practical application (albeit for some learners possibly later in their school career or life). It is in this aspect that Development Education has found its place.

Development Education aims to engage people in a dialogue about what change is needed to create a fair, equal and sustainable world. The values which underpin this social philosophy are very much in line with those of our school's foundress, Mary Ward. They focus on a concern for the well-being of of themselves, others and the planet, as well as an appreciation of interdependence, equality, respect and belonging – to name but a few. These values are translated through the curriculum into opportunities for the girls to learn and more importantly engage in the world around them. Issues such as poverty and hunger, unequal distribution of wealth and opportunity, environmental degradation and diminishing resources are some of the challenges that the girls confront and examine through the curriculum.

Some examples of Development Education topics in this year's curriculum so far are explained further below.

Year 2 has examined identity and belonging in a comparative study between Uluru and Cambridge. This topic within Development Education touched on the lives of aboriginal peoples and the issues surrounding integration as well as maintaining identity. Sustainable

continued overleaf



living, fairness and equality have been the focus of Year 4 with particular reference to the rainforests and specifically Brazil. The girls have linked Science, Geography and Social Justice topics and issues in their learning, and gained first hand appreciation for life in Brazil with a visiting Brazilian family joining the group for a morning of discussion and reflection. Pupils from Year 5 looked at Africa as their key topic and wrote to a local MP with their concerns over food insecurity and injustice of global food distribution – to which each received a personal response from the MP. They raised money as a year group to purchase a water pump – after building one in their STEM lesson – for an African village through an aid organisation. Linking into the centenary of the start of World War I, Year 6 has looked at conflict and peace. Through all aspects of the curriculum, the girls were able to explore the reasons for continued global unrest and the need for peace, and we integrated this into the Peace Service for the school, parents and guests on November 11.

Many of the aspects of Development Education might seem highly aspirational, given that we are a primary school and our girls range in age from four to 11. We acknowledge that we will not be able to legitimately, or practically, take a field trip to a disadvantaged area of the world and build a school. However the teachers truly do provide opportunities for the girls to approach social justice topics with thought and more importantly empathy.

From Year 5 the girls also approach Development Education issues through their enrichment

programme. The programme is based around a series of challenges, which ask the girls to look at topics such as active citizenship, rights and responsibilities, wider community and health and lifestyle. There are also challenges which link the life of Mary Ward to modern social justice issues, as well as extension activities into critical and philosophical thinking, independent research and reflection. The girls in Year 3 and 4 also have an enrichment booklet which asks them to examine their ideas based on the 12 characteristics of a Mary Ward school.

At St Mary's Junior School, Cambridge we strive, through the Fusion Creative Curriculum topics, and the enrichment programme, to equip the girls with the age-appropriate knowledge and skills they need to make better decisions for a just and sustainable world. We support them to learn more about the challenges being faced by communities both locally and globally, with the adage of 'better understanding leading to better decisions' coming to fruition as they mature. The Development Education aspects of the curriculum follow a path of understanding these global issues, developing insights into how and why these have occurred and finally thinking critically about what is and can be done to create an alternative future. It does not look to resolve the issues. We believe that, in the long run, it is the girls' acquisition of these abilities that will facilitate them having a role in creating a just and sustainable world. ●



3

Art & Textiles gallery



Scarlett B., Year 2



Eleanor T., Year 3



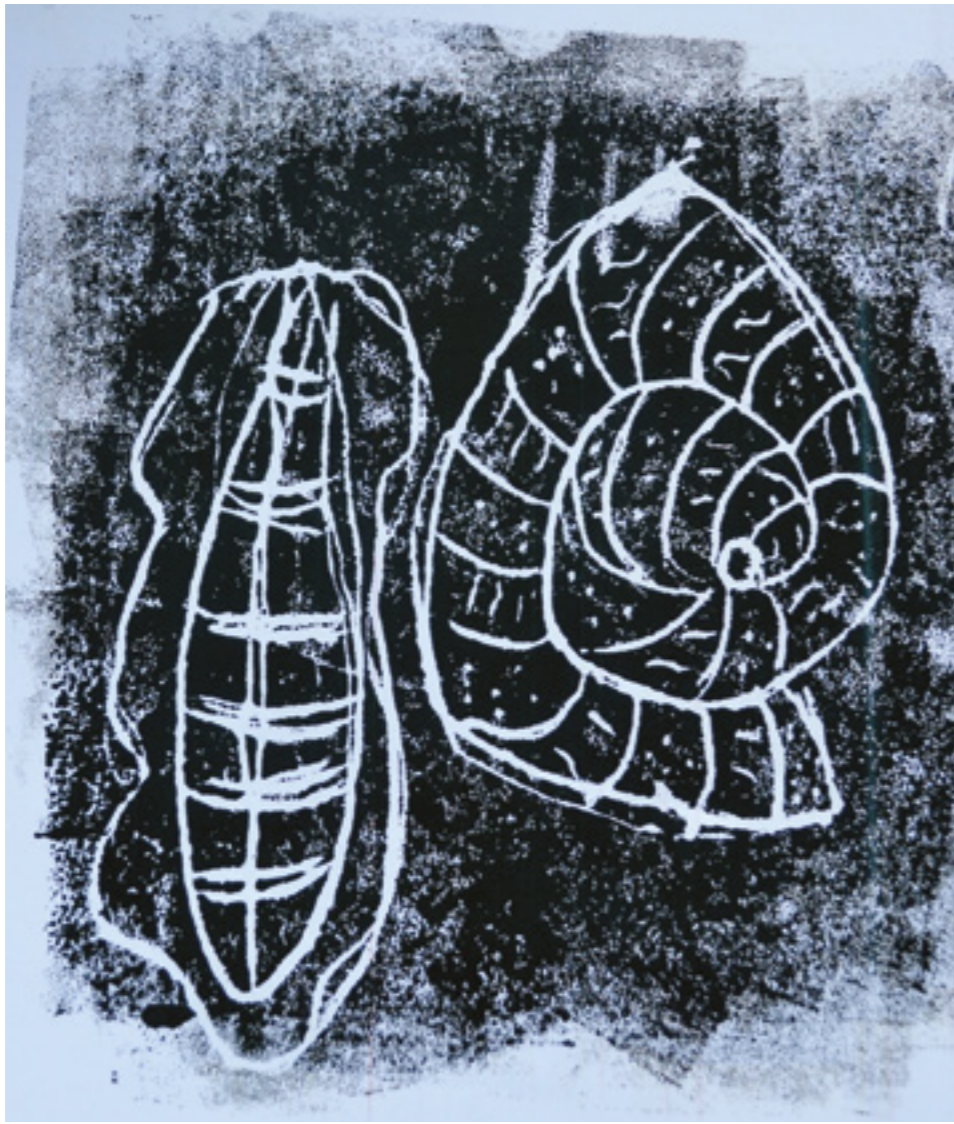
Tuppence J-K., Year 1



Emilia C., Year 6



Maddy A., Year 6



Ava P., Year 2



Danielle V., Year 2



Alex H., Year 2



Miai G., Year 2



Alex H., Year 2



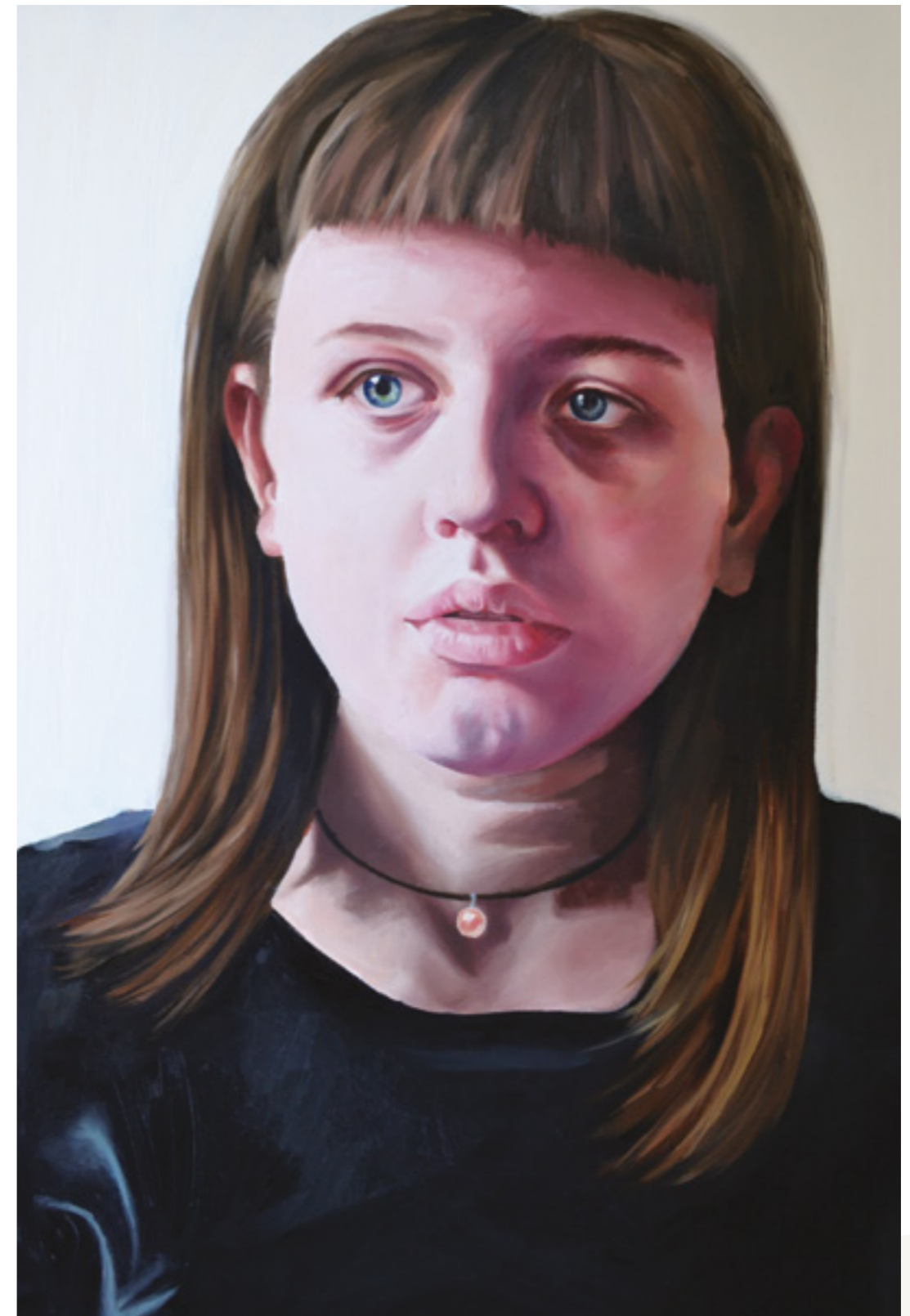
Eclair P., Year 11



Elizabeth H., Year 11



Abigail H., *Upper Sixth*



Abigail H., *Upper Sixth*



Constance H., *Upper Sixth*



Constance H., *Upper Sixth*



Katharine B., Upper Sixth



Lara C., Upper Sixth



Lara C., Upper Sixth



Lara C., Upper Sixth



Heidi A., Lower Sixth



Year 7 Students



Year 8 Students



Left to Right: Georgia B., Upper Sixth;
Phoebe W., Upper Sixth;
and Emily W., Upper Sixth



4

Personal development



Charlotte Avery, Headmistress and Christopher Hald, Head of Juniors

Lead us on Mary Ward!



Mary Ward, the school's foundress, lived in an age of religious intolerance, when the Catholic Church and all its followers suffered great persecution in England. In 1609 Mary dared to found an order of religious women modelled on the Society of Jesus, with a freedom from religious enclosure and a readiness for apostolic works which would put them at the direct service of the Church.

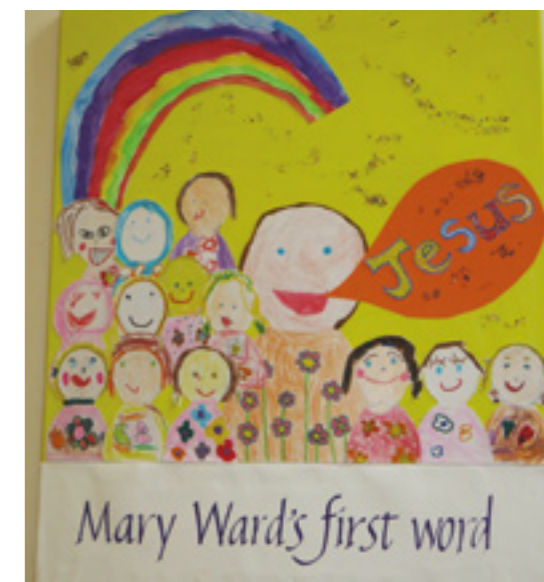
Meeting with opposition in her native England, she set off for Europe and established communities and schools in many cities. Her strength and determination inspired her supporters; however, she also aroused fierce opposition from within the Catholic Church. In 1631 Mary Ward's Institute was suppressed by Pope Urban VIII, and she herself was described as a heretic and imprisoned for a time by the Inquisition. Eventually she was allowed to re-establish some of the houses and schools and in 1639 she returned to her native Yorkshire where she died on January 30th 1645. Through the loyalty of her companions, her Institute grew again centred at the Bar Convent in York, but it did not receive the definitive approval of the Church until 1877, or the acknowledgement of Mary Ward as Foundress until 1909.

Her words "I hope in God it will be seen, that women in time to come will do much" give us a glimpse of her vision for the future of girls' education.

