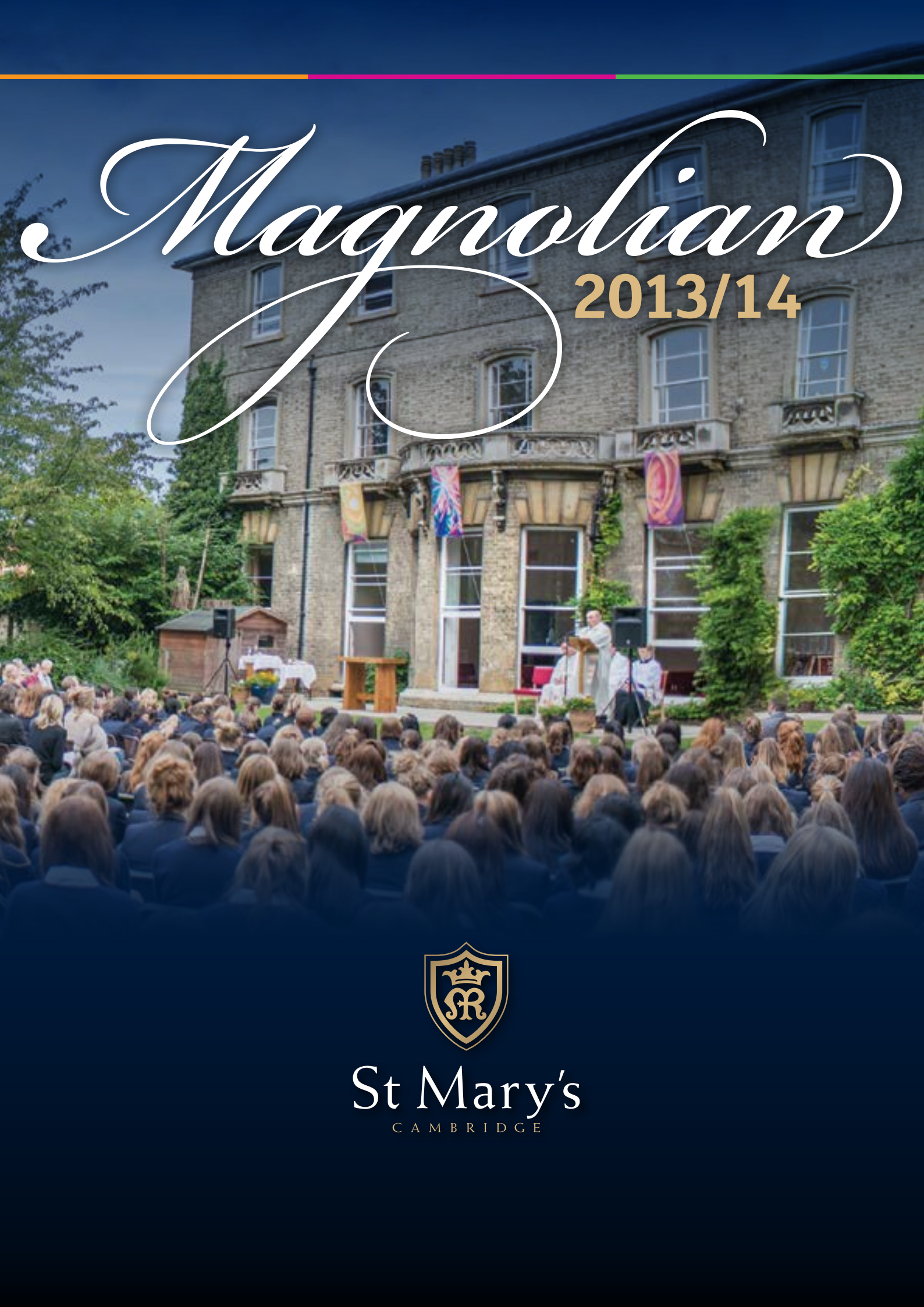


# Magnolian

2013/14



St Mary's  
CAMBRIDGE

Abigail H. Year 12



Hollie's Got Talent! p.48



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# Headmistress's Address



Welcome to the 2013/14 edition of The Magnolian, the annual magazine for St Mary's School Cambridge.



**'Being connected to institutions we value is a way to become connected to ourselves; to know that we belong; to know that we count for something; to know that we are valued'** (Pope Francis)

This year has been a significant one for the Catholic Church. We ended the year of Faith in November and have continued to watch with joy as Jorge Bergoglio, as Bishop of Rome and Pope, has been encouraging with fresh hope and energising not only the Catholic faithful but those of all faiths and in wider secular society. This year has also been a significant one for St Mary's as we celebrate the 115th anniversary of our foundation in Cambridge within the 400 plus years of Mary Ward's charism.

In December, Pope Francis' 'Evangelii Gaudium: The Joy of the Gospel' was published; its exhortation, 'together, we can do this!' Central to our school is the belief that parents are the first educators of their child and so we strive to work

harmoniously and in conjunction with our parents, reflecting on the kind of people we hope our girls become. A very positive example of this has been the ongoing consultation with parents with daughters in Year 8 about the use of iPads both for school and home use. Other examples have included supporting parents and their daughters when the girls have needed particular pastoral guidance and support. As Pope Francis does on a daily level, meeting people where they are and bringing them up a step, so we hope this year at school that we have helped our students to live fulfilled and happy lives.

We search for excellence in the belief that each girl has the ability to develop and grow her potential and talents to the full through the education of the whole person, through the cultivation of moral and social virtues as well as intellectual ones. Young women are especially vulnerable to social demands for perfection on all fronts and we hope that character formation and education





at St Mary's both liberates and empowers by supporting the development of each girl's self-worth and resilience, which in turn lays the foundation for excellent academic attainment.

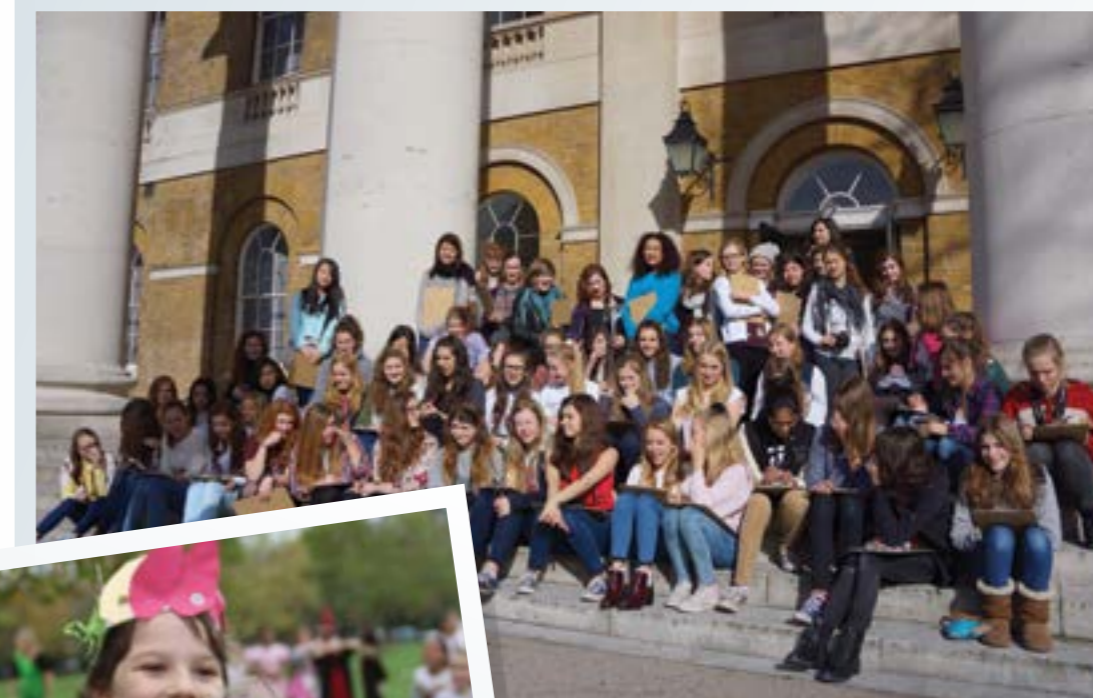
Who can predict what our rapidly changing society will look like in 2025 when most of our youngsters currently

In an age where children are often merely seen as economic capital and only important for the welfare of their country in the short to medium term future, it is important to set out an alternative vision.

in schools enter the labour market? No one can predict what the world of work and the community agenda will be in a future not even that far distant. And so it is our duty to look beyond the economic capital of policy makers to renew the spiritual capital including looking out for the Common Good as opposed to individualistic values. Here at St Mary's we are aiming to avoid

excessive individualism which focuses on the First Person Singular, instead aiming to work towards a corporate identity in the best sense of the word 'corporate' (with resonances of the Body of Christ) whereby 'We' comes before 'I' and where the corporate sustains different members and thrives on drawing out individuals' distinctive gifts in the way that the conductor draws out the music from the individual musicians in her orchestra.

Standardised tests to compare, measure and judge education can only ever get us so far and spiritual, social and cultural aspects are hard to measure on a scale and do not return immediate results on funding that has been invested in education. In an age where children are often merely seen as economic capital and only important for the welfare of their country in the short to medium term future, it is important to set out an alternative vision. We must look at a child as a whole: a human being who stands at the beginning of their life journey.



growth, including giving our students a larger vision and purpose in life beyond just getting a good job.

In 2005, Sergiovanni wrote, 'The building of trust is an organisational quality ... once embedded in the culture of the school, trust works to liberate people to their best, to give others their best, and to take risks'. In 2006 Peter Senge wrote, 'Leadership is about creating a domain in which human beings continually deepen their understanding of reality and become more capable of participating in the unfolding of the world. Leadership is about creating new realities.' This is heady and exciting stuff as well as a profound call to shoulder responsibility within a Christian ethos; as Pope Francis would have it, 'it is beautiful and wonderful, because it is truly a service to joy.' It is my hope that from my actions as Headmistress to those of my Senior Leadership Team to our middle leaders, Heads of Year and Heads of Department, to our teachers, we are all modelling this sort of aspirational leadership vision so that, in turn, your daughters in leadership positions at school - whether as Prefects, House Captain or on a Committee, as a Sports Captain, Peer Counsellor, School Council

Central to the ethos of our school is the belief of the God-given uniqueness of each child and hence her centrality as a human 'being' rather than a human 'doing'. Thus we hope that St Mary's is a place where education is meaningful as opposed to simply being purposeful. We hope that 'encounter' (to use a very Pope Francis word) is the key so that we truly discern the something unique that each girl has to offer our community so that each girl knows and understands she is valued for who she is, not just her ability to 'reach targets' and 'produce results,' in particular skills and competences. We are about potential and development and



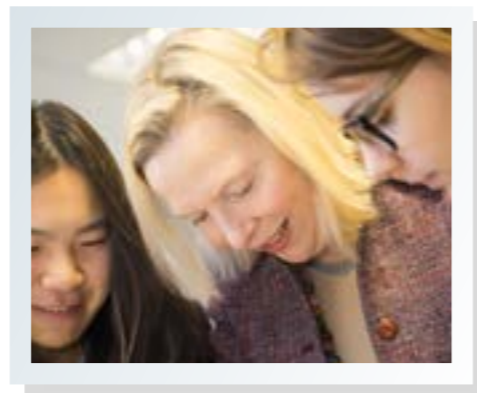


views from those of support staff to Governors, CJ sisters to parents. As you read through an account of this academic year, it is our hope that you recognise our community and its values truly reflected and cherish what you see! Do enjoy your summer holidays and do enjoy reading The Magnolian 2013/14.

representative or Form Captain – are modelling this sort of vision to their peer group.

'Being connected to institutions we value is a way to become connected to ourselves; to know that we belong; to know that we count for something; to know that we are valued'. It is our hope at St Mary's that each girl and every parent knows that they are valued.

I hope that this year's magazine both celebrates our 400 year old charism and tradition as well as educational vision and innovation; that it balances a local focus with an international one and includes a broader dimension of



*Charlotte Arvey*



# Following in Christ's Footsteps



"Then Jacob awoke from his sleep and said, "Surely the Lord is in this place and I never knew it... How awe-inspiring this place is! This is nothing less than a house of God; this is the gate of heaven!"

(from Genesis 27 – first reading, read by the Head Girl at the Mass of Blessing of the restored chapel)



reassurance, we have too many nuns, living and dead, on our side.

As I said (and had hoped and prayed), Cambridge was blessed with fine weather on 1 October. A congregation of about 650 gathered on the Chapel Lawn. The Senior School students and teachers were joined by support staff, Year 6 pupils, former members of staff, two former Headmistresses – Jayne Triffit and Sr Christina Kenworthy-Browne CJ, governors, former governors, representatives of other schools and a large number of the sisters of the Congregation of Jesus, who started the school 115 years ago. Another blessing was the presence of the order's General Superior and a former school governor, Sr Jane Livesey CJ, who was visiting from Rome. In an address before the final blessing, Sr Jane spoke powerfully of how the chapel was a place where students

in which the students would add their names to the many whose prayers had been and would be made there.

The liturgy began with Fr Peter and Fr Tony blessing water and sprinkling the outside walls of the chapel and the congregation, as "a sign of our repentance, a reminder of our baptism, and a symbol of the cleansing of these walls", before processing with representatives of students and staff to bless the interior.

Inside, the light oak parquet floor has been restored. The walls and all the plaster ornamentation is painted white with a hint of warmth. The end wall is painted in deep claret; this reflects a similar colour both in Our Lady and the English Martyrs Church and one wall of the chapel at the CJ convent on Brookside, as well as providing a rich background to set against the gold of the tabernacle and the sanctuary lamp. The seating, with claret upholstery, is arranged as three sides of a square to face the altar which stands in the large bay window. The view out to the garden is often more beautiful than a stained glass window could be. Above the altar hangs a reproduction of the San Damiano painted crucifix.

The new oak altar, which stood outside for its blessing and inaugural Mass, is the gift of the Congregation of Jesus to the school. It was made by a local craftsman from a local tree, and the trestle design

Another blessing was the presence of the order's General Superior and a former school governor, Sr Jane Livesey CJ, who was visiting from Rome.

and staff should come to leave their problems at the door or to bring them in to God; to look on God and be looked on by him; to find God and find themselves. Fr Peter Leeming presided at the liturgy. Fr Tony Rogers, former school chaplain, gave the homily, in which he emphasised that the chapel wasn't like a museum to visit, but a living building

## House of God; Gate of Heaven Celebrations as Chapel restored and new altar blessed

**Cambridge was blessed with fine weather on 1 October as we enjoyed an afternoon of joyful celebration to mark the reopening of the chapel and the blessing of a new altar.**

The chapel has been restored and refurbished following a seven year absence while it was used to accommodate pupils of St Mary's Junior School. Before that, the large room in the ground floor of The Elms had been used as a chapel for the school or convent for more than 50 years.

The chapel can hold only about 100 people and its long-awaited restoration

was to be an important occasion for the whole school community and the extended St Mary's family. I devised a plan, with Sue Heath, then Domestic Bursar, for an open air Mass on the Chapel Lawn which would enable a much larger congregation to gather for the celebration and to witness, through the large chapel windows, the rites of blessing which would take place inside. Sue retired in the summer before the opening and her successor was, understandably, more than a little alarmed by my crackpot assurances, during a damp and dismal September, that the weather would be on our side – after all, I said, intending to offer



mirrored that of the altar in the convent chapel. The Gospel reading of the Mass, Luke's account of the resurrection appearance on the road to Emmaus, reflected how, once blessed, this altar would become the place where we recognise Jesus in the breaking of bread.

As I stood with them in the Chapel, ... as the crowd outside sang 'Laudabilis in saecula; cantata Domino. Alleluia', I felt a sense of real completion.

Celebrations continued for students, staff and visitors as an afternoon tea reception replaced afternoon lessons. For the following four evenings, former students, parents, parishioners, governors and staff gathered to celebrate evening prayer in the chapel before celebrating with a glass or two of wine and some canapés, including many of St Mary's addictive cheese straws.

In the seven months since the reopening, the chapel has been used for weekly Mass, assemblies, Days of Reflection, staff prayer, prayer for Syria, private

prayer, meditation sessions, daily prayers in Advent and Lent, Year 11 Final Mass and the Sixth Form Leavers' Mass. I would be lying if I said that I hadn't invested a lot of time and effort personally in ensuring the chapel was restored to the community in a fitting way, both in the seven years of 'exile' and the eighteen months or so leading up to the opening. However, I was surprised by the two things that moved me most on the day.

Firstly the moment when, after the new altar had been blessed, sprinkled with water and revered with incense, the cloths and candles were brought in procession with new chalices and the bread and wine by students. The altar was then dressed in preparation for the Eucharist by Sr Frances Orchard CJ, Provincial Superior, Mark Hoskins, the local craftsman who had made it, and Sue Heath, the school's recently retired Domestic Bursar who had done so much to oversee the restoration project and support me in ensuring it was done well. Secondly, following Communion and before Sr Jane Livesey's address, the



Headmistress carried the sanctuary lamp as the Blessed Sacrament was taken to the chapel by Fr Peter, to be placed once more in the tabernacle. As I stood with them in the chapel, as the Blessed Sacrament resumed its proper place and was revered with incense, and as the crowd outside sang 'Laudabilis in saecula; cantata Domino. Alleluia', I felt a sense of real completion.

It may have felt, briefly, like a Nunc Dimittis moment – now master, let your servant go in peace – but very quickly one's attention turns to the question: now the chapel is back, how best to use it and what next for development of chaplaincy at St Mary's? That is an

article which is not written yet. In truth, we are just praying about the start we have made on the first draft!

When Year 11 gathered in the chapel to celebrate their final Mass together before study leave, I had meant to point out to them that they were the first year group that had been able to do this in the school chapel for seven years – a whole generation of the school. In the end, I forgot to mention to it. And I'm glad I did forget, for the Year 11 Mass, though a prayerful and joyful occasion, didn't feel like a special, significant or remarkable first. We were simply back at home, doing the right thing in the right place.





“How lovely is your dwelling place, Lord, God of hosts.  
My soul is longing and yearning, is yearning for the courts of the Lord.  
My heart and my soul ring out their joy to God, the living God.  
The sparrow herself finds a home and the swallow a nest for her brood;  
She lays her young by your altars, Lord of hosts, my king and my God.  
They are happy who dwell in your house, for ever singing your praise.  
They are happy whose strength is in you, in whose hearts are the roads to Sion.  
One day within your courts is better than a thousand elsewhere.  
The gate of the house of the Lord I prefer to the dwellings of the wicked.”

*(from Psalm 84 – post-communion reflection at the Mass of Blessing of the restored chapel)*

**Daniel Bennett,**  
**Director of Christian Life**



## What it means to be part of a Mary Ward School today



**Our gap year assistant, Stephanie Breen, discusses her experiences of attending one of our sister schools, Loreto Kirribilli School in Australia, and reflects on what it means to be part of the Mary Ward community.**

**F**rom personal experience, I believe that the chance to experience a Mary Ward education is more important than ever in a society where women constantly have to fight to be taken seriously. Inspired by Mary Ward's independent spirit and personal strength of character, St Mary's (and

Mary Ward's belief that “women in time will come to do much” was an accurate prophesy.

Loreto Kirribilli School for that matter) encourage their pupils to become ambitious, independent as well as community minded individuals. Through the active role that girls educated in CJ and IBVM schools pursue in both local and global society, it becomes clear that Mary Ward's belief that “women in time will come to do much” was an accurate prophesy. For this reason, I think Mary

Ward's desire for women to “be seekers of truth and doers of justice” has become a particularly potent notion. Mary Ward's teachings and philosophies encourage students to develop the confidence to assume an independent role and escape the constraints of gender stereotyping. I attended Loreto Kirribilli School in Sydney, Australia, which, like St Mary's, is a school based around Mary Ward ideals. The school is located in the suburb of Kirribilli which is on the north side of the Harbour Bridge, neighbouring the harbour. From many of the classrooms you can catch glimpses of the water through the windows, and occasionally feel a lovely sea breeze. Kirribilli, in the Aboriginal language of the Guringai people, means ‘lovely fishing spot’; which is essentially what Kirribilli is. Despite being on completely opposite sides of the world, I have found that there are a surprising number of similarities between our two schools. This, I believe, is mainly due to the founding principles of Mary Ward. Her controversial idea to educate girls in the late 16th and early 17th century, and thus encourage all pupils, both past and present, to challenge the status quo, has transcended conventional global barriers. This in turn, has created an international community in which all







I have witnessed the importance of the formation of a sisterhood.... in which individual sincerity and courage is instilled within all in who have either been educated or worked at a Mary Ward school.

students who have attended a Mary Ward school, irrespective of nationality, are instilled with the understanding to take nothing for granted, and to think and act beyond conventional and societal norms. My home in Australia is quite different from life here in Cambridge. Firstly, it is much, much warmer and it does not rain anywhere near as much as it does here! Australia also has a very distinct landscape. Despite living just a 5 minute train ride from the city in Sydney, the bush is omnipresent, threatening to consume the buildings and structures which have been erected since Australia's colonisation in 1788. This really contrasts to the land in Cambridge, where the forests and parks are pruned and contained; quite different from the wildness of the bush! That for me has been a big change, as I was used to walking through the bush every day to get to school. Another difference between Cambridge and Australia is the age of the buildings. It seems as though almost every building in Cambridge is at least 500 years old! In Australia the architecture in both the city and suburbia is mostly all modern and contemporary in comparison.

On a philosophical level, however, there are scarcely any major differences between St Mary's School and Loreto Kirribilli; the overall spirit of both schools is quite similar. This is seen through both schools' focus on generosity of time and spirit within their communities and their belief in reaching out to others. Through this, both schools once again hark back to Mary Ward's encouragement to actively partake in both the ministry of the Church and surrounding society. Having now been a member of two Mary Ward school communities, I have witnessed the importance of the formation of a sisterhood, based on CJ ideals, in which individual sincerity and courage is instilled within all in who have either been educated or worked at a Mary Ward school. I think this is what makes attending a Mary Ward school so important and memorable.

**Stephanie Breen,**  
**Gap Year Assistant at St Mary's**



## Chaplaincy and its role at St Mary's



**Our School Lay Chaplain, Kay Dodsworth, considers her role within the school community and how following in Christ's Footsteps, one of the characteristics of a Mary Ward school, lies at the heart of St Mary's.**

The expression 'Following in Christ's footsteps' always makes me think of the Christmas Carol Good King Wenceslas and in a sense there is a connection. When we try to follow in Christ's footsteps we are in a similar position to King Wenceslas' page; we copy what he is doing and follow the direction he takes but we do so in the shelter of his body and following the

I feel very privileged when people trust me sufficiently to share things close to their heart.

path he lays down for us. Jesus' mission was to show people God's love in action. In school, chaplaincy is just one of the ways in which we try to provide the opportunity for people to encounter God's love and we are all involved in chaplaincy to some extent.

A chaplain is someone who walks alongside people to be their companion. We seek company to help us grow as people, to support us when things are difficult, to encourage us when we have dreams and aspirations, to use as a sounding board when we are confused, to support us when we try out new things.

People are like onions, they have multiple layers. We tend to shed layers like jumpers the more we get to know people. However, it can be difficult sometimes to disclose the deepest parts of ourselves to our friends and family and just carry on as usual in our conversations with them. Sometimes, too, we don't want to worry our nearest and dearest with things that might be just temporary states of confusion or possible avenues forward. It can also be tricky to express things we really care about in the usual environment where we meet people. A chaplain is there to provide a setting in which those deeper aspects can be explored safely and confidentially.

I really enjoy all aspects of my role as chaplain but much of my work needs to remain confidential and it is





those aspects which probably give me greatest cause for thankfulness and fulfilment; I feel very privileged when people trust me sufficiently to share things close to their heart. However, there have been many highlights over the year which are not confidential. The beginning of year Mass is always slightly thrilling as it carries the expectation of a year to come with new people to get to know, contact with familiar friends and the sense of embarking on shared endeavour. The Mass to rededicate the chapel was really joyful and it was lovely to meet former staff and friends of the school. However, I have enjoyed even more than the mass, the opportunities to be in the chapel over the year. It has been encouraging celebrating Mass every

**I really like listening to people and sharing people's thoughts and feelings. Every person is unique, lovable and has a capacity for loving and seeking after justice, knowledge and experience.**

Thursday before school; it is extremely supportive having the CJ community join us. The quality of silence during meditation sessions on Tuesdays and the on Sunday evenings with the boarders has been very special and enriching. The advent prayer in the chapel led in turn by each Lower School form was fun and it has been great fun lighting the candles on the advent wreath to accompany the prayer in the cortile in the mornings, even if sometimes it was just with Doris and Mr Bennett! The chapel has also been somewhere in which we have been able to share sadder moments; it was very consoling

to be able to gather there to share grief at the death of Beth McDermott.

There have been many very memorable assemblies and charity events and I have consumed many very delicious cakes. Sister Pat's talk at the Mary Ward Day Mass was truly inspiring and humbling; it was wonderful to hear one of our former students having spent her life so generously in the service of others in very testing conditions as well as reminiscing about her time in school. She spoke with such compassion and love of people in difficulties.

I really like listening to people and sharing people's thoughts and feelings. Every person is unique, lovable and has a capacity for loving and seeking after justice, knowledge and experience. I think everyone has something to say which is important and everyone has the potential for a fulfilled and happy life though sometimes there are things which get in the way of that. I want to give people the encouragement that whatever happens in life, good or bad, they are not alone; they have a companion who cares about them. I know that their most important companion is God who is always there for them and can answer their need completely but sometimes we need a person to see and talk to as well. The companionship of chaplaincy does not necessarily end with the end of one's time as a student either; I still listen and talk to former students who are exploring beliefs, relationships and paths in life if they want to keep in contact. 'Once a St Mary's girl...!'

**Kay Dodsworth, Lay Chaplain**



# Valuing Women's Role and Spirituality



## Mary Ward Address 2014

**On this Mary Ward Day we have heard wonderful readings today about the sort of people God wants us to try to be: people who work for the poor and the outcast; feed the hungry, visit the prisoner and so on. I would like to add one short quote from Mary Ward, which easily follows on from these readings: "Do good and do it well."**



Mary Ward had to leave England at a time of religious persecution in order to live the religious life. In 1609 she came together, in northern France, with a few like-minded young women and that was the beginning of the Congregation of Jesus: the Mary Ward sisters. Mary knew she had been called by God for a special mission; to educate women and girls so that they could use all their gifts in His service. My goodness, she put the fox into the hen house! Educate girls! The men folk were beside themselves: *"God has not given females minds to be educated, they can't be trusted to live lives outside the convent or the kitchen."* Mary's revolutionary ideas did not go down well with the Bishops, Cardinals, nor the Pope of the time.

Mary wanted her sisters to do good and to *"Go where the need is greatest."* And to this end she sent some sisters to work in hostile England. It was dangerous work; the penalty for practising the Catholic faith was imprisonment and possibly death. We have, in our archives, a letter written in the 1620s by a Sister Dorothea. Things were so secretive that we do not know her surname, but thanks to this letter, we know of the work she did. She was based in East Anglia, and went in various disguises, sometimes as a maid, sometimes as Lady Timperley's companion, sometimes as a sort of district nurse or herbalist. She travelled, on foot, between the large houses still in Catholic hands. This is how she describes some of her work:

*"I dare not keep schools publicly, as we do beyond the seas, but I teach or instruct children in the houses of parents. I tend and serve poor people in their sickness. I make salves to cure their sores, and endeavour to make peace between those at variance. In these works of charity I spend my time, not in one place, but in many, where I see there is best means of honouring God."*

She was always in danger and was caught on more than one occasion.

Sister Dorothea and Mary Ward have been inspirations to me during my fifty plus years in the Congregation of Jesus. I wanted to use the gifts God has given me for those in great need, and the opportunity came when I was working in Zimbabwe. I am a nurse midwife by training and was running a hospital, working very closely with CAFOD. Civil war flared up between Mozambique and Zimbabwe and refugees came pouring across the border looking for safety, for food and for medical care. That was the start for me of ten years' of work with refugees in Africa, working in camps in eight different countries, sometimes working as a nurse/midwife, sometimes in camp management, sometimes concentrating on the severely malnourished, especially children. The last baby I delivered was in Sierra Leone under the palm trees and she was given the name Patricia! The work was professionally challenging, the living conditions often left a lot to be desired, and security could be frightening - very frightening.

Mary Ward became a refugee when she was forced to leave England, and through her I could feel close to the thousands of refugees I worked with and for. Sister Dorothea had put up with conditions of extreme danger and discomfort in order to bring God's love to those she served.

Each of us, as Christians, should try to do good and do it well, not expect others to do it for us; to share our many gifts with others. Pope Francis, speaking to young people said:

**"Dear young people, do not bury your talents, the gifts that God has given you. Do not be afraid to dream of great things."**



Why not dream of bringing good news to the poor?

There is so much to do for the poor and marginalised of this world and it can seem overwhelming. No-one can do everything, but we can all do something: write a letter about a prisoner of conscience, help a blind person cross the road, share your skills in various sports by teaching others. The list is endless.

I would like to end with the story of a young lad, Manuel, a Rwandan I met in a camp in Tanzania. I think this story shows how we can all do something, using our different and varied gifts, to give people love, hope and a feeling of self worth; to do good and do it well. To spread the joy of the Gospel.

Years ago there was a terrible lot of fighting in Rwanda and a lot of people were killed. Many became refugees. Many children lost their parents. Manuel lost his parents and his brothers and sisters.

Manuel, aged about fourteen, was the only survivor when the rebels attacked his village in the northern part of Rwanda. The war between the two tribes, the Tutsis and Hutus had been raging brutally for several weeks. On the day the rebels attacked Manuel was ill with malaria and was lying under the trees. The rebels did not see him until they were leaving. They then attacked him with machetes and left him for dead. Some poor village women came by. They were running from the rebels and trying to reach the river which divided Tanzania from Rwanda. I was working in a refugee camp in Tanzania.

Some of the women would not wait to help Manuel; they were too frightened and wanted to move fast. Manuel could only limp along. But four women stayed to help the boy. They fed him on leaves and grass, collected dirty water from puddles and slowly, very slowly, made their way to the river. It was a dangerous walk; not only were

there rebels, they also had to pass through an old game park where there were lions and other wild animals that might attack.

At the river these women scraped enough money together to pay for Manuel's place in the canoe and so he reached Tanzania. I was near the river when they arrived and they brought Manuel to me; he was grey from loss of blood, delirious from infected wounds and near death. We bundled him into the Land Rover and I drove him straight to the Médecins Sans Frontières (MSF) tent where he was well cared for.

MSF did not live in the camp. I did and had a tent which also served as an office and it was to my "home" that they brought Manuel. He sat, head in hands and silent.

There were three workers living in the staff camp: one of the workers gave Manuel a place in his tent so that he could lie down and rest. Another, who only had 3 t-shirts, gave Manuel one. The third member said he would teach Manuel to play cards when he was better. *"That will take his mind off things,"* he said. It also would help him to learn to count, for Manuel had never been to school and could not read and write. I was able to provide Manuel with a blanket from the store.

For days Manuel sat silently in the tent or followed me round the camp as far as his energy allowed.

The cook fed him with the best food we had and we bought him eggs and fruit from the market.

After a week Manuel began to speak and we heard his side of the story.

What this story shows is that we can all do something, we can all do good and do it well.

Those women gave their time, risked their lives to help Manuel, the workers shared their talents, their gifts, too. One man gave a t-shirt, a third of his wardrobe! Another opened the door of his tent, his house, to a stranger, and the third gave time and shared a skill. The cook showed great compassion and worked hard to provide the best for the boy. All these people showed Manuel they cared about him.

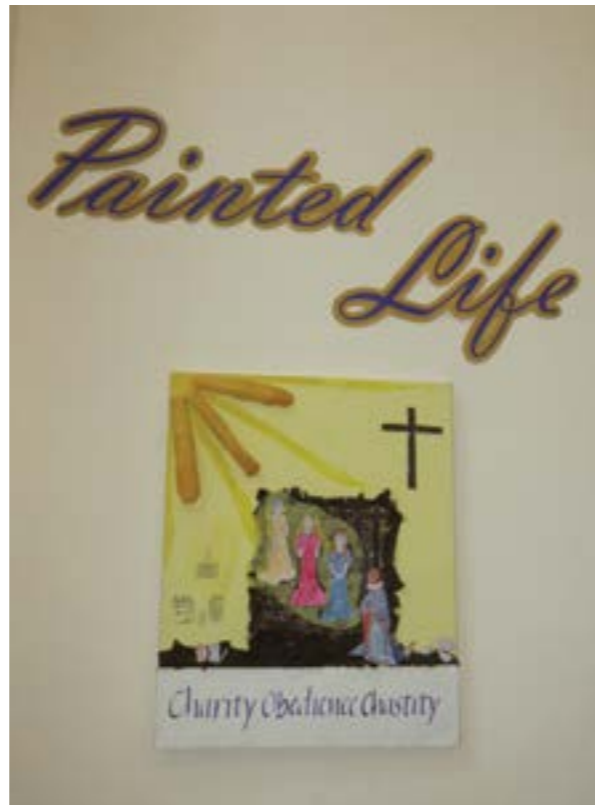
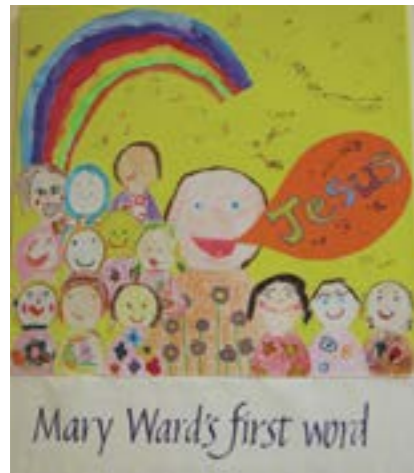
And that is what we are asked to do: to do good, to do it well, to make the world a better place, to show others the joy of the Gospel message. To go out to those who are loved so much by God: the poor, the marginalised and the abused. Do good, and do it well.