Inspired by the works of Mary Wards and a deep religious conviction, Frances Teresa Ball travelled from her native Ireland to take her religious training and vows at the Bar Convent in York. In 1821 Mother Frances returned to Dublin to establish the First House of the Irish Branch which she called Loreto. Like Mary Ward, Mother Frances was a woman of great piety, administrative ability and sheer determination.

Her energies were devoted to the establishment of schools and to the development of the sisterhood, which spread from Ireland to Australia as well as other parts.

St Mary's School, Cambridge was founded 116 years ago by sisters from the religious order of Congregation of Jesus, which also founded St Mary's schools in Ascot, Hampstead and Shaftesbury. The Heads of these schools meet once a year and we have tried to establish some link activities that focus on our foundress. Over the past two years, we have sought to establish links with other Mary Ward schools – our Loreto cousins. These links have been inspirational. The Loreto schools are very active in the way they promote the Mary Ward charism, doing so in an orchestrated, united manner, as well as being creative in the way they articulate the life



and legacy of Mary Ward. By linking with CJ and Loreto sister schools, St Mary's School, Cambridge has become part of an association of over 220 schools, spanning the globe. In addition, we have access to a wealth of resources produced by these schools via the Mary Ward Document Library. This is a collaborative venture between the CJ and Loreto orders to create a web-based depository for documents provided by all of the Mary Ward schools. These resources encompass every topic from prayer and reflection to ways of celebrating Mary Ward's birthday.

Prior to this 'techno-venture', there have been various face-to-face meetings with our Mary Ward family members. Charlotte attended the 'WWW: Ward World Wide' Conference in Australia two years ago. This gathering drew together a host of school leaders and members of both religious orders to reflect on the life and legacy of Mary Ward. From this trip, St Mary's School, Cambridge has made strong links with

Loreto schools in Australia and has welcomed a Gap Student from Kirribilli last year, and two students from Mandeville in Toorak and Normanhurst this year. There has been a teacher exchange in both directions. School teachers will go over to Australia this summer. Our Junior School has further linked with our Loreto cousins in Australia in the spirit of Mary Ward, through song: our pupils regularly sing 'Lead Us On, Mary Ward' – an anthem brought back from Charlotte's visit.

Closer to home but across the Irish Sea, we have forged substantial links with the Irish Loreto community. We have been to visit several of the Irish schools in and around Dublin. This invitation from the Director of Loreto Educational came after they

"I hope in God it will be seen, that women in time to come will do much"

continued overleaf



attended a conference on Development Education. This educational movement seeks to provide pupils with opportunities to explore the moral and ethical world around them, through prayer and reflection, active charity fund-raising as well as trying to instil an understanding of the wider issues behind social injustice, poverty, thirst and hunger. Christopher and the Junior School teachers have integrated aspects of Development Education into the curriculum and the Year 5 and 6 Enrichment programme through the addition of Social Justice challenges. In addition, the Director of Loreto Education in Ireland has been to St Mary's School, Cambridge to deliver a middle management training day which focused on leading and supporting a team in the Mary Ward tradition. This workshop proved to be invaluable to the Coordinators, Heads of Year 5 and Year 6 Enrichment and Heads of Departments who attended.

On home soil, the links have been made complete by visiting the Loreto schools north and south of Cambridge. Charlotte visited the Manchester Loreto schools with our Australian Gap Student, Stephanie Breen. This was an excellent opportunity to link with a cluster of schools which include an all-girls independent preparatory school, an all-girls maintained grammar school, a co-educational comprehensive school and a co-educational Sixth Form all inspired by the Mary Ward tradition. Furthermore, it was a great pleasure for us to be invited to join the group of Heads from this cluster on a pilgrimage to St Omer in the footsteps of Mary Ward. We were able to walk along the same streets where Mary Ward walked discerning her vocation and where she opened her first school for girls. We

also saw the cabbage fields near the River Aa where Mary had to beg for food for the Poor Clare's in whose convent she lived. Continuing the link with Manchester, two teachers from St Mary's attended a day workshop led by Adrian Porter SJ on the Ignatian tradition which so encouraged Mary Ward. Thereafter, Christopher attended the Mary Ward Induction in York, which was led by the Manchester heads for established and new members of their school staff – and more recently he attended a JPIC (Justice, Peace and Integrity of Creation) conference with the Chaplains of Loreto schools. All of these occasions foster personal links with fellow leaders and teachers who are working in schools with a shared tradition. The language is rich with references to Mary Ward, but equally important are the actions that these schools take to remember her mission and bring her charisma into the modern age, making it relevant to today's pupils. To the south of Cambridge is Loreto, St Albans – an all-girls secondary school which we have visited, and Charlotte was delighted to have been asked to attend their Year 11 Presentation Evening as guest speaker and prize-giver. Here too, as with Manchester, there is a rich sharing of ideas between the schools in the tradition of Mary Ward. We hope that these links will continue to grow in strength and that the opportunities are extended for the pupils of the schools to meet each other, as well as for teachers to link with other teachers.

In the course of all our Loreto 'linkings' we have met another school which does not share the Mary Ward tradition but shares a Catholic heritage. St Columba's School in St Albans is a 4 to 18 boys' school. We have adopted each other as sibling schools. We have been to visit St Columba's, and the Headmaster, Head of Juniors and Head of Sixth Form have been to Cambridge on a reciprocal visit. The link with our 'brother school' has already been invaluable in the sharing of information on spiritual induction for staff, as well as Sixth Form links for an enterprise programme as well as practice for university interviews. In the Junior School, the two schools will meet up in the Summer Term for a Shakespeare workshop which will culminate in a 'friendly' public speaking competition between the Year 6 girls and boys.

As Mary Ward said 'God is rich enough for us all' and with the richness of opportunity that linking with the Loreto schools (and St Columba's) has provided, we can certainly look forward to reaping the bounty of Mary Ward's legacy. ●

Amy W., Upper Sixth

Exploring India

In the summer of 2014 I went to India with the Exploration Society. This is a society in which you do things and go to places that you wouldn't get to do typically. The trip involved six girls from St Mary's School, Cambridge, 16 people from the Stephen Perse Sixth Form and one girl from Hills Road Sixth Form.

On the trip, half of the group went to a primary school and helped re-build a playground that had been demolished by a mudslide about a year earlier; the other half of the group went to a school which helps around 40 students who had failed their end of school exams to try and pass them the next year. Many students in India fail their end of year exams as they are in English and they mostly get taught in Ladakhi until about two years before their school exams when they start to get taught in English, but never actually get taught the language. This school is where I went and it was called SECMOL, which stands for the Students Educational & Cultural Movement of Ladakh. This school has around 80 applicants every year, but they only have space in the facility for up to 40. In the school we taught the students better English by having conversation classes with them every day for just over an hour. There were around two Ladakhi students to one English student and every day we talked to them about different topics which ranged from religion to what they want to do when they grow up and finish school. This was to enable them to use different types of language and also so they could learn more about England and we were also able to learn more about Ladakhi and Indian culture through this. When we weren't doing classes, we helped out with daily chores that needed doing and generally helped the students with whatever needed doing around the school. Each group were at each of the schools for one week and after this we all met up before going on to the trekking part of the expedition.

The trekking section of the trip was tough! Our aim was to climb up Stok Kangri, which is 6200m high,

but only nine out of the 20 that went on trekking section of the expedition made it to the top. We gradually all became acclimatised to these different heights due to sleeping at different altitudes over the five days leading up to the final ascent from 5000m, which was the height of base camp. Sleeping at these high altitudes meant that the nights got more and more cold, the further up we went, so this required sleeping in many layers and at base camp even in hats! However, along with the cold temperatures, there were also breath-taking views and at around 4000m, we were able to see billions of stars and one of the members could even identify constellations. With the cold temperatures, it meant that there was actually a glacier on the way up to the top of the mountain and for the group to be able to walk over this we had to wear ice/snow boots with grips for safety so that we didn't slip and hurt ourselves. On the day of the final ascent to try to get to 6200m, we all had to go to bed at around 8.00pm as we all had to wake up again at midnight in order to be able to climb to the top in day light.





This meant that when we woke up it was still dark and bitterly cold, which made it even harder for us to get up. To be able to walk safely, we had to be put into three groups, so the people who were thought to be the slowest set off first in order to hopefully reach to top at the same time as the faster group who set off last. I was in the middle group with four others and I got up to 5600m with Ellie H. before we had to come down as we both felt the altitude. When we were on our way down, and on our way back to base camp, the sun was rising and it looked beautiful coming over the surrounding mountains but we also felt the benefits of this as it only got colder at the higher altitude.

After the trekking part of the trip, we all went back to a guest house that we had stayed in before going trekking, met up with others of the group who were unable to trek due to illness and also had a chance to shower after not being able to for around five days. This was a great relief to all of us and we felt much more refreshed after showering and re-joining the other half of the group and being able to go out for a final group meal together. Over this meal, the leaders asked us to say our best bits about the trip and these included things like making new friends in India, being able to experience

a new culture and also making new friends with the people from the expedition group itself. The next day we had to catch a flight from Ladakh to Delhi at 7.00am which meant leaving the guest house at around 5.00am. After that flight we had another one to catch from Delhi to London Heathrow and this took about 10 hours but with the time difference, it meant that we got to Heathrow at around 9.00pm. Then we had to get two trains back from the station to get to Cambridge. These trains meant that we got back to Cambridge around midnight to meet our parents and by that time we had all been up for over 24 hours!

Overall, this trip was an amazing experience and even with some sicknesses and the occasional disagreement, I wouldn't change anything and would go again in a heartbeat. I feel that through this trip I have made more friends in Cambridge and also made new friends in India. ●



A Question of Sport!

It has been another year of sporting success at St Mary's School, Cambridge. Three of our most talented athletes share their progress with us and explain how they manage to balance the demands of their sport with life at school.

QS

Annie Q., Year 10



What is your main sport?

My main sport is athletics, and I am currently working towards going to the English Schools competition again this year. I have also competed in County, Regional and National races. I love to run as it's not only a good way to keep fit and healthy, but it also gives me great satisfaction when I have finished a race or

completed a hard training session. It's also a good way of relieving stress when I have examinations going on. The thing that motivates me is the enjoyment I get out of racing and seeing how well I could do if I stick at it.

What successes have you enjoyed recently?

Well, last year I was picked for the English Schools team which was great fun to be a part of. I also made it into the English Schools cross country team which was a good experience. I train six days a week, and the training sessions are very hard at times and none of them are easy, although some are maybe a bit easier than others. I find the hill session on the Saturdays one of the hardest sessions of the week.

What is your ultimate aim?

I have to say I don't really have an ultimate aim. I just want to see how

well I do in the next few years and see where it takes me.

What one piece of advice would you give another young athlete in your field?

There are times when I have found it hard to juggle school work with running but in the end it all sorts itself out and you just need to be on top of things and make room for your work. One piece of advice I would give to another young athlete would be to stick at it and don't give up, and just remember that no one goes through an easy time there's always going to be highs and lows.

Who is your sporting hero and why?

My sporting hero has to be Jessica Ennis as she has been a great athlete and has given me great enthusiasm for doing athletics, and she has inspired me.



QS

Jemima C., Lower Sixth



What is your main sport?

My main sport is rowing. I have been rowing since I was 12, so nearly five years now.

What skills have you developed through sport?

Sport is great way to develop various skills. In particular team work, organisation and time management but also determination and valuing others.

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Why are you passionate about your sport? What is it that motivates you?

I love sport because you are always learning and improving and that is reflected through your achievements. You create close friends that you rely on to succeed within your team. Sport gives you energy and another dimension to your life which is really valuable.

What is your best achievement?

Coming fifth in the European Rowing Championships.

What is a recent success you have achieved?

The thing I have been most proud of was achieving my GCSE grades whilst training at my highest level.

How often do you train and is it hard work?

The most intense my training has got was during Year 11 when I was doing two hours each day during the week and five hours both days at the weekend. This level was really hard to sustain whilst also giving fully to my studies, so it wasn't the training which was hard as such but finding a correct balance between the two.

What one piece of advice would you give another young athlete in your field?

Follow what gives you enjoyment, what you are passionate about and as long as you have both of those you can't go wrong and always believe you can do anything it you put your mind to it.

Who is your sporting hero and why?

Sir Steve Redgrave is my sporting hero. I think it's incredible the amount he achieved through his life; his gold medals as well as the number of people he inspires and the charitable work he does.

Charlotte D. and Olivia H., Year 9

Girls lead the field



In April, ten of us from Year 9 were chosen to take part in "Girls lead the field" at Loughborough University.



When we arrived we were given awesome t shirts! First we had an Opening Ceremony given by the CEO of The Youth Sports Trust where she explained the importance of us having confidence in leadership to use in later life and to promote women.

There were lots of other all-girls schools there so it was nice to meet and mix with them. In the ceremony the CEO introduced us to our mentors. Our mentor was Naomi Riches who is a Paralympic athlete who won a gold medal in rowing. We started by learning about her life story, the struggles she faced and how she got through them. After a break we then learned about what kind of person we were, extrovert or introvert, big picture or detail, unconventional or tried and tested. We thought about how the opposite personalities might see each other and the pros and cons.

After an amazing lunch we did some more physical activities. We played bench ball and did some Zumba! All the teams and groups we were in had to be mixed which was really nice because you learned more about what role you take naturally. We came back inside to our mentor groups where we designed and pitched our idea for the Rio Team GB outfit for the ceremonies.

Finally we attended the Closing Ceremony where our mentors motivated us to persevere through any tough situation in life, not just in sport. We learnt a lot about how we can apply skills in sport to everyday life like adapting, listening and team work. It was really good fun and we're really looking forward to our future project of designing a club at school to inspire our fellow students to get involved in sport! ●

QS

Charlotte D., Year 9



What is your main sport?

My main sports are probably netball throughout the year and athletics in the summer. I also enjoy riding lessons weekly but I do not compete. In netball I am working towards the County Trials. In athletics I am working towards the Eastern County

squad and possibly the National squad in shot putt and hammer.

Why are you passionate about your sport? What is it that motivates you?

I enjoy playing team sports but also enjoy competing on my own because I feel more of a sense of achievement when I have done something on my own.

What is a recent success you have achieved?

I have enjoyed coming fourth in the local schools tournament for netball. My team also came third in a Cambridgeshire Tournament with my club and last season in athletics I came first for shot and second for discus in the Cambridge County Championships. In the Eastern County Championships I came third for shot and second for hammer.

What is your ultimate aim?

My ultimate aim is to be at a county level for netball and national level in athletics.

Have you found it hard to juggle school work and training?

It is easy to juggle school work and training; you just have to prioritise school work and keep yourself organised.

What one piece of advice would you give another young athlete in your field?

Just do what you enjoy. If you're not enjoying it, it's not worth doing.

Who is your sporting hero and why?

My sporting hero is Jo Moxham. She was the main reason I became interested in netball and was passionate about the sport from a young age.



Sports Awards

In April we hosted our annual Sports Award Dinner welcoming 190 students, staff and parents to celebrate individual and team sporting achievements. This year's event saw Olympic silver medal winner, Gillian Lindsay, address the audience as guest speaker.

Gillian was part of the first Team GB women's team to win a rowing medal at the Olympic Games; taking silver in the Women's Quadruple Sculls in Sydney in 2000. She has competed in three Olympic Games. On retiring from competition, Gillian held the accolade as Britain's most successful woman sculler of all time.

Rowing is a very popular option at St Mary's School, Cambridge, exclusively available for Sixth Form students, so the girls were thrilled to hear from the inspirational athlete. Gillian said: "It is always a pleasure to take a new audience through my sporting career. Quite simply I started off as the 'little sister who was always slower', I was then introduced to rowing and never looked back. My journey was decorated with setbacks and frustrations until I connected with my coach Mike Spracklen. He got the best out of me every day, which eventually led me to my ultimate dream. Role models were my motivation, but in the end hard work and determination got me there."

The evening was the school's opportunity to formally recognise

all of its athletes for their achievements in sports ranging from gymnastics to netball, and cross country to rowing. The awards presented on the night included:

- Most Improved Players
- Most Valuable Players
- Most Supportive Team Player
- Most Dedicated Goal Keeper of the Year
- Sport Scholar Awards
- Sports Team Captain of the Year
- Sports Team of the Year
- Games Captain Award

In acknowledgement of students who have gone one step further and been selected to represent their country in their chosen sport, the school launched a new award to recognise their talent, hard work and dedication: the International Sportswomen Award.

- **Esme S., Year 11**, has qualified to represent GB in the U20 Duathlon World Championships which is being held in Adelaide, Australia in October.
- **Amber L., Sixth Form**, has represented China as an International Artistic Roller Skater.

- **Phoëbe C., Sixth Form**, has gained a place in the U18 England hockey squad.
- **Jemima C., Sixth Form**, is the youngest person to date to be accepted onto the GB Rowing Start Programme, which aims to identify and develop potential Olympians.

We have an ethos of sport for all; ensuring every girl has the opportunity to take part in physical activity, join clubs and participate in competitive sport, while nurturing others on route to excellence. We are extremely proud of all of our girls who take part in competitive and non-competitive sport; whether that is individually or in a team, and the Sports Award Dinner was the perfect platform to recognise these efforts.

We have many positive role models for our girls, both on the staff and within the student body, including our own Head of PE, Jackie Ewing, who has been Cambridgeshire and Huntingdonshire County Golf Champion four times! We were delighted to welcome Gillian Lindsay at this year's Sports Award Dinner; she is an impressive all round athlete and role model for all our aspiring rowers and inspired the entire audience on the night. ●



Year 6 leavers' memories of the Junior School – June 2014

Last year's Year 6, now coming to the end of their first year in the Senior School, reflect on their time as members of the Junior School community.

Niamh

I joined St Mary's at the end of Year 2. I started going to St Mary's every Friday and looked forward to it all week, as I enjoyed writing with joined letters and this was something I wasn't allowed to do in my old school. I also looked forward to seeing my new friends. St Mary's has helped me ever since and I am very sad to leave.

Yuina

My proudest memory in St Mary's Junior School is when I was at Kingswood. I went to the top level height on the jungle vine. I was very scared and was afraid that I would fall, but I bit my lip and kept on climbing. I managed to come back down safely and now I am proud that I tried.

Isabella

I remember Year 6 going into the hall and sitting down. We were all waiting expectantly, as we knew we were doing Romeo and Juliet. The teachers had a last minute discussion and then started to read out the parts. Olivia B. being Nurse, Friar Lawrence being Erin E., Romeo being Ruby G., Juliet being Isabella R. What? Me being Juliet? I was so happy. This memory will be with me forever because I was so pleased to get such a big role. All the learning lines, the practices, the songs that got stuck in my head, the uncomfortable floor I was lying on, all paid off at the end when we did the real performance.

Ziniya

My favourite memory was in Year 3 when the Queen was coming to open a building. Someone from Key Stage 2 was going to be chosen to give flowers to the Queen, as she was going to be very close to school. We wrote our names on a piece of paper and then they were put into a hat. A name was picked and it was ME! So, that afternoon we walked down to where the Queen was opening the building and I gave her flowers.

Niamh

In Year 3, one of my favourite memories was on the last day of the Summer Term when we were moving buildings, so everything was being emptied. Some of the other girls and I hid in the cupboard. Then some teachers and visitors came round. Everyone in the class was standing awkwardly and thinking 'Please don't open the cupboard'. Thankfully they didn't open the doors, because if they had they would have found six girls squished inside!



continued overleaf



Alice

My memory is when we were in Year 3. It was April Fool's Day and Mrs Johnson tripped over and acted like she was in so much pain and everyone ran around panicking and no one knew what to do. She eventually jumped up and shouted, 'April Fools!' which was a big relief!

Alice

St Mary's has been a wonderful and exciting experience for me. My favourite memory was when we were on the way to the summer concert in Year 5. I was walking along with my partner Ziniya, we were walking on a path next to a field full of cows. I wasn't aware of the cow pat ahead and I slipped backwards nearly falling flat on my back in my blazer. My shoe was covered in cow - pat for the whole concert!

Alexandra

My memory from St Mary's is from Year 2 when it was someone's birthday and we were having a small party outside, there was chocolate cake. It was a hot day so the water sprinklers were on the grass. Mrs McWilliam went inside to get a jug of water. We were all very bored. Ruby decided that she was going to run up and jump over the sprinklers. Then everyone joined her but Alice and Katie were too busy eating cake. When Mrs McWilliam returned, she screamed, "Year 2 get out of the sprinklers and stop eating cake!"

Alice

I remember my first day in Reception, I was utterly terrified. I remember in Year 3 when I got the prize. My parents were told beforehand and I asked them if I had received it. Of course, they didn't let on and kept the secret from me. I was overjoyed to get the prize I had always wanted.

Hanna

We all have many other amazing memories, however, I think we would be here for at least another few hours. But I do have one more thing that I will not forget and that is learning new things and having new experiences that will stay with me forever.



Dr Joanna Kennedy

Women in Science



At last year's Prize Giving we were privileged to be joined by Dr Joanna Kennedy OBE. Joanna is a civil engineer with wide-ranging experience of leading complex high profile construction projects. Until 2013 she was a Director, and Global Leader for Programme and Project Management, with Arup, one of the world's leading multi-disciplinary consultancies. She spoke engagingly on the subject of inspiring young women to enter the scientific field and the good work that is being done to encourage this.

Chairman, Headmistress, Ladies and Gentlemen, students, thank you for your welcome and kind introduction. I am honoured to have been asked to your Speech Day and to present the prizes. I am delighted to be here.

Despite the immense progress in the lifetimes of us all here this afternoon there are still many problems facing the world which grab our attention and concern and where Science, Technology and Engineering provide the fundamental answers to improving and safeguarding our world and quality of life.

You may have seen or even voted to decide which out of six key problems facing the world, from health to the environment, should be chosen as the greatest issue of our time for the Longitude Prize. Last week the public chose the challenge: how can we prevent the rise of our resistance to antibiotics. The £10m challenge prize fund marks the 300th anniversary of

the first Longitude prize in 1714 for the invention of a clock that enabled sailors for the first time to pinpoint their position at sea.

So focussing on health for a moment, as one of the greatest issues of our time, it is said that engineers save more lives than doctors. A doctor will send you to have a scan or perform keyhole surgery on us but who do you think conceives designs and manufactures the technical equipment that makes these procedures possible?

There are many exciting new developments in medical engineering including more and more sophisticated diagnostic imaging that we now take for granted, the new mind-controlled exoskeleton that enables a person with paralysis to walk and different ways of delivering drugs to cancer cells including ultra sound treatment. Last week a Professor who founded the Biomedical Engineering

continued overleaf



Centre at Imperial College was awarded Europe's 'Oscar' for technological innovation for his DNA microchip that can decipher genetic disorders within minutes. He dedicated his honour to his 23 year old son who was diagnosed with a genetic condition aged eight that would later lead to kidney failure. His son's illness prompted this new area of research as he had been designing microchips for mobiles. He said 'I needed to witness chronic disease to see how primitive old technology is'. His invention will bring hope to many.

Civil engineering, my field, also makes an enormous impact on health. If we look around the world, more deaths are caused by disease – for example, cholera and dysentery, brought about by lack of water and sanitation, than by conflict and wars.

Women engineers are increasingly making their mark at the most senior levels and doing a great job in publicising the profession. We need look no further than University of Cambridge where Dame Anne Dowling is head of the Engineering Faculty. Earlier this year Roma Agrawal who designed the foundations and the top spire of the Shard, the highest building in London, was featured in many articles and appeared in the summer M&S photo shoot. Jo da Silva who runs Arup's International Development Group was profiled in an article in Vogue, as the woman with plans to save the world, showing that glamour and technical expertise can be celebrated!

I don't need to tell you that gone are the days at school when Science and Engineering were considered the preserve of the boys only. Girls

have proved themselves as good as the boys, if not better, at getting academic and technical qualifications. But too many girls who are good at science think that the only way to help people is to become a doctor.

We have made progress since we started the Women into Science and Engineering WISE campaign, of which I am now a Patron, 30 years ago. Then only 4% of UK Engineering undergraduates were women: today it is 16%. But you may have seen in the Independent yesterday the shocking statistic that Britain has the lowest % of female engineers in Europe by some way. Only 6% of our whole engineering workforce is female.

Why has engineering not changed like the medical profession? Until the 1960s fewer than 10% of British doctors were women but today 60% of doctors under 30 are female. The difference is that in medicine there was never a great shortage of doctors, it was just that the balance was wrong. But in Britain we need to double the number of engineering graduates to 87,000 a year to meet future demand. This is not my number but one supported by Sir James Dyson, one of our best known engineers at present, and the Royal Society last week.

I became an engineer rather by accident. I didn't know any engineers and I wondered if a woman could succeed in what seemed then very much a man's world. But looking back my engineering career has more than exceeded my expectations!

Of course, we can't all be engineers, but we do all need to be technologically literate whatever we do, wherever we are, or whoever we are if we are to understand the world in which we live and work. If we choose to work in the media, the law, finance, civil service, retail or academia we will be better at all these things if we understand the contribution and role that engineers play in pretty much everything we deal with.

We cannot predict what lies in the year ahead but whatever the year brings for you, and especially if it brings university decisions or exams results, I wish you every success. ●



5

Development



“Most satisfying of all were the verdicts of those inspectors in the summer of 2014, confirming what of course we all knew – that in all things spiritual, pastoral, social and academic St Mary’s is just excellent.”

Frank Morgan, Former Chairman of Governors

A Spell in the Chair

Former Chairman of Governors Frank Morgan reflects on his association with the school.

It began on a cruise nearly a decade ago when my wife and I met a couple called Avery in the bar. As a Fine Art specialist Charles was generous enough to show an interest in my Open University Foundation studies while Mary, it transpired, was schooled in Brentwood at an Ursuline School I knew very well. The relationship flourished as we exchanged – as one does – all those topics that reveal acquaintances and experiences we had in common. As we disembarked, they to Kent and we to Cambridge, they told us that their daughter was about to become Headmistress of St Mary’s School, Cambridge and suggested we might meet her. And so it was. A while later I was asked to join the governing body, and became its chairman in January 2011 on the retirement of Denise Wilkinson.

What was achieved in my three years in the chair? By September 2012 the integration of Junior and Senior Schools was complete, allowing a more co-ordinated whole school approach. Spurred on by legislation requiring charities to demonstrate public benefit we offered more bursaries and scholarships and strengthened our links with local state schools, especially with St Bede’s. Looking further afield, the school took the lead in promoting closer working relationships with Mary Ward schools worldwide and a new

Exploration Society promised a wider range of student visits and exchanges. We kept abreast of advances in technology, building a fresh website and piloting iPads in the classrooms of the lower Senior School and by steadily climbing the league tables and demonstrating strong value-added results we enhanced our academic reputation. Most satisfying of all were the verdicts of those inspectors in the summer of 2014, confirming what of course we all knew – that in all things spiritual, pastoral, social and academic St Mary’s is just excellent.