**Sister Pat Robb CJ**



## Mary Ward Artwork by the Junior School

As part of the Mary Ward Day celebrations the Junior School produced artwork based around the story of her life and work.



## Mary Ward Day Drama Productions



For Mary Ward Day, Ms Oliver and Miss Roberts called upon girls from Year 7 to Year 9 to help put on a drama showcase that would have each House create a piece with one of the Mary Ward characteristics as a theme.

The Year 7 and Year 8s would be acting whilst the Year 9s would be directing them. When I heard about this I volunteered to direct the Paston group and we would meet two lunches a week as that was easiest for everyone in my group. We started making plans for what our mini-play would be about as we had chosen the characteristic 'Coping with Failure'. We decided to create a play about students coping with getting low grades in exams as we all agreed that was something we had encountered.

We were creating the play without a script so the girls mostly created their own lines and character, which we then put together and, after a few attempts, we found a way which it all worked well. To allow each girl her moment to perform, each would have a short monologue. After that we worked on how we were staging the play. We had difficulty planning how we would perform it because we were setting it

in a classroom but we soon decided on the format of a semicircle so everyone could be seen. Then Ms Oliver suggested we split the stage so we have an outside area for 'break time'. This meant we had to add some more lines, but overall it worked well so we kept it.

It became increasingly hectic the closer the day we were performing became and we did several dress rehearsals. Unfortunately I was ill for the week that they were performing, but I knew everyone would focus and practise hard and perform well. And when I did come back to school, I was delighted to hear we had won an award.

Our play was set in a classroom in which the class had sat a Maths exam and were getting their results. Most of the class did well apart from two students who received bad marks. One of the students reacted well and accepted it whilst the other didn't like her mark and couldn't cope well with failure. But with the help from the other girl, that student understood that she could use it to help her in future.

**Olivia S., Year 9**



## Girls Finally Sing at Canterbury Cathedral!



I recently saw an article in the The Guardian that caught my eye. The headline ('Canterbury Females: Girls Sing At Cathedral') immediately struck me as a topic of interest for me. I was shocked when I learnt how unjust the tradition of male choristers was. Until very recently choral singing at Canterbury was a male only affair – this has lasted almost one thousand years! Now girls have finally got the chance to sing in the choir. I was extremely heartened to also see how many cathedrals had changed their ways, and now let girls sing, but realised that Canterbury had been much slower than others. Why were boys being given more opportunities to start with?

This development at Canterbury Cathedral allows girls to shine and show that they are as good as boys, if not better. Personally, since I go to an all-girls' school and am one of two female siblings, I don't experience discrimination in my daily life. Reading about this matter, however, has made me wonder if there are other situations that I am unaware of where boys and girls are treated differently. Maybe when I am older everyone will eventually be treated the same. Growing up in St Mary's has shown me that there is nothing boys can do that girls can't. Like Mary Ward said, 'Women in time will come to do much'

**Lily A., Year 7**



*Working to  
Eliminate Injustice*



## The Work of the CJ Community

Sister Jane Livesey, CJ General Superior, our former governor and ongoing friend, reflects on recent time spent in Ukraine and Nepal witnessing the important work that the CJ community is undertaking there. Events this Spring after her visits have made this work even more crucial to the well-being of the ordinary people of both countries.

### Ukraine



**It is only when you examine a map closely that you realise just how big a country Ukraine is: it could comfortably absorb Romania, Moldova, Slovakia and the Czech Republic.**

Particularly in the north and the west of the country one is immensely aware of the many different nationalities. Uzhorod (we have a community here), close to the Slovak border, has variously been part of the Austro-Hungarian Empire, part of Poland and part of Slovakia, before ending up as part of Ukraine. One of the most interesting indicators of this mix of national backgrounds is the language in which Mass is said in the Latin rite – in Uzhorod in Hungarian, Slovak and Ukrainian every Sunday and in Zhytomir, nearer Kiev, in Polish and Russian as well as Ukrainian.

This patchwork of history was also very visible in Kiev, although we only had a very short stay there. A highlight, if one call it that, was the very moving museum to what is known as the “holomodor”, the man-made famine of 1932-33 when literally millions of Ukrainians died. In the early 20th Century Ukraine was known as the “breadbasket of the USSR” and Stalin was increasingly concerned that this gave it too much power within the Soviet Union. It was also the beginning of the persecution of the ‘Kulaks’, which eventually led to the rise of the Gulag. So, in order both to reduce the Ukraine population and to teach the Kulaks a lesson, the 1932 harvest was collected and all of it forcibly sent to other parts of the USSR, leaving the Ukrainian population to die in large, very large, numbers from starvation. The photographs are heart breaking, as are the numerous volumes of books listing the victims. The research about the famine is still a work in progress as the truth has really only come out since the fall of Communism. Our own two sisters in Kiev, both Ukrainians in their late thirties, confirmed that at school they were taught nothing of this. The suffering of the Ukrainian people in the middle years of the twentieth century did not end there. They then suffered Nazi invasion and depredation of the countryside



during the “Great Patriotic War” (Second World War). At the same time the Jewish population was rounded up for mass murder. Around 33,000 Jews were killed

**It is impossible to imagine what so many decades of brutal suffering have done to the collective national psyche and how many decades it will take for full recovery.**

in Kiev alone, some of them in the infamous Babi Yar massacre. After the war came years of further oppression from Stalin in what is known as the “Great Repercussions”. It is impossible to imagine what so many decades of brutal suffering have done to the collective national psyche and how many decades it will take for full recovery.

Life in rural Ukraine is still very simple, with cattle and horses tethered at the edges of fields and beside the road: most people have just the one cow and more than once I saw people just sitting in the field milking their cow. We also saw horses and carts quite frequently too. In the main people are poor – it was said more than once that another legacy of the Communist era is that Ukraine has no middle class – or at best a very incipient one located almost exclusively in Kiev. Most houses are very simple and the vast majority have corrugated iron roofs which



must make the house sweltering in summer and freezing in winter.

The CJ currently has 11 sisters working in Ukraine, soon to be 13, of whom 6 are Ukrainian and 7 Slovak. The mission there is a mission of the Slovak province, first begun in 1991 and now comprising four communities – one in Kiev, one in a small village about three hours drive from Kiev called Nova Borova, and two on the western edge of the country very close to the Slovak border – Uzhorod and Seredne, the former being a town and the latter, a village.

In Kiev there are two sisters, who with lay collaborators are responsible for a small social centre, sponsored by Caritas. The social centre is housed in a ground floor flat, next to the flat of the community. It is in an outer suburb of Kiev and serves a local community via the teaching of catechetics and other activities for children and also providing a clothing drop-in service for local homeless people.

In Nova Borova the community of two support the work of the local Latin Catholic parish, which has about 150 regular Sunday Mass attenders out of a local population of around 6,000. In both Nova Borova itself and also in some satellite villages they provide catechetics for the children and generally support the parish community in a wide variety of ways.

730km west of Nova Borova is Uzhorod, a town of about 120,000 where once again the community of four both helps in the church and parish (sited beside



our community house), including running catechetics classes for the children. They also run a residential centre for 25 young people, composed of students who would otherwise not have access to university because of distance from their villages and inability to pay for accommodation and some young people who are just beginning to enter the world of work. They are all disadvantaged in some way and one is wheelchair bound.

There is a mixture of boys and girls and they entertained us one evening with Ukrainian songs and dances. They come to the centre through various means, including referrals and personal requests from parish priests. There is no kind of government social welfare in Ukraine so anything in that line is provided by charities and NGOs. The centre is also open for local homeless people to come and eat and collect some basic foodstuffs and clothing.

Our fourth community, which was the first and founded in 1991, is in a village called Seredne, once again supporting the Latin Catholic parish community, run by Franciscans. As in Nova Borova, the sisters travel regularly to satellite villages for catechesis but also to bring bread, which is baked in the self-sufficient parish bakery in Seredne, to those in need – an initiative of the very enterprising Franciscan priest who was also responsible for inviting the CJ to Ukraine and who now has two nieces in the Congregation.

It was a great privilege for me to see all that our members are doing in Ukraine and to begin to understand a bit better both their joys and some of their frustrations and the challenges which they face. I am immensely grateful to them for all they did to make my visit so worthwhile, not least the driving of many, many kilometres over some of the most potholed roads I have ever experienced! I am sure they will continue their good work throughout a country whose people still need a great deal of support and care.



## Nepal



**For almost sixty years the CJ has been educating girls in Nepal, first in the capital city of Kathmandu, (where, in earlier days, the daughters of the King were educated) and now also in various other parts of the country from Pokhara and Gorkha to the west of Kathmandu to Biratnagar in the south east, with two other schools in the Kathmandu valley in between.**

Despite its small size, Nepal is, par excellence, a land of contrasts: contrasts of extraordinary natural beauty and rampant and destructive pollution, contrasts between rich and poor, contrasts of political apathy and political extremism. On one side of the Nepali coin the country has the Himalayas, eight of the ten highest mountains in the world, more water per capita than any other country in the world apart from Brazil and a wealth of flora and fauna, including some of the largest and most brilliantly coloured butterflies I have ever seen in my life. Flying from Kathmandu to Biratnagar and watching the peaks of that stretch of the Himalayas above the mist below for mile after mile is an unforgettable experience.

On the other side of the coin, widespread poverty, endemic corruption, pollution and high levels of economic migrancy continue to blight Nepal's development. It is estimated that up to 25% of the country's income comes from "remittance": that is money sent back to families from Nepalis working in other parts of the world, notably the Arab countries. In recent years there has been great instability in the country and it has functioned without a government for over two years.

It is against this challenging background that our sisters run schools for the whole spectrum of girls in Nepal – some rich, some not so rich, some very, very poor. St Mary's School in Kathmandu, with around 2000 pupils on the roll, is probably the most highly regarded girls' school in the country. Income from St Mary's helps to support two "Mary Ward" schools in other parts of the Kathmandu valley – Mary Ward School, Jamshikhel which is only about ten minutes away and Mary Ward School, Lubhoo which is about half an hour's drive and which has boarders. The pupils in both schools come from





very poor backgrounds and many from villages far to the north of the country. Many are either orphans or victims of the widespread practice in Nepal of a man fathering a family and then leaving his wife/partner and beginning another family with a different woman.

The schools in Pokhara (famous for being the usual starting point for Himalaya treks), Gorkha and Biratnagar are equally committed to giving girls an opportunity that would simply not be there were it not for the presence of the CJ. It goes without saying that the vast majority of pupils are not of a Christian background and it is forbidden to engage in any kind of proselytisation. However, they can be and are given "value education" which is

based on gospel values and on the values of Mary Ward. You do not have to spend very long in Nepal to realise that the education of girls is still the only way to enable them to live different lives and to begin to build a foundation for a different Nepal where their daughters (or, more probably their granddaughters) can have different and, please God, higher, expectations of what life has to offer them.

**Sister Jane Livesey,  
CJ General Superior,  
Former Governor**

## Charity at St Mary's 2013-14

'Women also should and can provide something more than ordinary in the face of the common spiritual need'  
Mary Ward



**Charity raising and giving at St Mary's is no token task. It is something which can inspire all with everyone given the opportunity to suggest a need or an activity.**

Over the course of this year we have certainly undertaken 'something more than the ordinary'. The year began with the Year Group fundraising weeks, Year 11 coming first. They raised a praiseworthy £614 which was spread across a number of charities. Activities included the 'Smarties Tube Small Change Challenge' which we will return to later.

In October St Mary's began to prepare in earnest for the Fun Run, the highlight of the Autumn Term calendar. Fancy dress was created for the afternoon and pink was donned

in the morning to raise money for *Breast Cancer Care*. For the Fun Run the girls were challenged to raise £20 and most were successful, bringing the total raised to over £7000. This money was split across five charities: two linked to charity work undertaken in the Ukraine and Nepal, as well as *MENCAP*, *PLAN UK* and *The Arthur Rank Hospice*. I am quite sure that the sight of over 400 fairy tale characters running around Coe Fen certainly proved to ourselves and others that we here at St Mary's are certainly something 'more than ordinary'. The letter I received from a volunteer at *MENCAP*, sponsored by donations such as ours, proved that our charity certainly enables actions which are of great benefit to a wide range of different people.







October also saw the first of our Hunger Lunches for CAFOD. In the words of St Basil of Caesarea, "If every man took only what was

sufficient for his needs, leaving the rest to those in want, there would be no rich and no poor." Our school Hunger Lunches give us the opportunity to be mindful of those who have less, and remind us how lucky we are to have the gifts that we do. By eating a lunch of soup, bread and fruit we are able to donate the money saved by not providing

a full lunch, and give to those who do not have sufficient for their own needs. The Spring Term Hunger Lunch fell on Ash Wednesday, a traditional day of fasting, and certainly enabled me to become more mindful of what I truly need in the time of Lent.

On 8 November the world was struggling to come to terms with the destruction left by Typhoon Haiyan in the Philippines. Struck by the desire to do something the school decided to raise money to send Shelter Boxes to provide aid. Following a post-concert collection at the 'Britten's Got Talent' concert at OLEM and a school wide Smartie Tube appeal we were able to pay

for two boxes for the Philippines and raised over £1,600. These boxes can be tracked online and we have watched them on their journey to do good. It is a credit to all associated with St Mary's that we were able to respond so quickly and so generously, almost certainly providing some comfort and support to those who most desperately needed it.



As the year continued we showed our spots for *Children in Need*, sold poppies for the *British Legion*, provided a little festive cheer through the wearing of Christmas jumpers, got glitzy for the lower school Christmas disco and continued to raise money in other enterprising ways. Year 8 went as far as holding a chocolate raffle and selling 'Valentine's message cakes' with notes of friendship inside. Every charity to which we have donated has spoken of our generosity and kindness. They have

also spoken of their desire to raise awareness of their causes which we have tried to do through the charity notice board; why not take a look next time you pass and see the good that we do?

In March the Boarding community created an extravaganza of music, dance and drama with the theme of 'Dreams'. They had voted to raise money for the *Make a Wish Foundation*, a truly worthy cause which enables children and their families to make their terminally

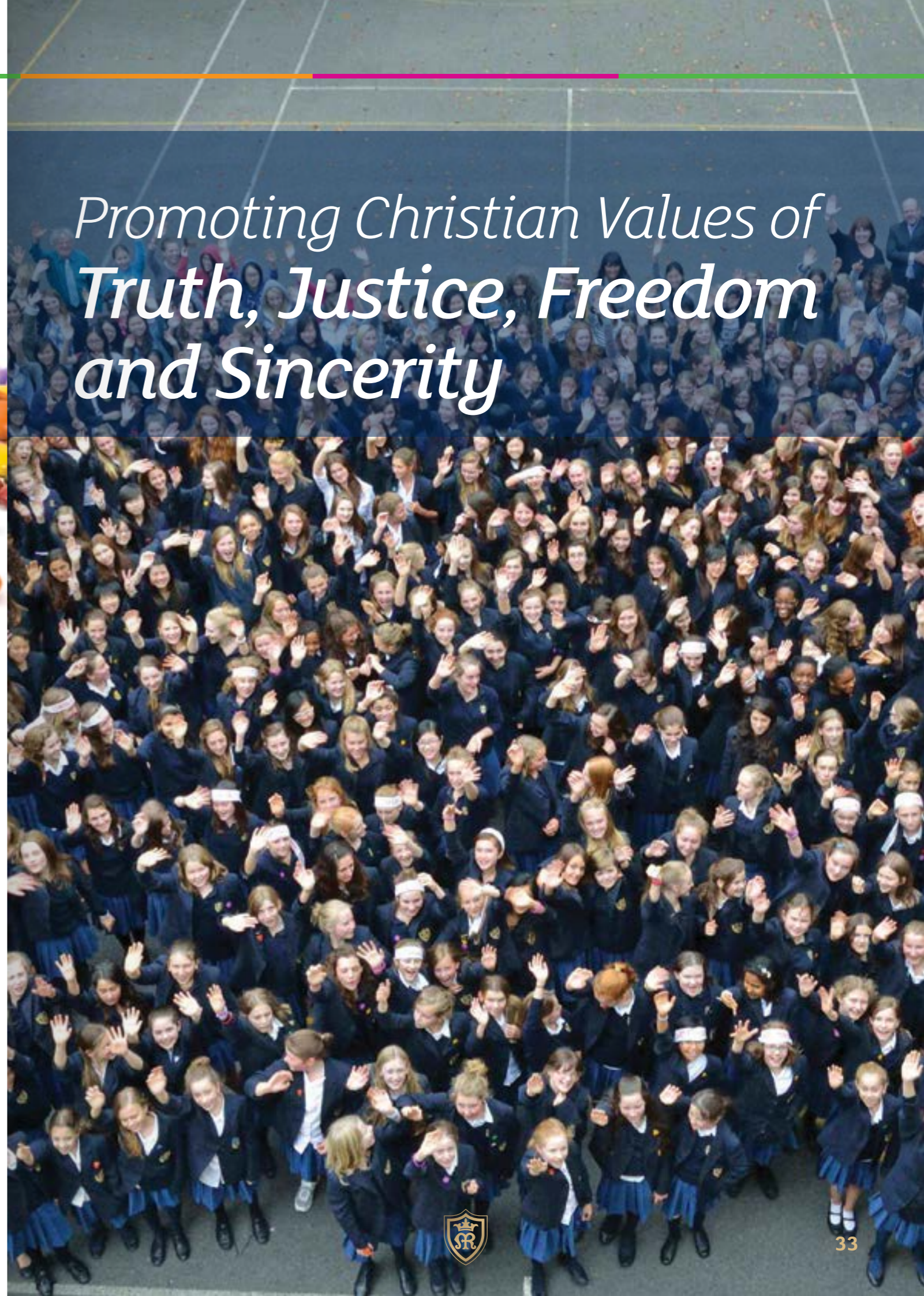
ill child's wish a reality. Devised and rehearsed with no need for assistance from the Boarding team they proved themselves more than able, raising close to £200 for the foundation.

As examinations loomed we took two weeks to organise our Lourdes Extravaganza. A fortnight of dancing, netball, animals and cake; St Mary's was not fazed by the need to once again 'dig deep'. Over the course of the year I am proud to report that we have raised over £14,000 for charitable causes; proving that once again St Mary's is 'something more than ordinary.'

"I shall pass through this world but once. Any good, therefore, that I can do or any kindness that I can show to any fellow creature, let me do it now. Let me not defer or neglect it for I shall not pass this way again." Etienne de Grellet (1773 – 1855).

**Fiona Gabrielczyk, Charities and Service Coordinator**

# Promoting Christian Values of Truth, Justice, Freedom and Sincerity



## A Visit to Parliament

Year 11 student, Isabella M., had the opportunity to visit Parliament over the holidays with her Cambridge MP, Julian Huppert, on hand to answer her questions. She tells us a little bit about the experience...



On Tuesday 16 July 2013, during the school summer holidays, I had the privilege to visit the Palace of Westminster accompanied by my parents. When we arrived at Portcullis House we had to go through security, whilst armed police stood guard. Thankfully we got through without any problems. We were then given our passes and met by the delightful Christine Longworth, office manager to the Liberal Democrat Julian Huppert, our Cambridge MP. Christine Longworth then proceeded to take us on a detailed and fascinating tour. We were extremely privileged to be taken on the very same route our Queen takes when opening parliament. We were surrounded by rich colours and spectacular and historical works of art. I was surprised at how many corridors we had to go through and how tight security was.

After the informative tour, we were met by Julian Huppert himself. He was attentive and urbane, allowing me to ask questions such as 'what caused you to decide that you would become a member of parliament?' and 'what is your motivation as a member of parliament?' He replied that he wished to do something that benefited others and that allowed people's voices to be heard. Becoming an MP was a way that he could achieve these goals and work directly with a wide range of people from different backgrounds.

We watched the Speaker's Procession and acquired our passes to sit in the Public Gallery of the Houses of Commons. Before every sitting of the House, the Speaker's procession leaves the Speaker's House inside the Palace of Westminster and heads for the Commons chamber. We then hurried to the Health questions. On our way Anna Soubry and Diane Abbott dashed past us. Once seated I was impressed by the wit and informality displayed during a serious discussion. I could imagine Neville Chamberlain, Winston Churchill and Margaret Thatcher all standing there battling it out. It was a phenomenally overpowering experience.

I highly recommend that anyone who is interested in social issues should consider a career in one of these departments. The work is remarkably rewarding, both personally and for others, and has a direct bearing of the achievement and development of Britain.

**Isabella M., Year 11**





## Model United Nations Conference

**In February, 15 of our Sixth Form girls attended a four day Model United Nations Conference at Alfrink College, in Zoetermeer. The girls took part in political debates and lobbies which reconstructed work from the United Nations. The students formed Committees such as the Security Council, Crisis Committee, and the Committee on Human Rights and Trade, and represented a large cross section of countries including Germany, China and Togo. One of the girls, Li Ying Y., was lucky enough to be chosen to give the opening speech for the Chinese delegation in front of the entire Model United Nations cohort. The girls tell us more about their experience**



After an 11 hour long journey, we finally arrived in a lovely city called Zoetermeer, in the Netherlands. We first went to the school where MUNA was held: Alfrink College. There we received our 'Goody Bag' and the Secretary General gave us an idea of what the Model United Nations Conference (MUNA) would be like. Mrs Gemmel also talked briefly about the history of the Netherlands in order to give

us some background knowledge for the trip to The Hague on the next day. After that, we met our host, who had been waiting for us. He was very talkative, optimistic and cheerful, so we did not feel awkward at all on the journey back to his house. It had been arranged that Assem and I would share a room and we both felt very warmly welcomed by his family.



The next day, we had an excursion to The Hague which is the seat of government in the Netherlands and capital city of the province of South Holland. First, we had an absorbing visit to Humanity House. Sylvestre Bwira, with a translator, told the moving and deeply thought-provoking story of what had happened to him and what life is like as a Human Rights Activist in the Democratic Republic of Congo. His talk was truly inspiring and I felt how lucky I am to have the rights that I have in my everyday life. After that, we were guided on a sightseeing tour to see numerous buildings and statues. Although it was cold and windy, it was enjoyable and I had a good time with Emily, who was my buddy during the tour.

After the short but meaningful trip to The Hague, we went back to Alfrink College to start MUNA: this was the moment we had all been waiting for. We started off with the opening ceremony, which is the best ceremony I have seen in my



life. It was so memorable that I could not forget any detail from it. Highlights included Mr. Oudenaarden welcoming the foreigners in their native language; guest speakers making very inspiring speeches; funny stories about the goody bag; and an Indian girl showing a film of interviews of unmarried women in India. Last but not the least, Li Ying, one of the St. Mary's students, delivered a speech representing China. Then MUNA was officially announced 'open'. After that, there was a roll call for each committee so I had to find the classroom that my committee was in – GA1 Disarmament and International Security. There were three Chairs. They introduced themselves and explained the rules of the conference. For example, you had to refer to yourself as the delegate of [your country] because you are representing the opinions of that country. Secondly, when you finished your speech, you had to say 'I yield the floor back to the chair'. Also, when you wanted to argue with another delegate, you had to say 'request follow up' until the Chairs allowed you to do so. That was a shock to the system

at first! While I was still digesting the rules, I was called to introduce myself (I was the delegate of Afghanistan and therefore I was the first). Even though it was just a short introduction, I was already extremely nervous and my hands were sweaty. I wondered how I would survive the days to come!

Next, we started our first session: lobbying. It gave me the opportunity to interest other delegates in the resolutions I had helped to produce. These were designed to try to solve difficult problems facing societies across the world. I negotiated with other delegates in my committee, trying to influence them with my ideas, and trying to convince them of the worth of the draft resolution I had written. Although some countries could not agree to be friends with my country, I found some co-submitters and got support from countries such as Turkey, Egypt and Australia, with whom I really made friends afterwards. An hour later we had finished our first day and returned to our host's house.

Piet-Hein, our host, served us a traditional Dutch dish: the





Bitterballen. They contained a mixture of beef, herbs and flour and were deep-fried. They tasted absolutely wonderful and it was interesting to find out that the Dutch people ate Bitterballen like we eat popcorn when watching a movie!

The second day began with a funny little incident: the delegation of the DPRK was late and he had to dance to One Direction music as a punishment but he turned out to be a pretty good dancer. During the day we had our final lobbying and we started the debate. At first, I was too scared to deliver a speech against or in favour of a resolution or to submit amendments. However, I told myself that this was a great opportunity to speak publicly and perhaps I wouldn't be able to do this at St. Mary's. Therefore, I plucked up my courage and spoke up for an amendment. Even though there were countries that questioned me, my amendment passed due to other countries' support. It seemed that I had overcome the dread and I lost my fear. I spoke for what I could think of and tried my best to speak as much as I could and the more I spoke, the more fun I had. By

the end of the day, delegates and chairs were a bit tired and started to make jokes to each other. One of the delegates declared that his country 'Urges the UK to destroy the USA by using Miley Cyrus on a wrecking ball as a WMD!' After a lot of laughter, the Chairs announced that Day 2 was finished and it was time to prepare for the MUNA party.

Since Piet-Hein was friends with Claudia's host, Claire, we went to the party together. Despite the long line at the cloakroom, everybody really enjoyed it and had a great time. The party ended at 12 so we all went back home immediately otherwise we would have had to struggle to wake up the next day, which was the last day of MUNA.

Finally the last day of MUNA had arrived. We were still debating resolutions and there was a retired US Air Force officer, Charles Mau, who came to our committee to talk about the issues of disarmament and international security. He quoted Clausewitz's startling thought: 'War is the continuation of politics by other means'. The last day was short and it soon came to

the last event of MUNA: the closing ceremony. All the Chairs outlined the most meaningful moments of the previous three days. After these, the Secretary General gave a closing speech and thanked everyone involved in this year's MUNA.

In those three days, I not only developed public speaking skills; I now feel more confident, determined and thoughtful as a result of my experience. Moreover, since I had stepped out of my comfort zone as I was the only St. Mary's student in my committee, I feel more sociable and open-minded as well. I formed friendships with the delegates, Piet-Hein and his family. I deeply hope that there will be another MUNA next year and I will definitely, without any hesitation, apply to take part again.

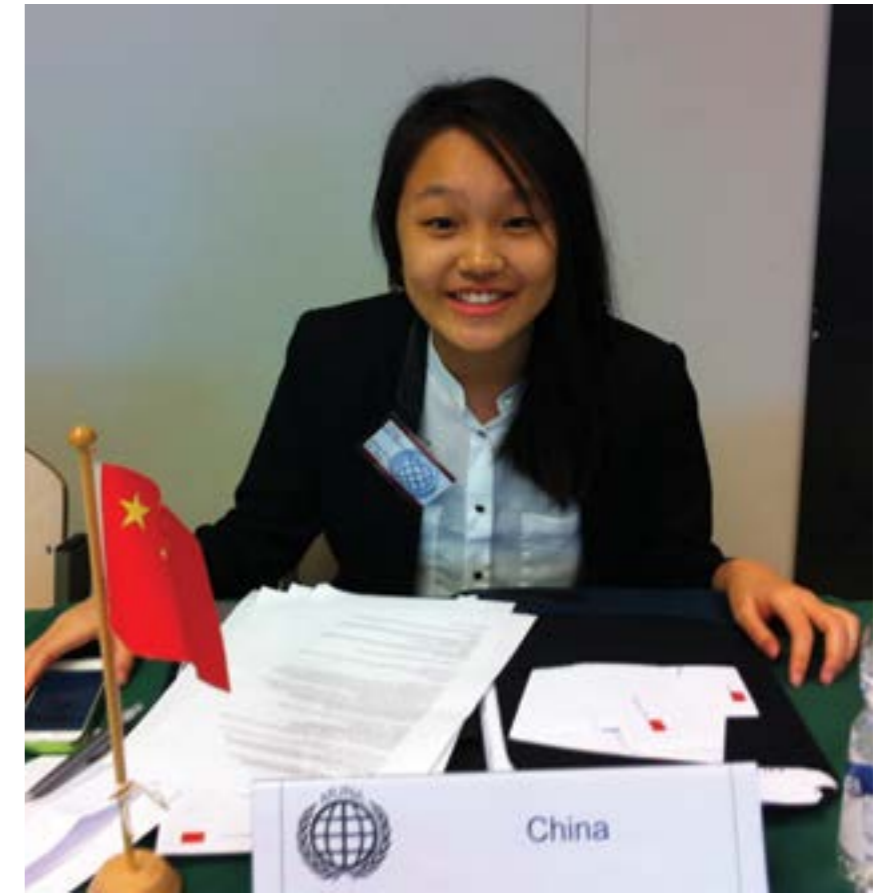
**Jovita Y., Year 12**

I was given the privilege to participate in Model United Nations Assembly 2014 as the Ambassador of China. MUNA is a 3 day simulation of the United Nations and students from all over the world meet at Alfrink College to discuss current global issues and find a way to resolve the problems. I participated in the Economic and Social Council.

As the Ambassador, I gave a speech at the opening ceremony on the first day. Many practice sessions with Ms Bevan came down to this final moment. I delivered my speech, which was well-received and received congratulatory comments, including one by Mr De Haas, the organiser. I thought writing a speech was hard: it never occurred to me the amount of practice required to master the delivery! I am indeed thankful to Ms Bevan and Mrs Gemmell for coaching and helping me with this task.

The first day was all about lobbying. During lobbying, we had to get fellow delegates to co-sponsor our resolutions. Alternatively, we could co-sponsor other resolutions proposed by other delegates. Thus, lobbying is a process of negotiation. Eventually, we had a consensus in the written resolutions to be submitted to the Approval Panel which would then be submitted for debate in the council. It was gratifying to see that our resolutions had been approved by the approval panel.

At the council's deliberation of the resolution, the debate was opened to the floor. As a co-sponsor I had to argue in favour of the resolution to persuade other delegates to pass



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support it. Amendments could be made to the resolutions in order for improvements and acceptance to be gained. However, as delegates, it was important for me to deliver my country's viewpoint on the matter and not just argue from a personal viewpoint. I spoke in favour of the resolution that I co-sponsored on the 'brain drain'. However, for the resolution on illegal logging I spoke against it as I felt that the resolution simply introduced more laws. Laws against illegal logging already exist: the enforcement of the laws is the problem. My committee was fairly effective. Within one day, we had passed two resolutions and rejected one resolution. Ironically, the council rejected yet another resolution on illegal logging the next day.

My experience at MUNA was certainly very enriching. Although it was hard work conducting the research for the policy statements and writing the resolutions, all my work paid off when I was well-prepared for the conference. The conference has enhanced my ability to think on the spot to respond to points of information! I would certainly encourage everyone to grab the opportunity, if possible, to participate in MUNA.

**Li Ying Y., Year 12**





were several others down there, who told him he would die, like all the others. He realised then how many people had been unable to fight for their rights and had been killed and he became determined to do something to help himself and these people. After he was released he discovered that his brother had been killed. It showed him, and us as his audience, the frightening power a Government can have. I felt very sad and sorry for the horrific things he had experienced. At the same time, I was greatly moved and encouraged by his speech. He urged us to help others around us with what we can and have. Last but not least, he asked us to raise our hands if we knew that we could become leaders. Only two or three of us did. His message to us was do not hesitate; seize the opportunity and have confidence to take a forward stride. All of us are capable of achieving something, we should stand up against injustice and everyone can use their own way to help people in need. It was an inspiring message.

**Lillian L., Year 12**

**W**hilst visiting The Hague we were given a talk by a Human Rights Activist from the Democratic Republic of Congo, who was now living in the Netherlands. When he was young, his family was killed by armed groups and he had two choices: either join the group, or be killed. He chose to stand up for his family and for all the victims. He said he didn't think of the consequences then and he didn't hesitate. He was kidnapped, tortured, and thrown into a hole full of human bones. There

## First World War Centenary

Year 9 reflect on their trip to Ypres to visit the site of the First World War battlefields and their visit to London to see the National Theatre's acclaimed *War Horse*.

**T**he war has left a black mark in History. Our experiences this year have helped us understand the reality of the conflict and imagine what it must have been like for those that fought. Soldiers were sometimes so willing to fight that many lied about their age, unprepared for what was to face them. They endured horrible conditions: on our History Battlefields trip the trenches were so narrow it was hard to walk through, let alone carry weapons or supplies.

The use of gas during the war was also shocking. Did the men feel any emotion after throwing or dropping a gas bomb? Did they feel guilt or just their own anger at the war? It is hard to imagine how they must have felt.

**Isby S, Year 9**



In the performance of *War Horse* Joey crosses no-man's-land towards the British lines and gets caught on barbed wire. The stage goes dark and you see shadows of Joey struggling to pull himself out of the wire. After Joey has given up and lying in the wire both German and British soldiers run to help him and, when working together to release him, joke about the war.

This part is most effective as it showed their humanity and how ridiculous the war was and how both sides wanted it to stop. The scene also brings Joey and the audience closer: you feel sorry for him having watched his whole life.

**Isabella de B., Year 9**



The most striking image in *War Horse* was when Joey answered Albert's call when they were in the field hospital, both ill and suffering. This showed the bond between them and represents every family when their son came home from the war and how relieved they were to see them. When Joey answered Albert it made my heart thump and jump with hope. I think this must have been a similar feeling as when a wife received a letter from her husband because she would have known he was alive.