Governors can’t claim much of that. We had more direct involvement in the many developments of the fabric, perhaps because they had financial implications. Situated as St Mary’s is in central Cambridge, space is inevitably in short supply and discussion about the best use of the buildings available was always on the agenda. Once decisions were made and the relevant staff consulted, bursar Duncan Askew and his team brought about some brilliant conversions: of the Stable block in Chaucer Road for the youngest juniors; of 2 Brookside for the Sixth Form; of 47 Bateman Street for Art and Photography; of the Undercroft for a resources centre; and of the old library as a new staffroom. My favourite was the rebirth of the school chapel in The Elms, designed and furnished to

achieve a real sense of the numinous.

I like to think the school’s governance developed, too. Following an audit of the skills and experience around the governor’s table a new Nominations Committee formalised the process of finding and inducting new governors. Specific responsibility for the oversight of safeguarding and health and safety was taken from individuals and became committee tasks. Committee terms of reference were reviewed. An attempt was made to evaluate our effectiveness: in this respect the most significant decision we made was to appoint an executive officer for the governors, Claire Hodgskiss, who tightened our procedures and improved our focus. And we acquired the freehold of most of our property, a positive move for the balance sheet.

What have I taken away from the experience? Amazement at the sheer volume of work involved and breadth of vision required in running a modern independent school (my own headship responsibilities in the 70s and 80s seem trivial by comparison); enormous respect for Charlotte Avery and her senior team for their dedication and achievements; and many new friendships among governors and staff. And a resolve to be more careful what I commit to when in the ship’s bar...

Long live St Mary’s School, Cambridge!

Hannah P., Head Girl

Reflections on 2014–2015

Being the Head Girl of St Mary’s School, Cambridge has been the most rewarding role I could ever have wished for. The prefect team which I have led has been the best, most supportive team I have ever been part of. My role has mostly been made up of giving talks, assisting at events, leading the Student Council, and organising the Sixth Form Revue, alongside the Sixth Form Leavers’ Ball.



“... I have grown as an individual this year. Not only do I have a greater understanding of what people enjoy, but my own confidence has grown, meaning I have tried new activities which otherwise I may not have tried.”

My first task under my role was to give the welcome speech at Prize Giving in 2014. Although I was very nervous to speak to such a large audience, it was exciting and after a while I began to quite enjoy it. The most challenging task I faced was organising the Sixth Form Revue just before Christmas, which was extraordinarily stressful despite the support of the rest of the Sixth Form. The Revue Committee had to write the scripts, organise the props, block the scenes and encourage as many teachers as possible to take part. I remember watching the show from Year 7 to when I was in Year 11 and not realising the amount of work which went into making the performance as funny and as enjoyable as possible. However, after the show all the congratulations made all the hard work worth it and it was extremely rewarding.

In my role as leader of the Student Council I have felt very much part of the school community, as it allowed me to listen to the problems and worries of students in lower years and try to help them find

a solution, with the assistance of teachers, kitchen staff and maintenance, as we all act to improve the school community in any way possible. As I pass over my role as Head Girl I hope the Student Council continues to progress and help the school community grow and reach its full potential.

Having helped at events such as Open Morning and the Sixth Form Open Evening, as well as the Creative Writing Competition, I have grown as an individual this year. Not only do I have a greater understanding of what people enjoy, but my own confidence has grown, meaning I have tried new activities which otherwise I may not have tried. At the end of my time as Head Girl I believe I have gained a true understanding of the school’s ethos and hope to move forward with it into my future. Although saying goodbye to St Mary’s will be tough (that is an understatement!) the Head Girl badge has been an absolute honour to wear and I am immensely grateful to the school for allowing me to serve in the role. ●





Constance H., Head Boarder

Reflections on 2014–2015

Our boarding life this year started with a day of team building activities where all the boarders had the chance to get to know each other through a series of exciting and challenging games like Twister.

The boarders in Bateman House came back to renovations including the new study room and vibrant decorations around the house, which brought colours into their lives in this second home. In the main school, many rooms have been refurbished with better furniture and two pink-themed rooms constructed to welcome any 'flexi boarders'. These changes, together with new members of students and staff, gave the boarding community a fresh and exciting start to the year.

A variety of boarding activities and outings have been organised throughout the year to provide boarders with a more dynamic school life as well as regular breaks from our academic studies. We have had a plethora of memorable times with one another – from visiting the Harry Potter Studios to ice skating at Parker's Piece – and we also enjoyed the chance to visit the cinema and go to concert halls. On top of that, girls in the lower years have been involved in after school clubs such as debating, mindfulness and the cooking club organised by two of our Sixth Form boarders. Some of us, led by our Head of Boarding, Mrs Compain-Holt, spent an October weekend in

Brighton where we had the opportunity to gain cultural and historical knowledge and appreciate some of the most awe-inspiring architecture through visits to places like the Royal Pavilion and Tonbridge Castle. The highlight of the trip for most of us was indulging ourselves with mouth-watering local food and enjoying the breeze while strolling along the beach and posing for photographs in front of the picturesque scenery. In early December, we paid another visit to Birmingham and relaxed in the festive air of the German Christmas Market. Under the fine weather we had the best time exploring creative crafts and goods while treating ourselves with festive food and drinks and enjoying the chance to amble around the city centre.

We celebrated major festivals like Christmas and the Chinese New Year together like a family. All of us dressed up for the semi-formal Christmas dinner and danced to the music at the disco afterwards. Besides having a traditional Chinese meal for the New Year celebration, we also played an Asian game, called "jian-zi", where players aim to keep a heavily

weighted shuttlecock in the air by using their bodies.

Our annual Boarders' Concert was the focus of a great deal of effort from our boarding prefects before handing over to the next team. Two of our Sixth Form students hosted the event with many witty jokes that they written and the audience was very appreciative. An experienced boarder led a group of new girls backstage, who learnt very quickly and were extremely helpful in keeping the show running smoothly. The unlimited talents among our boarders were unleashed through a wide range of impressive performances – from solo or group singing and a classical instrumental trio to energetic group dances. Just before our finale, a group of Upper Sixth boarders and I collaborated with Mrs Compain-Holt to deliver our parody of the song "All About That Bass" with "All About My Boarders". We wanted to put together a performance that was unforgettable because it was our last Boarders' Concert, and the laughter from all the other boarders and the audience proved it was a great success. It was so satisfying to see every one of us taking pride in being part of the community. The hours of rehearsals spent and moments we had on stage have undoubtedly created memories that will stay in our hearts forever. It has been another unforgettable year in boarding! ●



Helene Compain-Holt, Head of Boarding

The Boarding Community

Mary Ward, our school's foundress, encourages us to be 'seekers of truth and doers of justice' and when I think about how best we can achieve those twin aims I am bound to appreciate the importance of respect both for self and for other people.



In practice, learning self-respect while being respectful of others whatever their culture, traditions and achievements, both guides and underpins much of the nurturing that takes place in our boarding community. Indeed, we see the acquisition of a healthy self-respect as the essential starting point to forming happy relationships and developing successful careers. In the long run, owning a robust and resilient self-respect can prove to be a potent force in becoming a 'seeker of truth and doer of justice'.

Resisting injustice is a principle at the heart of our school as a Catholic school, and the boarders are familiar with Catholic social teaching which aims to fight social injustice wherever it occurs. The boarding staff are committed to creating a positive and purposeful climate characterised by mutual respect.

A range of formal and more relaxed activities has contributed to building an awareness of the meaning of respect and of its relevance, not just at an individual level but also for the entire boarding and school communities. These activities have led to the girls living out the 'Respecting Self and Supporting Each Other' characteristics expressed by our foundress, Mary Ward. By not only guiding our choice of activities but also informing our discussions and our feedback, ultimately, they have helped shape our identity.

The weekly mindfulness course, introduced in January, has encouraged participants to be aware of their own thought processes and in so doing appreciate the many outside influences that influence the decision-making

process. Having such awareness can empower an individual, emboldening her self-confidence while strengthening her self-respect.

A guided tour of the city organised by 'Walk in Cambridge' brought boarders into contact with several great role models, people who changed our society for the better: Thomas Clarkson who fought against the injustice of slavery and was instrumental in achieving its abolition; Philippa Fawcett who, despite the university's rules about not awarding degrees to females, studied Mathematics at Newnham College and

achieved the highest results thereby contributing to the unjust rules being eventually overturned.

During the Autumn Term Learning Skills Evening, a group of Upper Sixth boarders demonstrated how to support their colleagues by speaking with the Lower Sixth boarders about different AS Level courses and how

best to deal with the demands of Advanced Level studies.

During the University of Cambridge Festival of Ideas, several boarders attended a lecture entitled 'Who am I?' exploring the links between faith and identity. Probing the intellectual knowledge of our spiritual self is a key to respecting one another's faith-held beliefs.

Goethe wrote 'being brilliant is no great feat if you respect nothing'. As well as being academically successful we understand the value of respecting ourselves and others and we work to demonstrate its virtue in our everyday lives. In such a way we all aim to discover who we truly are, seek truth and do justice. ●

"We see the acquisition of a healthy self-respect as the essential starting point to forming happy relationships and developing successful careers."



Our first year in boarding

What is boarding school really like? Some of our first year boarders reflect on their first year spent living and studying at St Mary's School, Cambridge.

Bonita L., Year 9

The first time I came to the school I was very excited because I had never been to boarding school before. I was looking forward to meeting the girls I would share a room with. After just one day I knew that we would have a fun year together. They and the teachers here are all very nice. I like my life in my new school.



Emmanuella N., Year 9

I think boarding has been a great experience, especially for me because I am an only child and I have never lived with anyone but my parents so the change was quite interesting. The best part of boarding is that you get to live with people that are from different countries and speak different languages. I even picked up some Chinese on the way! My roommate also helps me with my Spanish as she is from Mexico. Boarding helps you plan and improve your time management and organisation. The boarding mistresses are always around to help you if you are not sure about anything though. That was really useful for me because I was in a new environment and around new people so it took a bit of time to remember all the things on the timetable and the places in the school.

We do a lot of fun activities and we have day girls come to board for the weekend which is really good. We do a lot of baking and cooking classes that were really easy and fun. I find boarding quite free and easy because I can talk to my parents and friends back home a lot because there is no time difference and I found that I made friends with the boarders and day girls within a few weeks. Through boarding I have also been to places in Europe and seen some places that I would have never considered going to before – it has definitely widened my horizons.

At times it was difficult to understand and share a room with people with different characters and preferences but we soon found we were able to get along well. I was also able to embrace one of the Mary ward characteristics which is 'Supporting each other throughout school!' Since most of the boarders in my year don't speak English as their first language I try to help them with their English and homework since English is my first language. In all boarding is really good and it is an experience I will never forget.



Paula P M., Year 9

I remember the first day I came to the school; I was left among entire strangers. It took all my courage to appear brave, as I wandered about the boarding house and the school grounds, ill at ease and half homesick, with some strange girls. Everything was new to me. New country, new school, new friends, new house, new rules: everything was new. The only thing I felt comfortable with was that I could speak English, even though it is my second language.

Something that I have learned this year is just how fascinating different countries and cultures are. I share a room with a girl from Nigeria and a girl from China and I'm from Mexico so in just one room there are three different cultures! You can imagine how were the first few weeks! It took time for everyone to understand how to share and coexist with one another. That is one of the characteristics of a Mary Ward school – the idea of embracing diversity.

Another characteristic of a Mary Ward school is supporting each other throughout the school, and that's something that you can see in the boarding house. Older girls or even girls from our own year are always willing to help if we need it. They can help you with your homework if you don't understand. If you have a problem they can tell what you can do. In boarding everyone is there for each other.

Boarding has been a really good experience for me; I have learned lots of things that will help for the rest of my life. I have learned to be organised, to be patient, to share. I've learned to be a good friend and to support others, to listen and be there for them.

Boarding also has helped me to see the world with different eyes, to realise that there are many different cultures and that all of them can be interesting and absolutely amazing. That's something I'm really thankful for.

Kiko L., Year 9

It is not always easy for people who come along to a foreign country to study. Everything is hard at the beginning. But it definitely gets better and quickly too! The process is always the interesting part, after all. We all learn new things from it.

So this has been my first year here at the school. I still remember Mrs Compain-Holt leading us around this famous city and showing us our new home. Everything was so new and striking. I remember walking around in the warm sunshine, and going into the lovely traditional shops that Cambridge has. After few days, I made my friends here. They are all really easy-going. We've had a really fun year filled with memories!

I was worried about my studies at the beginning. I think the most difficult problem was the different ways that teachers taught and getting used to the new words. But I quickly found that if you listened carefully and concentrated, you quickly began to understand the things you needed during the lessons. Teachers here are always supportive and so are my classmates.

Time passes quickly! Being here is now like being in my second home; it gives me a warm feeling.





French department

French exchange

In the Spring Term, a group of 13 Year 8 to Year 10 students accompanied Madame Hill and Monsieur Kelly to Paris as part of the flourishing annual French exchange.

The programme has been running for many years in partnership with the prestigious Institut de l'Alma, a co-educational independent school in the heart of Paris. Further to our girls' French exchange partners having visited Cambridge for a week during the Autumn Term it was now the occasion for our school to visit France. The school is situated next to the Pont d'Alma between the Eiffel Tower and the Champs-Élysée.

Travelling by Eurostar from St Pancras to Gare du Nord, the group set off from school at 11.00am and arrived in Paris by 5.00pm, greeted by host families and teachers. The girls went home with their exchange partners for the evening. The group spent time visiting Paris together during the school day, including trips to the new Louis Vuitton Foundation, the Arc de Triomphe,

the Champs-Élysée, the Château de Versailles, the Centre Pompidou, the Quartier de Marais, the Louvre, the Tuileries Gardens, the Eiffel Tower, Montmartre, the Opéra Garnier, the Grands Magasins and seeing the Seine by boat. The highlights for the girls were the Opéra Garnier and the shopping in the Grands Magasins and Champs-Élysée – even though there wasn't much many of us could afford!