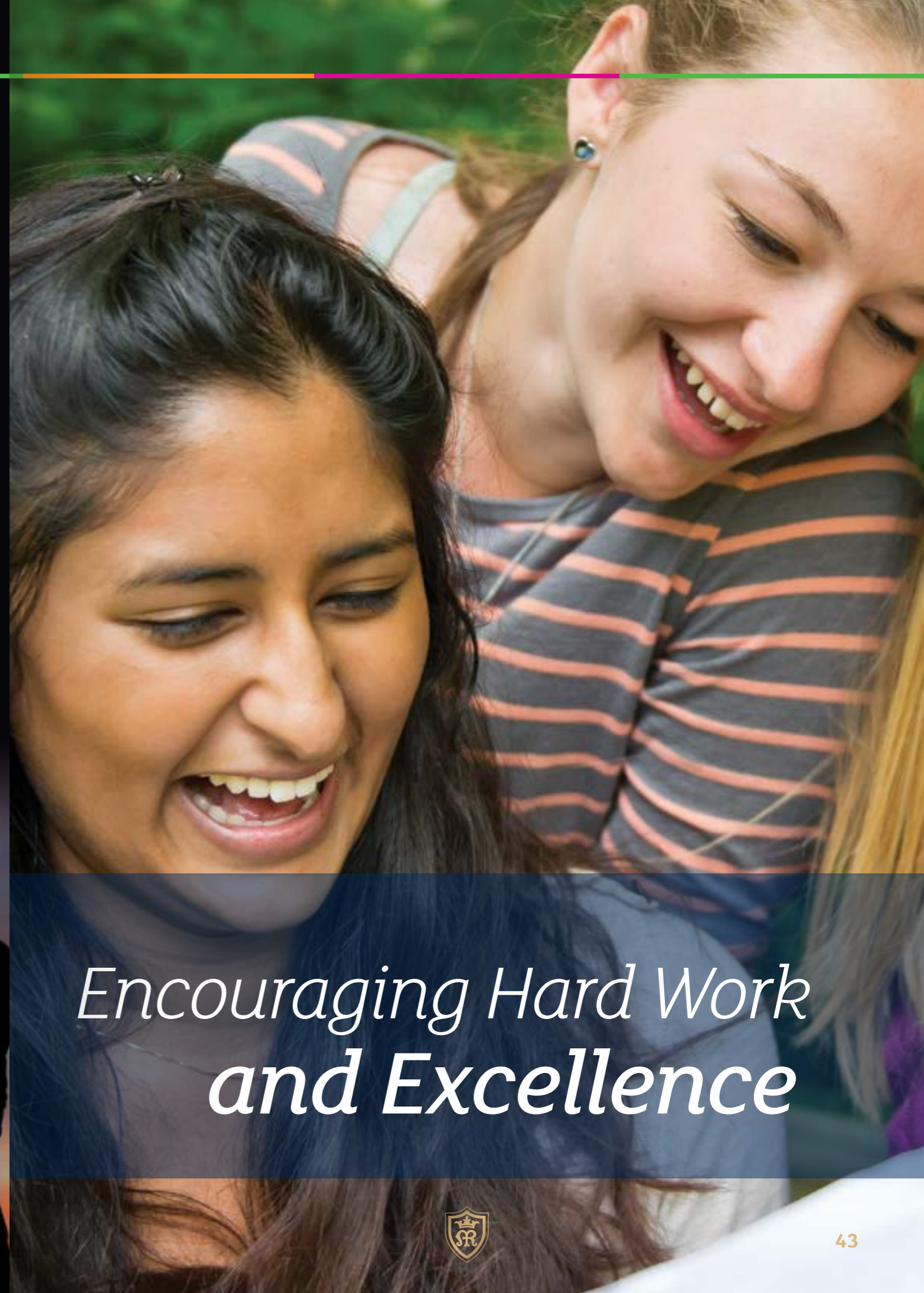
**Elizabeth P., Year 9**

'The war has taken everything, from everyone'  
(*War Horse*)

This quotation from *War Horse* tells of the loss brought by war, but also of the universal loss for both sides. No-one is safe; everyone is the same. The war has affected everyone in the same way: no matter what side they were on, whether they were in the trenches or helping back home, everything has changed. Although in the play *War Horse* they didn't blame any one group or faction, it seems fitting that 'the war' itself is blamed – a faceless monster that both sides helped to create but no longer had control over.

There is no hope in this quotation. 'Everything' and 'everyone' are inclusive words that give no possibility of evading the terrible fate. In the play this line is said near the end, when things are becoming happier and returning to more regular times. However, the use of a rational, 'no-hope' sentence brings the sobering perspective that for those people who have lost something or someone, nothing will go back to normal.

**Isabella G., Year 9**



*Encouraging Hard Work  
and Excellence*





## 'Going Down Under': The New Learning Resource Centre

The new Learning Resource Centre has been welcomed by both staff and students and is already proving to be an integral part of St Mary's life.

A year ago, a serious initiative was made to move the Library from the first floor down to the Undercroft, the old Sixth Form Centre. As always happens with the most discrete of plans, the students soon found out what was happening and immediately made their views plain. The old Library was dearly loved with the garden view, the old chairs and tables which had been a gift from a parent in the 1960s, and above all, the sun shine which poured in (sometimes)

As always happens with the most discrete of plans, the students soon found out what was happening and immediately made their views plain.

through the double aspect windows. They watched with consternation as furniture was given away and the old bookshelves were recycled as a prop for the play *Bookcase*. The huge task of checking, sorting and culling a selection from the 13,000 books began. Fascinating discoveries were made at the back of the mysterious Library Cupboard which

turned out not to have been sorted since the 1970s: eccentric board games, bound copies of *Punch* from the mid nineteenth century, a collection of local history books and some Victorian children's books exhorting the reader to 'Return to Sr Christopher' on the flyleaf. Lots of books carried the Ex Libris label of St Mary's Convent and these have been kept whenever possible as a proud part of our Convent heritage. When the doors of the new Learning Resource Centre opened after the autumn half-term, there were exclamations of excitement and unanimous agreement that 'out with the old and in with the new' was absolutely fabulous!

Inevitably there had to be a cull, a radical reduction in our printed stock. We followed the trend set in all schools and universities in the last decade. Information Technology has made heavy reference books redundant and it was a relief to be free of the weighty encyclopaedias and out-dated subject dictionaries. The new LRC has been designed to accommodate online life

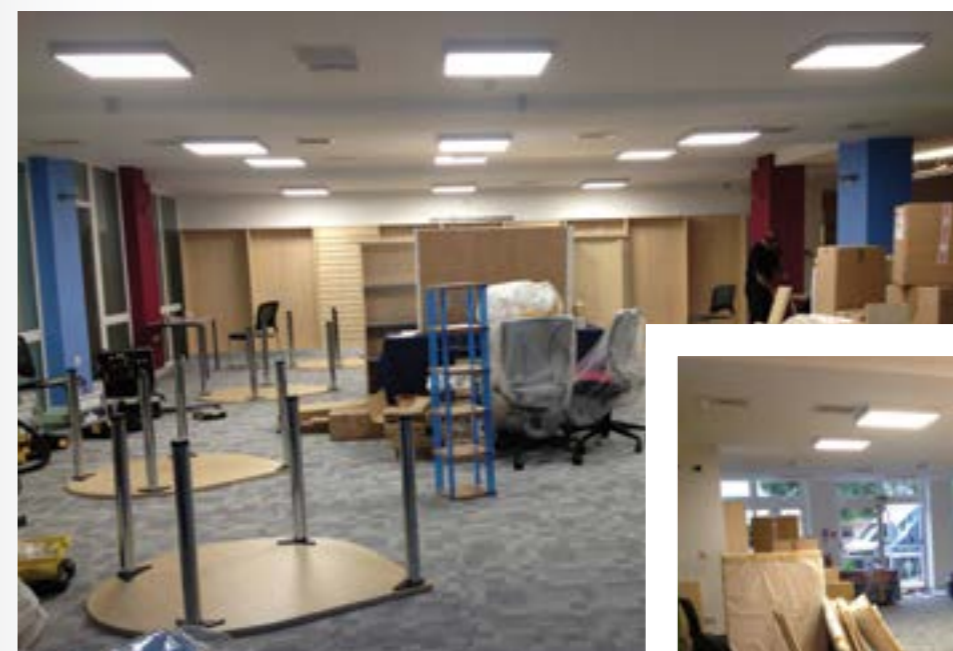
and learning but with the wisdom characteristic of our founder, we have made our plans with care, taking a moderate approach rather than following some schools in the draconian removal of all hard copy.

In accordance with our ethos, policy is made and decisions are taken to enable our school community at St Mary's to follow in the footsteps of Mary Ward.

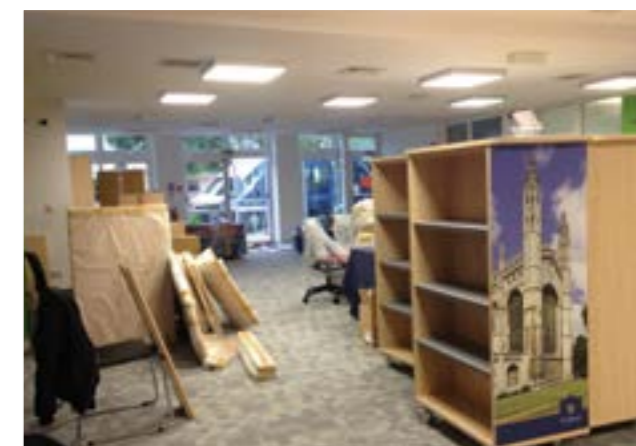
We wish to support intellectual freedom, to embrace diversity of culture and opportunity and for our students to become critical thinkers, learning and sharing knowledge throughout their lives

Our mission is to prepare students to be informed, productive and compassionate citizens in an information-driven world. We wish staff and students to be well-read and curious and to be ethical users of online resources. We wish to support intellectual freedom, to embrace diversity of culture and opportunity and for our students to become critical thinkers, learning and sharing knowledge throughout their lives. A good place of learning cannot remain static and should

grow alongside the students who use it. Fiction, which is the most borrowed category of the LRC, is constantly renewed and reflects the shortlists of major awards. Many students browse on the shelves and go off to buy for their Kindle. Online resources cater for all interests and courses as diverse as art, anthropology and Arabic are available. Recommendations from users of worthwhile subscriptions to interesting online material are always welcome. The generous and flexible space which we have available has given opportunities for talks and events. In planning the LRC, we were committed to versatility and flexibility and we decided that we wanted the Library to reflect the way we are at St Mary's: creative, adaptable, far-sighted and resourceful! Our book cases are moveable and have large photographs of St Mary's in Cambridge on the side panels. Standing together they create a panoramic view. The large birch wood conference table can easily seat a whole class using laptops and it has been used for enrichment activities such as the gold work embroidery workshop which was generously led by one of our parents.



Work in progress





We have welcomed a wide range of speakers to the LRC this year including publisher and Pastonian Maddie Heath. We were fortunate to be able to listen to Mim Bower sharing the fruits of her historical and genetic research in her talk entitled, 'The Owner, The Groom and the Chestnut Mare' which combined enlightened detective work with twenty first century science and showed how Mim and her team uncovered one of the greatest racing scandals in history. Resourced with bones and samples and illustrated

the impact that the fall of the Berlin Wall made on her as a child. The learning space was transformed again to accommodate the whole of Year 10 for a thrilling live televised performance of *Richard II* with David Tennant, shown on the interactive 3D screen which has greatly added to the pleasure of watching films and documentaries in connection with curriculum work.

The commemoration of the First World War has had a special place in the English and History curricula this year and we were delighted to welcome back the charismatic Andrew Tatham who followed the success of his evening lecture two years ago with another tour de force in which he showed his film, and in connection with his research on all the members of a single battalion, gave a workshop centred around four key objects. Year 9 had recently been to the Battlefields and were just about to go to see the London stage production of *War Horse* and were enthusiastic in their appreciation and response. Andrew will be back for another event in the autumn

The learning space was transformed again to accommodate the whole of Year 10 for a thrilling live televised performance of *Richard II* with David Tennant

with paintings by Stubbs shown on the smart board, this made for a memorable lunch hour. An exchange teacher with the German Department spoke about her home town in Bavaria, Germany's place in European politics today and



in which he will share new aspects of his research. Another cross-curricular event which was a huge success was a talk for Year 7 about the Enigma Code and Bletchley Park. Primarily a mathematical challenge, it developed into an English topic and encouraged great interest in the Second World War. It was a proud moment to see the actual coding machine sitting on the table in our Learning Resource Centre! Internet technology has enabled schools to participate in national and global events which fit well with Mary Ward's call for us to be intellectually curious and to celebrate diversity. We participate enthusiastically in events such as Readathon, World Book Day and National Poetry Day. Our students share the excitement of the Carnegie Challenge and eagerly read the books short-listed as we wait for the final announcement. This year students contributed to the Writes of Passage event in connection with Cambridge Literary Festival in which they wrote a review of the book which they would describe as life-changing. A weekly Creative Writing Club led by Louisa Reid, a member of our English Department who has just published her second novel with Penguin, is working towards the AS in creative writing. There are a number of clubs and extra-curricular groups which offer opportunities for journalism, script writing, younger years' creative writing and involvement in editing *The Magnolian*.

Michael Rosen, poet and children's ambassador, said that a library should be 'an unmissable place' with 'resources to support every aspect of school life'. Research sessions organised by departments using targets and a range of training strategies have raised standards of competence in information handling and have increased wider reading for pleasure as well as study amongst students throughout the school. We are committed to stimulating individual achievement within the curriculum, but also perhaps more importantly, to giving opportunities for the development of lifelong fascination with absolutely anything that is

important and compelling. Rosen says that 'a welcoming space is the catalyst for effective learning'. We are situated at the heart of the school in a quiet, sunny space. Symbolically, we look out on Bateman Street and the world beyond, but we are quiet and secure behind our gates and plants. The colour scheme was chosen carefully and the harmony of soft sky and berry colours is well-liked by students and staff. The wonderful blackcurrant sofa in the Junior Fiction Room is a sought after spot and a favoured place to sprawl and read with book, Kindle or iPad. Sixth Formers enjoy their special area in the Reference Room whether they are wrestling with ethical issues for Theology or reading a magazine from the broad range of periodicals and newspapers.

A final thought which shows the reality of our foundation to our young students may be shared in a richly humorous anecdote, overheard when a group of Year 7s were enjoying their Crunchie bars on Mary Ward Day: 'Mary Ward would have used IT if she could....she'd have texted, probably in Latin, and would definitely have been on Facebook and Twitter...'

Food for thought indeed.

**Diana Larman, Teacher of English and School Librarian**







## Hollie's Got Talent!

One of our Sixth Form students has won a national 'School's Got Talent' competition thanks to an outstanding performance given at the live finals, which took place at the Royal Garden Hotel in London in October.

Hollie Haines, a Performing Arts Scholar and Music Prefect, was nominated for the competition by the Director of Music, Emma Levy. Miss Levy commented: "I nominated Hollie because she is a hugely enthusiastic musician and her love and commitment to her own music writing is truly inspirational. She is a great, positive role model for our younger students."

Hollie was then selected from hundreds of young hopefuls from across the country to perform at the finals. Miss Levy added: "In her usual, inimitable style, Hollie performed a medley of one of her own



compositions 'Lost Boy' and the well-known hit song 'I'm Yours' by Jason Mraz for an audience of 400."

Hollie said: "I was really nervous before the start of the final, but the audience was really warm and welcoming so they immediately put me at my ease so I relaxed into the song and enjoyed myself. I am so happy with the outcome and touched by everyone's support."

Alan Dewberry, CEO of EDUcatering Magazine who organised 'School's Got Talent', added: "Hollie's incredible voice and raw talent jumped out at us in the first round of judging so we had no doubts she would do the same at the live show. She wowed the audience and was a well-deserved winner, scooping the majority of the vote from a room full of guests. Well done, Hollie!"



## Juliette wins bronze for "Should-Be's!"



Juliette L., one of our Year Four students, has won 3rd place in the 9 and under category for the annual BBC Radio 2 500 words competition.

Juliette beat thousands of other aspiring writers to place third with her story "Should-Be's", which is available to listen to and download from the BBC iPlayer, narrated by Ms Jaimi Barbakoff.

Juliette was awoken bright and early on Friday 30 May and travelled with her family to the competition final, where they anxiously waited to hear the results. They were all delighted when host Chris Evans and award-winning actor Benedict Cumberbatch appeared on stage and announced that Juliette had won bronze. Juliette then joined Mr Cumberbatch on stage for an interview before he read Juliette's story aloud with much applause from the audience. Juliette was then measured and awarded with her height in books as her prize.

Everyone at the school is very proud of Juliette's literary achievements, and we all hope to read more gripping prose from her in the future.

## St Mary's Young Enterprise company Capture enjoyed success at the Young Enterprise Area Finals at ARM, Cambridge

This year's Young Enterprise company, Capture, is a group of Year 12 girls with diverse cultures and interests. Their chosen product lines are instantly printed Polaroid photographs allowing their customers "to capture the moment". This highly successful product has been sold at various events in school from the Christmas Fair to the lower school discos. All photographs were customised in recognition of the event theme. In February the company set up their stall at the Cambridge Trade Fair held in the Grafton Centre. Competing against other local schools, the girls worked hard to generate interest in their product in spite of a distinct lack of footfall! They were rewarded with the prize for "Best Customer Service". Capture hope to compete in the next stage of the competition the County Finals held at Robinson College in June.

**Patricia Nicholson, Head of Economics and Business Studies**





## Computing Science at St Mary's

**These are interesting times in the field of Computer Science. With the new National Curriculum positioning Computer Science as one of the key components across all Key Stages and its inclusion in the English Baccalaureate, there is even more interest and support for this dynamic and creative subject.**

We are taking full advantage of being ahead of the game having this year been involved in a number of new and exciting initiatives and events. At the end of last year we were invited to be involved in a workshop to help develop a new mobile banking app for a company called Osper.

Osper are preparing to launch a banking service aimed at teenagers and their parents. The girls attended a workshop run here at St Mary's by two members of Osper where they discussed what they would want from a bank and then went on to design a mobile phone app that could be used by both teenagers and their parents

to manage this novel banking service. They threw themselves wholeheartedly into the activity and thoroughly enjoyed the experience as you can see from the following snippets from their follow-up notes: 'The Osper workshop gave a very valuable insight into start-up companies, App production, market research and banking!' 'Two representatives from Osper visited to pick our brains on how we would like to manage our money. In return, we were stimulated into considering money in a new way, made our own attempt at designing a banking application, and received a fascinating insight into the ideas and workings of a budding technology company'. We've also been working with a Ph.D student based in The Computer Laboratory at the University of Cambridge. He was researching educational programming techniques and carried out interviews with Year 7 students to get an understanding of the current tools and techniques that are used to teach ICT and programming.



We were invited to take part in shaping the design of the system and once the implementation of the tool (called DrawBridge) was completed we were involved in a small pilot study to find out how effective the tool is at supporting

We were involved in the original pilot of .Net Gadgeteer, which uses an electronics kit you can use to create gadgets through connecting components together and programming them

students through the transition between basic and more advanced programming languages.

Our regular lunchtime Gadgeteer Club has also been testing out new equipment and resources to help Microsoft launch their latest .Net Gadgeteer Visual Basic resources. We were involved in the original pilot of .Net Gadgeteer, which uses an electronics kit you can use to create gadgets through connecting components together and programming them, and were runners up in a competition in which we created a gadget you put your cup on and would tell you if it was too hot/cold to drink. This used the C# programming language. Ellen C. and Maeve M. helped test the new Visual Basic resources prior to their launch and were thrilled when, as well as receiving a £20 Amazon voucher each, they found their names included in the acknowledgements in the textbook that was published.

Our girls are always keen to enter a competition, and we were also runners up in the PA Consulting Raspberry Pi Competition. We got to attend the presentation ceremony hosted at the Science Museum and were joined by a multitude of well-known people such as Professor Andy Hopper (Head of Cambridge University's Computer Lab), Clare Sutcliffe (co-founder and CEO of Code Club) and Rory Cellan-Jones (from the BBC) to name but a few. They had even enlisted Maggie Filbin, who some will no doubt remember from the TV show *Tomorrow's World* to present the prizes.

Meanwhile our thoughts are with our first cohort of Computer Scientists who are about to sit their GCSE and AS-level exams this summer. Having grasped the intricacies of the Python programming language, creating Mobile Phone Apps with App Inventor and the complex hardware inside what makes up a computing device, whether it's a large box that sits on your desk, a smartphone in your pocket or the machine that does your laundry, we hope they have enjoyed their studies and are rewarded for their endeavours.

**Karen Marinho,  
Head of Computing Science**



## Year 8 iPad Trial

When Steve Jobs launched the iPad in 2010, few could have predicted what an impact this device would have. In 2013 over 195 million tablet computers were sold worldwide, a 68% increase on the previous year.



Using a tablet computer at home, at work or in education has increasingly become more commonplace. Indeed, of St Mary's parents responding to an end-of-trial survey, 83% said their daughters had their own iPad or iPod. It was in the context of this dynamic that the school acquired twelve iPads in 2012 for teachers to borrow and use in lessons. Whilst these devices were, and still are used, it was clear that unless each student had her own iPad, a lot of rationale for using such powerful devices disappeared. In particular, the attraction of having a device that could enable learning 'anytime, any place, anywhere' and develop a culture of intellectual curiosity and independence of

learning pointed towards their deployment on a 1:1 basis. September 2013 therefore saw the start of the school's trial of iPads. First to receive their shiny new devices were staff who would be teaching Year 8 and during the autumn term they took part in training sessions lead by Mrs McGuinness. In the same term applications were sought from Year 8 for girls who wanted to be iPad Leaders and a small group was chosen to receive their devices early with a view to providing help and advice to their friends during the trial. A week before the Christmas break the whole of Year 8 gathered excitedly in the Drama Studio where they were given their white iPad

minis to take home and use over the holidays. January saw the start of the trial proper with pupils bringing their devices to school every day.

Girls have been enthusiastic in the way they have embraced their iPads both for learning and leisure activities; they have appreciated the Student Planner App which has enabled them to access lesson information, view homework set electronically by staff and generally organise themselves efficiently. The iPads have been used across the curriculum with activities ranging from the photographing and annotation of Chemistry experiments to the drafting and recording of speeches by key figures from the Tudor period. For form prayers and assemblies iPads have often been used for presentations where there has been a focus on the devices' multimedia capabilities. The portability of the iPads has also seen them taken on trips, most recently by the Art department on a visit to the University's Museum of Archaeology and Anthropology.

Engagement with parents has been very important from the start of the trial, whether through information evenings or electronically via email and SMO. An information event was held immediately prior to the Year 8 parents' evening, the purpose of which was to share information about

the use of the iPads in school and to provide a forum for an exchange of views and experiences. Much of the positive feedback so far has focussed on personal organisation, independent learning and also an increased interest in technology itself. Some of the concerns raised both from parents and in school, related to the distractive nature of the device. The school has listened carefully to and appreciated all feedback from parents, pupils and teachers. The major end-of-trial surveys showed a clear desire from all parties for the continued use of iPads by pupils in school. With this clear mandate, and mindful of the lessons learnt from the trial, the next phase of iPad use in St Mary's is set to begin. Year 8 pupils will continue to use their devices in Year 9, whilst the new Year 8 will receive their iPads at the start of the Autumn term.

**Joe Hunnable,**  
**Director of Digital Strategy**





## Prestigious Psychology Prize for Year 13 Student

**Year 13 student, Daphne J., enjoyed success in the Cambridge University Psychology Department Essay Competition 2013. Her essay, a discussion on reason and emotion, was awarded second place in the prestigious competition and saw off competition from over 100 entries. A short extract from her essay is included below:**

**Is reason the master of emotions, or are emotions the master of reason?**

Reason and emotions are conflicting entities that wage battle for the overall dominion of the psyche. The notion that one must strike a balance between abiding to intuitive processes with the religion of rationality is deeply rooted in Western philosophy. Proponents of sentimentalism like Hume and Smith contended that emotions are the basis of moral judgment whilst rationalists

like Kant and Plato believed in moral judgment as a rational enterprise; of deriving emotions based on reason. Plato likened reason and emotions to two horses pulling a charioteer in opposing directions. His allegory is reinforced by dual-process theories, which posit the existence of two systems of judgment distinguished by intuition and reasoning. The past decade has witnessed the rise of conflicting theories regarding the nature of each system and its influence over human behaviour. Advancements in the behavioural sciences seek to override the age-old assumption that human beings are rational agents whose deviation from a rational state is an act of emotional interference. Emotion is not the antagonist of reason, nor does reason necessitate divorce from emotion. Reason and emotions often interact: emotions influence our ability to reason and reasoning affects our emotional processes.



Emotions are the root of reason. Fear drives our ability to make rational decisions. When faced with the presence of biologically significant stimuli like pythons, fear motivates us to retreat rather than approach. Fear has triggered a rational response, whereby retreating furthers one's ability to survive. Seligman hypothesized that human beings are predisposed to fear as part of evolutionary history; organisms that learned to fear environmental threats increased their chances for survival. Emotions hold an evolutionary advantage in the context of natural selection.

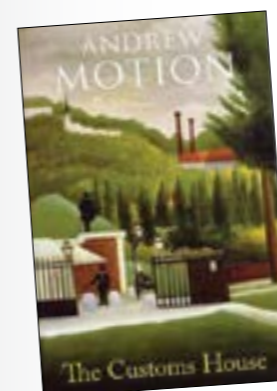
Species who have evolved to care for their offspring ensure the survival of their genetic material whilst species primed to eat their offspring are prone to extinction. Our capacity for emotion is the harbinger of reason. Reason is not involved in the decision to care for our offspring; it is guided by love and affection. The act of retreating from a python is driven by fear, not the consequence of a rational calculation that gauges the probability of its threat to your being. By abiding to the laws of intuition, a rational outcome is achieved.

To read the rest of Daphne's essay, please visit [www.psychol.cam.ac.uk/documents/2013essaycomp/2ndplaceessay](http://www.psychol.cam.ac.uk/documents/2013essaycomp/2ndplaceessay)



## The Megan Young Poetry Prize 2014

**Year 9 student, Ella B., is shortlisted for Poetry Prize with Sir Andrew Motion amongst the judges.**



This event and inter-school poetry competition is in memory of Megan Young, an alumna of the Stephen Perse Foundation, who died four years ago from a rare form of cancer, aged 32. Megan was an equine veterinary surgeon and a passionate poet and the competition is designed to honour her memory and encourage other young writers.

Ella's poem 'Dandelion' was shortlisted for the prize and she was invited to attend the final. Sir Andrew Motion was present to judge the poets' work and was clearly impressed at the quality of the writing on display. He praised Ella's ability to see 'the miracle of ordinary things' and her use of 'palpable, but not ostentatious rhyme'.

Congratulations to Ella for her wonderful performance. You can read her poem in full overleaf:



## Dandelion

*Prickling haze fries the smog,  
Cut by a piss-yellow sun,  
Enveloped in fetid pollution,  
The city rat race begun,*

*Fields lie choked under concrete,  
Birdsong dead to the world,  
Yet between sidewalk cracks,  
A fragile leaf uncurls,*

*It breathes in fumes for its air,  
Through rasping smoke drenched lungs,  
But still from littered streets  
A dandelion blossom is sprung.*

*It sits there unassuming  
Face up-turned to the sky,  
Bold feather petals blooming,  
Rustled in the breeze of passers by.*

*Weightless seeds from its brothers  
Swing through dust swarmed air,  
Umbrella shaped tendrils burst-  
Delicate brown threadlike flares.*

*But no child catches them,  
Blows at the stem to count the time,  
No grass here for their playground,  
Their reality bitter; silt and grime.*

*And in a brief short-lived venture  
The colour disappears,  
Snuffed out by a shoe  
Holding far more pressing fears,*

*Forgotten is the beauty we know,  
Knowledge pays no heed to regrets,  
Lying tongues flail in desperate attempts  
To rid shameful thoughts from our heads,*

*In a world drained of sunlight  
We still abuse our power,  
Silencing nature,  
Like crushing that small flower.*

**Ella B., Year 9**



Pursuing  
Cheerfulness



# What does cheerfulness mean to you?

**Our Head Girl, Helena, and our Head Boarder, Bonnie, explore what it is to be cheerful and encounter some familiar faces along the way...**

"To my mind, cheerfulness comes in so many forms and guises... It can be looking for the positive in any situation. It may sometimes be hard, but it's there if you look hard enough. It is making the time for each and every person with genuine warmth and consideration. It is remembering that you have the absolute power to impact positively on others - always. I believe it really helps the world appear (and feel) a better place - and certainly helps others that may need a little lift.

It is watching Jane Earley struggle on crutches for weeks in pain without a single negative comment.

It is an attitude of mind.

It is simply deciding that it is how you want to be with the world - as each and everyone one of us passes through."

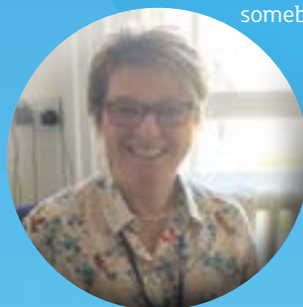
*Carole, Reception*



"Cheerfulness means that while we as nurses know there are always problems to deal with, approaching them in a positive manner makes all the difference. Walking around the school it is clear to see how this attitude creates a purposeful and supportive learning community.

Each day we come to work we are welcomed with a friendly smiling face. If you are ever feeling sad or low you always know there will be somebody to cheer you up."

*Fiona, Nurse*



"We think cheerfulness means making the most of every opportunity. It's taking pleasure from small things throughout the day and cheering other people up. The Dog Show in Lourdes' Fundraising Fortnight makes us cheerful as well as the entertaining stories the boarders tell in the evenings. Oh, and their excellent excuses for being late to breakfast!"

*Jenny, Tiffany and Helen, Admissions and Marketing Department*



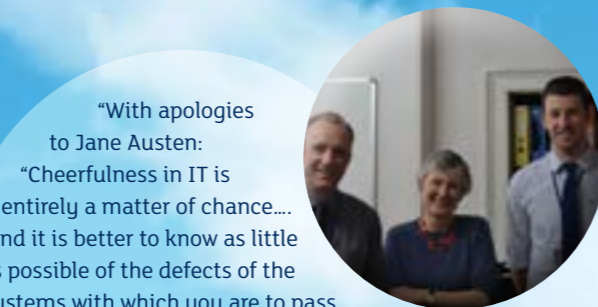
"The dictionary defines 'cheerful' as an adjective, describing a person with a happy disposition; in good spirits, pleasantly bright.

Cheerfulness to me would have to be the chirpy zest of life the young ladies exude coming through the cortile doors every day. The positive 'vibes' they send out are infectious! The exuberance of many of our girls is often difficult to contain...They tend to show this in the way they animatedly gesture, walk and talk.

It's catching!

I hope this explains cheerfulness from my viewpoint ... and should you catch me being cheerful, it is only a reflection of the many that have passed it on to me."

*Doris, Reception*



"With apologies to Jane Austen: 'Cheerfulness in IT is entirely a matter of chance... and it is better to know as little as possible of the defects of the systems with which you are to pass your life...'"

*Damian, Abigail and Scott, IT Support*



"I see cheerfulness as a state of noticeable happiness. Cheerfulness doesn't always come naturally and it isn't always easy to be in good spirits but when you are cheerful, it not only benefits you but also the others around you. I see this often around St Mary's where someone else's positive outlook can leave a lasting impression on your day."

*Helena, Head Girl*



"People who are cheerful infect others with their positive approach to life. They find reasons to be cheerful in many different aspects of their experience, both the small and transient (like a flower), and the larger and more permanent (like having a job that they enjoy); and if they are not cheerful at a particular time, when whatever it is that has been impairing their cheerfulness ceases, that is a cause for gladness. As Charlotte Brontë put it: "Cheerfulness, it would appear, is a matter which depends fully as much on the state of things within, as on the state of things without and around us."

*Valerie, Head of EAL*



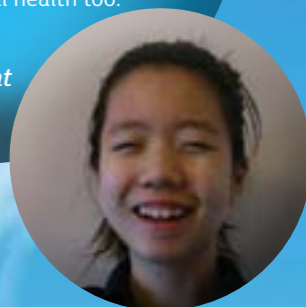
"Cheerfulness is for me a state of mind which one can endeavour to display so that it inspires people and encourages them to look at a situation in a positive light. It is not a passive feeling but one that we can all learn to develop. I would say it goes with thankfulness, which is appreciating what we have, rather than dwelling on what is not entirely satisfactory. Aspiring to cheerfulness requires some effort and sometimes the circumstances are difficult but it is worth making the effort. Cheerfulness is catchy and any one can spread it."

*Helene, Head of Boarding*



"Cheerfulness is the best medicine when I am miserable. When I am sad or ill, cheerfulness gives me an instant relief. I feel that is just the kind of comfort I need. People with it radiate positive energy where ever they go and we all 'feed' on this energy. Without cheerfulness, the world would be a much poorer place. I also believe that cheerfulness is essential, not only to our psychological health, but to our physical health too."