Evenings and weekends were spent with host families. Many of the girls went to the country homes of their host families at the weekend, or headed off to Euro Disney for the day.

It was a tremendous week spent in the heart of one of the most fantastic cities in the world. The girls got on extremely well with their exchange partners, and if anything like previous years many of the girls will keep in touch and visit each other again, and even go on holiday together. Our students behaved extremely well and were very engaged in the various tours and talks that were kindly organised for us by our host school. Particularly impressive was the way in which the girls got to grips with the French language. ●



Eve M., Year 8

Dutch exchange



When I signed up for the exchange, I had no idea what was going to happen or who I was going to meet. Everyone was really excited! When we finally found out who our exchanges were, everyone started to think about what to first say to them. Emailing your exchanges was good because it gives you time to get to know your Dutch person and to build a pre-meeting friendship. When the day came for us to meet them, we were all buzzing with excitement. But we were all very nervous too! Both groups stood on opposite sides of the hall and one by one we met in the middle when our names were called; we shook hands and went over to the table with squash and cookies. All of the students from Holland were so nice and friendly! Everyone got on really well and met and talked to other people's exchanges. They came for a day to our classes and then on the other days visited places in and around Cambridge. When they left, we were all sad but we still had the trip over there to look forward to.

When we went to Holland, we flew for about two hours then landed at the Dutch airport. It was really interesting because the public buildings over there are different to ones here. Thankfully most of the signs in the airport were in English! After we got off the plane, we walked outside and into a coach to take us to a car park near their school. The journey wasn't too long but when we got there, we were all fairly tired. The families were waiting for us along with our exchanges. All of the families were really friendly and welcoming!

“an amazing experience; a confidence Builder; a way to learn how to sensible and independent; a way to meet and make friendships”

The next day we had a day with our families who took us out on trips around the nearest parts of Holland like Rotterdam and the Hague. Day two was a shopping day in Rotterdam and we visited the Van Gogh museum and the Anne Frank house.

Day three was the final day and we had a day in the Dutch school. We said goodbye to our families and headed in to the school. It was much bigger than our school but the teachers were nice and most of them spoke fluent English. The lessons were much shorter, so it felt weird to only be in a classroom for a small amount of time. Sadly though, the day shot past. After a day of school and an afternoon of shopping in the nearby shopping centre, it was time to eat one last dinner in Holland, load our bags on the coach and leave.

It was sad on the coach journey to the airport, knowing that it would be a while before we could see the Dutch landscape again. It was also fun though because a few people played a game where you had to count how many windmills you could see throughout the entire journey!

I really enjoyed the trip and really recommend it as an amazing experience; a confidence builder; a way to learn how to sensible and independent; a way to meet and make friendships across years and a way to experience a different culture!



Textiles department

José Hendo Textiles workshop

Fashion designer José Hendo led two inspirational fashion workshops for our Year 10 Textiles students on 12 February.

José is an eco-sustainable fashion designer based in London and as part of Cambridge Style Week showed her latest collection at Quy Mill on 4 March. She talked to our students about her work, to 'reduce, reuse and recycle' fashion pieces. She set our students the task of upcycling their own fashion pieces. Nicky Shepard, director of Cambridge Style Week accompanied her, having sourced textiles to be re-used. José showed some of her key fashion pieces to inspire the students, such as her jacket made from men's ties and a bag made with off cuts of fabric. José also uses unique barkcloth from Uganda to embellish some of her work. Finished creations of our workshop were worn by professional models at the Cambridge Style Week fashion show. At the end of the workshop, our students started to upcycle their own designs proving just how inspired they were by Jose's presentation. ●



Textiles department

Cambridge Style Week

In March, a group of Year 10 Textiles GCSE course girls made their way to Cambridge Style Week at Quy Mill Hotel to see their upcycled fashion items featured on the catwalk in the opening fashion show evening.

The idea got started last month when an established London based designer, Jose Hendo, came to St Mary's and led two workshops to inspire our girls to up-cycle and to design something new from the old clothing. She brought sacks of used second hand clothing, donated by Cambridge Oxfam, with her and the girls had less than three weeks to have their garments ready to be modelled alongside Jose Hendo's own collection.

The atmosphere at the Quy Mill Hotel was very up-lifting and the girls' excitement was tangible as their up-cycled garments came down the catwalk. The host and the director of Cambridge Style Week, Nicky Shepard, was sincerely impressed how quickly the girls had transformed the old, un-wanted clothing, including three wedding dresses, into something new and creative in such a short notice. She is thoroughly looking forward to continuing to develop this new venture between Cambridge Style Week and our school in the near future.

Although the girls had to produce their final pieces in such a short time, they all seemed to have enjoyed the opportunity to design and make a garment for a real client and this experience has certainly taught them a lot about the recycling and reusing existing clothing. Hopefully they will continue to enjoy exploring all the opportunities within the fashion industry with the same level of enthusiasm. ●





Technology department



Technology Showcase

The Technology Showcase this year celebrated the achievement of all students who take technology classes or attend technology clubs.

These include GCSE Computing, ICT GCSE and A Level Textiles Technology, GCSE Food Technology and STEM clubs. The Reception area and Hall A were filled with exhibitions of final products and the e-exhibitions showed a wide variety of KS3 work designed and made by our students throughout the year. As our event coincided with National Women in Engineering Day, we were pleased to be able to celebrate the achievements of our own students who have been working on various STEM projects. The highlight of the whole evening was a fashion show, organised by Year 9 students, in which the girls modelled their own decorated skirts and bags on the catwalk. The theme for the show was 'Celebrities' and each scene related to a fashion magazine. At the end of the show we took donations for Teenage Cancer Trust in memory of a former talented Textiles student and raised £250 for the charity. ●



Emma Whittley, Alumnae Officer

Pastonian Association report

How things have changed....

St Mary's School, Cambridge appointed a Head of Development and Fundraising in August 2014.

Nicky Jackson is an experienced fund raiser and soon after Nicky's arrival an AGM was held and a proposition was raised that due to the time required to run the Association, and the age of the Committee, the school would take on the responsibility for the alumnae (Pastonians). This would mean that the current Committee should be dissolved and the association become happily ensconced under the auspices of the school. This was agreed, actioned and formalised on 21 October 2014 and the "new" Pastonian Association was established.

Generally, in the past alumnae relations have tended to be treated as a standalone activity separated from fundraising and other advancement activities. Today alumnae relationship building is important because alumnae generate invaluable word of mouth which in turn facilitates the opportunity for marketing and fundraising amongst social and professional networks. Alumnae are great role models for current students and are often well placed to offer practical support to students as they start careers. In order to achieve a more seamless and co-ordinated programme of alumnae relations, steps were taken to recruit a dedicated Alumnae Officer, and Emma Whittley started in November on a full time basis. ●

Events so far.....



Festive Fizz

In December 25 girls attended the Festive Fizz party in the Headmistress' festively decorated study.



The invitation to Festive Fizz was extended to Pastonians who had left the school, within the last four years, and so many of them arrived 'home' directly from university. It was a great way to start the Christmas holidays and to re-connect with old friends. All the girls left with a gift from Father Christmas which was a small school teddy key ring which caused huge excitement and laughter!



Mary Ward celebrations

In January the Pastonian Association celebrated Mary Ward Day with a morning coffee followed by a talk by Sister Gemma Simmonds on the topic of 'The Work of the CJs in the 21st Century'.



It was a very happy opportunity for alumnae, current and former parents, governors, staff and even a prospective student and her mother to come together to hear more about the legacy of Mary Ward.

In April The Pastonian Association Annual Luncheon saw guest speaker Linda Fairbrother, outgoing High Sheriff, give a talk on 'Woman in Leadership and Service'.

Forthcoming events

In September 2015 we are planning two reunion dinners for Pastonians who left school in 1940 and for those that left in 1980 which will give a splendid opportunity to reconnect with lost school friends and share memories.

Later in 2015 we are planning a cream tea celebration for the Brookside Sisters in our Chapel followed by Mass.

Other developments...

In addition to those events the Development Office is delighted to introduce a new and innovative society called The PASS Society (Past Parents, current Parents, Pupils and Pastonians' Arts, Sports Science Society).

The PASS Society has two main aims. The first is to provide an informal and relaxed way for friends of the school to meet and the second is to give everyone the chance to use the educational and cultural facilities of the school and Cambridge and provide a source of ongoing education and personal development. Currently we have events organised such as a tour of the National Gallery followed by dinner

at the Trafalgar Room Restaurant, MCC Cricket at Lords – Oxford V Cambridge, a wine tasting evening, a tour of the Fitzwilliam Museum, a talk on 'Encountering heaven on earth: Spencer's war-time experiences glorified through faith and art' and other interesting events in the planning.

If you would be interested to attend or require any further information on any of these events please contact Emma Whittle, Alumnae Officer on ewhittle@stmaryscambridge.co.uk.



6

*For the
record*



Graeme Minto, Chair of Governors

Prize Giving address 2015 by the Chair of Governors

I joined the governing body two years ago and became Chair in January this year, following on from the shrewd leadership of Frank Morgan who is here today for us all to thank, together with two other long serving governors: Linda Fairbrother, our guest speaker today, and Bill Matthews who have both done so much behind the scenes to support and guide the Headmistress and Bursar.

As the school is a charity, the governors are the Trustees. There are 16 of us: all volunteers who want to use our wisdom and experience to guide the school to be ever better. We are like a catalyst, if you know your science; our very presence gets things moving, even though we don't seem to do anything! We work closely with the Headmistress and the Bursar who actually run the school, but are ultimately answerable to us – it's a heavy responsibility and we are mindful of the school's Catholic heritage and core British values.

Catalysis is, of course, a scientific process. Science is one element of STEM: Science, Technology, Engineering and Mathematics. You

have probably heard much about STEM – and quite right too. The country and indeed the world need many more of you to seek a career in STEM. There is a great shortage – so great that we need many more girls to choose a STEM career. There are simply not enough boys to fill all the upcoming demand.

I am an engineer and I have had a fascinating career. There is enormous satisfaction at seeing a new machine actually working. Your job in a big company is usually well paid and secure, and you learn how teams in industry actually work together. Most engineering projects are highly complex and

need teams. Only occasionally is it sensible to set out on your own and the risks are huge. From the age of seven, I was fascinated with how things worked, often taking them apart and finding bits left over when I put them back together again! As a teenager I actually removed and replaced the gearbox of my first car, on the lawn at home – that time all the bits went back in but there was an oily patch on the grass for years to come!

I came up to Cambridge and read Engineering – the E of STEM. But not all in STEM is plain sailing. For ten years I worked on two printing projects which were eventual failures. But from the ashes of the last one I left and took the technology in a different

direction. I stuck with it and eventually it proved a great success.

The school is well known for the high number of girls studying Science, and as governors we quite rightly supported as a key priority the plan for the Science Hub. It is going to make it so much more effective for more of you to study all branches of science together. So it is great to see that the Science Hub is the first major fundraising project for school facilities. Many of you have already started the funds rolling in and we need to spread the word outside school to complete it by the autumn. I have joked

“Here at St Mary's we seek to support and encourage every girl to find and fulfil their destiny in the world, whatever that may be.”

that with all science experiments located in the Hub – if one goes wrong – the fire brigade will know exactly where to go!

In years to come, fundraising will support a wide range of school activities including Sport and Art. Not all of you will be destined for a future in the world of STEM. Some of you are destined to be leaders in the fields of Law, Arts, Music, Languages or Politics. We seek to support and encourage every girl to find and fulfil their destiny in the world, whatever that may be.

My Great Aunt Nell was born in 1873. She went to school in a pony and trap – not much different to a Roman Chariot of about 2000 years before. Little had changed: her options were to go on foot, on horseback, or in a pony and trap.

She was a teenager when the first bicycles and motor cars arrived.

She was 30 when the Wright brothers first flew.

She saw Concorde flying – and watched live on TV the first man walking on the moon. What unimaginable changes in transportation in her lifetime.

All these things were achieved by STEM.

She died in 1977 at the age of 104; still very sharp and greatly loved by me and my children.

I wonder what mind-boggling changes are in store for you?

Mary Ward is a wonderful role model for you all. She never gave up, walking several times

to Rome to petition three Popes in turn for her order to be recognised. She was imprisoned and excommunicated by the Inquisition in the same year as the famous scientist Galileo. But her legacy lives on in the religious orders she created, and in schools such as ours, which continue to educate generations of girls inspired by her 12 characteristics.

A more modern model is Barbara Harmer. She left school at 15 and worked as a hairdresser. Soon she realised she wanted to do something rather more challenging, took exams and trained to be an Air Traffic Controller and then decided she must fly. After a lot more training she got her commercial pilot's licence and then applied for a job. It took her 100 job applications before she was accepted by a small charter airline. This was soon absorbed into British Airways. The rest is history: she never gave up and went on to be the first female pilot and captain of Concorde.

Oh and her first school? St Mary's Catholic Primary School in Bognor Regis.

So wherever you are in your time here, never give up on your chosen ambition. Whatever the challenges in whatever field you choose we are here to help you overcome them. Do study STEM, if this is where your talents lie – your country needs you. As Mary Ward said, 'By God's grace, women in time will come to do much.' So go out into the world and do much. ●





Charlotte Avery, Headmistress

Prize Giving address 2015 by the Headmistress

Thank you so much, Graeme, for your exceptionally gracious words. This has indeed been yet another productive and happy year for the school and we look back over the many successes as well as plan ahead with a deep sense of gratitude.