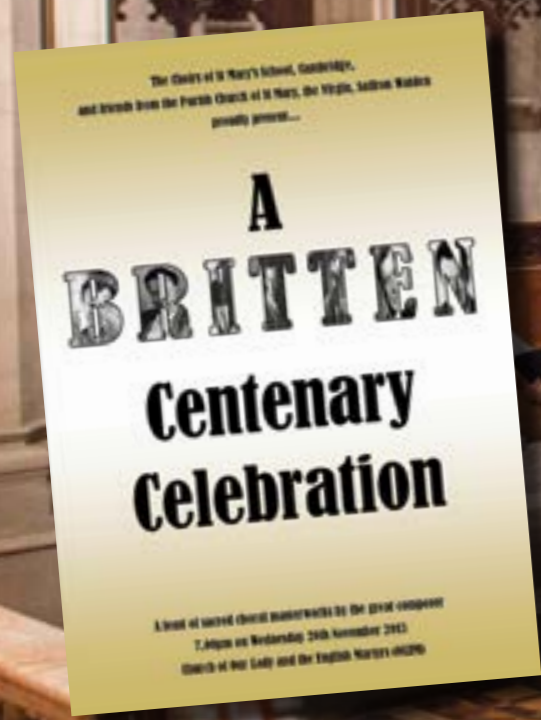
*Cheryl, Year 10 Student*



"Cheerfulness is like a bag of protons, full of positive energy and essential to everyone, or at least to me. Without the joy and cheerfulness, life would not be so colourful. It is hard to imagine a world full of darkness and miserable faces. I think cheerfulness is a source of motivation, it allows me to have an optimistic mind when facing problems and difficulties, and encourages me to not give up. Cheerfulness is like a happy virus which can spread virally! There are still some people who may find it hard to acquire as it takes time to develop, but I believe as you grow and become mature, you will learn to aspire to cheerfulness through experience."

*Bonnie, Head Boarder*





## Britten's Got Talent (A Britten Centenary Celebration – 20 November 2013)

**Benjamin Britten has, for a long time, been a musical hero of mine. I first encountered his music as a 10 year old pupil at St Mary's Junior School (or "St Catherine's" as it was back then) when we put on a performance of his opera *The Little Sweep*.**

The idea of primary school children staging an opera may seem faintly ridiculous but, in fact, Britten actually conceived the opera as "an entertainment for young people". Its cast is made up almost entirely of children, and the songs are accessible and memorable (I can still recall most of them more than 20 years on!). With *The Little Sweep*, Britten was keen to demystify the operatic genre and render it universally accessible. He wanted to engage a wide audience, not just the academic elite. Throughout his lifetime, he wrote a huge amount of music for enthusiastic amateurs, young

and old, from the community around him. It therefore seemed apposite, to commemorate the centenary of Britten's birth in November 2013, to organise a community singing event involving school children from St Mary's Junior and Senior Schools, friends from the parish church of St Mary the Virgin, Saffron Walden, parents of our students, staff, and alumnae. As with any large-scale community event, the Britten Centenary Celebration Concert (or "Britten's Got Talent" as we, more informally, called it) had been over a year in the planning. We were lucky enough to secure a booking at the beautiful church of OLEM for Wednesday 20 November 2013 (two days before what would have been Britten's one hundredth birthday), and I then had the enjoyable task of choosing the repertoire for the concert and rehearsing it. I always enjoy unveiling great new music to students, watching their initial

reactions and seeing their enthusiasm grow as the repertoire becomes increasingly familiar. During the autumn term, the girls really embraced the selected pieces and I was again struck by the universality of Britten's music.

The evening of the concert was a great success. A grand total of 182 singers took part in the showcase. Year 5 and 6 Chamber Choir joined with Year 7 Choir for a performance of *A New Year Carol* from *Friday Afternoons*, and *Allegra* and *Cantore* gave committed, polished performances of four movements from *A Ceremony of Carols* sensitively accompanied on the harp by Kristen-Anne Rutter - a Junior School parent and gifted musician. We were delighted to be joined by Mr King's Junior Choir from the church of St Mary the Virgin in Saffron Walden (where Mr King is Director of Music). They too sang a movement from

*A Hymn to the Virgin* (which Britten wrote whilst he was just a schoolboy) and a much later work entitled *A Hymn of St Columba* - to a very high standard indeed. Rachel W., Eleanor E. and our Director of Christian Life, Daniel Bennett, each performed challenging solos from *Rejoice in the Lamb*, and Laura W, Molly U., Lucy S., Alice L. and Cindy M. joined with Rachel to perform two items from Britten's *Missa Brevis* as a sextet. Upper-voices from *Allegra* and the Community Choir also joined forces to give an engaging performance of Britten's haunting setting of the *Agnus Dei* from the mass, and the concert closed with a rousing performance of Britten's arrangement of the Old Hundredth Psalm Tune (*All people that on earth do dwell*) complete with stratospheric descant! This finale item, involving all performers as well as the congregation (as specified by Britten in the score for his cantata "Saint Nicholas" from which it is taken), seemed a fitting climax to the event. Had Britten still been alive, I believe he would have thoroughly approved of this venture which engaged not only a huge number of performers of all ages but a large and appreciative audience too. Our retiring collection raised an impressive sum of £663.25 for the Philippines Typhoon appeal.

**Had Britten still been alive, I believe he would have thoroughly approved of this venture which engaged not only a huge number of performers of all ages but a large and appreciative audience too.**

*A Ceremony of Carols*, and they looked particularly angelic in their cassocks and ruffs! The Community Choir of parents, teachers, friends of the school, alumnae and choral scholars from St Mary the Virgin, which had been formed especially for the Britten Centenary Celebration, performed two contrasting items –

**Emma Levy, Head of Music**



## A St Mary's Fairy Tale...Fun Run 2014

The annual 5km charity Fun Run saw fairies, witches, giants, princesses and mermaids amongst the entrants this year as St Mary's embraced the 'Fairytale' theme.



Colourful and inventive costumes were on display as staff and girls ran to raise money for charity.

This year we once again promoted our '20 campaign', setting a target for each student, where possible, to raise or donate at least £20 for the Charity Fun Run. The donations to our chosen charities make a huge difference and we are thrilled to be able to make this generous donation which has involved the whole school.

Money raised from the Charity Fun Run has been donated to: *The work of Sister Christopher and the CJ Community*

*in Zimbabwe; Mary Ward Charity - Sister Josephine in Africa; PLAN UK; MENCAP; Arthur Rank Hospice and Breast Cancer Research.*







## Lourdes' Fundraising Fortnight

There were a wide range of activities and events organised in order to raise money for the *Glanfield Children's Group*; a charity which runs a holiday-pilgrimage to the French town of Lourdes every August with The Catholic Association.

The fundraiser kicked-off with a Lower School Disco, and included break time cake stalls from our Year 7s and Year 11s, a Year 9 bracelet sale, a raffle organised by Year 10 as well as their student run tuck shop, and the traditional male staff netball game.



Alongside this there was also a Year 7 Easter Egg Hunt, a Year 10 Dog Show, and a Year 8 Great St Mary's Bake Off.

As part of a long term commitment to The Catholic Association, every year a number of our Sixth Form students volunteer their services for the annual Catholic Association Pilgrimage to Lourdes, France. This year is no different and pupils, staff members and alumnae will attend to assist with the day-to-day care of the visiting pilgrims.



*Respecting  
Self*



## International Women's Day – The Kite Flying Project



Saturday 8 March was International Women's Day and as the only all-girls' school in Cambridge, we embrace our girls-only roots, confident in the evidence that shows girls thrive personally and academically in a single-sex education environment.



In celebration of this international day of recognition, St Mary's embarked upon a kite flying project to raise awareness of women's issues around the world.

Globally, kites symbolise many different things: in Polynesian countries kites were, and are still, used for religious ceremonies to send prayers to the Gods for example. However, in some countries, kite flying has been banned for girls and has been a pastime of boys and men only. So, ahead of International Women's Day, we wanted to offer a mark of solidarity to heroic women across the globe and make our own creative statement in celebration of women, as well as about equality and freedom of speech, by bringing vibrancy and colour to



the skies over Cambridge with a collection of hand-crafted and brightly decorated kites.

Students from the Senior School created 40 colourful kites, representing different countries around the world, each inscribed with the issues women face within these countries. These striking and thought-provoking kites were put on display in the school lobby for students and visitors to admire before being flown last week.

The Junior School also took part in the celebration, displaying kites formed from collages crafted by the Reception class, along with inspiring poetry about women's rights in a variety of cultures, written by Year 6 students. Year 4 girls created kites which presented images of their role models including Dame Judi Dench, Malala Yousafzai, and Duchess of Cambridge.

**Maria Kakengi, Democracy Co-ordinator**



## Sporting Success

Once again St Mary's has enjoyed great sporting success this year. Here are just a few of the highlights:

### County Champions!

**Congratulations are in order for our Under 16 netball team who were crowned County Champions in late 2013.**



Facing Cromwell Village College in the semi-finals, the girls successfully matched the strong tactics of the opposition winning the match with a score of 12:4 which brought them into the final against The Perse. Tensions rose at the halfway point with St Mary's leading by just one point. However, our team focused their efforts upon the centre court, proving successful with a final score of 9:6 to St Mary's.

This was a much deserved success and marks the third time that this team has competed at this level, having been U14 County Champions previously.

### U16 Hockey Team Victorious

**The U16 hockey team became the Cambridge District Tournament Champions this year.**

The U16 hockey team became the Cambridge District Tournament Champions this year. In the group stages the U16 team comfortably beat Bottisham A, Bottisham B and Chesterton while drawing against The Perse B team, emerging as convincing winners of their group. Two St Mary's teams qualified for the final tournament, the U16 and U15 teams, which meant at some point they were going to have to play each other. Both teams played superbly during finals day. However, the Year 11s were victorious as overall District Champions beating St. Bede's 1-0 in the deciding game. The girls should be very proud of their performance.



### St Mary's Gymnasts Floor Audience with a Grand Display

**The PE department is delighted to report this year's Gymnastics Display, held in February, saw the biggest attendance yet, with 64 girls from the Senior School and 18 girls from the Junior School collaborating together to create a stunning display of acrobatic skills.**

The girls showed off a variety of superb routines, leaping and somersaulting their way through a myriad of demonstrations, including pair and group displays, bar routines, box routines and beam work, before culminating in a wonderful finale which saw all 82 gymnasts perform together to create a breath-taking finishing pose.



All at St Mary's would like to congratulate Claudia D., this year's winner of the Frances Hawken Gymnastic Salver. Mrs Hawken presented the award to Claudia, who has been in every gymnastics display since Year 5 and has made a new St Mary's record of seven years of participation. In addition to her continued commitment to the school, Claudia is also now coaching juniors at her local gymnastics club.

Congratulations again to all the girls who participated, and we all look forward to seeing what's in store for next year!



## County Cross Country Championships

The County Cross Country Championship was held on Saturday 18 January at King's School, Ely. Six girls from St Mary's had qualified and they all ran exceptional well in very muddy conditions.

In the Minor race Beth W. finished 3rd and Arabella H. 25th.

In the Junior race Annabel Q. finished 2nd and Julia P. 9th.

In the Intermediate race Henrietta M. finished 15th and Esme S. 19th.

A special congratulation goes to Beth W, Annabel Q. and Julia P. who all qualified to represent Cambridgeshire in the Anglian Cross Country Championships.



## Sports Teams



## Sports Award Evening

The inaugural Sports Award Dinner was held in May. We were privileged to have London 2012 Bronze medallist hockey player and Double Olympian, Chloe Rogers, as our guest speaker.

Chloe was with us from lunchtime and she kindly volunteered to help with the Year 8 and Year 9 girls doing some hockey coaching, which the girls thoroughly enjoyed.

This is the first time we have had a Sports Award Dinner and we had over 200 students, staff, parents and siblings join us for the occasion. Chloe gave an inspiring and informative speech which was followed by a Q & A session where

the girls had a chance to ask her about her hockey career and her own time playing sport at school. There were a number of awards presented on the night across a variety of sports and it was a fantastic chance to recognise the contribution of the PE Department and, most importantly, the extremely talented girls they coach. Well done to all!





## Dance

**When Charlotte Avery asked me to step into the new role of 'Dance Coordinator' at St Mary's, it was thrilling to be asked to work with a school enlightened enough to understand that Dance is not just part of the PE National Curriculum, but an art form and discipline that should be given the credibility and space to stand on its own, beside Music, Drama and Art within the context of a whole education.**

**D**ance is everywhere at St Mary's: seams of gold, twinkling away. Being asked to discover and (eventually) to work with the staff with the aim of pulling all of that together into a coherent series of threads, supporting and developing, broadening and deepening is a treat of a job – if a tricky one. Fortunately, in joining the extra-curricular team led by Sonia Gears, the intrinsically warm and friendly nature of St Mary's School has led the way and I have muddled through with lots of help.

One of our key aims was to look at Dance throughout the whole school, which is where being an outsider has its advantages. We wanted Dance, which is such a natural state in all children during primary years, to be identified and followed through as the girls grow up through the school. But not only that, we wanted girls and parents to know this – to be able to look forward and to know that opportunities would be there to continue dancing. We also wanted to ensure that the students would learn not only from well-trained teachers, but professionals that remain wholly inspired by their Dance genre, so that the girls would be inspired in turn. The Dance Scholars also needed a higher profile and a Dance professional made available to them.

For girls in particular, Dance is a critically important part of their lives during their school years and beyond. In Dance

they find expression, self-discipline, release, physical well-being and confidence. And this is just in the first lesson! I have found that the girls instinctively know these things about Dance, even if they can't articulate what it is that keeps them coming back week after week, go after go to make it better and to learn more. This makes it a pleasure to teach Dance here.

In September we launched the Dance Programme – a range of classes (clubs) in the extra-curricular context. The Dance Programme has pulled together some of those 'seams of gold' under one banner, adding classes and recruiting the appropriate Dance professionals across a broad spectrum of Dance, so as to expose the girls to the new, while building on the present. We launched our own brochure and application forms to manage and monitor the participation and budget – and we have big plans for supporting

the programme and improving what we offer and our facilities year on year: for example we need ballet barres, a tap mat, costumes, shoes for hire and so on.

We are delighted with the success we have enjoyed so far, offering tap and Indian dance for the first time in both Junior and Senior Schools with body conditioning and choreography at the Senior School. Both day and boarding pupils have benefited, with everyone coming together for a wonderful celebration of dance at the Dance Showcase in April, where we had 62 performers and more than 200 in the audience.

So watch this space – we've only just started and I am looking forward to working with the enthusiasm and commitment that dancers have to make Dance at St Mary's stand on its own as a respected, as well as loved, art form.

**Imogen Knight,  
Dance Co-ordinator**



## The Duke of Edinburgh's Award at St Mary's



This year we have 55 students in Year 10 taking their Bronze Award, whilst there are 38 in Year 11 involved with the Silver Award, and 33 in the Sixth Form completing their Gold Award.



The students have embraced the electronic D of E system and are confidently recording their achievements for their volunteering, physical and skill based activities; it is uplifting to read the positive assessors' comments and look at the photographs and videos that have been uploaded.

Three Gold Expeditions were planned for this year, with one still to take place at the time of writing. These require the students to walk for four days (approximately 80km) and camp for three nights whilst carrying their tent and all other equipment.

October 2013	Training expedition in the Derbyshire Peak District
April 2014	Practice expedition in the Yorkshire Dales
July 2014	Assessed expedition in Snowdonia

The Silver Award students completed two expeditions, which involved walking for three days and covering approximately 50km, again whilst carrying all of their equipment.

October 2013	Practice expedition in the Derbyshire Peak District
April 2014	Assessed expedition in the Yorkshire Dales

The Bronze Award students are required to complete two expeditions and whilst for some the effort of walking 30km in two days is trivial, for others who are not used to carrying a heavy rucksack, it can represent a significant challenge, but one that is usually surmounted.

May 2014	Practice expedition in Suffolk
June 2014	Assessed expedition in North West Essex

These activities help to foster a sense of self-reliance, the ability to work as part of a team and the determination to overcome challenges, and of course the qualifications are recognised by educators and employers both in this country and abroad. The photographs show the Gold Award students on their Assessed Expedition in the Lake District in July 2013. The weather is unusually sunny for a Duke of Edinburgh expedition!

**Richard Atkinson, Outdoor Education Co-ordinator**



# Valuing Friendship



## Ward Works Worldwide: The Loreto International Education Conference June 2013

“Mary Ward was a visionary with an unwavering belief in the power of education in preparing women to contribute to the church and the world. For over 400 years her followers have continued to be captured by her vision, and today her legacy is spread across the globe. There are currently two congregations which look to Mary Ward as founder – the Congregation of Jesus (CJs) and the Institute of the Blessed Virgin Mary (IBVM) Loreto. In the 21st century these two congregations are actively involved in ministries in every continent, and predominantly in education.”

In June 2013, the Australian Province opened up its International Education Conference to sister institutions from across the world, with this call to arms.



**W**ith the theme Ward Works Worldwide, the aim of the conference was to share the Australian Province’s commitment to Loreto education by building connections across the Institutes through exploring such key aspects as: Excellence in Teaching; Excellence in Leadership; Excellence in Pastoral Care and Justice for Women. Since members from the CJ Provinces had also been invited, the dialogue became wider than either Loreto or CJ education and focused on what we called “Mary Ward education”. I met many interesting and committed educators and some highly gifted ones and came away with my own ‘Circle of Friends’ with whom I have continued to build links over the course of 2013/14. In terms of our 12 characteristics, ‘Valuing Women’s Role and Spirituality’, the conference provided a marvellous opportunity to reflect on this aspect of Mary Ward’s charism.

### Australia

In Australia there are 7 Loreto schools with almost 7,000 students. I was able to tour two beautiful Loreto schools in Sydney, Kirribilli and Normanhurst, and to meet both students and staff and to see and hear how their charism is enacted on a daily basis in their school communities. Moreover, I was able to renew a friendship with the Principal of Loreto Ballarat who had been over to visit the UK during the 400 years’ celebration of 2009-10. As a result of much positive synergy between the Australian schools and ourselves at St Mary’s School, Cambridge, a range of mutually beneficial opportunities have been established. Starting in January 2014, Stephanie Breen, alumna of Loreto Kirribilli, has joined our staff as our GAP year student. Our GAP year students have been appointed, again from a Loreto school. The viability of teacher exchanges has been established: Mary O’Connor from Loreto Toorak will be visiting us at the end of this academic year and

attending our end of year Mass; Mr Michael Hemingway, our International Co-ordinator and teacher of History, will be visiting both Kirribilli and Normanhurst in August 2014. We are delighted that we will be welcoming a sports tour in September 2014 from teams from Loreto Toorak.

### Ireland

I also met three equally inspiring colleagues from the Loreto Province in Ireland; initial dialogue with them has borne subsequent fruit in terms of starting to share best practice in Development Education with Irish schools. Our Head of Juniors, Christopher Hald, and I attended their Development Education day in March 2014 for teachers and principals, which focused on JPIC (Justice, Peace & Integrity of Creation) activities in schools. As a result of this conference, we have established a JPIC Committee at St Mary’s under the auspices of the School Chaplain.

### Mauritius

I met three delightful teachers from French-speaking schools in Mauritius including Lorette Vacoas (a co-ed junior school of 620 pupils) and Lorette St Pierre (a girls’ school of 725 students). In Mauritius there are 7 Loreto senior schools and 2 junior schools which are taught in a mixture of languages: French, English and a Créole/Hindi mix. Mauritius is on the same latitude as Australia but it is tropical. Economically, things have not been easy recently: traditional sugar cane exports were replaced by textiles but these factories closed down in the 1980s and so the island became more reliant on the tourist trade which, in turn, has been hit by the recession. In time we hope to build links through our French Department with Lorette St Pierre.



### India and Nepal

I also met ten CJ sisters whom Sister Jane Livesey had sent from the Indian and Nepalese Province to the conference and it was fascinating to hear about CJ schools in India, in Delhi, Patna, Allahabad and Bangalore. Sister Josephine CJ spoke in particular about two schools. St Joseph’s Convent High School, Jethuli is a new, English medium school established ten years ago; having started with 40 girls it now has 1,700 pupils from nursery to Year 10 (ie 16 years old). By contrast, St Joseph’s School in Patna, Bihar is the oldest CJ school in India. It is English and Hindi medium with 4,000 girls from age 5 to Year 10. I remain in email contact with Sister Jessy from St Mary’s, Biratnagar, Nepal, a primary school with 330 girl pupils aged between 4 and 11. Sister Jane Livesey’s article in this magazine reflects her views on the current situation in Nepal. As a result of meeting these sisters, one of our charitable ventures this year is supporting the work of the CJs in Nepal.

### Charlotte Avery, Headmistress



## Year 7 Adventure Weekend

In October Year 7 enjoyed an 'Adventure Day'. The aim was for them to get to know each other better and enjoy some outdoor activities. They returned having learnt a great deal about the importance of team work! You can read about their exciting experiences below:



On October 3 Year 7 went on an adventure trip. It was an amazing day because I made a lot of new friends. My highlight of the day was building a raft: it was a lot of fun! We made up catchphrases to help us stay in time when we were paddling during the race. I learnt that meeting someone for the first time can be the start of a new friendship.

**Emily T., Year 7**

My favourite activity was kayaking! To get into the water you had to drop off this really high ledge into the freezing water below. When you got into the water you had to shout your name as loud as you could and if the instructors thought you weren't shouting loud enough they would splash you!

**Elena G., Year 7**



Going on the adventure day really changed my attitude when working as a team. I also gained a lot of confidence when being faced with a scary task – I soon found I was able to challenge my fears and enjoy myself.

My favourite activity was raft building as we had to work as a team. Our group made a stable raft that allowed two people to sit on each barrel. Each person had foot room and enough space to paddle in the race. We were taught how to tie a knot properly and make the raft secure. We worked together and won the race. I had lots of fun and learnt to work as a team.

**Morgan T., Year 7**



I enjoyed the problem solving the most. There were four problems that our groups had to solve in a team working together. In the first we had to move planks from one place to another but we all had to stand on the plank and move it at the same time!

Later we were challenged to build a bridge with eight planks of wood, but the gap got wider every time. It was hard but we worked it out eventually!

In the last challenge we had to rescue a pot from a 'radioactive' circle...

I learnt about working in a team and listening to each other. I also learnt that sometimes you have to take your time to find a solution to the problem.

**Emily P., Year 7**



I learnt that you sometimes have to 'think' the same in order to 'do' the same: it's all about teamwork! You have to support everyone in your group. Hanging onto someone else's jumper also helps too!

**Rosie T., Year 7**

My favourite bit of the day was problem solving as I feel it really brought the group together – and it was extremely fun too! The first activity we did was 'skiing'. Although it wasn't proper skiing it was just as fun. We were all squashed onto two planks and we had to try to walk! It was hard but we managed to travel about a metre.

**Anna C., Year 7**



I really enjoyed the raft building. I learnt some really valuable things along the way:

We learnt to tie new knots. We learnt how to plan a structure. We especially learnt that it was vitally important to work together when paddling for the same thing.

**Ciara P., Year 7**



I really enjoyed the kayaking. I learnt how to capsize and how to hold a paddle. In raft building I learnt how to tie loads of knots, including an eight knot, the x-factor knot and the square knot.

**Lucy J., Year 7**







# Embracing Diversity



## Taking Leave of Cambridge Again

Softly I am leaving,  
Just as softly as I came;  
I softly wave goodbye  
To the clouds in the western sky.

The golden willows by the riverside  
Are young brides in the setting sun;  
Their glittering reflections on the shimmering river  
Keep undulating in my heart.

The green tape grass rooted in the soft mud  
Sways leisurely in the water;  
I am willing to be such a waterweed  
In the gentle flow of the River Cam.

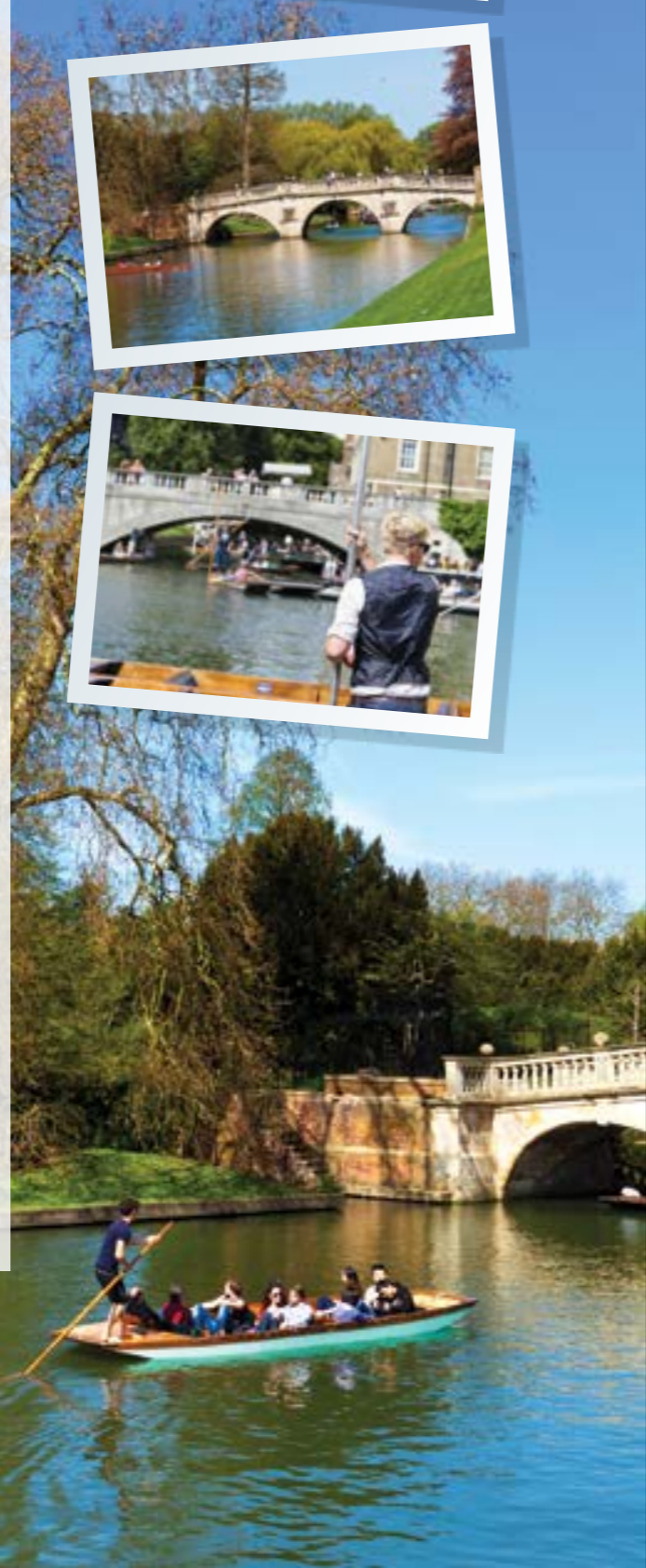
That pool in the shade of elm trees  
Holds not clear spring water, but a rainbow  
Crumpled in the midst of duckweeds,  
Where rainbow-like dreams settle.

To seek a dream? Go punting with a long pole,  
Upstream to where green grass is greener,  
With the punt laden with starlight,  
And sing out loud in its radiance.

Yet now I cannot sing out loud,  
Peace is my farewell music;  
Even crickets are now silent for me,  
For Cambridge this evening is silent.

Quietly I am leaving,  
Just as quietly as I came;  
Gently waving my sleeve,  
I am not taking away a single cloud.

**Xu Zhimo**  
(6 November 1928)



## Destination: UK Boarding School

– representing the ‘Best of British Boarding’ in China, October 2013



**Being placed 7th in the ranking of girls’ UK boarding schools on the basis of our academic results at A-level, coupled with our long tradition of 115 years of boarding in Cambridge, St Mary’s was invited to take part in the inaugural event of a three year ‘GREAT Britain campaign’.**

According to the British Council, this is “the Government’s most ambitious international marketing campaign ever and showcases the very best of what Britain has to offer in order to encourage the world to visit, study and do business with the UK.” *Destination: UK Boarding School* is designed to increase enrolment into UK boarding schools, working with high net worth families to increase education related investments into the UK and at the same time profile the creativity and uniqueness of UK boarding schools. I was delighted to represent the UK in Guangzhou province in the same week as Boris Johnson was sporting his ‘Boris bike’ and George

Osborne was vigorously promoting trade links in Beijing.

It was fascinating witnessing the scale and speed of change in China. Cities of 20 million are established from paddy fields within 15 or so years and a school of 21,000 students (most of whom board, starting with 1,000 3 year olds) is formed in just over a decade. The usual size of school is between 3,500 and 4,000 students and so the educational model is necessarily a very different one to that at St Mary’s. That said, the Chinese are very keen to understand the “DNA” of schools like St Mary’s and as part of this mission we presented to over 100 agents as well as senior officials from the Nanhai Education Bureau and five headmasters representing top performing and innovative schools in Foshan.

We visited two schools and demonstrated “model lessons”. The teenagers found my Romeo and Juliet lesson very exciting





(as did the local press!) since they hadn't ever experienced a practical drama lesson. It was also fascinating to talk to the students about their experiences at school, often starting lessons by 7.30 am with extra English reading and finishing their formal studies at 10 pm at night. Their ambition, both for themselves

There is a genuine and growing interest in girls' schools and what girls' schools can offer that is different to co-ed schools.

as individuals as well as part of the corporate that is their nation, is to study in order to be able to represent China abroad in the future.

As the only Headmistress in the group and one of two girls' schools represented, the visit was fascinating. There is a genuine and growing interest in girls' schools and what girls' schools can offer that is different to co-ed schools. There is a feeling in China that, as a result of the One Child policy, girls have been overlooked. By contrast, in Hong Kong, girls' schools are perceived as the elite

and are massively oversubscribed. Since several provinces are now engaging a policy known as 'Cherish our Girls' whereby tax breaks and housing perks amongst other favourable 'deals' are meted out to those families with girl babies; it will be very interesting indeed to follow the Chinese market over the next few years to see if it follows Hong Kong, recognises the benefits that single-sex education brings for many girls and opens up girls' only schools.

The trip made me more determined than ever to share with my students the importance of global competencies including the ability to work collaboratively with teams of people from a range of backgrounds and countries. Where better than to put this into practice at school? At St Mary's this indeed lies at the heart of our activity: indeed, one of our 12 characteristics is 'Embracing Diversity'.

**Charlotte Avery, Headmistress**



## The International Committee 2013-2014

Year 10 student, **Rapahella S.**, reflects on the work of the International Committee within school this year



The International Committee is a committee whose role is to educate other students about the cultures of people from different places around the world. The Committee is formed of international students from all years, boarders and day girls, willing to teach their friends and other students about their country and their culture. The International Committee has been overseen by Mr Hemingway and three Sixth Form representatives: Joyce M., Nehali A. and Georgina N.

We have organised a variety of activities during the year. On the International Day of the Girl we arranged a bake sale and face painting, which raised money for Plan UK's 'Because I am a Girl' programme. This programme is about giving unfortunate girls the opportunity of having education.

In November we organised a food fair, when lots of the school's international students, including non-committee members, ran

stalls based on their countries: there were over 20 different stalls from countries as varied as Nigeria, Malta, India and Brazil. The food was delicious, and as each stall also included some background information lots was learnt!

We also commemorated Chinese New Year in January. In whole school assembly we presented a play based on the New Year story of the animals. This year is the Year of the Horse! Red envelopes were handed out to people as they entered the school. There was also a themed lunch.

In March we ran an assembly for International Women's Day and also organised a school wide Easter hunt. The Easter hunt involved students going around the school answering questions about different countries.

Over the year there has also been a weekly lunchtime International Club, run each week by a different student on a different country. Activities have ranged from origami to puppet making to clog painting!

**Raphaella S., Year 10**



## A Visit to Hong Kong

Our Head of Boarding, Helene Compain-Holt, discusses her recent visit to Hong Kong for a St Mary's reception at the British Council.

Over the years I have been very fortunate to enjoy the cultures of Hong Kong and mainland China. I have drunk fine scented teas from delicate china cups, eaten green tea mochi and pineapple cake off hand-painted plates and worn pretty silk scarves; my rooms are decorated with artistic prints and interesting ornaments and all this without having to step out of my flat. What's my secret? Easy, I am Head of Boarding and before that I was a Housemistress!

Every year for the last fifteen years I have been caring for girls from South East Asia keen to share with me examples of their cultural heritage. What's more the routines of boarding life present opportunities for conversation and



considered reflection. South African author Peter Abrahams has written 'Each man is bedded in his people, their history, their culture and their values'. Gradually my curiosity to see Hong Kong for myself grew until this year I decided I could wait no longer.

I was not disappointed. The friendliness of the people, their familiarity with spoken English, and having towns and streets with recognisable names helped to create an easy self-confidence which allowed me to tackle the transport systems with confidence and quickly come to grips with the busy pace of life. How much easier is it, I thought, for me to be relaxed in Hong Kong than it

is for someone from Hong Kong to cope in Cambridge? Architecturally the contrast with Cambridge could hardly be greater; flats and office blocks tower over temples and quite literally disappear into the clouds. Night and day it seems the markets and shopping malls - of which there are many - are open for business. Yet Cambridge, too, I realised, is busy - only in a different way, cerebrally busy.

Hosting an evening reception at the British Council for parents with daughters already at St Mary's or joining in September allowed me to share something of the philosophy of Mary Ward, our foundress, and the ethos of the

school. I was aware that the process of cultural exchange was being temporarily reversed as I attempted to convey what it means to be a boarder at St. Mary's. Several boarders assisted at the reception, speaking enthusiastically about their time in the UK and I would like to thank them warmly for their commitment to the school.

To the pupils from Hong Kong that I have met over the years I say, 'Thank you for developing my interest in your culture. Dojeh and mhgoi.'

**Helene Compain-Holt,  
Head of Boarding**



## Boarders' Concert



# Supporting Each Other Through School



## Scholarship and Service

St Mary's offers a range of Scholarships. Here Dr Charlotte Goddard, Deputy Head and Scholars' Officer, reflects on scholarship and service.

Education can be a fiercely controversial subject, especially in the UK. Recently, the chairman of the Independent Schools Association, Richard Walden, sparked controversy by claiming that today's state education system is failing to provide pupils with the moral compass they need for life. His comments rekindled the passionate emotions which seem constantly to smoulder among the British middle classes about the relative merits of state and private education, and the newspapers and social media were quick to fan the flames. Quite irrespective of the state school versus private school debate, Richard Walden asks some valuable questions about the place of moral education in today's academically acquisitive and results-driven schools.

Walden's essential argument, which has relevance in any school, especially secondary schools, is that an emphasis on league tables and exam results puts pressure on schools to prioritise academic achievement (and that, too, in the limited form of GCSE and A-level grades) at the cost of pupils' personal development, and in particular learning a sense of responsibility and service to others. In this he is uncontroversial. Few could disagree that high achievement in academia, the arts, technology and sports, is of limited value if it is not accompanied by a disposition to use this achievement for the greater

It is absolutely fundamental to our Catholic ethos, and a reflection of the values espoused by Mary Ward, that service to others should underpin all our endeavours.

good, and surely none would disagree that such a disposition would make the world a better place.

Certainly, for us at St Mary's, there is no question that the pursuit of academic excellence should compromise moral education. It is absolutely fundamental to our Catholic ethos, and a

reflection of the values espoused by Mary Ward, that service to others should underpin all our endeavours. Our scholarship programme is a fine example of how pursuit and celebration of diverse types of excellence are not only compatible with a sense of responsibility and service, but are actually an active part of it. To win a scholarship at St Mary's is an accolade, a prize conferred after competitive assessment, on the basis not only of past achievement but also, and more importantly, of apparent potential. Girls awarded scholarships are right to be proud of their recognition. But the scholarship is no simple badge of pride. With the award of a scholarship comes the expectation to contribute to the wider community, particularly for the girls in senior years.

There are some impressive examples of this service to be seen. In Year 12, Hannah, one of our new STEM scholars (a scholarship recently created for Science, Technology, Engineering and Mathematics), willingly devotes her free time to supporting students in Years 9 and 10 with Mathematics. Both Hannah and the younger girls have benefited from the experience, with the result that not only does Hannah intend to continue with this next year, but also other Sixth Formers are putting themselves forward as 'Academic Mentors' in a similar way. Art Scholars presented an exhibition of their work for the Junior School at Chaucer Road, which was a generous use of their time and a wonderful source of inspiration for the younger girls.

Scholars of the performing arts are as valued for their efforts backstage as they are for those in the spotlight, and in a sense more so, since these do not bring the manifest plaudits of public recognition. Thus Music Scholars in Year 11, who, in the midst of their GCSE exams might need to reduce their performing commitments, are nevertheless most appreciated as backstage helpers in the summer concert, remembering to support others even at the time when their personal endeavours might be a preoccupation to them. Hollie, a Sixth Form Music Scholar, not only



regularly arranges and performs in charitable fundraising concerts, but also gave up a free afternoon to entertain the visitors at the opening of our neighbouring surgery. Older Drama Scholars have assisted with coaching, with make-up, and in one case helping a younger girl to learn an American accent for a school play.

The Venerable Mary Ward was a pioneer, a matchless role model for women in active service. Her visionary statement, 'I hope in God it will be seen that women in time will come to do much for the kingdom of God' is both prophetic and inspirational. Her religious order (now the Community of Jesus) which founded St Mary's School, was active in serving the neediest in the community. Educated women themselves, and devoted to the pursuit of excellence, they shared their gifts with others in a spirit of charity and devotion. It is pertinent too that the schools and hospitals Mary established were often in areas of greatest social need, reminding us of the opportunity to meet need where it is most pressing.

The traditional description of scholarship might call to mind the university academic in an ivory tower or secluded cloister, the easily-lampooned 'mad professor', self-absorbed in his or her studies and detached from the real world. This is not perhaps the most sympathetic image of academic life, nor is it always deserved if we consider the contribution of Cambridge University to fields such as enterprise, education and medicine. But there may sometimes be an element of truth in it, and many of us have affectionate knowledge or memories of the academic eccentrics we have known in our lives. (Jim Lloyd in *The Archers* springs to mind, though even he does his bit for the community shop!). Scholarship can indeed be perceived as inward-looking. But the St Mary's Scholar, immersed in her ivory tower (or more likely in the brightly-coloured Learning Resource Centre), is urged to be an outward-looking figure, always ready to help others, aware that her talents are not to be kept selfishly or pursued in competitive rivalry with her peers, but are a gift to share.

**Charlotte Goddard,**  
**Assistant Head and Scholars' Officer**



## PTA



The St Mary's PTA has enjoyed another busy year of social and fundraising activities. Here are just a few of the events and services the PTA has been involved with this year.

### SECOND HAND UNIFORM SALES

The PTA provides a great service for parents who wish to recycle and replace their school uniform easily and cost-effectively. We run a sale on the first Friday afternoon of every month (term time only), in the cortile. Parents can purchase replacement uniform for a mere fraction of the new price – fantastic for replacing lost or outgrown items. Our friendly team of volunteers are always on hand to advise, help your daughter choose the best fit in your absence, or even act as models when your children are not present! We rely on donated uniform, so we encourage parents to be active in recycling and buying, as all money raised is spent on items for the school. We accept donations at any time of the year, in a black box in the cortile, so when your daughter has grown, do send us the items you need to recycle and then come and find the replacements at our sales. For those parents who wish to sell their uniform, there is a website where you can list your items for sale. For any queries about the Second Hand Uniform Sales, you can email [amanda.e.hill@gmail.com](mailto:amanda.e.hill@gmail.com), or for website sales, contact [kristin@rutter.com](mailto:kristin@rutter.com).

### LOAVES & FISHES

A PTA volunteer is on hand all year round to contact families in times of trouble or distress, if the school deems it appropriate. Sometimes flowers or a card will be delivered, and sometimes volunteers can be found to help out in times of family crisis.

### WINDOW DISPLAYS

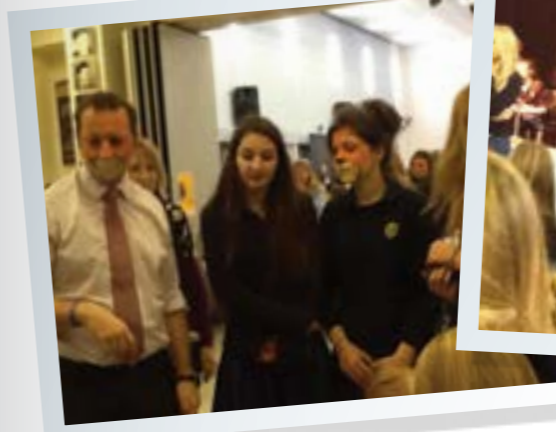
Every half term, a team of PTA volunteers change the two window displays to proudly show off what your daughters learn about and the work that they produce. Our aim is to display work from every subject taught at St Mary's! The window displays are a great way of showcasing St Mary's to everyone, including members of the general public who wander along Bateman Street at any time of day or night.

### JUNIOR SCHOOL PTA

Since May last year, the busy Junior School PTA have organised a wide range of events including: Father's Day Breakfast, the Summer Fair, a new parents' coffee morning, Bags2School collection, Christmas wrapping paper order, the ever popular Mulled Wine Evening, helping Father Christmas give out his gifts to all the girls, Children's Disco, Mother's Day Tea and Gift Sale, Easter Egg Hunt and Jar Bar sale. Phew! In total, they have raised the whopping total of just under £4,000 in aid of the school.

### DADS & DAUGHTERS

Organised by PTA fathers, these events range from ten-pin bowling, to ice skating and go-karting. Despite the title, all family members are welcome from both Junior and Senior Schools and the turnout is most impressive each time. Look out for school emails announcing future Dads & Daughters events.



### CHRISTMAS FAIR

In December 2013 the PTA organised the annual Christmas Fair – an event enjoyed equally by girls and parents. Stalls ranged from Adopt a Cuddly Toy to Guess the Intro, and there were plenty of opportunities to snap up Christmas presents for all budgets, plus delicious Christmas Puddings. The grand total raised was £3,711, thanks to the hard work of girls, teachers and parent volunteers. Make sure you come along to this year's Christmas Fair on 2 December 2014 to take part and stock up on presents.

### QUIZ NIGHT

On 16 May, a packed hall of parents, teachers and friends from the Senior and Junior Schools all gathered for our biggest PTA Quiz Night so far. Over a hundred guests put their heads together to answer all manner of questions delivered by our brilliant Quizmaster, Year 11 parent Jeremy Musson. With a fun mix of facts, music, lateral thinking and jokes, there was something for everyone. It was a tightly fought battle throughout, but in the end a team of Junior School teachers called "The Bees' Knees" pipped everyone to the post, closely followed by "Let's Get Quizzical", a table of Senior School teachers. 10 out of 10 all round! It was a really jolly evening and our generous contestants raised £689 in aid of the school. Next year's quiz has already been pencilled in for 15 May, so we look forward to seeing you there.



### CEILIDH

The next PTA event being planned is a Ceilidh, which will take place in October, so look out for school emails about this. No expertise will be required, just a desire to meet up with other parents and have fun.

### WHAT DID WE BUY FOR ST MARY'S?

With the money that you have all so generously given from school uniform sales, and other fundraisers, the PTA have bought a wide range of items over the last year including Lego Mindstorms sets for the STEM Clubs, DVDs for the Geography Department, contributions to a new piano for the Music Department and to electric blinds in the Gym, various items for the Drama Department and substantial contributions towards improving the sound and lighting systems in the Halls. Teachers are invited to bid for PTA funding and the PTA can decide to allocate funds to a wide cross-section of school departments for anything that benefits the girls directly.

Every parent is welcome to join St Mary's PTA and, since members come from every year group in the school, it is a great way to meet parents that you wouldn't otherwise come across. We only meet informally once a term, when we make plans for PTA events and activities, and with the emphasis very much on laughter rather than seriousness. If you would like to see what it is like, then do contact the Chair, Emma Whittley: [emma.whittley@gmail.com](mailto:emma.whittley@gmail.com) to find out when the next meeting is coming up. Alternatively, if you have children in the Junior School, then do contact the Junior Chair, Christina Bendelack: [Christina.bendelack@ntlworld.com](mailto:Christina.bendelack@ntlworld.com).

**Clare Clark, PTA Member**





## Interview with St Mary's House Captains

**The House system continues to flourish at St Mary's. This year's events have been numerous and have included a whole school quiz, House sports, and even kite flying! The House Captains reflect on their involvement over the year:**

**Q: What has been the most enjoyable thing about being involved as a House Captain this year?**

A: The House Quiz: it gave all the House Families and Houses a chance to compete together with their parents.  
  
Sports Day as everyone had so much fun! (and Cavendish won!)  
  
I've really enjoyed helping to organise such a range of events.

**Q: What do you think are the benefits of the House System?**

A: It gives older girls a chance to bond with the younger girls and work together.  
  
It definitely helps to develop friendships across the school and across the year groups.  
  
It teaches you to be part of a team and to understand others better.

**Q: What is 'House Spirit'?**

A: Having fun together and encouraging and supporting everybody.  
  
Being proud of the contribution you can make to something that is outside the curriculum.  
  
You belong to something and you have an impact on all areas of school life.  
  
Enjoying working with your House and getting to know everybody equally.

**Q: What have you learnt this year from being a House Captain?**

A: It takes a lot of organisation and patience to put on large events!  
  
The importance of communication through regular meetings and time management skills.  
  
The louder the better when talking to a loud audience!



## A Caring School

**Our Junior School Head, Christopher Hald, reflects on the importance of supporting each other throughout the school.**

I am very proud of the girls at St Mary's Junior School, and the way in which they show me and the rest of the school community their care and support of each other. This is done very overtly when individuals are in need of that kind word or that bit of encouragement to try something not yet attempted. I have been very impressed with the supportive attitude of the girls taking part in sporting matches. Caring is also seen in very subtle ways – the kind smile, the pat on the back. The girls totally embrace Mary Ward's conviction of supporting each other. I am a firm believer in the 'spiritual capital' that is found in a school that has a religious belief or faith at its core. Our spiritual wealth comes from the way in which all people involved in the school community care for each other. Some of the more recent arrivals to the school in Year 6 talked about the way in which they were so warmly welcomed into the St Mary's Junior School community.

Along this strand, I would like to thank Mrs Robinson, for being the school's first point of contact for the girls and parents alike, and for all the administrative work that goes



on in the office keeping the staff organised. Thank you as well to our maintenance staff – Colin and Charlie – and the catering crew – Keith, Heather and Alanya – for their contributions to our care.

I listen to Radio 4 driving into work and often hear about the state of affairs nationally and globally. Talk about economy, government, health and education dominates the news and often tries to frighten the general listening public with their statistics. I can rest assured that whatever the future holds there will always be room for an educational establishment like St Mary's Junior School, that produces kind, genuine, caring young people who understand the connection between rights and responsibilities, as well as being educated in the widest sense. It doesn't matter what other schools or agencies do because the unchanging core of this Junior School, its ethos, will always be our guiding factor in all that we do.

**Christopher Hald, Head of Juniors**





# Coping with Failure

What do Nobel Prize winner Professor John Gurdon, David Beckham and Scarlett O'Hara all have in common? Read on to find out...



I have to say that I am not conversant with a wide array of the world's Nobel Prize winners but Professor John Gurdon of Cambridge University really struck a chord with me when he was nominated for and received the Nobel Prize for Medicine and Physiology. His area of expertise is in cloning and I am sure that his work will continue to excite and inspire many generations of scientists to come, but actually that's not why I have chosen to write about him. When the news was first released several newspapers chose to write about

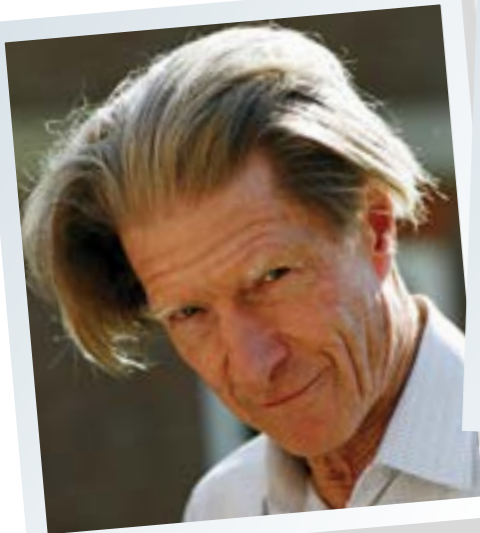
report reminds him most days how far he has come. I wonder if his teachers know how the comments they wrote over fifty years ago are still driving him today.

Words are a funny thing though aren't they? They can inspire fire and determination or crush and damage potential. How do you judge when you're writing your end of year reports which will motivate and inspire and which may cause students to curl up and falter in their fledgling ambitions? I am sure that Professor Gurdon may have moments when he is grateful for that spur of determination those reports gave him. At some point he decided that those words were not going to define him. He was going to define himself in a way that would silence all those doubters who were unable or unwilling to see what lay beneath. It is also possible of course that those words inspired him out of the mundane and into a process where he decided that he was going to do 'what he did well'. I'm always interested to listen to interviews about sports men and women because I never fail to be amazed at the level of commitment they show. The team mates who remember drop goal scoring Jonny Wilkinson getting up two hours earlier than the rest of his team mates to practise scoring drop goals because he knew that one day the

Words are a funny thing though aren't they? They can inspire fire and determination or crush and damage potential.

the journey he had undertaken to get to this point. One science correspondent commented on the fact that he was the bottom of 250 boys in his year at school in Biology and in the bottom set in every other science. His school report was full of comments about his slim chances of success in a scientific field and his apparent lack of aptitude for the subjects he was considering committing his life to. That school report is framed and is above his desk in his office in The Gurdon Institute in Cambridge. I imagine the





accuracy and placing of just one chance would make all the difference. I also read recently that when David Beckham returned to his primary school he told the students that not only had he not been the best footballer in his class, he was often the last one chosen for teams. So what is it that turns school failure into success? That drives someone despite the slings and arrows of outrageous fortune to keep going? That changes average into amazing? That makes a

...when David Beckham returned to his primary school he told the students that not only had he not been the best footballer in his class, he was often the last one chosen for teams...

person decide that they are going to devote all that they have to achieving the realisation of one idea or one dream?

I think family is key. Total love and support with good boundaries is essential. You can never tell your children that you love them too much. Great friends who pick you up when you are down and allow you just enough time to wallow before reminding you that

tomorrow is another day. Remembering that Rome wasn't built in a day and that all great visionaries like Mary Ward often see failure at some point in their

The key element which bonds the scientist, the sports woman and the mountaineer and of course our foundress, is that they never gave up...

life. She managed to offend the religious great and good of her day, struggled for decades and then died thinking her dream had come to nothing. Did she give up? The key element which bonds the scientist, the sports woman and the mountaineer and of course our foundress, is that they never gave up and recognised that true success can only truly be appreciated when you have encountered and overcome difficulties.

So if today has brought challenges rather than success, words of pain rather than love and a view that nothing will ever go right then remember if something is worth doing, it's worth doing well and, as Scarlett O'Hara memorably remarked in *Gone with the Wind*, 'Tomorrow is another day'.

**Aodain Fleming, Deputy Head Pastoral**

# Seeing Good in All Creation



## 2013 Production of *Bookcase*

The cast of *Bookcase* wowed sell-out audiences with the gripping story of teenager Eleanor, whose life becomes tangled when characters from the books she reads come to life. Victoria B. of Year 10 tackled the demanding leading role with an intriguing mix of pain, hope and tenuous grip on reality, which kept the audience connected to her character's plight beautifully.



Cheryl W.'s mix of terror and comedy in the role of martial arts gangster Naruto, demonstrated poise and control in supporting Raphaella S. as the intimidating and powerful Mickey Sirrcco. The Fifth form at St. Elspeths' characters delivered a brilliant energetic interpretation of the 1950s boarding school fiction which had the audience chortling in their seats and provided a nice contrast to the more sinister American detective novel, *Waiting for Macy*, in which Jasmine M-S. and Sasha K. delivered pace, energy and intrigue with their roles. Much comic timing was seen from Alina W. and Arabella M. in their portrayal of the cheesy love story *The Velvet Heart* which was delivered so convincingly that one of the Year 8 audience members asked where she might be able to acquire a copy! (She was sadly informed that the book was made up). The 'real' characters appearing in Eleanor's life added the necessary contrasting tension. In particular, Daisy E.'s role as the tragic yet loveable recovered arsonist Graham, Eleanor's only friend, was masterfully played and extremely well characterised.

The cast were outstanding to work with, finding the idiosyncrasies of the characters and playing them with energy and superb on-stage rapport. I've received so many lovely comments after the show. Again, it was so pleasing to hear that we are producing performances of an exceptional standard; one person commented that it was as good as a professional show which was hugely flattering. I was so proud of cast and the amazing crew led by stage manager Hannah M-J. whose professionalism and calmness under pressure was first rate.

**Esther Roberts,**  
**Head of Drama**



## Mill Girls



**Mill Girls is an original piece of devised theatre that shows the physical and mental effects of labour in a Mill in the early 1800's.**

**O**ur characters and the events shown were inspired by historical accounts that we researched and developed. The piece shows three young girls who are bound apprentices in a flour mill. Bound apprentices were usually kept until 21 years of age and were provided with board, meals and basic education, with some opportunity to earn money with overtime. In the early 1800's, some mill workers might work up to 16 hours a day.

During the devising process, we researched many mills and in

particular, Topcliffe Mill in Meldreth. When we visited this mill, we thought that it would be interesting to make the performance site-specific and that performing in the mill would bring a new dimension to the drama and also make the whole experience more tangible for the audience.

**Laura B., Talia M., Deborah M., Year 13**



## Year 7 Trip to the Chilterns

**In May Year 7 enjoyed a day in glorious sunshine in the Chilterns. Here are some of their reflections:**

**W**e walked up to Ivinghoe Beacon. The view from the escarpment crest was amazing. We could see for miles, over the chalk bench and above the clay vale. On the North East side we could see the white lion carved into the side of one of the hills in the chalk.

**Sophie W., Year 7**



**I** enjoyed looking at the geographical features we have seen in diagrams in real life. It will help me recognise the key features of an escarpment slope. I also loved the nature trail and found it interesting and meaningful. I learnt a lot of things about plants, trees and history. I would love to go there again. I hadn't seen chalk slope before and found the features fascinating. I liked how in some parts the grass had worn away and you could see the different layers of material in the ground.

**Rosie T., Year 7**

**I** learnt about the chalk and its features. I learnt that it is a porous rock whereas clay is impermeable which means that water can't be absorbed into it. We went to Ivinghoe Beacon and you could see all the different buildings and the chalk bench.

**Lucy J., Year 7**



**I** really enjoyed the walking. The booklet we were given was useful and I loved doing the nature trail because it was also fun at the same time as learning. I learnt what terracettes were. The booklet was very informative. It was a brilliant day out.

**Lily A., Year 7**





## 2013 Fashion and Technology Show

**It's June 24 and the 2013 Fashion & Technology Show is electric. The theme of the production is 'City Breaks', with collections ranging from Hong Kong, Barcelona, USA, and London.**

A clear-cut black runway is intricately lit with blue and red hues, and draws the majority of the attention in the hall, with the rest flitting to the designs at the side of the room. It's not before long that the music begins to play and the silhouette of an American styled dress is visible; the first of many outfits hand-crafted by students, not to mention the clothes and accessories donated by Primark for the event.

Flashes of flower, fruit, bird and striped prints flash past me with the energy that only Year 9 students can bring. There's the rustle of tulle under dresses and, before too long, the scene changes. The two outfits presented next are tulle-fuelled tartan ensembles and resemble the chequered-pattern trend reflected in fashion today. A sky-blue detached dress steals the concentration of every person as it walks, revealing a magnificent sash and demanding attention. The final collections show icy-blue and white fur scales and a parade of skirts, each varying in colour and texture. The finale allows each model to reappear on the stage to, once again, show off their outfits and for us to examine each garment. There is no denying that every piece is excellent.



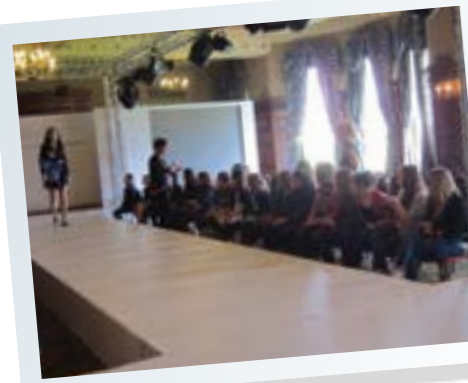
The culmination of the show permits me a chance to address a few of the models, in an attempt to discover backstage secrets. I firstly speak to Kainat Ali K., aged 16 and sporting a Primark floral camisole over sparkly leggings, still buzzing from the atmosphere. "Backstage was chaotic," she revealed. Though only her first time modelling, she assures me she would do it again. "It was really fun," Kainat tells me, blinking through bright blue eye shadow. "I'd definitely do it again next year!" It appears the rain-washed grey maxi dress from the Hong Kong collection has made a lasting impression upon its viewers. Its fluidity is engraved into the minds of many and is still talked about, as it appeared to move like water, rather than that of material. I then catch Emily W., one of the designers responsible for adding the carefully stitched shoulder pads onto model Ellie's dress. The work of designer Tara L., too, made an impact on the audience as her ice and diamond theme showed how she could transform simple inspiration from Alexander McQueen and Chanel into striking fur and crystal garments. Anna Ladds, one of the main individuals responsible for the

overall production of the show, tells me that the show was being planned over a year ago and that it was the "team effort" which highlighted all that St Mary's can do: something she felt was essential to the production. It was important to show that St Mary's can produce not only beautiful textiles, but technology, here demonstrated by the intricately lit runway and enjoyable soundtrack.

The end is met by a few words said by Aodain Fleming who congratulates the staff and models for the fantastic evening, and all the incredibly hard work that went into the event. Her last words are left for the very talented designer Grace Deng, a beloved student of St Mary's who unfortunately lost her battle with cancer in recent years but continues to inspire us and live on in our memory. It's impossible to ignore the artwork attributed to her that is displayed in the room and, as parents make their donations to the cancer trust in their departure, it appears even harder to forget the simple words that read: 'Grace: a divinely given blessing'.

**Francesca E., Year 13**





## Cambridge Style Week

**The Textiles Department took 19 Year 9 Textile students to visit an exciting and new local event organised by Cambridge Style Week.**

The afternoon event included backstage tours and talks involving some practice walking on the catwalk and learning about styling and dressing up for the fashion show. The girls learnt about the different roles 'behind the backstage' such as a show manager, stage manager, backstage assistant, marketing manager and networking assistants. According to the show manager, Nicky Shepard, Cambridge Fashion show is the only show to have live tweeting broadcasted on the show and she said it is very popular and effective marketing tool amongst a young audience.

The busy afternoon ended with two professional talks led by an experienced London based model, Theo, she gave our girls some practical tips and some hands-on advice on how to create their own perfect, natural walk when modelling on the catwalk.

The second speaker was also a London based fashion specialist, professional celebrity makeup artist, Eryca Freemantle. She gave a very inspirational talk about her career from promising modelling work to working in the make-up artistry after a very tragic accident in her

early twenties. She spoke very personally but calmly about how in the past 35 years she has built her successful international brand and how she had been asked to do make-up for world class celebrities such as Whitney Houston, Michael Jackson and Seal, just to mention a few.

Overall, the girls really enjoyed their afternoon tours and talks at Cambridge Style Week and on their return to school they were all buzzing about the ideas for their own fashion show they will be organising here in St Mary's this June.

**Maria Kakengi,  
Textiles Department**



also able to get advice about degree courses at the many university stands, who provided them with advice about career choices in fashion.

**Anna Ladds,  
Head of Technology**

## Clothes Show Visit

The Textiles Department organised a visit to the Clothes Show at the NEC on 10 December 2013, which was very well received by the Year 9 textiles students. As it was the last day of the event, it was very busy, which added to the girls' excitement at being at a fashion event. The fashion show was even better than last year's and has given the students lots of inspiration for their own work. The theme this year was 'A weekend

in the country' and all the outfits worn by the models related to a particular scene sequence, such as 'The Arrival' and 'The Festival'. The girls were particularly excited by the performance of an X Factor singer. The music and choreography of the dancers was wonderful and complemented the outfits. The Graduate Catwalk showed off many new styles and shapes of fashion pieces, as well as new styles of hair and make up. Our students were



## Physics at Work Exhibition

**Year 10 recently attended the Physics at Work Exhibition at the Cavendish Laboratory, which is the home of the Physics Department at the University of Cambridge. We spent our action packed morning at a range of exhibits all fascinating things from computational radiotherapy to semiconductors.**

The morning started with the numbered stickers which were given to us on the courtyard outside as we waited in excitement wondering what exhibits we would see. The first exhibit that my group saw was by the Laboratory for Scientific Computing. They are a research group based in Cambridge at the Cavendish Laboratory and they specialise in the development of numerical and computational methods for the simulation of physics problems. They showed us how scientific computing can be used to study anything from the behaviour of atoms in a crystal to the motion of hurricanes. The scientists showed us some simulations that they had created on things such as what happens when oil is mixed with water

and how the liquids change shape. It was really interesting to see the simulations that can be created for so many different things and how you can see the gasses, liquids and solids which were represented in different colours.

We then moved on to the exhibit presented by Marshall Aerospace and Defence Group. They are one of the largest privately owned and independent aerospace and defence companies that delivers innovation and excellence in engineering and support solutions in the air, on land and at sea. They showed us a PowerPoint presentation about what the company did and which different aeroplanes they had recently worked with. They also passed round a part of an RAF pilot's helmet which really helped us to understand how much impact they are made to take. They gave us information for possible career routes on aircraft engineering and which qualifications we would need, which was very useful for those inspired to do something like that in the future.





My favourite exhibit was by a policeman from the RAF who showed us some of the complicated equipment that the police use in crime and investigation scenes and how they work. He showed us a machine that is used to detect writing from the previous page on a pad of paper to find out information and he also showed us how the machine worked for finger prints.

After that, we went to an exhibit about radiotherapy cancer treatment presented by some doctors at Addenbrooke's Hospital in Cambridge. They told us about how radiotherapy is used to treat tumours and why it is so useful to hospitals. They showed us the two different types of radiotherapy; external treatment where a beam of radiation is aimed at the part of your body where the cancer is found and internal treatment is where a low dose source of radioactive material is placed in your body. It's generally an excellent way of treating a tumour, however it is possible that other cells are mutated or even destroyed because of it which can cause another type of cancer. They showed us a PowerPoint about the research that is taking place at Cavendish Laboratory about other ways of making the treatment more effective.

The last, but coolest, exhibit was about semiconductors. The scientist showed us how the electron behaviour changes depending on what material they are in. They also experiment with different temperatures too, such as liquid nitrogen which made everything become more hard and brittle. The man put a rose into the liquid nitrogen and it immediately became hard but then after a while of being back into normal temperature, the rose came back to normal and was soft.

Overall I had a really good day and I would recommend this experience to others because it gave me insight into the practical applications of physics.

**Molly U., Year 10**

# For the Record



## Prize-giving Address 2014 by the Headmistress

**This has been an exceptional year for the school and we look back over the many successes with a deep sense of gratitude. What a long way the school has come from its inception 115 years ago when the nuns welcomed two little sisters from Chesterton and ordered the first items for the school: ten beds and washbasins. As I proudly point out, the school from its inception has welcomed both Juniors as well as Seniors, boarders as well as day girls.**



**I**n April we welcomed 12 inspectors into St Mary's for four days to view everything that we do: Early Years and Boarding as well as our Junior, Senior and Sixth Form provision. They judged us to be excellent in every category. They clearly understood what we are about: They appreciated our school ethos very much

*The pupils are extremely well educated in line with the aims of enabling each girl to understand her strengths, to know how to make best use of her abilities and to progress beyond her own expectations.*

indeed and commented: *The Catholic ethos, and the principles of Mary Ward, are focal points in everyday life. In the Junior School, the moving enactment of the Passion of Christ through the Stations of the Cross and the end of term Lenten Service of Reflection were carried out with devotion and reverence. The senior school Lenten Service was an occasion of reflection,*

*worship and beauty.* If only the inspectors had been able to enjoy one of the highlights of the year, our Outdoor Mass in October to rededicate our School Chapel and bless our new School Altar at which 750 people sang out across Bateman and Panton Streets and the Botanic Garden and enjoyed glorious autumnal sunshine..

The report went on to state: *The pupils are extremely well educated in line with the aims of enabling each girl to understand her strengths, to know how to make best use of her abilities and to progress beyond her own expectations.* This comment endorses last summer's public examination results. In a comprehensive intake at Sixth Form level, we were delighted with our Value Added scores which enabled 25% of our girls to achieve straight A\*-A grades in three or more subjects at A-level. There has been much commentary in the press this year 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 in both Mathematics and its application in Physics and Economics: 100% of our students achieved an A\* in Further Maths and 81% achieved an A\* or A grade in Mathematics. 89% of our students achieved A\*/B in Physics and 90% achieved similarly in Economics.

There was also media commentary about the fall in the numbers of students achieving the A\* grade at GCSE for the second year in a row. So we were delighted to have, again, bucked this trend, with a further 4% increase in the number of students gaining the top grade, building on last year's increase, providing the school with a magnificent 11% increase in the A\* grade at GCSE over the past two years.

Our school ethos, however, is not simply to 'look after' the top; rather, what we are more delighted by is the fact that all of our students achieve very highly and our Value Added is very significant when one considers that we admit up to 60% of the ability range into our school. The inspectors were keen to comment that all girls make excellent progress and achieve highly: *Pupils who have SEND progress extremely well ... Similarly, those with EAL develop an excellent*



*grasp of complex grammatical structures by sixth form... The attention given to their individual needs is fully appreciated by the pupils themselves.*

Much of this success is down to the girls – as the inspectors noted they: show excellent motivation, perseverance and commitment ... *they enjoy their learning, continually question their own standards and seek to improve them.* I would like to commend them for their demeanour which so impressed the inspectors who commented that they are: *mature, reflective, self-confident without being arrogant, and highly aware of the needs of others* and that: *Self-esteem, self-responsibility and self-sacrifice are evident throughout the community.* The inspectors noted: *Boarders of all ages are friendly, courteous, articulate and tolerant, demonstrating high standards of conduct. They are well integrated, their individuality is respected and different cultures are celebrated.* In helping to prepare our girls for their futures as global citizens, I was delighted by the following comment in the inspection report: *The pupils' cultural development is excellent. They have learned to appreciate cultural diversity through embracing the range of ethnicity within the school community.* Again, I wished the inspectors had seen the magnificent International Food Fair in January in which delicious cuisine from six continents was represented or the wonderful Boarders' Concert

in March in which talented students performed to an exceptional standard.