Last summer we secured the freehold of the Senior School site on Bateman Street and this year we have ambitiously forged ahead with a redesign of our entrance to mark our presence more proudly on the street as well as offer a warmer and more visible welcome. We are confident that with the planning stage happily behind us we will be able to start work after Open Morning in October which will be completed for New Year 2016.

Ahead of that we will be crafting our beautiful new Science Hub over the summer holidays which might extend a little into the start of the Autumn Term but we are confident that any short term and temporary disruption will be worth the effort of having all our laboratories and prep rooms in one area, with flexibility of usage

across the three Sciences as well as the addition of a much needed A Level laboratory given the huge interest in Science displayed by our girls at Sixth Form level. It is vitally important that we have continued to promote Science at this school as part of our ongoing commitment to STEM. One of our governors reflected in this way recently: *"There is much unconscious bias in our society and also a lack of appreciation of the differences between men and women. As a senior professor in the University of Cambridge, who is also an active mother of two girls (and hence a very rare breed), I have my work cut out trying to shift people's thinking. Most schools these days are shifting to a male way of thinking and operating. The girls' school model (and even more the Christian one) is*

going out of fashion as people now seem to think this keeps women down in some way. Hence women now have to fit into the male mould of learning and thinking. And as the number of girls' schools decreases we are seeing fewer and fewer British women in Science, Mathematics and Engineering in Cambridge. I was on a University professorial promotions panel last week and there was an external overseer from Oxford. She is a Mathematics professor there. She said she is seeing the same thing in Oxford."

We are doing what we can to promote a Christian education for girls with excellence a feature across all that we do and I was delighted to use Science as my personal experiment: it was the first time that we have engaged in any direct fund-raising for school facilities with both our parent and student bodies and we have been delighted by the warmth, enthusiasm and generosity of response by day and international boarding families.

This bodes very well as we move onto our next fund-raising appeal with regards to our ambition to secure the future of our very popular rowing provision by securing prime water frontage as we enter into a partnership with CCRC – Cambridge City Rowing Club and co-fundraise and co-build a new Boat House. This will allow us to increase our provision and bring rowing down the school to our GCSE students as well as our Sixth Form students which has been a long-held dream and one which I am delighted to be able to help secure. These happy landmark projects sit alongside, of course, our ongoing programme of classroom and boarding accommodation refurbishments.

Another very positive development this year has been the creation of our Development Office. It is under its auspices that we have significantly developed our connection with our alumnae both in terms of a bespoke termly newsletter dedicated to their news as well as a more varied programme of events. The Pastonians and other friends of the school have been extremely lucky to have had presentations from Sister Gemma Simmonds who reflected on the role and mission of the CJ sisters in the 21st century as well as from Mrs Linda Fairbrother, former parent and governor who reflected on her role of public service as High Sheriff for Cambridgeshire and from whom, this audience will hear shortly. We have established PASSS this year by popular demand which is a society for parents (current and past) and alumnae with a focus on Arts, Sports, Scientific and Social activity. We have been lucky to have heard from Heidi Allen as our inaugural speaker as well arranged a box at Lord's for cricket, a behind-the-scenes visit of the Fitzwilliam Museum with the curator of "Treasured Possessions", and a guided tour around key paintings in the National Gallery by one of its curators.

This year, the school has continued its forward thinking academic trajectory –



Year 8 and Year 9 students have worked with their teachers in understanding the collaborative potential of iPads for teaching and learning and we thank Mrs Ruth McGuiness for her work supporting our community in understanding the range and scope of various apps for mobile devices. We have also been able to continue exploring positive links with other Catholic schools not least our brother 4-18 all boys' school, St Columba's in St Alban's: our A Level Economists enjoyed a joint trip with their brother students to the Bank of England ahead of sharing a joint enterprise day next year and a joint day of interview practice for Oxbridge and Medics scheduled for the Autumn Term.

Academic success has once more been demonstrated through exceptional public examination results. In a comprehensive intake at Sixth Form level, we were delighted that 82% of grades awarded at A Level were at A*-B grades. There remains much commentary in the press about girls' achievements and participation in STEM subjects at school, university and the work place and so we are equally delighted that, as the only all-girls' school in Cambridgeshire, we continue to buck national trends at A Level: 70% of our girls achieved an A* or A in Mathematics this year with 100% achieving this grading in Further Mathematics. Our creative subjects remained equally and impressively robust: 100% of our A Level students taking Art & Design and Music achieved A*-B grades. Such success enabled the vast majority of our students to access their first choice university and first choice of degree subject.

We also remain committed to supporting those students who do not wish to pursue a traditional route to university and this year we have been delighted by the success of two recent leavers in very different fields. Flo Barrett joined Ernest Young two years ago on their highly prestigious and competitive fast-track apprenticeship scheme and is flourishing: she was short-listed for their Apprenticeship of the Year Award 2015. Sophie Coe went to the prestigious school of catering and has won an award. In addition, this year Deborah Morey began an NHS Learning and Development Apprenticeship at Papworth Hospital and for September Alice B. has secured an Apprenticeship Training Course at the British Racing School; Lili H-R. will be training at the prestigious Norland College. We wish them all every success.

We remain true to our ethos in other ways too. This year we have been focusing on two of the 12 characteristics of a Mary Ward School – namely Respecting Self and Supporting Each Other throughout the Community. In this Year of Consecrated Life 2015 which is being seen as a time for Religious Orders to reflect on the direction of their mission, we benefitted hugely from reflecting on Sister Frances Orchard's homily on Vocation for Mary Ward Day. In December we said good bye to Stephanie Breen our Australian GAP year student from Loreto Kirribilli but in January we welcomed our two new students, Mimma and Sarah, from two other sister Loreto schools – Normanhurst and Toorak. I was very grateful that parent Gail Osman took on the challenge of working with Year 7 students to prepare an innovative

continued overleaf



piece of drama for Advent, performed in the Chapel, building on her moving Stations of the Cross for Year 6 Junior School pupils in Lent 2014. Our Magnolian magazine has various reflections on the current work of the CJ sisters by Jane Livesey, as well as an article by Sister Frances Orchard celebrating the life and work of Sister Christopher, now 98, and still going strong with her ministry in Zimbabwe, after whom we are delighted to have named our Bursary Fund which we established formally this year.

Once again this year, the whole school has worked hard in its fund-raising efforts, which combined with the Junior School, has resulted in raising a total of almost £20,000. As ever, Lourdes Fundraising Fortnight with such traditions as our Dog Show and Male Netball Match was great fun. Funds raised have gone to a wide variety of local, national and international charities and projects, several of which are CJ charities. For the first time last year we held a retiring collection from Prize Giving which raised over £580 that was split between the four CJ charities which we support: in Zimbabwe, Ukraine, Peru and Nepal. Please dig deep this year for the same highly worthy causes as well as the School Fund which this year is supporting the final effort needed to reach our £170,000 target for the Science Hub.

You are able to read about these and many events in our school magazine, the Magnolian which beautifully describes highlights of the year in words and images. I do wish to mention the quite magnificent production of the musical 'Annie' which involved over 140 students on stage, in the band, backstage and front of house. Over four nights, 880 supporters of the school enjoyed the wonderful performances of the whole cast and especially those of the lead roles. The girls were magnificent but without staff input they would not have excelled as they did and I must warmly thank the Music and Drama departments in particular

for their direction. As many parents were generous to acknowledge it was an exceptional school production.

I wish to thank those members of staff who have left or are leaving us this year; reflections on staff contributions to school life are included in the Magnolian magazine. Several are very long-standing members of staff who have dedicated much of their teaching careers to St Mary's - which says much about school spirit and the sense of community engendered here - and I would like to thank two in particular: Mrs Tricia Nicholson, our Head of Economics & Business Studies, and more latterly Assistant Head of Sixth Form, retires after 29 years: we thank her for her dedicated service. Dr Charlotte Goddard, our Head of Classics; Assistant Head Teaching & Learning and Scholars' Officer. Charlotte has been appointed as the Principal Deputy at New Hall School. We wish each member of staff who leaves us God-speed as they move on to ventures new.

I would like to commend all our teachers who demonstrate exceptional quality and ability, both academically in classrooms and pastorally in tutor groups who are unstinting in their commitment to their school and our students, in delivering excellent lessons, offering extra-curricular clubs, arranging social events, running trips both in the UK and abroad, as well as coping with the on-going demands of the changing curricula for both GCSE and A Levels. Moreover, I warmly commend all my colleagues in the bursary, domestic bursary, catering and administration, boarding and nursing teams for all that they have done this year, as every year, to tirelessly support the girls' well-being alongside the girls' academic, creative, spiritual and sporting development. Please will you join me now in showing your appreciation.

There are two other groups of people I must also thank and applaud: our dedicated governors who support me and my team in setting the vision and running the school. I would like

to conclude by thanking you, our parent body. Central to the teaching of the Catholic Church is the belief that the parent is the first educator of the child. This school really is a community of those members who live in it, draw inspiration from the past, garner present resources and plan for its future prosperity. As we conclude the 116th year of the life of this school, I feel strongly that we have striven to implement the 12 characteristics, in particular Respecting Self and Supporting Each Other throughout the school as we live out our foundress' vision that, 'By God's grace, women in time to come will do much'.

And so we turn to those upon whom all our efforts as parents, teachers and support staff are focused - our students. I wish each Upper Sixth student God-speed, personal happiness and academic fulfilment as she embarks on her university or vocational course or GAP year. I would like to thank our Head Girl, Hannah P and the senior prefect team for their support of the school this year.

Girls: we hope that you are proud of your school; thankful for all that you have learnt in it and through the individuals you have met in its community; and determined to go out, boldly and joyously, into the world to make a difference and make it a better place: as your foundress, Mary Ward, said, '*be doers of good and workers of justice*'. We hope that you will be happy. We look forward to welcoming you back to drop into the staff room or at alumnae events: remember, 'Once a St Mary's girl, always a St Mary's girl!'

This academic year has had many blessings. We give thanks for all that has been and we look forward to the year ahead in a spirit of hope and optimism. Please do give generously to the retiring collection for the ongoing and excellent work of the four areas of our CJ sisters' work in Zimbabwe, Ukraine, Peru and Nepal and the School Fund for our Science Hub project.

Thank you.

A fond farewell

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

Patricia Nicholson

Tricia has been a great friend and colleague and some staff have taught both of her girls!



She has been at the school for 30 years and, during that time, she has earned the respect of all who know her. She is utterly professional with the most enviable results in both Business Studies and Economics that one could ever wish for. Her ability to get girls from a zero knowledge base to top A Level standard is second to none!

She was a wonderful co-leader of the Iceland trip two years ago, and excelled at walking on the glacier and had to ask Miss Spore for copies of the school photos so that she could prove to her family that she really did the ice climbing as they were loath to believe

her without photographic evidence! As a colleague in the Sixth Form Tricia has been utterly dependable and I could not have done my job without her.

She is respected by all girls she teaches; they respond to her firm, but very fair and caring approach. She is someone who just gets the job done without making a song and dance about it. Tricia has led Young Enterprise teams to success over a number of years and the trophy cabinet in the Sixth Form Centre is testament to this! We will miss Tricia's dry sense of humour and sharp insightful brain and we wish her a very happy retirement.

Karole Lewis

of the school as well as the job. Jean has even roped her husband, Richard, in to aid the school when various school engineering tasks needed evaluation and Richard could help. It is no exaggeration to say that without the Doe duo, the school may not have had accurate floorplans on which, literally, to build. Richard and Jean, with a tape measure between them went round measuring every inch of the school, and put this school on the 'map'.

Jean has many outside interests, and it sounds as if she will be very busy in retirement. Jean is set to work on a voluntary basis for Fulbourn Library and for the Fulbourn "Twelves" church shop, combining those with regular gardening and rambling club events irrespective of what the British weather does.

We shall miss Jean deeply of course, and we wish her every happiness as she embarks on her many new ventures.

Duncan Askew

Jean Doe

Jean Doe joined the school on Monday 8 February 1988 at 9.30am, and I am sure that she would have been on time!



Jean's role in the Bursary has changed over the years of course, but Jean has always maintained a calm, focused and professional approach no matter what. The curse of every Bursary must be the arrival of a new Bursar, and I well remember Jean at my introduction to staff in June 2006 continuing to focus very closely on the work on her desk, only occasionally looking up now and again to gauge what the new Bursar was talking about. Jean had the advantage and confidence of knowing that she would mould me, just as she had at least three previous Bursars, and keep us on the right track. Jean's good company and skills have contributed to the Bursary being a happy place.

I, and all Bursary staff, owe Jean a great deal, because she has fantastic knowledge

continued overleaf



Charlotte Goddard

Charlotte Goddard has been at St Mary's School, Cambridge first as a teacher, then as Head of Classics and Assistant Head for nearly twenty years.



Under her guidance Classics has developed into a thriving subject area, and Latin, Classical Greek and Classical Civilisation are offered to Key Stage 3, 4 and 5. One of her key achievements was setting up a short-course GCSE Classical Greek class, which has allowed students from St Bede's and other local schools to learn an ancient language alongside our students. Her enthusiasm, kindness and astonishing subject knowledge make her a wonderful teacher, colleague and friend.

During her time at the school Charlotte has thought it important that students have the opportunity to see Classical sites and objects first-hand and experience other cultures, and so she has established many trips – both day trips within the UK and residential visits overseas. These have included trips to the Bay of Naples, Rome, Greece and Sicily. Fortunately Charlotte is fluent in Italian and so she has been able to run these expertly – dealing with buying crutches, locating late coaches, soothing grumpy hoteliers and all other problems with aplomb. Her colleagues

have noticed her willingness to speak with the Italian police force, the Carabinieri, and her admiration for their uniforms! We were also very grateful for her linguistic skills, cool head and ability to comfort teenage girls when our plane returning from Sicily was cancelled – Charlotte managed to ensure all the girls spent the night rooming with their friends in a luxury hotel, which eased their concerns very quickly, and get us all back swiftly the next day.

As well as her work in Classics, Charlotte has made wonderful contributions in other areas of school life. She uses her logical skills to ensure things are running smoothly: drawing up examination timetables (which she says is as satisfying as completing a Su Doku), organising staff cover, parking and Professional Development and arranging visiting speakers. She also organises activities for our scholars, including the annual balloon debate. She is a talented singer and violin player, and takes part in school productions, most recently in Annie. We wish Charlotte the best of luck in her new post and know she will always be a dear friend to us here.

Rebecca Dunn

Petra Stephenson

This summer, we bid a fond farewell to our dear friend Petra Stephenson who has been the Head of Junior School Music since September 2003.



Petra is an outstanding musician and colleague, and in the last 12 years she has inspired hundreds of girls in the Junior School and Senior School alike. In the nine years that I have known Petra, I have observed music-making in the Junior School go from strength to strength, and Petra has also made valuable contributions to Music in the Senior School: playing and/or singing in every one of our large-scale concerts and in the bands for our musical productions; teaching Year 8 about the Blues and Folk Music; teaching harmony to Lower Sixth students, and accompanying us on our first foreign concert tour to Lake Garda last summer. Petra is very much a "team player", and over the years, we've shared

many a joke, and Petra's ability to "muck in" and to see the humorous side of things is something that Sonia Gears and I have always held dear.

In recent years, Petra has masterminded two fantastic outreach projects, each culminating in a large-scale concert. Hours of dedicated rehearsal and planning resulted in a rousing performance of "Spring Sing" in March 2012, where a cast of hundreds (students, parents, staff and friends of St Mary's and Girton Glebe Primary School) took to the stage alongside professional musicians to give a moving performance of John Rutter's "Mass of the Children". Then, in March 2014, the collaboration resulted in a rousing performance of Bob Chilcott's "Little Jazz Mass" which I know participants will remember for years to come.

I've always respected Petra's ability to balance rigour and fun in her lessons and her rehearsals, not to mention her ability to multi-task during concerts and showcases. She is an extremely resourceful and adaptable individual.

On a personal level, I have always appreciated Petra's kindness and friendship, especially in difficult times, and I will miss working alongside her. I wish her and her husband Paul every happiness for the next exciting chapter

of their lives down in Cornwall and I look forward to hearing all their news in the years to come..

Emma Levy and Sonia Gears

Nuala Long

When I first met Nuala, I felt a little bit terrified.



Her intelligence, professionalism and high expectations kept me on my toes, but I very quickly learnt that beneath that exterior was someone with a big heart who would do anything to help others.

Nuala has been an inspirational teacher of History and Politics at St Mary's. Possessed of a genuine love and innate academic flair for History, she has enthused each and every class she has taught. Enjoying teaching girls of all ages, her lessons are always meticulously planned. Despite her many years of experience, Nuala never rests on her laurels, always looking for new ways of teaching a topic, or new resources to inspire her students. She has loved being able to indulge her interest in Medieval History and Irish Nationalism at A Level, as much as seeing how girls in Year 9 respond with understanding and emotion to the topic of World War One.

Nothing is ever too much for Nuala, and she works tirelessly to support the girls. Having a self-confessed obsession with detail, trips organised by Nuala have been a joy to accompany, as the finer details are always arranged with military precision. Even when things have not gone quite according to plan, Nuala takes everything in her stride. Seeing her take on an obstructive UK Border Agency officer as we raced to make a Eurotunnel train was a sight to behold!

Nuala has latterly been a caring and compassionate Head of Year 7, gently guiding the girls in her care through their first days, weeks and months in the Senior School, as well as being an approachable and reassuring contact for parents. I know that she has also proved a true friend to so many staff who have appreciated the time she always takes to listen. We will miss her.

Hannah Helliar

Ysmay Gill

Miss Gill very quickly became an integral part of the Junior School community,



initially teaching Year 4 and then moving to Year 3. She had great enthusiasm for teaching and inspired the girls in her class. She made certain that each individual girl's pastoral needs were met, and was always engulfed in a gaggle of smiling, happy girls.

She was involved in running a popular afterschool sports club.

Miss Gill has decided to leave the teaching profession for the time being and move to

Italy to pursue her interests in Art and to learn Italian. I know the girls miss her, but along with the teachers and rest of the Junior School community we wish her all the best.

Christopher Hald

continued overleaf



Jenny Boscoe

Jenny joined the Admissions team four years ago and quickly established herself in her new role and embraced the world that is St Mary's.



For prospective parents she is a source of information regarding the school – I do not think there is a question to which she does not know the answer. Jenny has a genuine love for the school that comes across whether she is conducting a tour, talking on the telephone or communicating by email.

Jenny is super-efficient. If she has not already done something before you ask her to do it, she has normally done it before you've finished asking. Jenny is always calm, cheery and rarely lets the pressure of day to day things show. The knowledge that Jenny holds in her head regarding families in the school is amazing. I think she may even beat Miss Fleming in this regard!

Jenny's culinary skills are renowned in the Admissions office. Her cakes are to die for

and we always look forward to her tasty treats. Jenny passed on her love of baking to the boarders when she became a visiting tutor to boarding on a Monday night and baked various creations with them.

Jenny is an old fashioned girl at heart who wants the simple things in life: a husband (the lovely Nick), a cottage 'up north', a dog called Inca, children and...a horse! She is getting the first three things upon leaving us, and I am sure the others will not be long coming. Our loss is definitely Kirkham Grammar School's gain.

They very quickly saw Jenny's expertise at interview and offered her the opportunity to set up and lead their Admissions office.

We will miss Jenny very much, but wish her and Nick all the best for the start of the next stage of their lives together.

Emma Hall and Hannah Helliar

Sarah Mitchell

After the birth of her son, Zachary, Sarah is leaving St Mary's after seven years' service.



A super colleague and friend, Sarah ran a very tight ship in the Psychology department. Her neatly organised notes and thorough planning meant that girls gained the best possible experience from studying Psychology. Always thoughtful and kind, Sarah gained the trust and admiration of the girls, both as a form tutor and as a subject teacher. Leading by example, she set high standards which girls were keen to meet. Sarah ran the mentoring system allowing younger members of the school community to benefit from older girls' wisdom and experience.

Sarah came to the school having been a middle school English teacher to run a very successful Psychology department with strong results and many girls opted to read Psychology at university. She supported the Sixth Form team and helped run various trips and activities. I know that Sarah will be greatly missed by the Sixth Form staff and girls and by the English department in the staff room! We wish her every happiness in her role as mum to Zachary.

Karole Lewis

Sandra Rice

Sandra has worked at St Mary's on a number of short-term contracts since 2012, proving to be a superbly flexible colleague, able to step in and cover as it has been needed.



As a former Head of History, Sandra's experience and calm nature have proved to be wonderful assets to the History department. An enthusiast for teaching Years 7, 8 and 9, Sandra has thrown herself into delivering innovative lessons, being one of the first members of staff to integrate the use of iPad technology into her teaching.

Sandra has been a kind and reliable member of the History team, fully committed to working collaboratively, even if she does not share her colleagues' love of chocolate!

She always acts with the best interests of the students in mind and I know that they have enjoyed her interesting and varied project tasks.

I know my departmental colleagues will echo my heartfelt thanks to Sandra for all that she has contributed to the department and to the school, and we wish her every happiness in her retirement.

Hannah Helliar

Brian Cornell

Brian Cornell joined St Mary's in April 2013 as Site Maintenance Manager.



As most of the school's building works are done necessarily over the summer holiday period, Brian immediately had to turn his attention to some large works planned for that summer. These included the new tall and impressive windows for Hall A and the full renovation of most of the single boarding rooms on the top floors. As both these jobs involved the removal of long lengths of existing external walls and windows, leaving the school open to the elements, one eye had to be kept on the weather, one eye on the numerous contractors involved, one eye on the looming deadline for the return of school on 2 September, and one eye on the strange findings we hadn't even thought of before taking the walls out. Luckily, to follow a topical parliamentary analogy, the eyes won the day and Brian and his team of two were congratulated on all jobs well done. Yes, only a team of three physically completes maintenance and improvement at the school, and that was a 50% increase from 2012.

It is common folk law that builders, painters and plumbers have to gasp loudly and adopt a doom laden attitude when sizing up jobs. At St Mary's that is not allowed, and Brian has set up systems to itemise the who, what, when and how of tasks being done in school. This has carried us through ten successful new classroom design installations and numerous other projects, such as the new staff room, for which the conspicuous signs of success are always that it happens on time and budget and becomes rapidly accepted as the norm by the users. Sometimes Brian and team do things so well, we are asked to "roll up" the completed work and put it in a new location. That is not how building works, but we do it anyway.

Brian is moving on to Fitzwilliam College, Cambridge, and we wish him well: particularly with the weather if Fitz is opening up buildings over the summer.

Duncan Askew



Senior Prefect team 2014/2015

Head Girl	Hannah P.
Head Boarder	Constance H.
Deputy Charities	Katie T. Winni C.
Charity Prefects	Joanna Z. Nuha A.
Deputy Junior	Phoebe W. Lillian L.
Deputy Senior	Aramide A. Hillu I-A.
Deputy Mentoring	Charlotte H. Keely S.
Deputy Brookside	Imogen N. Maddy D.
Sports Captain	Daisy M.
Music Captain	Farhana M-F.
House Captains	Brookside: Ellie H. Reshma A. Cavendish: Amy W. Deborah M. Paston: Zoe W. Rebecca O. Elms: Chloe W. Barbara W.
Sixth Form Council	International: Ingrid L. and Francesca T. Democracy: Hannah P. and Constance H. Environment: Sue C. and Clio M. Leadership: Fainan S. and Priscilla C.
Senior Prefect Careers	Hannah B-D., Rebecca O. Charlie L.
Senior Prefect Boarding	Ingrid L., Jovita Y., Priscilla C., Barbara W. Charlie L.

Public examination results

A Level results for 2014

SUBJECT	A*-B Grades	SUBJECT	A*-B Grades
Art & Design	100%	Government & Politics	100%
Biology	79%	History	50%
Business Studies	100%	Japanese	100%
Chemistry	70%	Latin	100%
Chinese	100%	Mathematics	90%
Classical Civilisation	75%	Music	100%
Drama	100%	Photography	50%
Economics	100%	Physics	86%
English Literature	80%	Psychology	95%
EPQ	25%	Religious Studies	50%
French	100%	Russian	100%
Further Mathematics	100%	Spanish	50%
Geography	78%		

GCSE results for 2014

SUBJECT	A*-B Grades	SUBJECT	A*-B Grades
Additional Science	80%	German	62%
Arabic	100%	History	100%
Art	100%	Italian	100%
Biology	100%	Latin	93%
Chemistry	100%	Latin (Short Course)	100%
Chinese	100%	Maths	87%
Classical Civilisation	71%	Music	100%
Class Greek (Short Course)	100%	PE (Short Course)	100%
Computing	100%	Physics	100%
Drama	100%	Religious Studies	95%
English Language	95%	Russian	100%
English Literature	98%	Science	98%
Food	100%	Spanish	87%
French	88%	Statistics	100%
Geography	96%	Textiles	100%



University destinations 2014

Psychology	University of Bath
Mathematics	University of Cambridge
Chemistry	Cardiff University
Industrial Chemistry	University of Durham
Occupational Therapy	University of East Anglia
Architecture	University of Edinburgh
Hotel Management	Edge School
Criminology	University of Exeter
English and Drama	University of Exeter
Geography	University of Exeter
International Foundation Year for Arts, Humanities, Law and Social Science,	University of Exeter
Philosophy, Politics and Economics	University of Exeter
Psychology	University of Hong Kong
Occupational Therapy	University of Huddersfield
English & American Literature and Creative Writing	University of Kent
Psychology	University of Kent
English Language and Literature	King's College London
Geography	King's College London
Medicine	King's College London
Nursing Studies	King's College London
Geography	University of Leeds
Nursing (Child)	University of Leeds
Music (Popular Music),	Leeds College of Music
Business and Marketing	University of Lincoln
Accounting & Finance	London School of Economics
Accounting & Finance	London School of Economics
Industrial Design and Technology	Loughborough University
Chemical Engineering	University of Manchester
Law with Politics	University of Manchester
Planning with Real Estate	University of Manchester
Primary Education	Manchester Metropolitan University
Pharmacy	Queen's University Belfast
Classical Studies	Royal Holloway, University of London
Physiotherapy	University of Salford
Japanese Studies	School of Oriental and African Studies (SOAS), University of London
Biomedical Science	University of Sheffield
Mathematics	University of Sheffield
History	University of Southampton
Biochemistry	University College London
Medicinal Chemistry	University College London
Psychology	University of Warwick
Classics	University of Warwick
History	University of York
Psychology	University of York

Music commitment colours 2014/2015

In the Summer Term, commitment colours are awarded to girls who regularly attend weekly rehearsals. Students who regularly attend one club throughout the school year are awarded blue commitment colours, students who attend two or three clubs on a weekly basis are awarded green commitment colours, students who attend four music clubs per week are awarded red commitment colours, and students who show outstanding commitment to music-making at the school by attending five (or more) music clubs per week are awarded gold commitment colours.