I wish each Year 13 student God-speed, personal happiness and academic fulfilment as she embarks on her university course or GAP 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 look forward to welcoming you back informally to drop into the staff room or more formally at Alumnae events: remember, *'Once a St Mary's girl, always a St Mary's girl!'*

Our success is also due to our teachers who demonstrate exceptional quality and ability, both academically in classrooms and pastorally in tutor groups. Again, I was thrilled that the inspectors spoke at length about these key aspects of our happy community: *Pupils say they enjoy being at school and value the support they receive ... The [boarders] are extremely positive about their boarding experience... Lessons are focused, purposeful and have an enjoyable atmosphere where praise and mutual support are common ... The quality of pupils' personal development is outstanding, supported by excellent relationships between pupils and staff... In every way, staff provide excellent role models.*

And so we turn to the successes of the girls this year. I have already mentioned our magnificent charity fundraising total and I would like to note our inaugural **Sports Award Dinner**. A super email from one mother summed up the occasion very well: *It was one of those events when I felt quite sappy about St. Mary's – I love the blend of commitment and fun and I can't think there are many schools where teachers and pupils have such a mutual sense of ease with and respect for one another. I wish my school had been like that!*

Some other highlights of our calendar have included:

- The Year 7 Adventure Day and the Year 9 Adventure Weekend in France
- The Year 8 Trips to Cadbury World and to London Zoo
- The Year 9 Battlefields Trip







- The Year 11 Trip to Alton Towers
- Sixth Form trips to Reims and Venice
- The Sixth Form “Model United Nations Assembly” in the Netherlands
- The Boarders’ Trip to the Harry Potter Film Studios and their weekend in Bath and Stonehenge
- The Year 11 and Sixth Form Balls
- The Christmas Fair and Christmas Concert and Sixth Form Review
- The Gymnastics Display and Sports Day
- Young Pianist and Young Musician of the Year
- Britten’s Got Talent – our Benjamin Britten Centenary Celebration – and the Summer Gala Concert
- The Creative Writing Final
- Our Drama productions “Bookcase” and Shakespeare in the Garden
- Our GCSE and A-level Drama devised performances
- Mary Ward Day plays acted by Years 7 and 8 and directed by Year 9s
- The Speech & Drama Showcase and the Dance Showcase
- The GCSE and A-level Art & Photography Private Views
- Technology Showcase and Fashion Show

It is little wonder that the inspectors felt moved to comment: *The activities programme offers a huge range of opportunities to add breadth to the curriculum. Staff are fully supportive and very active.*

Finally, there are two other groups of people I must thank and applaud: Our dedicated

governors were rightly commended for: *understanding fully the school’s distinctive Catholic ethos and always seeking new ways in which to interpret it – necessary after 400 years and indeed 115 years on this Cambridge site!* I thank them all for their efforts to support me and my team in setting the vision and running the school.

Having now commended the girls, the staff and the governors for their hard work and achievements, 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. I was delighted to have this acknowledged in the inspection report: *The school maintains excellent links with parents and has established a strong partnership with them... The school is keen to work closely with parents and provides numerous opportunities for them to be actively involved in the life of the school as well as in the work and progress of their children.*

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 I reflect on another year of our community life, I do indeed feel strongly that we have striven to implement the 12 characteristics of a Mary Ward School as we live out our foundress’ vision that, *‘By God’s grace, women in time to come will do much’*. This academic year has had many blessings. We give thanks for all that has been. We look forward to the year ahead in a spirit of hope and optimism.



## A fond farewell to...

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

### Karen Ratcliffe



**K**aren Ratcliffe has devoted twenty two years of her life to teaching Biology at St Mary’s. She is an outstanding teacher and greatly liked and respected by pupils, parents and colleagues. She has helped a great many pupils to achieve their full potential and fired their interest in pursuing a medical, dental, veterinary or scientific career. She has been the driving force behind the Biology

Department’s outstanding results over the past years.

Karen has not only been the Head of Biology for many years but is also a dedicated Sixth Form Tutor, but a Deputy and Head of Sixth Form at various times. Every year Karen has taken Sixth Form pupils to the Babraham Institute for the day where pupils had a chance to experience the

application of science and research first hand such as the sequencing of DNA and other experiments. Pupils have also been able to attend lectures at Addenbrooke’s Hospital on various current medical topics. She has organised field trips and taken pupils as far as Honduras to help with ecological surveys as the photographs outside her lab prove!

Karen has also been instrumental in arranging visiting speakers, specialists from the scientific community, to talk to Year 10 and 11 pupils and whet their appetite for the possibilities of an exciting and fulfilling career in science.

We wish her all the very best in her new exciting adventures. She has been a fantastic colleague to work with and we will miss her lively presence.

**Anita Chatterjee, Christine Klimaszewska, Elizabeth Miller, Monica Crammond**

**K**aren was probably not the member of staff I would have imagined as most likely to ask me to accompany her on an overseas trip, but when she suggested we join Operation Wallacea and head for Honduras to do some proper fieldwork I jumped at the chance [noting puffy!] Not only did Karen enthuse the most talented and adventurous group of biologists/geographers to go on the trip but she also arranged for the staff to do a preliminary diving course so that we could get straight on and dive when we arrived. Karen and I, along with Marilyn Coates, spent a day at Bottisham pool lugging air tanks about blowing through mouthpieces [plenty of puffy behaviour!] It meant we went on to qualify as PADI divers in open water and were able to complete a series of fabulous underwater surveys in the clear waters off Cayos Cocinos. This fieldtrip inspired a whole generation of

adventurers, one of whom now runs her own D of E group and others of whom teach and work in science. It was a big step taking students to such a remote location but Karen had everything beautifully planned [and only remonstrated gently with me when I trod on her on my way out of our tent in the dark!]

She has been an inspiration to so many for so long and she will be very sorely missed.

**Fleur Spore**



### Kate Glencross



I first encountered Kate in my first year at St Mary's on a Year 9 Black Country trip. She was the Head of Year 9. I later found out she always made every effort to accompany her year groups on any trips they had, from the History trips to the Battlefields to the Geography Dorset trips.

On this visit she had to deal with a pupil who had been feeling unwell. Her handling of the situation was impeccable and her calmness and good sense in her dealings with the pupil made me realise exactly why she was the pastoral leader she was. She is fiercely intelligent but wears this intelligence lightly. Her Maths classes of all abilities adored her and were confident that they had been taught all they needed and more. Year 13 were distressed when, clearing their boarding rooms to fly home, they could not take their Maths files with them: the precision and elegance of her mathematical solutions moved many

an A-level student to the verge of tears! Her Year 10 class, when hearing of her impending maternity leave, were at once delighted for her but also distraught that she would no longer be teaching them.

She has been a dedicated teacher and has always put the girls at the very heart of all that she has done at St Mary's. She loves the school and the girls and has never flinched from a difficult decision when it is in the best interests of the girls. She is the consummate diplomat and 'finder of solutions'. She is meticulous in her organisation. She prepared every meeting of her tutors with the same level of attention to detail.

When talking to girls Kate had mastered the ability to truly hear what the concern was rather than respond to the more frivolous concern. She has an unerring instinct for what the right approach to any problem is and deals with it accordingly. She never has an unkind word to say about anyone and I know that all of these qualities will be sorely missed.

**Fleur Spore**

### Sue Heath



Sue Heath retired at the end of last August after eleven years as our Domestic Bursar. Sue and her team worked tirelessly to make sure the school was a clean, safe and comfortable environment for us all. She has been instrumental in changing the dining room to make it easier and quicker for us all to get out lunches; the refurbishment of Chaucer Road; doubling our boarding capacity in Bateman House;

the development of No. 47 as our Art Centre; the transformation of No. 2 Brookside into our Sixth Form and for the laying of acres of new carpet on previously bare floors. Sue worked tirelessly behind the scenes for nearly all our events, whether it was setting up of hall or making sure all the catering arrangements were in hand. Alongside Charles Searle, our Catering Manager, Sue helped to achieve a 5 Star Catering Award for our kitchen. Nothing ever defeats Sue and she will be sorely missed by both staff and pupils. We wish her a long and happy retirement.

**Charlotte Avery**

### Rory and Vanessa Comyn



Mr Comyn has been a teacher at the school for 10 years. He started at St Catherine's and moved to St Mary's when the schools merged. He coordinated RS and then Maths and ICT but is mostly remembered for his excellent teaching skills which have inspired his pupils.

His 'have a go' attitude and caring and supportive approach motivated the children to do their best and reach the highest standard. Mr Comyn is very well respected and will be remembered with great affection. As one Year 6 wrote, 'he makes teaching fun'.



Mrs Comyn started her teaching career at St Catherine's School and quickly took on the coordinator role for RS. Along with Mr Comyn she then moved to St Mary's as the Senior School took on a Junior department. She is best known for her inspirational Godly plays, her infinite patience and accomplished teaching skills. A year six pupil paid tribute to Mrs Comyn when she

said, 'the way she teaches helps me understand'. Mr and Mrs Comyn have become part of the fabric of the school. I don't want to say a part of the furniture as that might make Mr. Comyn seem like a comfy old sofa and Mrs. Comyn... an elegant chaise longue!

We often think about Mr Comyn in relation to 'boy things' such as air fix models, cars and connex. How us girls have loved those things, because we found through Mr Comyn's clubs that we could do them too! Now for Mrs Comyn, who of course keeps Mr Comyn in check. When we think of Mrs Comyn we think of a great teacher with a wonderful fashion sense! Mrs Comyn always looks beautiful, elegant and serene – whatever „is going on around her.

Mr and Mrs Comyn leave to begin a new business venture and we wish them both the very best of luck and happiness.

**Kerry Owens**

### Fleur Knowles

When I first met Mrs Knowles she had very long hair and was just about to get married. Now, seven years later, she has three daughters and...shorter hair! This usually happens when you have children because you are so busy fighting with their hair in the morning that you don't have the energy to do your own. Now Mrs Knowles is going to spend more time with her children, which means she will be even busier than in the classroom!

Mrs Knowles began teaching at the Junior School in a Year 4 class and went on to hold responsibility for Humanities. She became a part time teacher after beginning her family and now has three beautiful little girls. Mrs

Knowles is much loved for her excellent teaching skills and her kind and gentle demeanour; always encouraging children to do their best. We will all remember Mrs Knowles for being a very kind, patient and gentle teacher. Thank you Mrs Knowles for all your patience and superb teaching. You have been a wonderful teacher for the children in the classroom and for the staff in the staffroom.

**Kerry Owens**

### Maria Brightwell



During her eight years at St Mary's Maria became a valued member of the school nursing team, juggling a job, 4 children, a mischievous dog and an addiction to sports which meant Maria is always chasing her tail! Maria was passionate about sport: she would arrive at school after a morning at the gym in her hi-viz jacket and would be off to another sporting activity again straight after

school. This meant she was constantly changing her clothes accordingly and ended up with a

wide variety of shoes and clothes at school if she ever forgot anything. Maria thoroughly enjoyed taking the extra-curricular running club and supporting the Alpine Adventure trip to Italy. She was appreciated by staff and girls alike.

Sporting injuries were Maria's speciality and she expertly diagnosed and treated many injuries. We thank Maria for all her hard work and support over the last eight years; she will be greatly missed. We wish her every success in her new position and hope she will be very happy.

**Claire Green**



## Julia Emmans



I have known Julia since 1998 when she joined my department at Mildenhall College of Technology as a part-time teacher. Over the following seven years she established herself as a talented and dedicated teacher and we declared our mutual hope that we might continue to work together in the future. I joined St Mary's as Head of Art in 2005 and in 2007 was pleased, once again, to recruit Julia to my

department as an art teacher, with particular responsibilities for KS3 and GCSE.

Julia is and always has been a passionate and inspirational teacher with a wide and informed knowledge of art and design practice from both within art education as well as from a personal, professional level. The level of expectation she demands from all her students is high and is reflected in the outstanding outcomes her students produce relative to their abilities. Julia undoubtedly gives 'value added' to her students and her dedicated approach has played a huge part in the success of the Art and Design Department at St Mary's.

Julia has always worked hard to make 3D a focus within our Art curriculum and this she achieved through many interesting and novel projects. Among these were the giant papier-mâché peppers produced by the Year 7s and the legendary Year 8 animal project made from hundreds of recycled milk containers with many of our staff and students caught up in the frenzy of maintaining supplies. From these humble plastic milk bottles, mostly clean, a magical transformation would take place and creatures large and small would evolve. Many Sixth Formers who did not carry on with Art at GCSE or A-level have commented on how this project will stay with them forever.

Julia has been a much-valued member of the Art Department and, while we shall be very sorry to lose her, I fully appreciate her desire to run her own department. I am sure she will provide her new school with an outstanding Art curriculum. Julia will be greatly missed by her colleagues and students and we wish her well for the future.

**Gill Clifford**

## Jill Essex



Jill joined the Mathematics Department in September 2008 and has been an invaluable member of the department. She has a reputation of being firm but fair. Jill sets high standards for herself and for those that she teaches. Delivery of the syllabus is efficient and clear and over the years her classes have gained excellent examination results. Jill is that marvellous combination of a professional teacher

who takes no nonsense from her pupils but who understands how best to 'tap into' their potential. During her time at St Mary's, Jill has also taught ICT; she is a woman of many talents! Like many staff, Jill has made the most of the opportunity to be part of the whole St Mary's

experience and we thank her for her many and varied contributions including Gadgeteer Club, Pi Day and many more. For the past two years Jill has been Second in Department with responsibility for Key Stage Three. This role was perfect for Jill – it brought out all her past management experience she had in her previous profession before she 'saw the light' and became a teacher. As a dedicated form tutor, her tutees over the years have been lucky to have Jill. She gives up her time when needed to help wherever she can. Jill is leaving St Mary's to take up a new challenge: it is only expected that a teacher of Jill's calibre should move on to pastures new. We will miss Jill's energy, humour and efficiency and we wish her every success in the future and hopes that she comes back to visit often.

**Emma Hall**

## Sorrel Wood



Sorrel Wood has been a highly energetic and enthusiastic member of staff throughout her four years at St Mary's. Whether she is teaching English or dealing with pastoral matters as Head of Year 9 or leading the running club, she is fully committed to the students and to the literature and the ideas she is teaching.

Sorrel combines a highly professional attitude with a

profitably competitive outlook, determined to enable her students to achieve at their highest ability and ready to take on projects. Many of the current Year 9s will remember the play, *What the Dickens!* which she co-authored and directed when they were in Year 7 for the Dickens bicentenary. Other theatrical presentations include the dramatised reading of Yeats' *Cathleen ni Houlihan* and of *Paradise Lost Book 1*, both on Sixth Form Reading Weekends, the latter being particularly memorable with devils stirred to powerful engagement, greatly enriching their understanding of Milton. A-level students past and present will remember other events from the reading weekends, including both her focused workshops on the texts and more light-hearted reviews of characters: particularly memorable is an evening in Stratford Youth Hostel, with a version of 'Take Me Out' compered by Sorrel with students in character (and dress) as figures

from the texts were studying – Emily Dickinson chatting to Milton's Satan and Shakespeare's Othello was particularly entertaining. With younger years Sorrel has led a number of very successful workshops, perhaps the best of which was a Year 9 workshop on protest poetry. This led to writing for the Benjamin Zephaniah Protest Poetry competition: four entries were selected for the finals, including three in the 11-16 category and a fourth by Sorrel herself. With her guidance and encouragement students have also entered – and been successful in – the Foyles Young Poet competition.

Sorrel's commitment to her role as Head of Year 9 has been greatly valued by students, parents and teachers. Her concern and her support for individuals have benefited many and the adventure weekend in a French chateau at the beginning of the year was an enormous success.

Sorrel's competitive spirit has been entertaining as well as commendable: her race against the Head in the crate-stacking competition on the Year 9 weekend in France and her determination to win the three-legged race in Lourdes Fortnight in spite of injury are two incidents that come to mind.

We wish Sorrel Wood well in her next adventure. She has been an inspiring teacher and colleague and we will miss her.

**Helen Garrett**

## Helen Ison



As Head of Communications and Development, Helen has a fierce intelligence and an ability to see straight to the heart of an issue. Her flair for design and presentation, coupled with her determination to improve all aspects of the Department, have transformed the work of the team. She has balanced the demands of being a Housemistress with those of her 'day job' and the girls have always found her to be

completely committed to them, displaying kindness, empathy and unending patience. She has been described by colleagues as a true

'St Mary's girl' and although not an alumna herself, she has taken to heart the values of the school and has sought to live these out each day. We have greatly enjoyed working with her over the years and shared many hours of laughter together. She will be greatly missed.

**Hannah Helliard and Jenny Boscoe**



## Oliver King



Oliver King joined the Music team as a part-time teacher in September 2012 and, despite only being in three days per week, he immediately immersed himself in the musical life of the school and assisted me with the smooth running of a very busy extra-curricular programme. In the very first instance, alongside myself and Mrs Gears, he joined *Allegro* on their first ever concert tour to Durham whilst only a few weeks into the

job, and it was a pleasure to spend time in his company, to get to know him and to establish which of his many musical talents we might best exploit! Whilst there, he let it slip that he was a “retired” trumpet player. Needless to say, before he knew it, he’d agreed to dust off his old instrument and play in the band for our large-scale production of the *The Wizard of Oz*. As a

keyboard wizard himself, Oliver quickly made himself invaluable as repetiteur for our chamber choir, and he also made powerful contributions to our masses and services. We particularly enjoyed hearing him pulling out all the stops (pun intended) during the organ voluntary at the end of our Christmas service at OLEM earlier this year. Oliver is a first-class accompanist, and he has given freely of his time and expertise to rehearse and perform with A-level musicians in order to help them prepare and deliver their all-important recitals.

The Music Department have really valued Oliver’s many musical contributions over the last two years but we have also really appreciated his warmth, positivity and sense of humour as well as his ability to see the funny side of things even when under pressure. We look forward to staying in touch and wish him all the best.

**Emma Levy**

## Alice Harden



Alice Harden has been a great asset to St Mary’s, her thorough and enthusiastic nature always shining through. She has such a calm and pleasant demeanour and has always been a pleasure to work with. Alice is so happy, kind and considerate and also makes excellent cakes! We would like to wish Alice Harden well with her relocation to Oxford and

congratulate her on the arrival of a baby boy, Joshua. It has been a pleasure to work with Alice and all the students and staff will miss her enthusiastic and smiling nature.

**Daniel Gabbitas and Andrea Turpin**

## Fiona Gabrielczyk



When Fiona first came to St Mary’s she was known as Miss Jacques. Within a few months and after her marriage she became Mrs Gabrielczyk. Very quickly this was shortened to Mrs. G! The abbreviation suited her and the name stuck.

Mrs G. was very popular with all the girls. They appreciated the warmth of her kindness and benefitted from her ability

to organise events quickly. She appreciated the importance of a good chat and always made herself available after school to talk with the boarders. Her knowledge of careers has been more than useful to many girls. Fiona was always busy contributing to one or other of the school’s many activities. This allowed her to build up a lively network of colleagues through which she was able to project the experience of boarding and to strengthen the connections between boarding

and the whole school. Under her leadership the Charity Committee flourished, boarders have become more involved and their level of commitment to charitable works has increased. In addition, Year 9 enjoyed Mrs G.’s film evenings so much that the choice of film is now a standing order at all Boarders’ Council meetings. Fiona has master-minded our charity fundraising this year and the school has raised over £14,000 – a fantastic total and a testament to the hard work of Fiona and her Charity Team!

Finally, banana cupcakes epitomised Fiona! Finding the cake box filled with delicious banana cupcakes when Mrs G. was on duty at the weekend was always a treat.

It is with sincere regret that we say our goodbyes to Mrs G. Her reliable efficiency and genuine kindness will be missed by all.

**Helene Compain-Holt and Sonia Gears**

## Eileen Wilkinson (1920 – 2014)

Much loved Classics teacher, Eileen Wilkinson, sadly passed away in May 2014 aged 93. Her contribution to the school was a great one and she is fondly remembered by both her colleagues and the girls that she taught.

It may have been a deliberate ploy of Sister Christina to match the most senior member of staff with the newest recruit but when I first joined the staff of St Mary’s I was paired with Eileen as my mentor. Eileen was only a year off retirement and was perfectly placed to offer a life time of advice.

She was unstinting in her efforts, taking me under her wing for all things related to the classroom and beyond. Her wit was wonderful, we laughed and laughed until we cried!

Although she had a steely glint in her eyes and always looked slightly formidable in immaculate tweeds with a tasteful brooch or necklace, Eileen was an immensely warm woman with huge amounts of plain common sense. I loved the way she said what she meant with no need for me to read between the lines! She helped me a great deal in that first year, showing me how a good classroom teacher builds up a relationship with the classes they teach based on mutual respect. She was “St Mary’s” through and through, the very embodiment of the school’s wider ethos. I could not have had a better mentor.

**Fleur Spore**



## New Starters

**Alexandra Cardwell**, Chemistry  
**Michael Hemingway**, History, Geography and International Co-ordinator  
**Kimberley Cooil**, PE  
**Anna Hughes**, English  
**Joanna Cottingham**, English  
**Jenny Gemmell**, Head of History and Politics  
**Darren Kelly**, Head of Maths  
**Ysmay Gill**, Junior School  
**Julia Hutchison**, Geography  
**Surabhi Khanna**, Maths, and Leadership Co-ordinator  
**Leah Gilbert**, PE  
**Heather Collison**, Maths  
**Verity Cole**, EAL  
**Ruth Beer**, RS  
**Susan McKay**, Junior School  
**Ailish Meadows**, Chemistry

## Senior Prefect Team 2012/2013

<b>Head Girl</b>	Helena C.
<b>Deputy Charities</b>	Swathi P. Georgina Z.
<b>Deputy Junior</b>	Stephanie J. Helen J.
<b>Deputy Senior</b>	Alex H. Dharaa P.
<b>Deputy Mentoring</b>	Charmaine W. Sharon L.
<b>Sports Captain</b>	Lara W.
<b>Music Captain</b>	Hollie H.
<b>House Captains</b>	Emily W. Hannah M. Ellie R. Nicola H. Connie B. Samantha C. Catherine B. Chelsea Y.
<b>Deputy Brookside</b>	Sophie C.
<b>Sixth Form Council</b>	<i>International:</i> Joyce M. and Nehali A. <i>Secretary</i> Georgina N. <i>Democracy:</i> Felicity W. and Diana T. <i>Environment:</i> Catherine B. and Assem N. <i>Adventure:</i> Daphne J. and Ivy Q. <i>Leadership:</i> Christy W. and Helena C. <i>Service:</i> Ally T. and Sophie S. <i>Secretary</i> Bernadette

## Public Examination Results

### A Level Results

SUBJECT	A*	A	B	C	D	E	U	TOTAL PASSES A* - A	TOTAL PASSES A* - C	TOTAL ENTRY
English Literature	1		2					1	3	3
History (Modern)		1	1	1				1	3	3
History		1	1	0				1	2	2
Geography	0	1	4					1	5	5
Government & Politics		3	1					3	4	4
Spanish				1					1	1
French			1	1	1				2	3
Chemistry	0	5	3		2			5	8	10
Physics	2	3	3	1				5	9	9
Biology		3	2	3				3	8	8
Art & Design	1		1					1	2	2
Mathematics	6	7	1	1	1			13	15	16
Further Maths	4							4	4	4
Business Studies		2	4					2	6	6
Economics	1	3	2		1			4	6	7
Psychology		2	6	1				2	9	9
Textiles	1			1				1	2	2
Crit & Continued Studies	1	1	1					2	3	3
Photography	1	1		1				2	3	3
Chinese		4	3					4	7	7
EPQ	1	1	1	1	1			2	4	5
<b>TOTAL</b>	<b>18</b>	<b>37</b>	<b>36</b>	<b>11</b>	<b>5</b>			<b>55</b>	<b>102</b>	<b>107</b>
<b>Percentage Pass Rate</b>	<b>16.8%</b>	<b>34.6%</b>	<b>33.6%</b>	<b>10.3%</b>	<b>4.7%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>51.4%</b>	<b>95.3%</b>	



# Public Examination Results

## GCSE Results

SUBJECT	A*	A	B	C	D	E	U	TOTAL PASSES A* - A	TOTAL PASSES A* - C	TOTAL ENTRY
Art	21	9	7	0	0	0	0	30	37	37
Additional Science	3	10	13	7	1	0	0	13	33	34
Biology	29	15	4	3	0	0	0	44	51	51
Chinese	9	0	0	0	0	0	0	9	9	9
Chemistry	26	14	9	2	0	0	0	40	51	51
Classical Civilisation	1	5	2	1	0	0	0	6	9	9
Drama	0	5	6	3	0	0	0	5	14	14
English	19	18	30	6	1			37	73	74
English Literature	20	39	11	3	0	0	0	59	73	73
French	7	5	8	3	3	0	0	12	23	26
Food Technology	6	2	1	0	0	0	0	8	9	9
German	8	2	4	3	0	0	0	10	17	17
Geography	34	13	6	6	8	1	0	19	33	34
History	33	11	2	1	0			44	47	47
Latin	4	3	2	1	0	0	0	7	8	8
Latin (short)	2	3	2	1	0	0	0	5	8	8
Mathematics	27	21	21	14	2	0	0	48	83	85
Music	6	9	2	0	0	0	0	15	17	17
Physics	30	13	7	1	0	0	0	43	51	51
Religious Studies	30	20	14	12	5	2	0	50	76	85
Science	6	11	10	5	1	0	0	17	32	33
Spanish	9	5	8	8	0	0	0	14	30	30
Statistics	6	3	1	1	0	0	0	9	11	11
Textiles	5	6	3	0	0	0	0	11	14	14
Thai	1	0	0	0	0	0	0	1	1	1
<b>TOTAL</b>	<b>319</b>	<b>232</b>	<b>170</b>	<b>81</b>	<b>14</b>	<b>2</b>	<b>1</b>	<b>551</b>	<b>802</b>	<b>820</b>
<b>Percentage Pass Rate</b>								<b>67.2%</b>	<b>97.8%</b>	



# University Destinations

## University Destinations 2011/12 and 2012/13

- Anglian Ruskin University
- Bath Spa University
- Bournemouth University
- Cambridge University
- Chinese University of Hong Kong
- City University London
- Durham University
- Imperial College London
- Keele University
- London College of Fashion
- London School of Economics
- Manchester Metropolitan University
- Newcastle University
- Nottingham Trent University
- Oxford Brookes University
- Queen's University Belfast
- School of Oriental and African Studies (SOAS), University of London
- University College London
- University of Bath
- University of Brighton
- University of Bristol
- University of Cambridge
- University of Durham
- University of Edinburgh
- University of Hertfordshire
- University of Hull
- University of Manchester
- University of Newcastle
- University of Nottingham
- University of Oxford
- University of Reading
- University of Southampton
- University of Surrey
- University of Sussex
- University of Warwick
- University of Worcester
- University of York
- York St John University

## University Courses 2011/12 and 2012/13

- Accounting and Finance
- Actuarial Science
- Anthropology
- Archaeology
- Biochemistry and Molecular Medicine
- Biomedical Sciences
- Business Management
- Chemical Engineering
- Chemistry
- Christian Theology
- Classical Studies and English Literature
- Dentistry
- Economics
- Education Studies and Early Years
- English Literature
- Environmental Geography
- Fashion and Textile Design
- Fashion Buying and Merchandising
- Fashion Design
- Fashion Management
- Financial Business and Economics
- Fine Art
- History
- History of Art
- Human, Social and Political Science
- International Management
- International Relations and Politics
- Law
- Marketing
- Mathematics
- Mathematics with Economics
- Mechanical Engineering
- Media Production
- Media, Communications and Cultural Studies
- Medicine
- Music
- Neuroscience
- Nursing
- Nutrition and Dietetics
- Pathology and Microbiology
- Psychology
- Psychology and Neuroscience
- Veterinary Medicine
- Veterinary Nursing



## Music Colours

### Year 7

Clara W. Catherine B. Katharine B. Maria C. Mariana G O. Elena G. Eden H. Alice P. Emily P. Emily T. Jessie W. Beth W. Ciara P.	Isobel A. Lily A. Isobel B. Anna C. Abbi H. Lois T. Francesca H. Eve M. Amy H. Jessica L. Christina L. Ella P.	Annabelle B. Rebecca G. Alexandra H.
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### Year 8

Frances B. Rosie C. Clemmie C. Lottie D. Zoe G. Helena L. Lydia S. Pippa S. Anna B.	Madeleine H. Aislin M. Dana N. Lucy T.	Gigi D. Christine W.
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### Year 9

Kristen A. Roca Xavia C. Sasha D-B. Lily D. Amy H. Eva H. Georgie N-S. Elizabeth P.	Georgie P. Olivia S. Annmariem S. Alice S. Sofiya S. Lily B. Jacqueline L. Eleanor A.	Mary F. Florence B. Jesslyn F. Sophie S.
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### Year 10

Amelia B. Maegan C-G. Honora D. Isabelle L. Joy M. Hannah M. Raphaella S. Grace U. Sophie W. Aimée R.	Henrietta M. Maeve M. Katie M. Lerato M. Daisy E. Kerri H-T. Molly U. Victoria B. Charlotte C. Ellen C.	Morgaine O. Anna S. Jasmine M-S.  Madeleine G. Eleanor W.  Alice L.
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### Year 12

Priscilla Sze-Lok C. Abigail H. Lillian L. Miriam S. Anaid T. Zoe W. Amy W.	Georgina J. Ingrid L. Farhana M. Hannah P.
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## Sports Colours

### Year 9 Half Colours

For Gymnastics:	Cristina C-H Daisy K. Isabel L. Lizzie P. Asha R-P. Phoebe T	For Gymnastics & Netball:	Natasha C-C.
For Hockey:	Amy H. Alice S. Isby S.	Katie B. Izzy C. Annie Q. Lottie S. Emma R S.	– Athletics, Gymnastics & Hockey – Gymnastics, Hockey & Netball – Cross-country, Hockey & Netball – Gymnastics, Hockey & Tennis – Gymnastics, Hockey & Netball
For Netball:	Anna F. Paula M.	Maddy B. – Athletics, Gymnastics, Hockey & Netball Roisin S. – Gymnastics, Hockey, Netball & Swimming Julia P.– Athletics, Cross-country, Gymnastics, Hockey, Netball & Swimming	
For Cross-country & Hockey:	Sophie W.		
For Gymnastics & Hockey:	Lily B. Emma C. Bella G. Elizah Y.		

### Year 10 Half Colours

For Hockey:	Erin G. Lexi M. Niky R. Laura W.
For Netball:	Jemima C. Emily G. Tessa G. Tyler H. Georgia P.



## Sports Colours

### Year 11 Full Colours

For Gymnastics:  
 Lois B.  
 Erin G.  
 Melissa J.  
 Lexi M.  
 Katie M.  
 Niky R.  
 Poppy S.

For Hockey:  
 KKate C.  
 Pippa C.  
 Tyler H.  
 Millie K.  
 Georgina O.  
 Ceri W.

For Gymnastics  
 & Netball:  
 Claudia D.  
 Charlotte S.

For Hockey  
 & Netball:

Rebecca A.  
 Ludovica C.  
 Tessa G.  
 Megan H.  
 Emma L.  
 Lucy S.

Panashe G.

Abigail W.

– Gymnastics, Hockey & Netball  
 – Gymnastics, Hockey & Swimming  
 – Athletics, Gymnastics & Hockey  
 – Athletics, Hockey & Netball  
 – Athletics, Gymnastics & Hockey  
 – Hockey, Netball & Tennis

– Athletics, Hockey, Netball & Tennis

### Year 13 Rowing Half Colours

Sophie C.  
 Liberty H.  
 Hannah M.  
 Felicity W.  
 Lara W.

### Year 13 Rowing Full Colours

Nehali A.  
 Millie A.  
 Connie B.  
 Catherine B.  
 Nicola H.  
 Stephanie J.  
 Katie W.  
 Emily W.  
 Christy W.



This year has once again seen staff and students from St Mary's embark on a huge variety of trips, both at home and abroad. Here are a few of this year's highlights!

# Trips





## An Alpine Adventure!

Whether it is rock climbing and abseiling, white water rafting down Alpine rivers or just something a bit more relaxing like canoeing or kayaking, the Alpine Adventure Trip has something for everyone.

On a very early Sunday morning in late August a group of around forty enormously excited Year 8, 9 and 10 girls met at Stansted airport. The reason for our excitement: the Alpine Adventure was about to begin! The Alpine Adventure takes place every two years in the Aosta Valley in the Italian Alps so we flew to Turin, Italy and then took a coach to our campsite. When we first arrived we were given time to settle into our tents of three and unpack our bags together, and during our first night's sleep we all realised just how cold it was in the mountains at night. I was shivering in my lightweight PJamas even when I was cocooned in my sleeping bag; I had learnt my lesson to wrap up warm!

Our first day of was spent at the lake. We were split into groups and each group did a different activity. My group's first activity was raft building. This involved splitting into two teams and designing, building and racing a raft. We were taught how to tie the best knots and what the sturdiest designs were. We then took the rafts out on the lake and put them to the test by racing them (my team won!), although sadly the other team's raft didn't fall apart! Our next activity was kayaking. Each girl had a single-person open kayak and we went out on the lake and played a variety of games in the boats, which was great fun. After lunch we did canoeing and stand-up paddle boarding which were both extremely enjoyable. I had never done stand-up paddle boarding before and it was really fun to learn something new. I found that I really enjoyed it, even if I wasn't very good at it because my

balance is terrible. I kept falling off, but after a while I got the hang of it. We had a great time paddling around the lake, trying to jump onto each other's boards and doing a paddle board conga!



Our second day was spent at Cogne, which is a big valley near the campsite. In the morning we went rock climbing up an absolutely huge rock face. We were harnessed with one of our friends keeping our ropes taut at the bottom so we didn't fall. We climbed between about ten and twenty metres up the rock face and then abseiled back down. Not really being a fan of heights, I opted for one of the smaller and easier climbs, and was a little scared when I looked down to see the valley many, many metres below me. However, once I got back on solid ground again I was very proud of myself and had really enjoyed it. Our next activity was squeezing which involved, as the name suggests, squeezing through small gaps in rocks and climbing into caves. I wasn't expecting to really enjoy it that much but after doing the first 'squeeze' I felt more confident.



After lunch we put on our wetsuits and braved the ice-cold glacier water of the gorge. This, despite being absolutely freezing, was my favourite activity of the week and I would do it again without hesitation. We climbed down into the gorge and once we were down we trekked through the rapid waters and jumped off cliffs and slid down big flat rocks. My absolute highlight of the week has got to be jumping through a waterfall into the plunge pool below! It was amazing and it gave you such an adrenaline rush. When you stood on top of the rock behind the waterfall you could hardly hear anything because of the noise of the cascading water.

Wednesday was our excursion day in which we climbed up Mont Blanc (or Monte Bianco as the Italians call it) to admire the stunning views. I say climbed: we took a cable cart up most of it and only climbed to the viewing platform at the top! The view from there was stunning and we all took plenty of great photos. We ate lunch in a lovely garden on the mountainside and then went back down in the cable cart. After that we went to Aosta for a bit of light shopping and bought gifts for our family and friends (and of course for ourselves!). Aosta was very picturesque and we all had a good time relaxing in cafes eating delicious Italian ice-creams. The next day we spent the whole day white-water rafting down the Alpine rapids. It was absolutely exhausting but we all had a fabulous time and enjoyed the excitement of the experience. We went down mini waterfalls and jumped out of the raft to drift on our backs down

calmer bits of the river. I had great fun doing something I'd never done before and had always wanted to do.

Friday was spent at Pont where in the morning we went on a long hill walk. I really was dreading this but I actually found that I really enjoyed it. Despite being in a mountain range most of the walk wasn't that steep as we were in a valley and just walked along it. However, the end was a bit of a scramble over the rocks and by the time we got to the top we were all sweltering and out of breath! The walk back down was very relaxed and very enjoyable indeed. After lunch we did abseiling and bouldering. Our first activity was abseiling and as we climbed to the top of the large cliff face my stomach churned, I was so nervous! I knew that nothing could happen to me but as I said before, heights aren't really my thing. But everyone was really nice and supportive and although when I got to the bottom I was shaking violently I was really proud of what I had done.

After the activities we all packed up our things, tidied our tents and got into the coach to leave for the airport. It was really sad to leave, although I was looking forward to sleeping in my own bed and having a nice warm bath!

I would thoroughly recommend the Alpine Adventure Trip to anyone who loves an adventure and new experiences. It has certainly left me wanting to try everything all over again!

Alice L., Year 10



## Matilda

On Wednesday 25 September, myself and a bus-full of St Mary's students from Year 9 to 13 set off after school for the Cambridge Theatre in the West End of London to see the award winning musical *Matilda*.



The show itself lived up to everything I have been told it would be: entertaining, witty, incredibly clever and, as several newspaper reviews said, 'utterly fantastic'. Tim Minchin's lyrics wonderfully captured the way that Matilda runs circles around her parents and her peers but also enabled us to see that the more she was put down and hurt by The Trunchbull and her parents, the more determined she became to work harder and eventually prove all their jibes and teasing wrong. The lyrics were dripping with satire, especially the opening song 'Miracle' which pokes fun at the pushy parents in the playground. Indeed, humour was integral to the whole production. The songs also tied in very well with the technical aspects of the musical and the way the actors moved around the stage so that you felt that the play had been formed to fit the songs instead of the songs to fit the play.

The set of *Matilda* though was what really made it so special. The set design,

much like the mechanics of the puppets used in *War Horse*, continually amazes. Desks, bookshelves and bathroom vanity sinks rising up from the stage floor itself, seemingly out of nowhere, each object forming a unique role in the play, and the actors interacting with them effortlessly as if it were perfectly normal to have your school desk materialize from the classroom floor. The jumble of letters that surrounded the stage, cascading inwards so that you felt drawn in to the production below, was another clever detail that kept you occupied for a good while before the curtain rose. As you sat there you couldn't help using it as a giant word search while you waited, picking out words like 'SHINY', 'PHENOMENAL' and 'STAR' from the apparently random arrangement. Pre-meditated details like this are what make *Matilda* so enjoyable to experience. I say to 'experience' instead of to 'watch' because you can't help feeling involved as you watch the tale you know so well unfurl.

From seeing the production of *Matilda* I now have a new appreciation of the amount of work, organisation and planning that goes into creating a production like this, just so you can get the audience to go 'wow that was good' when you present

to them the finished product. It's inspired me to look more into the world of set design and theatre mechanics so that maybe the next time I go to see a production I'll be able to truly understand and give full credit for the work that goes on behind the scenes.

The best thing about *Matilda* though is the whole accumulative effect of the acting, the songs, the set design, the wit and the constant humour that follows the story everywhere. As you come out of the theatre you'll find yourself discussing wildly in a sort of crazed excitement who

your favourite character was and which bit you liked best, ending the evening on a high, and feeling better when you came out than you did when you went in.

That's what a good production will do to you: it transports you away from the worries and troubles of your day to day life. After a good musical you will find yourself sniggering weeks later at the image of the Trunchbull shouting 'MAGGOTS!' at a clutch of small children as she slid past them on her scooter or smiling at the memory of Matilda's Jamaican librarian Mrs Phelps trying to

squidge herself onto a tiny stool as she stood triumphantly on a big one.

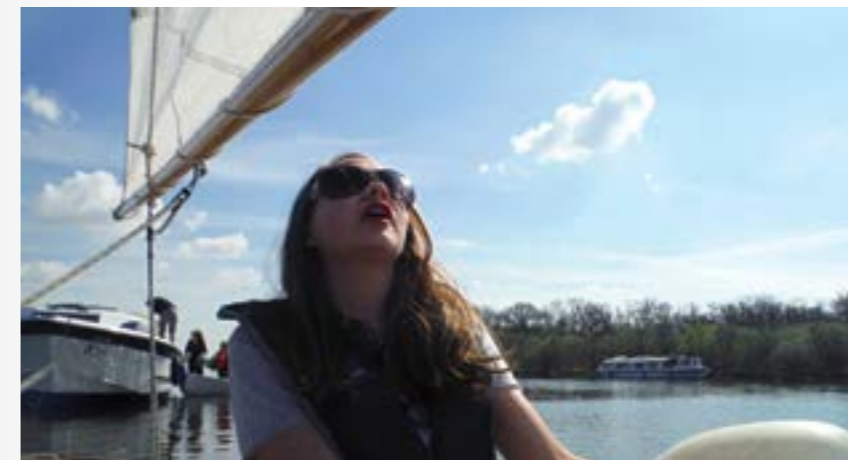
For these reasons amongst many others I thoroughly recommend *Matilda* to anyone with a spare day on their hands. Once seen it cannot be forgotten and you will very soon find yourself inviting your grumpy neighbour who you have hardly spoken to before to see it with you just so you can experience the magic once more.

A five star production.

**Ella B., Year 9**

## The Exploration Society

Over the course of the year The Exploration Society has given girls at St Mary's the chance to develop skills in the outdoors.



The Society runs training sessions during term time and a range of Expeditions during the holidays, all of which encourage teamwork and leadership, planning and problem solving, and help to develop self-confidence and resourcefulness.

During October half term two groups of students embarked on adventurous expeditions with the Exploration Society. The Year 7 to Year 9 "Ascent Group" girls began their expedition on 26 October

and travelled to a camping barn in the Peak District by train, steam railway and foot. In preparation for the expedition, the students practised navigation, first aid, cooking and rope-work. They then tested these skills by exploring the Peaks, rock climbing on the crags, playing games and learning to work together as a team. The Junior School "Base Camp" pupils left Cambridge on 30 October to explore the Surrey Hills. They also travelled via train and then trekked overland to their accommodation with the

expert guidance of their expedition leader. During the trip the girls practised their map reading and navigation skills, prepared and cooked their own meals and played Halloween games in the woods at night.

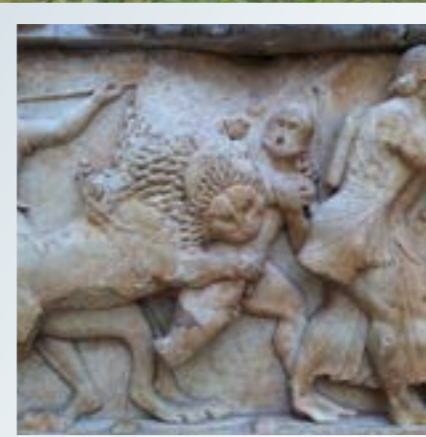
In the spring term a number of Junior and Senior School girls took on the challenge of living aboard and sailing half-decker yachts as part of the society's "Buccaneer" sailing expedition on the Norfolk Broads.

The Exploration Society has an action-packed summer programme planned. For Senior School pupils, the theme for the summer term's Ascent group will be "The Vikings" and will culminate in a canoe and camping journey on the River Medway in Kent. For our Junior School girls, this year's summer term programme will be a "Bushman" theme, focusing on Bushcraft and survival skills and culminating in a choice of expeditions based on a private woodland estate in Kent.

**The Exploration Society**



## It's All Greek to our Girls!



**Our Classics trip to Greece over the Easter holiday was a resounding success, with students from Years 9 to 13 visiting 11 different classical sites across the whole country.**

The students visited a number of famous sites, including the ancient citadel of Acropolis at Athens, the sanctuary of Apollo at Delphi, and the sanctuary of Zeus at Olympia, the original location of the Olympic Games. Other visits included Epidaurus Theatre, where the girls decided it was high time to test its acoustic capabilities by belting out renditions of High School Musical songs!

There was of course time for leisure as well, and the girls experienced some great Greek cuisine, two favourites of which were baklava,

a sweet pastry made of layers of filo pastry filled with chopped nuts; and souvlaki, a type of Greek skewered kebab.

Year 10 student Lauryn said her favourite part of the trip was visiting Delphi, where she enjoyed its beautiful location in the mountains and learning all about the Oracle, who was said to be completely infallible. Another Year 10 student, Raphaella, said she especially enjoyed seeing Athens, particularly the beautiful temples on the Acropolis.

We would like to thank all the staff who helped to make the trip such a success.



## Antony and Cleopatra at the RSC

English students in Years 12 and 13 had the opportunity to see a production of Shakespeare's *Antony and Cleopatra* at the Royal Shakespeare Company's Swan Theatre in Stratford-upon-Avon. The production was an unusual interpretation based in Haiti and France instead of Egypt and Rome. We attended a pre-show talk about the reasons for the company's interpretation and their portrayal of the characters. During the discussion we received an insight into the music used in the play which contrasted French Baroque with traditional Haitian song and dance. We found

this talk very enlightening and were very keen to see the play. After a break for lunch and some time to explore the town, we returned to watch the production. We thoroughly enjoyed the play and it has allowed us to appreciate alternative interpretations of the text, as well as the effort and detail required to stage an RSC production.

**Talia M., Year 13**

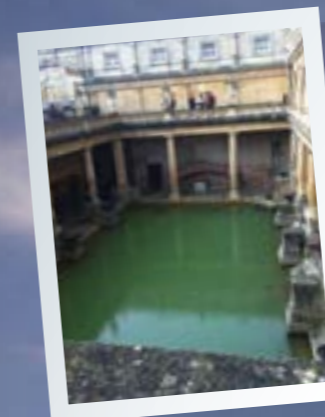


## Boarders Head to Bath

In March 16 boarders spent the weekend in the beautiful city of Bath, which was the perfect way to start spring. Visits around the city were planned and fortunately the weather allowed the group to enjoy the town fully. The boarders and staff walked through the town centre, the Sixth Formers visited the Jane Austen Centre while the rest of the group walked around the Artisan area, and visited the Holbourne Museum.

On Saturday evening, the group headed for the Abbey where they enjoyed a performance of the Messiah by The City of Bath Bach Choir. On Sunday, the girls discovered the Roman bath and were

impressed by the constant flow of water at 46 degrees, which gave its name and its identity to the town. On the way back to school, a stop off at historical Stonehenge brought to a close a fun-packed weekend.



## Galleries Galore



In February 58 Year 9 students and seven staff travelled from St Mary's on a double decker bus to spend the day in London visiting galleries and appreciating a variety of different artists and styles of working the Saatchi Gallery and Tate Britain. It offered an opportunity for students to see artwork first hand and extend their cultural appreciation.

Two Year 9 Art Scholars recount their experiences of the day:



### Tate Britain

"The visit to the Tate Britain was a great trip; the permanent and temporary exhibitions exposed us to the artistic side of our country's history and culture. The temporary Richard Deacon sculpture exhibition was a visually compelling insight into the world of contemporary sculpture; the use of texture and illusory shapes and colours all played a vital role in his work. Original drawings and plans for the sculptures also gave us an idea of how modern sculptors work.

"The permanent exhibition was also a brilliant opportunity to look at art and its stages through history. From the Pre-Raphaelites to other sculptors such as Henry Moore, the Tate Britain's extensive collection was ours for the day, to draw detailed sketches and make notes of our thoughts."

**Ella B., Year 9**



### The Saatchi Gallery

"The Saatchi Gallery was my favourite of the two galleries because I liked the range of different artworks. I was particularly interested in the paintings as there were many varied and eye catching pieces on display.

"One artist we were shown was Makiko Kudo, a Japanese artist who painted very surreal paintings of herself depicted as a Japanese cartoon character. She chose to paint herself with long blue hair set against different backgrounds which represented all the different places she had visited in the world. She exaggerated figures and objects and used vivid colours in her paintings so that you felt you were entering into a fantasy world."

**Isabella B., Year 9**





## Holland Exchange

Once again Year 8 and Year 9 pupils were the recipients of Dutch hospitality during the annual Holland Exchange.

Willem van Oranje School in Oud-Beijerland played host to our girls. Their staff and students took us to see the sites of the local area as well as Rotterdam and Amsterdam. The girls were able to appreciate the works of Van Gogh and Felix Vallotton at the Van Gogh Museum as well as visit the place where Anne Frank went into hiding and wrote her famous diary.

The trip finished with a day spent in Willem van Oranje School where the St Mary's pupils experienced a range of lessons delivered in Dutch as well as English, and in a variety of subjects from Sport to Music, and most significantly without having to wear a school uniform!

A great time was had by all and thanks go to the members of staff who accompanied the girls on this successful trip.



## Let's Get Physical!



On Wednesday 25 September Year 10 visited the Cavendish Laboratories and we were able to see many different exhibitions connected with our study of Physics.



These ranged from learning where our water comes from to Forensic Science and cancer research. It prompted us to think about how Physics is used in different jobs in the world. We also thought about our own futures, and whether we would be interested in pursuing a form of Physics when we are older. Many of us were particularly intrigued by the Forensic Science display. It was an enjoyable day for all, learning about many new interesting topics!

**Year 10 Students**

## An Evening with Donna Tartt

In mid-November students and staff from St Mary's enjoyed a fascinating evening in the company of celebrated American author, Donna Tartt. The enigmatic writer was in the UK to promote her most recent novel, *The Goldfinch*, and was one of the star attractions of the Cambridge Literary Festival. Year 12 English



Dressed head to toe in black and sporting her trademark severe bob, Tartt spoke eloquently about the writing process...

Literature students studied Tartt's *The Secret History* as part of their course, so this was an opportunity not to be missed!

Dressed head to toe in black and sporting her trademark severe bob, Tartt spoke eloquently about the writing process, the ideas for her three published novels and her belief in the importance of reading as a form of escapism from the busy

and stressful nature of contemporary society. She took questions and also read a section of her new novel to an appreciative audience. Tartt has famously always left ten year gaps between the publication of each of her novels, so this was very much an exclusive event!

The girls thoroughly enjoyed hearing her speak and her insights were invaluable. We await another visit in ten years' time!

**David Walker, English Department**



## German Exchange to Essen

Nine girls spent the first week of their Easter holidays in Essen, hosted by pupils at the BMV school, our partner school in Germany.

The week was packed with visits to enable them to receive a flavour of the culture of the area and to have fun too. We visited the old Synagogue in Essen, we had a guided tour of Dusseldorf and a boat trip on the Rhine and spent a day in Bottrop theme park.

Living with a family is always an enriching experience even if slightly daunting. The girls had ample opportunities to appreciate the novelty of another culture and another way of living. Here are just a few of their responses:



Sophie, Year 8:

**I made friends with people from a different country.**

Aislin, Year 8:

**I learnt more German.**

Wafia, Year 10:

**This has opened my eyes to a different culture.**

Emma, Year 8:

**I learnt what we have in common, in the UK and in Germany.**

Alice, Year 10:

**My conversation skills have definitely improved.**

Sofia, Year 10:

**I feel more confident to speak German.**

Isabel, Year 9:

**I enjoyed all the different types of water.**

Maeva, Year 10:

**I learnt to be more independent.**

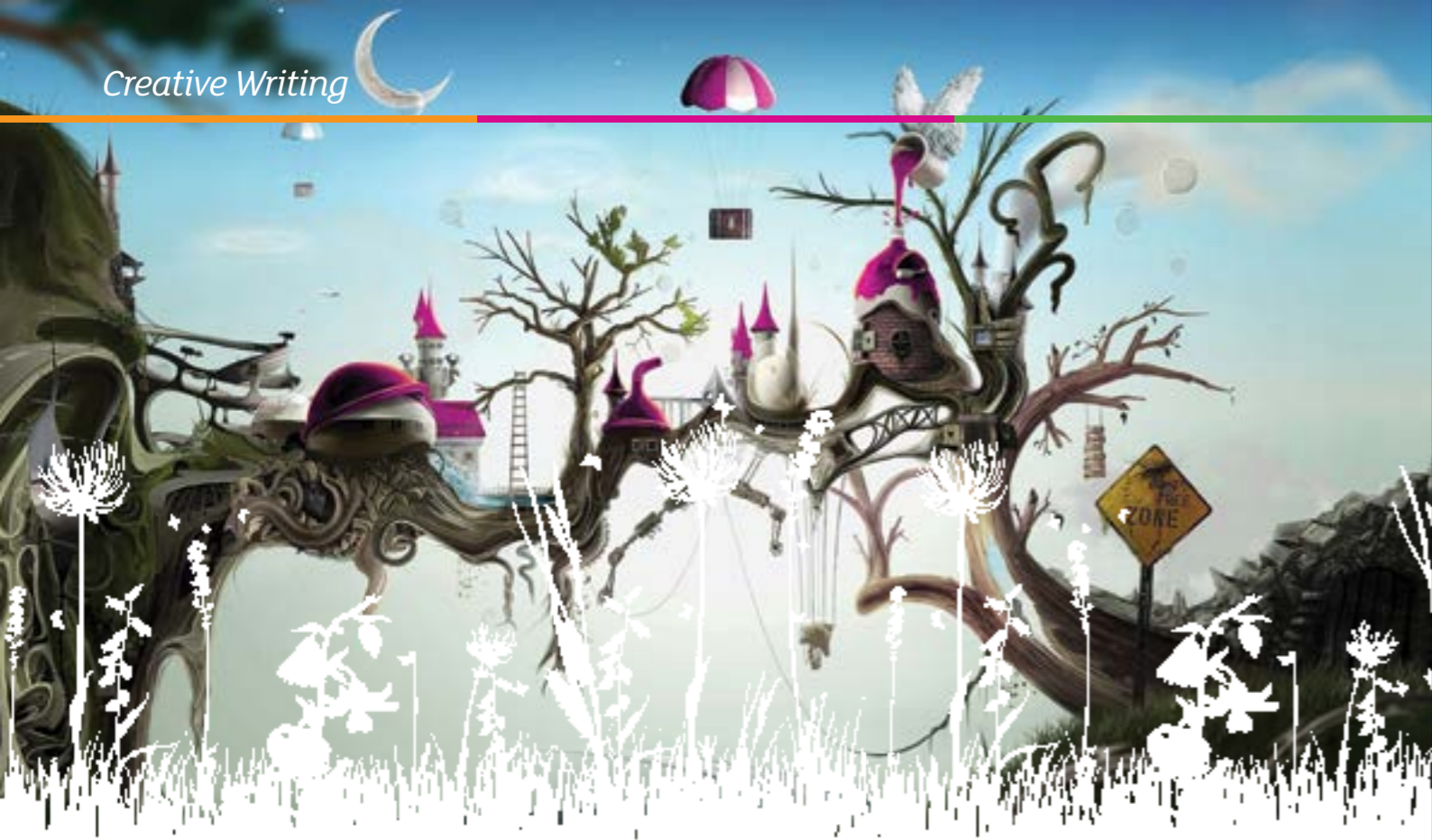
Sonal, Year 10:

**I feel that I have learnt to treasure my friends while at the same time making new ones.**



Creative Writing





## Surrealist Poems by Year 1

A soft fur cup and saucer  
A water bike  
A very hard to read metal book  
A crazy wooden shoe  
A spiky grass cardigan  
Weird.

**Chloe E., Year 1**

A fluffy fur tea cup  
A spiky straw book  
A sticky glue table  
A crunchpaper toy soldier  
A piece of wool lego  
Mad and bad.

**Ava B., Year 1**

A peachy fur cup and saucer  
A straw table  
A pencil toy sheep  
A blown off leaf seat  
This is disgusting.

**Jing Rui W., Year 1**

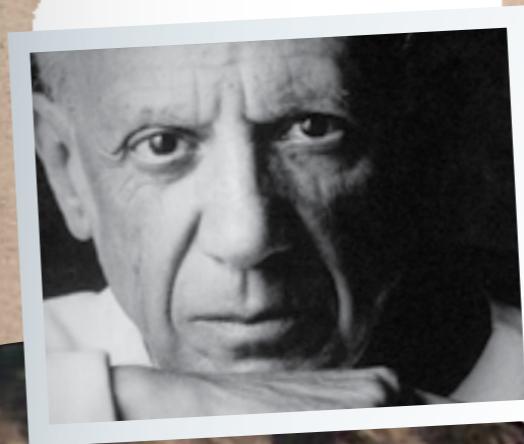
A mushroom cup and saucer  
A bubbly soap teddy bear  
A soft carpet door  
A tearing tissue mattress  
A wiggly toothpaste flower pot  
How weird  
How disgusting.

**Sairse R., Year 1**

A yummy fur cup and saucer  
A hard plastic book  
A soft paper wall  
A pile of scrambled egg doll  
A shredded wooden CD  
This is crazy  
Silly  
Mad.

**Solveig S., Year 1**

## Year 2 Cat Poems inspired by Pablo Picasso's *Cat Catching a Bird*



Bright eyed cat  
Round cat  
Evil  
Violent cat  
Fearsome and dangerous  
Hurtful razor teeth  
Ravenous  
Wicked  
Sharp claws grab the  
Helpless flapping bird.

**Lethando M., Year 2**

Bright eyed cat  
Rotund tummy  
Trampling  
Sleek fur  
Exploring cat  
Ravenous teeth  
Mysterious eyes  
Balancing cat  
Helpless bird  
Bloody wing.

**Neha S., Year 2**

Violent Cat  
Outstanding bird catcher  
Razor sharp claws  
Plotting cat  
Mysterious  
Rotund cat  
Imaginative cat  
Bloody bird's wing  
Wild in the night.

**Alexa B., Year 2**

Stinking Cat  
Fearsome sweeping tail  
Dashing  
To claw the flapping bird  
Razor claws  
As sharp as diamond points  
Gleaming eyes with pouncing and  
dashing  
Feet.

**Emerson A., Year 2**

Fearsome, violent  
Fierce cat  
Evil cat  
Rotund, angry  
Trampling and pouncing on a torn  
bird  
Wicked, ravenous to tear  
Sharp, razor  
Gnashing teeth  
Sharp, spearing  
Claws.

**Nancy B., Year 2**



## Year 3 River Nile Poems



### The Timeless Nile

We journey up the Nile, the timeless water  
Seems to smile  
The sailing boats glide past, to get to the sea  
They are so fast  
The long Nile flows all around, the  
Rushing of the river is the only sound.

**Charlotte T., Year 3**

### Sailing Along the Nile

We journey up the Nile  
The timeless waters seem to smile  
The calm waters swish and sway  
As we go and sail away.

King Tut is there, tall and grand  
And slaves building his pyramid  
With their bare hands  
Scribes are writing important notes  
While farmers are working unloading their boats  
The sun is hot and sunny  
And farmers are working, trying to get money.

**Martha B., Year 3**

### Felucca on the Nile

We journeyed up the Nile  
The timeless water seems to smile  
While I look across the Nile  
I seem to see something wild  
It was quite a sight to see  
It was a giant palm tree!  
The boats are sailing peacefully  
I look across at the temple and  
Dream about the people from the past  
Cleopatra is dancing, servants at her side  
Music is playing, there is a celebration  
We journeyed up the Nile  
The timeless water seems to smile.

**Miriam S., Year 3**

### Egypt's Wonders

We journey up the Nile,  
The timeless water seems to smile  
Cleopatra dancing on sand  
In her palace big and grand  
Workers working on the land  
Day and night things to plan  
Osiris, Iris and Thoth and all  
In desert tombs they seem to call  
King Tuts' treasures galore  
Trophies, gold and lots more  
Water shimmers in the sun  
Don't worry there's time to have fun!  
The scribes know them all  
Hieroglyphs on the wall.

Now my poem is really done  
Hope you enjoyed it, did you have fun?

**Anouk S, Year 3**

### Felucca on the Nile

We journeyed up the Nile  
The timeless water seems to smile  
People gather around the Felucca  
All have reflections in the river  
It shimmers, it dances across the Nile

I can see the magnificent river  
It seems to whisper to the shimmering water  
Like a diamond so beautiful  
The boats sail so peacefully  
It shimmers, it dances across the Nile  
I feel like a bird flying  
Smiling at the wonder beneath me  
I dream of gold and all the jewellery  
We journeyed up the River Nile  
The timeless water seems to smile.

**Alix H., Year 3**

## Stories in the style of Beatrix Potter by Year 4

### The Tale of Hammy the Hamster

Hammy the Hamster was a very neat hamster. He lived in a large, polished acorn. Every day, when he woke up, he would comb his hair until it shined. He put his comb on the windowsill, opened the window and went downstairs to have peanuts.

A rat was tip toeing over and saw the comb. This cat was a very naughty cat and stole the comb. When Hammy went upstairs to comb his hair again he saw that his comb was gone!

He ran downstairs, quickly put his waistcoat on and sped outside. He asked Penny Penguin if she had seen someone with a blue comb. She said she saw a rat with a blue comb run into the rubbish heap. Hammy ran back home and put his worst clothes on (he didn't mind if they got dirty.) He ran back to the rubbish heap.

He put one paw into the rubbish heap, then the other, until he was properly in it. Suddenly he saw thousands of tunnels inside, all leading to different places. For lights they only had old matches. At the end of one tunnel he saw a plump rat with a navy blue comb. The rat didn't see Hammy, but Hammy saw that it wasn't the right comb. So he continued looking down all the tunnels: thin rats with purple combs, plump rats with black combs, rats with pink combs, rats with red combs, but not one of them had Hammy's comb! Hammy sighed and thought he would never see his comb again, but as he looked to his right he found several lights that formed the shape of a door. He pushed it and sure enough it was a door. No one was in the room so he entered it.

There was a dresser, so he checked all the drawers; the comb wasn't in any of them. So he checked behind the dresser and there was a hidden drawer. He opened it and there was his comb!

He ran home, put his pyjamas on and shut the windows. He had learnt a lesson: never out something on your windowsill when your window is open!

**Juliette L., Year 4**



### The Tale of Squirrel Chestnut

When Squirrel Chestnut came home he found Norbert Newt sitting by the fire eating Squirrel Chestnut's pie that he was going to eat for supper.

*"How dare you come into my house without being asked!"* squeaked Squirrel Chestnut.

*"I'm dreadfully sorry but Tom Thumb cut off my log supply so I can't stop shivering!"* said Norbert with a sigh.

*"Oh, you poor thing!"* exclaimed Squirrel Chestnut. *"You can't have been able to cook any food either! Why don't you stay with me until Tom Thumb gives you your logs back."*

*"Thank you!"* said Norbert Newt.

*"Well, you can sleep in the guest room!"* said Squirrel Chestnut.

When Squirrel Chestnut woke up the next morning Norbert Newt had gone! He saw a note which read:

*Dear Squirrel Chestnut,*

*I spoke to Tom Thumb and he said he would give my logs back.*

*With thanks,*

*Norbert Newt*

Squirrel Chestnut suddenly realised that Squirrel Nutkin was coming to tea that very day. So he set to work making chestnut pie and many more delights. When Squirrel Nutkin came to tea they shared stories of how peculiar it was that Norbert Newt had been staying for a night and then left. For this happened to Squirrel Nutkin too.

The End.

**Imogen H., Year 4**





## Year 5 Creative Writing based on the Tudors

## Diary of Jane Seymour

10th March 1537

Dear Diary

Jane here again. I've just found out I'm pregnant and I have just told my husband King Henry VIII. He is very pleased. Henry is 46 and I'm the first to be able to give him, hopefully, a son. I'm hoping it's a son as Henry, I know, will behead me if it is not. Henry is so handsome and I know it is only a matter of time before I will be tossed aside because of a new wife. He is so smartly dressed. He always wears lots of gold rings and gold collars. I love his blue-grey eyes and short auburn hair and I do love his beard. I know he is putting on weight. I think he must have a 54 inch waist now! Wow!

I do feel alone though when he goes hunting and I know he loves his archery and jousting. He is such a sporty man. I know Henry is a good man, I just wish he didn't have such a bad temper. All this beheading and upsetting of the Church just because he wanted to get a divorce and because he wanted to be the Head of the Church of England. Oh well, I had better go, speak tomorrow.

Love Jane

Hannah P., Year 5

## Diary of Catherine Parr

11th July 1543

My name is Catherine Parr; it is the day before my wedding. Tomorrow I am going to be married to the King of England, Henry VIII. We are going to get married at Hampton Court Palace in a small ceremony with about twenty people coming. King Henry is fifty-two years old and he has lots of hobbies. King Henry enjoys music and plays lots of different instruments like the lute and the harp. He also likes horse riding, jousting and archery. He likes being outdoors, and he likes hunting and hawking. He also likes wrestling. He plays tennis too!

King Henry is known to be quite scary; the King even had some wives beheaded! I do hope that he doesn't behead me... King Henry is a knowledgeable man and knows many languages. These are the languages that he speaks: French, Italian, English and Latin!

I hope Henry will help me improve my Latin. However, he is not as young and healthy as he was before, now he is old and sick, and he needs somebody to look after him and his children and he has chosen me.

Sara A., Year 5

## Year 5 Persuasive Writing

## Letter to David Cameron



David Cameron  
10 Downing Street  
London  
SW1A 2AA

35 Mary Ward Road  
Cambridge  
Cambridgeshire  
CB12 3CJ

1st December 2013

Dear Mr Cameron

I am sorry to disturb you when you are very busy, but I am desperate to tell you that when I retire there may be no animals left in the wild in Africa.

My name is Elizabeth and I am 9 years old. I go to St Mary's Junior School in Cambridge and our topic this term is Africa. We have been learning about endangered animals and are reading the book 'The White Giraffe' by Lauren St. John to help us understand about life in Africa and how the animals live. We have also been watching a DVD called 'Africa' which also explains about the different animals that live there and how dangerous Africa is.

Our genetic cousins, the great apes of Africa and Asia could be close to extinction in the wild if nothing is done. 100 years ago 100,000 lions were in the wild, now there are less than 1,000. Some of the endangered animals are the African elephant, leopard, rhino and lion.

Humans are largely responsible for animal extinction. Hunters are killing animals, such as crocodiles and snakes, for their skin. They take fur from leopards and tusks from elephants. Humans also chop down rainforests which will affect an animal's habitat.

One of the best ways to help threatened animals survive is to protect their habitats. This can be done by creating more game reserves for the animals to live in so that they can live without too much interference from humans.

YOU can help by supporting the work that a game reserve does by highlighting how the animals survive. Without it, you will see how animals are dying.

I do not want any more animals to die because of humans. If we have no animals in the wild, the world will be different to how it is today.

Thank you for giving up your time to read this letter.

Yours sincerely,

Elizabeth W

Elizabeth W., Year 5



## Year 6 Blitz Poems



### Blitz

Flames destroy hope and memories,  
Fleeing to shelters,  
Families torn apart in sadness,  
Running to save your lives.

Searchlights spotting planes,  
Dropping bombs like there's no tomorrow,  
Planes being shot down,  
Falling through the dark night sky.

Bodies buried in the rubble,  
Buildings torn down, by the hot flames,  
Smoke creeping round the buildings,  
Suffocating innocent lives.

People in sorrow and sadness,  
Relentless crying and screaming,  
Cursing the dark night sky,  
For all who are lost.

**Ruby G., Year 6**

### Battling the Blitz

Bodies litter destroyed streets,  
Screeches echo in shadowing silence,  
Spitfires lurch and tumble in smoky air,  
People scatter as roaring flames inch along the horizon.

Buildings flake, helpless and feeble,  
Searchlights blind watery eyes,  
Stained faces disperse hope,  
Bombs plunge into rubble.

Whistling bombs soaring in rage,  
Second by second soldiers drop,  
See the fire reflect in their ghostly eyes,  
The tension is building, till one breaks.

Dancing figures in raging furnace,  
Hope is falling, like pebbles off a cliff,  
Running feet on the cobbled path,  
Screams echo in despair.

**Isabella R., Year 6**

### Blitz

The city is plunging into darkness,  
Snakes of flames hiss and crackle,  
As shadows jump and dance like dragons,  
Smoke hangs like ghosts.