Year 7

Sireen A.	Blue	Eve D.	Green	Amelia S.	Green
Bryony B.	Blue	Cristina H-P.	Green	Rosa T.	Green
Lizzie H.	Blue	Zara K.	Green	Rebecca W.	Green
Issy H.	Blue	Reyati L.	Green	Olivia B.	Red
Rhiannon P.	Blue	Keeva M.	Green	Yuina I.	Red
Sofia B.	Green	Emily O.	Green	Bella T.	Red
Isobel C.	Green	Eve R.	Green		
Tabitha D.	Green	Jiyoung S.	Green		

Year 8

Elena G.	Blue	Ciara P.	Blue	Alexandra H.	Green
Abbi H.	Blue	Clara W.	Blue	Francesca H.	Green
Eden H.	Blue	Isobel A.	Green	Eve M.	Green
Amy H.	Blue	Lily A.	Green	Emily P.	Green
Lucy J.	Blue	Isobel B.	Green	Lois T.	Green
Jessica L.	Blue	Maria C.	Green	Beth W.	Green
Christina L.	Blue	Anna C.	Green	Annabelle B.	Gold
Ella P.	Blue	Mariana G-O.	Green	Rebecca G.	Gold

Year 9

Frances B.	Blue	Sanjana N.	Blue	Madeleine H.	Green
Clemmie C.	Blue	Dana N.	Blue	Lydia S.	Green
Kiko L.	Blue	Charlotte S.	Blue	Amelia S.	Green
Helena L.	Blue	Lucy T.	Blue	Gigi D.	Gold
Aislin M.	Red	Tian Yi Z.	Blue	Christine W.	Gold

Year 10

Eleanor A.	Blue	Jelly K.	Blue	Roca C.	Green
Lily B.	Blue	Francesca M.	Blue	Patricia D.	Green
Florence B-C.	Blue	Asha R-P.	Blue	Mary F.	Green
Shirley C.	Blue	Olivia S.	Blue	Chloe L.	Green
Christina C.	Blue	Peng W.	Blue	Jacqueline L.	Green
Jemima C.	Blue	Bean W.	Blue	Shirley W.	Green
Ellen J.	Blue	Elizah Y.	Blue	Jesslyn F.	Red



Year 11

Amelia B.	Blue	Grace U.	Blue	Morgaine O.	Green
Maria BM.	Blue	Chiara Z.	Blue	Anna S.	Green
Ellen C.	Blue	Victoria B.	Green	Molly U.	Green
Honora D.	Blue	Madeleine G.	Green	Eleanor W.	Green
Daisy E.	Blue	Kerri H-T.	Green	Lerato M.	Red
Jasmine M-S.	Blue	Henrietta M.	Green	Alice L.	Gold
Aimée R.	Blue	Maeve M.	Green		
Isabelle L.	Blue	Katie M.	Green		

Lower Sixth

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

Upper Sixth

Amy W.	Blue	Farhana M F.	Green
Georgina J.	Green	Miriam S.	Green
Ingrid L.	Green		

The Associated Board of the Royal Schools of Music

Aislin M.	Grade 4 Alto Saxophone	Eleanor A.	Grade 5 Music Theory
Anushka S-H.	Grade 6 Cello	Florence B C.	Grade 5 Music Theory
Bethany W.	Grade 5 Cello	Madeleine G.	Grade 5 Music Theory with merit
Priscilla C.	Grade 8 Clarinet	Farhana M F.	Grade 5 Music Theory
Francesca M.	Grade 5 Clarinet		
Isobel B.	Grade 2 Flute	Alice L.	Grade 7 Singing
Gabriella D S.	Grade 5 Flute	Matilda M.	Grade 3 Singing
Eve M.	Grade 4 Flute with merit	Amy W.	Grade 6 Singing
Lucy M.	Grade 7 Flute	Lucy C.	Grade 3 Violin with merit
Emily S.	Grade 5 Flute	Alice L.	Grade 6 Violin
Hannah W.	Grade 1 Flute with distinction	Henrietta M.	Grade 8 Violin
Shirley W.	Grade 2 Flute	Morgaine O.	Grade 5 Violin
		Preme U.	Grade 1 Violin
Lily A.	Grade 5 Piano	Zara K.	Grade 1 Violin
Kathearine B.	Grade 3 Piano		
Jesslyn F.	Grade 5 Piano		
Jesslyn F.	Grade 5 Piano		
Lillian L.	Grade 8 Piano		
Daisy M.	Grade 3 Piano		

Arts Award

Trinity College London

Ella B.	Level 1 Bronze	Joy M.	Level 2 Silver
Isabella D B.	Level 1 Bronze	Femke P.	Level 2 Silver
Elizabeth P.	Level 1 Bronze	Zoe W.	Level 2 Silver
Elizabeth S.	Level 1 Bronze	Ella B.	Best Arts Award Portfolio Prize 2014 Bronze
Sophie S.	Level 1 Bronze	Victoria B.	Best Arts Award Portfolio Prize 2014 Silver
Victoria B.	Level 2 Silver		
Madeleine G.	Level 2 Silver		
Lerato M.	Level 2 Silver		

Trinity College London

Farhana M F.	Grade 7 Flute with distinction
Kerri H-T.	Grade 6 Clarinet with merit
Katie M.	Grade 7 Clarinet with distinction
Lerato M.	Grade 5 Jazz Clarinet

London Academy of Music & Dramatic Art

Mackenzie A.	Grade 1 Acting Duologue with merit	Sophie W.	Grade 3 Acting Duologue with merit
Isabella R.	Grade 1 Acting Duologue with merit	Abigail B.	Grade 4 Acting Combined with merit
Shona M P.	Grade 2 Acting Duologue with distinction	Janice F.	Grade 4 Acting Duologue with merit
		Frances Kong	Grade 4 Acting Duologue with merit
Dana N.	Grade 2 Acting Duologue with merit	Peng W.	Grade 4 Acting Combined with merit
Marina P S.	Grade 2 Acting Duologue with merit	Maegan C-G.	Grade 5 Acting Duologue
Tanya P.	Grade 2 Speaking Verse & Prose with merit	Esther Z.	Grade 5 Acting Duologue with merit
Charlotte S.	Grade 2 Acting Duologue with distinction	Ellena H.	Grade 7 Acting Solo with merit & Silver Medal
Sophie W.	Grade 2 Acting Duologue with merit	Hannah P.	Grade 7 Acting Duologue with merit & Silver Medal
Emily S.	Grade 3 Acting Duologue with merit		

Young Pianist of the Year:	Peng W. and Georgina J.
Young Musician of the Year:	Georgina J.
Rotary Technology Tournament Design and Innovation Award:	Gabby A., Delia D.S., Lydia S. and Lucy T
Roy Burrell Awards:	Kerri H-T., Esme S., Amy E., Alice B., Kirsty T., Millie K., Henrietta M., Ellie B., Vimbai G. and Beth H.
Rotary Young Musician of the Year Runner-Up:	Lily B.

Sports colours

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

For gymnastics:	Helena L. Meg R.	For hockey & netball:	Cara C. Olivia H.
For hockey:	Annabel C. Megan C. Amelia S. Christine W.	For athletics, hockey & netball:	Lottie D.
For netball:	Lydia S. Isabelle T-G.	For athletics, cross-country & gymnastics:	Daisy F.
For gymnastics & athletics:	Grace C.	For athletics, hockey & netball:	Madeleine H.
		For athletics, gymnastics, hockey & netball:	Emily H.

In the Upper School half colours are awarded in recognition of outstanding commitment from Years 7 to 11.

For hockey:	Abi B. Monisha J. Sasha K.	For athletics, hockey & netball:	Vimbai G.
For gymnastics:	Celeste C-C. Maegan C-G.	For hockey, netball & tennis:	Beth H.
For netball:	Aimee R.	For hockey, netball & tennis:	Millie K.
For athletics, hockey & tennis:	Lucy C.	For hockey, netball & tennis:	Kirsty T.
		For athletics, cross-country, hockey, netball & tennis:	Kerri H-T.

In the Upper School half colours are awarded in recognition of outstanding commitment to the teams.

For tennis:	Bella G. Femke P.
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Full colours are awarded for exceptional ability in and outstanding commitment to the teams

For athletics:	Amelia B. Ellie B. Lucy C. Daisy E. Vimbai G. Elizabeth P. Sophie W. Ruby W.	For cross-country:	Esme S.
		For tennis:	Isabella B. Beth H. Millie K. Kirsty T.
		For athletics & tennis:	Lucy C.



Awards and achievements

Senior Kangaroo Mathematical Challenge 2014

Diane C.	Merit
Constance H.	Merit
Christina C.	Certificate of Participation
Ellen J.	Certificate of Participation

2014/2015 British Mathematical Olympiad Round 1

Diane C.	Distinction
Constance H.	Certificate of Qualification

UK Senior Mathematical Challenge 2014

Jessie M.	Best in School, Best in Year, Gold	Amber L.	Silver
Constance H.	Best in Year, Gold	Madeleine R.	Silver
Katie L.	Best in Year, Silver	Zihan Y.	Silver
Christina C.	Gold	Hannah B-D.	Bronze
Diane C.	Gold	Zoe F.	Bronze
Ziping C.	Gold	Holly G.	Bronze
Yanning G.	Gold	Cherry H.	Bronze
Ellen J.	Gold	Jessie H.	Bronze
Amy S.	Gold	Kiki K.	Bronze
Peng W.	Gold	Lillian L.	Bronze
Jie Z.	Gold	Lerato M.	Bronze
Julie C.	Silver	Cheryl W.	Bronze
Kerri H-T.	Silver	Ocean Y.	Bronze

UK Intermediate Maths Olympiad & Kangaroo 2015

Ellen J.	Distinction, Book, Key Ring
Christina C.	Merit, Book, Key Ring
Lucy T.	Merit, Book, Key Ring
Peng W.	Merit, Book, Key Ring
Rachel H.	Qualification, Book, Key Ring

UK Intermediate Maths Challenge 2015

Ellen J.	Best in School, Best in Year, Gold	Sidney W.	Silver
Victoria B.	Best in Year, Gold	Zihan Y.	Silver
Lucy T.	Best in Year, Gold	Amelia S.	Bronze
Christina C.	Gold	Isabelle T-G.	Bronze
Rachel H.	Gold	Louisa B.	Bronze
Chloe L.	Gold	Tian Y Z.	Bronze
Peng W.	Gold	Rebecca L.	Bronze
Alice de W.	Silver	Aisling H-B.	Bronze
Jesslyn F.	Silver	Roca C.	Bronze
Jamie H.	Silver	Shirley W.	Bronze
Jacqueline L.	Silver	Patricia D.	Bronze
Molly U.	Silver	Shirley C.	Bronze
Bean W.	Silver		

British Biology Olympiad

Katie T.	Gold	Nuha A.	Highly Commended
Lillian L.	Silver	Areen H H.	Highly Commended
Clio M.	Silver	Ingrid L.	Highly Commended
Aramide A.	Highly Commended	Ocean Y.	Commendation

Biology Challenge

Ella B.	Gold	Georgie P.	Bronze
Mary F.	Gold	Sophie S.	Commended
Amy H.	Gold	Emma C.	Highly commended
Eleanor A.	Silver	Shirley C.	Highly Commended
Cristina C H.	Silver	Patricia D.	Highly Commended
Isabella G.	Silver	Rachel H.	Highly Commended
Eva H.	Silver	Chloe L.	Highly Commended
Alice S.	Silver	Jacqueline L.	Highly Commended
Kristen A.	Bronze	Sarah M.	Highly Commended
Christina C.	Bronze	Isby S.	Highly Commended
Jesslyn F.	Bronze	Peng W.	Highly Commended
Ellen J.	Bronze		

Nepal Earthquake April 2015



We watched with concern and sorrow the situation in Nepal as news emerged of the devastation following the earthquake there.

I am sure many of you will have made, or will be intending to make generous contributions to the Disasters Emergency Committee appeal to support the immediate relief effort.

For our school there is a more personal connection and, perhaps, responsibility with regard to the disaster. Many of you will remember that, along with works in Ukraine, Cuba and Zimbabwe, the works of our

founding order, the Congregation of Jesus, in Nepal are a focus for ongoing support from modest contributions from our fundraising.

We have been in contact with the Generalate in Rome to seek news of our sister school in Kathmandu and the other regional Mary Ward schools in Nepal. Here are some of the reports we have received on the situation after the disaster:

Sr. Jessy CJ (JPIC animator, Nepal Region)

'Our school compound gave shelter to around 300 people. The sisters spent our days and nights on the open ground, in vehicles and tents for four days and nights. Once when we recovered from the shock the sisters, teachers, students and parents together started to extend our hearts, hands and feet in the form of

relief materials (food items, tarpaulin sheets, mats, blankets, medicine, water purifiers etc) for many remote villages. It was a joy to see our teachers and students under the guidance of the sisters packing things for their suffering brothers and sisters, love and compassion burning in their hearts.'

Daniel Bennett, Head of Religious Education and Director of Christian Life

We would be very pleased to receive donations large or small for the purpose of donating aid for the relief effort at our sister school. These should be in an envelope and marked 'CJ Nepal'. Cheques should be made payable to St Mary's School, Cambridge.

In the meantime, we can all do two things: our friends in Nepal ask for our prayers so, if you pray, please remember them. Secondly, whatever our present concerns and preoccupations, we should take a moment to count our blessings.

I thank you most sincerely in anticipation of your generosity.

The twelve characteristics of a Mary Ward School

Following in Christ's Footsteps

Valuing women's role and spirituality

Encouraging hard work and excellence

Respecting self

Embracing Diversity

Valuing friendship

Pursuing cheerfulness

Seeing good in all creation

Coping effectively with failure

Working to eliminate injustice

Supporting each other through the school

Promoting Christian values of truth, justice, freedom and sincerity



St Mary's School
CAMBRIDGE

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