Windows crash on the wet floor,  
Boots crush colourful but muddy glass,  
Searchlights explore the starry sky,  
Spitfires circling round dark gloomy homes.

St Paul's stand still and untouched,  
Everyone stares in silence,  
While flames lick buildings gracefully,  
Houses knocked down like bowling pins.

German planes dropping bombs  
Dead bodies lying on the dirty ground,  
Families sobbing for their loss,  
Plane engines fading away.

**Cristina H-P., Year 6**



### The Bombing

Fire takes over lifeless bodies,  
Windows covered as smoke rises,  
A city once great, now just rubble,  
Under the star filled skies.

St Paul's stands tall amongst fire and flames,  
Held up by the power of God,  
Innocent people left dying and crying  
Smoke mixes with souls of victims.

Bodies bashed by falling bombs,  
Children left orphaned, homeless,  
Survivors crushed by falling debris,  
All is quiet, but not for long.

Houses pulverised by falling bombs,  
Screams drowned out by explosions,  
Haunted by the dead, streets turned grey,  
Bombing ceases, along with many lives.

**Lara L., Year 6**

### War and Peace

Buildings are broken beyond repair.  
Bricks are scattered everywhere.  
Ear-bursting sirens are sounding.  
Wailing children are pushed into shelters.

Searchlights leap through the dark gloomy sky.  
Rubble flying everywhere.  
Planes' silhouettes cast shadows over buildings.  
All is silent, all is still.

Howling sirens fade.  
Ash ridden smoke hangs in the starless sky.  
Agonised families crawl out of gloomy shelters.  
Hope lost in their distressed eyes.

The moon flickers light over the river.  
Crackling flames still rage over buildings.  
People left wandering, homeless over the broken city.  
Children cluster together, their faces pale and cold.  
The white flag ripples in the smoke.

**Alice M., Year 6**

### The Graveyard Town

Bombs, evil and intimidating,  
Crash homes and grasp lives,  
Danger lurks in dark alleys,  
Shadows stalk with watchful eyes.

Gloomy secrets emerge everywhere,  
Red glowing skies haunt the bravest hearts,  
Pale faces trembling, tearing love apart,  
The wicked smell of defeat lingers in the smoky air.

Watery eyes, hearts pounding like drums,  
Souls evaporate into the air,  
Like a sand town blown away in a gust of wind.

Windows shatter as love smashes,  
As the clock of death ticks on, people drop,  
Now London is an unknown puzzle of secrets.

Eyes glisten in fear,  
Stained memories logged in minds,  
Wailing souls smother hope,  
The reminder of that night frozen in their eyes.

**Sophie S., Year 6**



## Senior School



### Cwmtduy Bay

The gleaming sun touches the cold water creating a warm haze on the surface. The soft, snowy clouds gradually fade away beyond the far horizon. The sky is a colourful rainbow that is gently disappearing. Nothing can be heard but the whooshing of the wind making ripples in the azure liquid.

A flowing stream opens as it finally merges with the sea water after its continual journey from the heavens. The gently stream is still warm from the midday sun. The amber sky reflects the water creating a pool of gold. A giant emerald mound leans over the side of the bay like a lamppost over a road. It has a winding, broken path that stretches up the side, as if it is leading somewhere far, far away and hard to get to.

Suddenly cold droplets fall across the stony beach. The waves come crashing in, swallowing everything in their path. The crisp wind becomes a tumbling tornado! The gentle stream turns into a cascade of water splashing into the overpowering ocean. The chartreuse grass is now a squelchy mess. Footprints are left imprinted in the brownish substance as people hurry away from the frightening storm.

The sky turns from its crimson state to a grey sheet, wiped across the air above. There is silence everywhere except for the wind that is left, rushing around after the storm. It weaves around until it halts. The pebbles are in place and the bay is beautiful and bright.

**Jemima C., Year 9**



### The Underworld

The boat broke through the tiny ripples of the black oily water that matched the endlessly dark mess of the sky looming over the underworld. After another timeless wait, the boat halted abruptly and a flow of souls poured out wearing puzzled expressions.

The River Styx rushed behind me, carrying all the messed up dreams, broken toys, a wedding cake topper and many random monuments that had destroyed a lifetime.

“Whoops!” An old lady picked up a small purse in which an array of bottles and tubs of makeup spilled everywhere, annoying a crowd of nearby souls. A man adjusted his top hat, wearing a spotless white tie and frown, looking disapprovingly at a young girl who was screaming as if her life had ended (which, of course, it had) because a tiny smudge of dirt rested on her face layered with all kinds of powders and eye-pencils. Her mascara was applied hopelessly, blots trailing down her face like an ink explosion.

Not knowing the time (of course), I rushed through the gates and Cerberus gave me a little growl. That unfortunately provoked a series of wails from a baby, whose face was drenched in tears and whose few teeth stuck out like blunt daggers. A flustered mother brushed away her tangled hair.

**Madeleine H., Year 8**



### Extracts from my novel ‘Strays’

The sun flickered in between the trees as Marcie rode Fernando through the woods. The dogs were from the countryside, so was the girl and the horse. They loved it – they were free to race through the forest, discovering all the mysteries that lay under the roots, leaves and bushes. Marcie, until then, had taken to a steady canter. A long stretch of open path whispered to her, “Gallop, jump, be free....” She urged Fernando on, tapped his side with her heels. Fernando looked round at her as if saying “Are you sure you want to do this?” She kept tapping him. “Go Fernando, run!” Fernando broke into a burst of speed which left the dogs behind. They tried to keep up, but couldn’t. They kept running.

II  
What lay before them was simply amazing. To their left there were parklands and forests and, as it was autumn, the trees had gone a golden orange. In front of them there were miles and miles of gently undulating hills as far as the eye could see. To their right lay a chain of electric pylons running over the hills and leading to a huge wind farm. Just before the wind farm, there was smoke billowing out of chimneys: a massive industrial estate.

III  
The path turned into a muddy farm track walled up on either side by a crumbling flint wall. The path was covered from wall to wall in mud. They waded through and then stopped right in the middle. A small, weak chirrup was coming from Mac’s withers. Tuppence woke up and looked around. He was very woozy and toppled off the side of Mac into the mud. He broke the surface gasping and spluttering. Murphy delved into the sticky mud and found a lump. He hauled out the lump, unsure if it was Tuppence or not. Two big ears sprang up splashing Murphy’s face with mud. The dirt and grit in the mud went in his eyes. “Found ‘im,” Murphy said with Tuppence dangling from his mouth.

IV  
“You young ‘uns shouldn’t be out in the cold at this time in the morning. By the way the sun is rising, I would say it’s about seven o’clock in the morning,” said the horse. He was an old cob. He had a cloudy grey mane and white tassel fur around his feet. He had black splodges all over his broken down body. His voice was wheezy and he was painfully thin.

“Why are you so thin Sir?” asked Tuppence, feeling sorry for the skin-and-bone cob. “Mr Horse, we can see your bones.”

“I know” replied the cob. “My name is Big Mac, or it was. Now I’m Thin Mac, I guess. Farmer Buckshot put me and my two brothers in here. He left us to starve, and they did. He nodded towards two cobs behind him, both dead and rotting away. “That’s Jasper” he said, nodding to a brown and white corpse on his left. “And that’s Big Max. He’s my twin. Or he was...” He pawed at a black and white cob exactly like him. Murphy noticed a small tear drip out of his eyes as he stared at the cob, slumped over the fence, dead.

V  
His bones were not any more visible as he waded out of the river. He shook and a rainbow of water splashed from his mane in a perfect circle around his body. He was a graceful cob once more. He shook again. He bent down to drink, lapping up the magic water.

**Ella P., Year 7  
(Creative Writing Scholar)**



## Senior School

## A Journey to the Market

A hot wind tugged at Nada's dress as she walked the long winding roads of her village. Voices sang out from every direction. "Nada, do you want to come and play?", "Mohammed give that back!", "Bread here! Very good and very cheap!"

Nada pushed herself past the swarm of bustling people, conversations buzzing like flies. She clutched her bag, constantly aware of the pick-pockets who roamed the streets, and hurried along the dusty road. To her left there was a small troop of monkeys. They screeched and laughed at her, pointing their little fingers and jumping up and down. Nada ignored them. She saw them every day.

Nada soon arrived at the market. Villagers were bent over, peering at the items that lay in the tubs or woven baskets that sat upon the cheap wooden tables that had been made by the owners of the stools. Their faces were old and tired, with dust in their eyebrows and dirt on their cheeks. Each stool had a different sign, indicating what had been laid out that morning. Nada moved swiftly towards the cluster of tables that were weighed down with different types of food. She came upon the stool that she shopped regularly at. Fruit and vegetables of

all shapes, sizes, tastes and colours were what met her eyes. Nada began to place what she needed in her basket: deep red tomatoes, bright yellow mangoes, just ripened bananas, onions, carrots and potatoes all filled the bottom of her bag. She took out a small cloth purse from her basket and paid the friendly stool owner. He smiled at her when the cold coins touched his hand.

Afterwards, Nada arrived at the dairy stool. She asked for one kilogram of goats cheese and a litre of goat's milk, just enough to feed her baby brother and herself for two weeks. A boy, someone she knew, was tending the dairy stool that day. The boy had a darkened face from many days of not washing, his hair was a deep brown and was tangled up in a mess on top of his head. His clothes were just a simple pair of shorts and blue sandals, which were probably stolen from the bag of an unsuspecting tourist family.

"Hello Nada," the boy said. "Hello Samir, how is your father?" Samir smiled and nodded his head, indicating he was doing well. Nada waved goodbye and began to walk towards the exit of the market. Before she left, Nada couldn't help but peer at the trinkets in the

'tourist area' as the villagers liked to call it. She patted the first stall and all she could see were tourists. They were all speaking in strange languages, but the stool tenders seemed to understand them. Nada laughed inside her head, as she saw a rather large tourist woman buy a wooden snake, one of the cheapest things to make, but one of the most expensive. Nada bent over to look at glazed wooden mule, with intricate designs painted on the saddle and hooves. It had captured Nada's heart, but she knew she had no money to buy it. Sadly, she walked away.

"Nada!" Nada turned around to see Samir running towards her, holding her beloved mule. "Take this. My uncle runs this stall, I'm sure he won't mind if one mule goes missing!" Samir placed the mule firmly in her hand and ran back into the market.

All the way home, Nada held the mule in her clammy hand. Behind her, the red sun was slowly setting and animals scurried along the road. She entered the village and lifted up the flap of cloth that represented her door. She placed her groceries on the ground and took off her sandals. She hurried towards her bed and tucked the mule under her scratchy duvet, safe from intruders.

Giorgie N-S., Year 9

## Darkness to Light

I shouldn't think of your faults  
Or what you have not  
It is nicest to think of all that you have got  
There is so very little use for  
Thoughts of such self hate  
There are so very many who think that you are great  
They're glad that you're not different and  
Glad that you are you  
There's no need to be the same (one person times two)  
I hope that you can start to see  
How valuable you are  
You've done so very, very well to make it through this far  
And when your life is getting hard  
Please keep your head up high  
The end of all your struggles and of all your pain is nigh  
So don't you cry at explosions,  
Don't ever cow'r in fright  
Don't you know that stars shine best on the darkest of nights

Cristina C., Year 9 (Creative Writing Scholar)

## Dystopian Writing

I think I'm dying. No, not in the way you think, I haven't got some disease you can't pronounce or words to describe the feeling of decaying matter inside my soul. I'm just tired. It's days like this, when I find myself wondering why I fight for a cause that is slowly fading.

The clashing of the waves brings me back.

The smell of smoke intoxicates me, my lungs, and my humanity. It's an addiction, I'll admit it. When you're fighting a war you need a poison, it keeps the bitter taste sweet.

I find myself clinging to my worn leather jacket for some reason it gives me hope, it dwindles the feeling of regret ebbing inside my mind.

The gun in my pocket causes me to shift uncomfortably; it fills my mind with forgotten promises. Old memories, ones of love, happiness, revenge. Because that's what you do for love; you'll survive on that hitched breath, the smallest smile that causes your dimples to show, the brief moment when your eyes flicker down in an uncontrollable sadness and of course the fuzzy feeling in your heart; that's what I live for, what I'll always live for.

If someone were to look at me now they'd think I was in a propaganda ad. The posters are scattered all around the city that's currently only inhabited by women. It makes me uneasy if I'm being honest. When I was at school they taught us how men were dictators who ruled the world, women were all slaves. Until, of course, we took over.

It's horrific really, the way the men are scattered into prisons. Sometimes I pass by there on the way to the base, it's terrifying, but no one can know I think that. Morale is key in the art of war. If your soldiers aren't happy, they might just kill you.

This world, it's like chess and I'm the queen – well for one side anyway. But I know how to win, I can do this. I've got an army, I've got the advantage and I've got a heart, which most people in the world lack. The base is underground, hidden under layers of mountainous rock; the government couldn't find it even if they tried their hardest. But this is all about to change, the game is about to change and as for me, I may or may not be dead by tomorrow.

Wafia Z., Year 10



## Senior School

Today was a normal day, just like any other. I woke up, had breakfast, the usual, and then I was off to work. I shouldn't complain really, I live in luxury compared to them, the men I mean. I work in one of the camps, you see. I know that's where they belong and that they aren't like us, but something seems wrong. It always has. We're not meant to talk about our work there and I don't know why, it's just how things have always been.

Sometimes I really don't like my job though. It seems a little cruel to keep them all so cramped. And then there are the children. Apparently half of all babies born are male. I don't know where they can be, there's no way we're getting that number of new-borns in the camp, there's not enough space for a start. I'm only a child, I don't have a sister and my mother never said anything about a brother. After she had me I don't think she wanted to put her name down again: too much risk. When I was little I was bullied at school, I was never feminine enough. It wasn't until I started working in the camps that I realised it meant I looked like one of them. The girls were always sleek, slim and perfect. Ice cold eyes meet coffee-coloured hair. Broken porcelain faces with sugar-coated smiles. There aren't many other girls like me. Maybe I'm just defective.

I think that's why I hate my job so much, I see myself in them. The men. Something in their cries says they are more than just animals. But that doesn't matter. A job is a job. Someone has to do it.

Today though, something clicked. There's more to this than meets the eye. I'm not sure what exactly that is, yet, but this child reached out to me, today. A child who would never see the outside world, and he looked at me straight in the eye. It's etched on my memory, the quiet sincerity, the pleading. I'd seen it before but it felt like he was human, like me. I blocked it out but after what happened in the capital today, I begin to doubt.

There was a bomb. Not just an explosion, but a bomb. No warning, just a shudder whilst I was working and the noise. Luckily, we're not in the centre but I heard that the birthing clinic was totally destroyed. They're saying it's terrorism, We learned about that at school when I was young. I thought only men were terrorists, though. But they're saying it was a rebel leader, called Electra, I think. It's chaos here now. The whole city's on lockdown, the camps are on red-alert. No one goes in or out. The me, the ones that speak, want to know what's happening. I would tell them but I don't know myself. We're all just as blind.

It's getting late now. We haven't been told we can go home. Tension clouds the air as other check on relatives. My mother's safe, for now, at least. She tells me people are rioting, just pockets of anger, tiny outbursts. The police soon deal with them. What confuses me most is why. Why plant a bomb? Why kill dozens of innocent women? I wish I knew more, I wish I could go home. I'm scared and I'm not used to that. I'm tired and sickening for something. I just want to go home, if it's even there anymore. No news is coming through. A low boom, this time closer. The lights flicker. Darkness.

**Lerato M., Year 10**



## South African Solitude

The final moment of solitude dies  
The final star extinguishes,  
Giving way to a layered palette of pastel haze  
The crispness of clinging dew,  
The morning air approaches

Fresh Cape winds sweep past,  
Hoisted strands of hair dance  
In the swooping, stinging swarm of breath  
That angers this Ethiopic expanse

Your obscure depth is trickery  
Your swallowing gravity; at first calm, serene;  
Crawls, cuts, crashes in an almighty destruction  
Of moist tears against the foot of our protective guardian  
This flat, rocky protector,  
Covering our small, insignificant urban life

Waves of wisp rise, hug, cover this table,  
Cascading down into a milky mist,  
Concealing the cry of a guinea fowl,  
The sharp, distinct scent of your forest of Fynbos

Soon this land, brimming with life,  
Will fall asleep once more.  
The final moment of solitude will come again  
The desired star will ignite,  
giving way to an invisible cloak of darkness  
-a haze of black approaches.

**Vicky B., Year 10**

## Thorns

Razor blades of black  
Guard from each angle  
Prepared to draw blood.  
Where it thrives,  
all else dies.  
Perfect in complexity.  
Perfect in simplicity.  
Unforgiving, tainted, spitefulness.  
Grown of hate  
Yet strong. Immortal.  
Alive and dead.  
Isolated, lonely, biting  
Defence from what the world has become.  
Drowning, strangling, smothering,  
Just to keep living.  
Erratically twisted, tangled.  
Wild untamed coils.  
It deters. It detests. It dies.

**Lerato M., Year 10**

## August Blackberries

Short showers from Summer's months created a sea of purple clots,  
Their conspicuous shades of dioxazine violet glistened in the sun,  
And stained sangria red blood onto the baskets and pots,  
With imagination of filling them up by the tonne.

My mother would crush them and mix with syrup and sugar for wine,  
Or watch it be smeared onto bread whilst a knife went by,  
But with no interest in jam or ivory black coloured wine,  
My father would bake them into a sweet summer blood pie.

I'd return to the fields in hope to see the purple segments still there,  
But like every year the green coalesces covered them like rain,  
So I sat and let the approaching September winds below through my hair,  
And I waited for the imperial purple rage to rise again.

**Aisling H-B., Year 10**



## Senior School

### Extract from 'A Place Where I Grew Up'

An abused cigar, the honey-toned remnants of Cognac plagued by rouge-rimmed prints of careless kisses. It was through my parents' all-surpassing adoration for each other that I knew just how damaging love could be. For if there is no object of affection, there is no gamble and, after all, how often can you really win? I wouldn't label my childhood as normal, my family as nuclear, or my time as wasted. I wouldn't give back our memories for all the wealth in the world. I can still smell the tones of my mother's rich perfume, the smoke from my father's only vice, can still hear the shuffling of playing cards. Sometimes I shuffle those cards when I can't sleep, remembering the way they taught me how to see the world as a game of poker. I used to laugh at their childish nature until their death stripped away any feeling of euphoria or peace. Instead, I devoted my time to learning new tricks, and claimed my home as Route 66. No matter the state, be it Arizona's dusted gold tracks or Pennsylvania's green restrictions, flashes of grey proved to be a point of consistency.

At night the illuminations of headlights would encourage me like angels, and I soon learned that they don't call it the mother road for nothing. My legs gripping onto the back of a stranger's motorcycle, I lost my head, sometimes forgetting how I got there or that I was even there at all. Glimpses of heaven, a tunnel lined with yellow lights, glimmers of hope for the hopeless. I liked the numbing stretches of nothing where the houses remained identical, the anaesthesia of feeling secure with people whose names had no meaning, in places that you knew almost nothing of. I watched the graffiti caress the brick walls of the city, a blank canvas...

**Francesca E., Year 13**  
(Creative Writing Scholar)



### Dance – A Philosophy

If you listen closely, at the right time of day, you'll hear the rhythm. The rhythm of life. The rhythm that runs with pounding steps every creature takes. The music that flows through the branches of trees, weaves a melody in the rushing waters of streams. The great bass pumping that drives you, the blood in your veins, the breath rushing in your lungs - and the only way to find your place in the great sweeping universal tide of the rhythm is to find your dance.

Some people are born into their dance, weaving their way into the rhythm with a knowledge that allows them to join the rich tapestry of life, dancing their way as one with the Earth. Other dances are stumbles and falls, the ones who are deaf to rhythm, but each fall is part of the rhythm, and part of their dance.

The dance would not be a dance without mistakes, and a mistake makes you better. If you have ever seen a dancer fall, you will know how they get back up again, and dance harder, with more passion and verve, because they have fallen before. Even the greatest listeners to the dance will sway in the wrong direction, come out of sync - some will fall, some will rise, and such is life. Yet others will weave a safety net around them, give them threads of life to carry onwards, and dance again. The rhythm may be fast, unrelenting and restless, but the dance will lift you upwards. Whatever your dance is, whether you are aware or not, you make part of the rhythm, and the rhythm is part of you. If you lose faith in the world, remember, however far you fall, the rhythm will carry you, and your dance will lift you.

Find the rhythm, find the dance.

**Maeve M., Year 10** (Creative Writing Scholar)



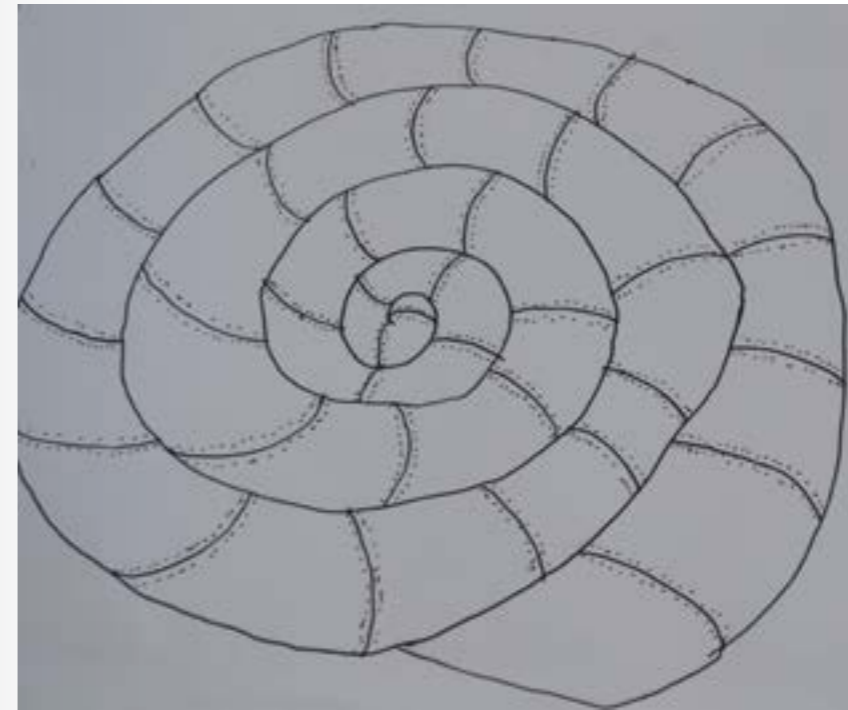
## Artwork



# Junior School



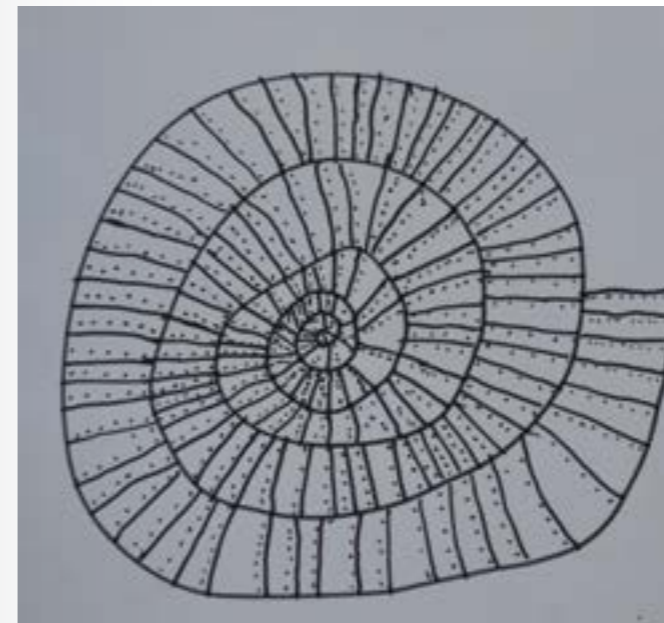
Riya S., Form 2



Ritisha B., Form 2



Sophia P., Form 2



Neha K., Form 2



Kate B., Form 2



## Junior School



*Miriam S., Form 3*



*Zerha S., Form 3*



*Matilda R., Form 3*



*Alix H., Form 3*



## Junior School



*Hanna P., Form 6*



*Yuna I., Form 6*

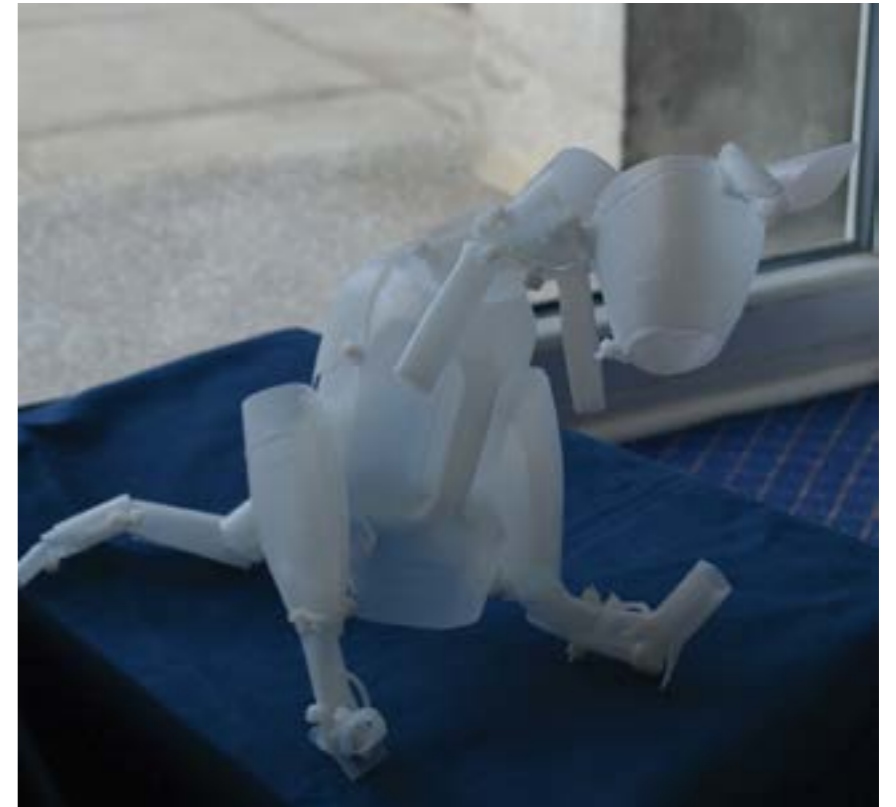
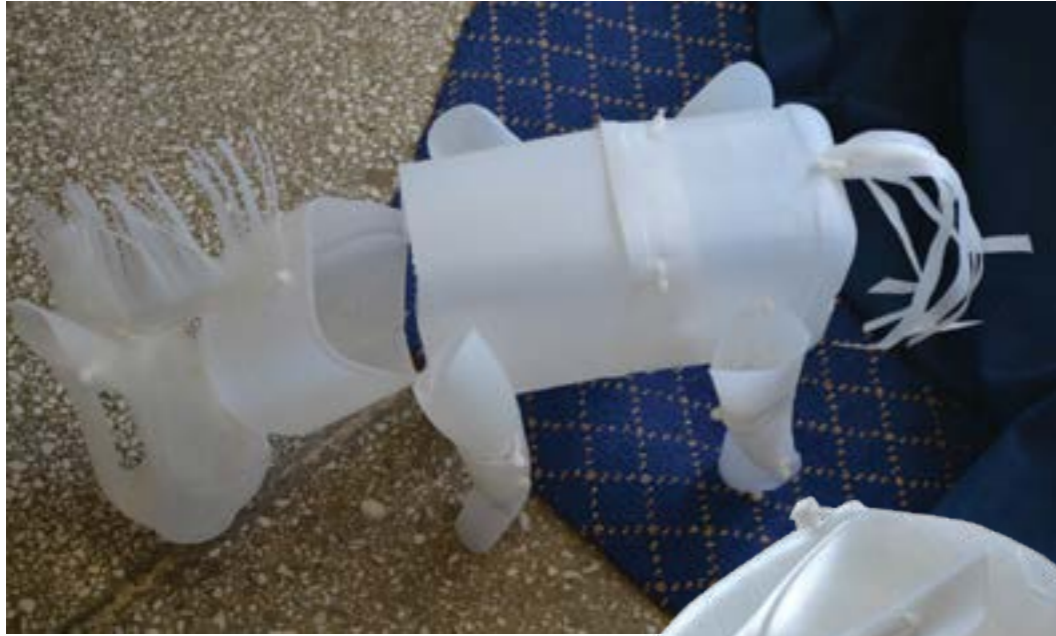


*Olivia B., Form 6*



*Issy H., Form 6*

Year 8



Year 9



GCSE



Alice G., Year 11



Alice G., Year 11



Alice G., Year 11



Catherine W., Year 11



Catherine W., Year 11

GCSE



*Claudia D., Year 11*



*Claudia D., Year 11*



*Claudia D., Year 11*



*Hester T., Year 11*



GCSE



Isabella G., Year 11



Isabella G., Year 11



Isla B., Year 11



Kelly Z., Year 11

GCSE



Megan H., Year 11



Megan H., Year 11



Pippa C., Year 11



Pippa C., Year 11



Pippa C., Year 11

A-Level



Abigail H., Year 12



Abigail H., Year 12



Abigail H., Year 12



# A-Level



*Bam C., Year 12*



*Bam C., Year 12*



*Bam C., Year 12*



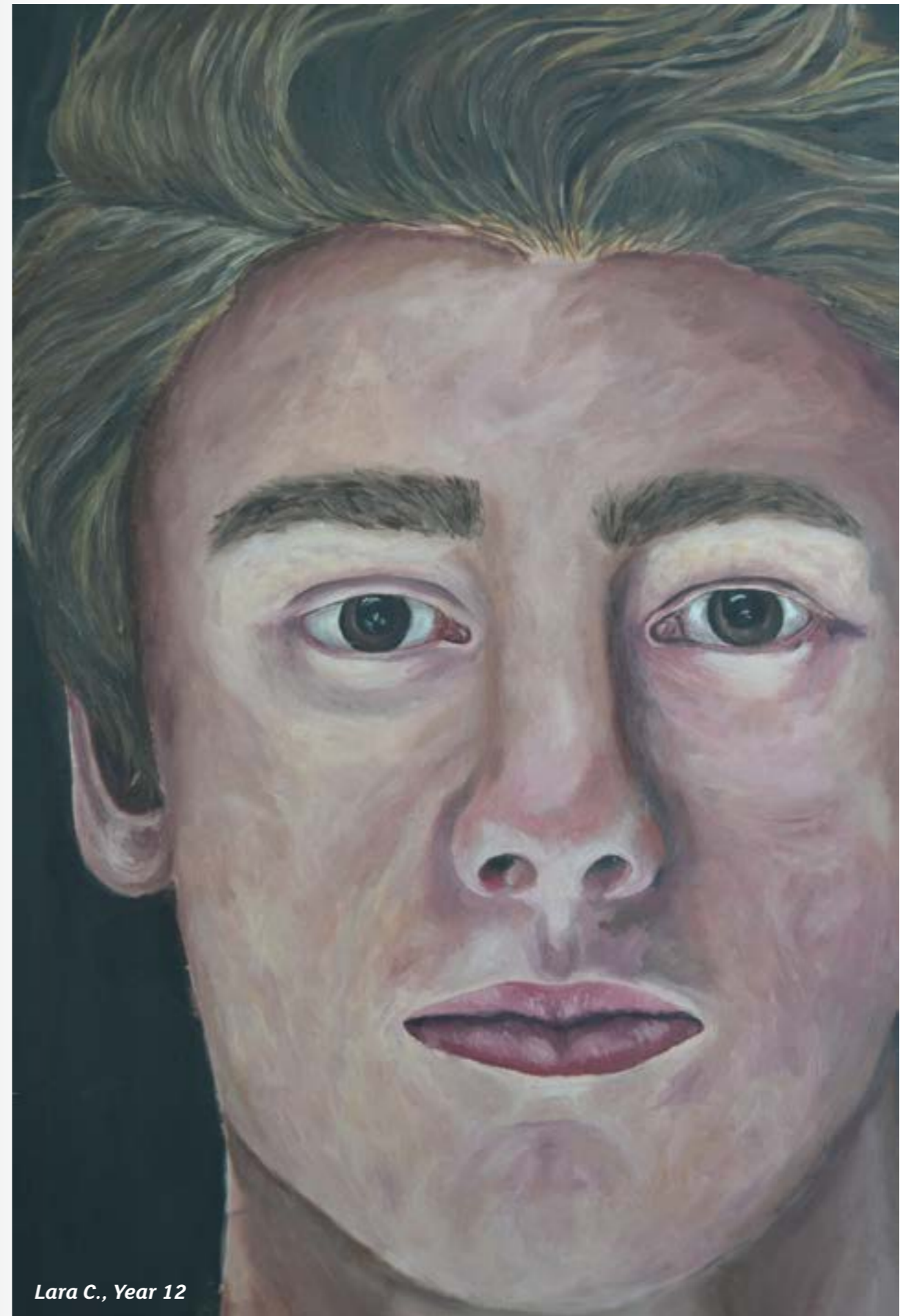
# A-Level



Rachel Li., Year 13



Rachel Li., Year 13



Lara C., Year 12



# Textiles



Emily W., Year 12



Emily W., Year 12



Emily W., Year 12



Geogia B., Year 12



Geogia B., Year 12

# Textiles



Lucy M., Year 11



Heidi A., Year 11



Megan A., Year 11



# Textiles



Phoebe W., Year 12



Phoebe W., Year 12



Phoebe W., Year 12



Phoebe W., Year 12

# Textiles



*Stephanie P., Year 11*



*Sophie K., Year 11*



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