

# the maynardian





# MARKETING & COMMUNICATIONS OFFICE INFORMATION

Welcome to our annual publication, The Maynardian.

We hope you enjoy reading this overview of the 2019 - 20 academic year at The Maynard School.

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MADE FOR GIRLS AGE 4 - 18

The Maynard School is a selective, independent day school for girls aged 4-18 years. The Maynard School is a registered charity providing education for girls.

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# Introduction from the HEADMISTRESS



**It is so hard to be writing this introduction retrospectively and my sincere apologies that this is the case but, as you can imagine, the end of the last academic year was somewhat busy with us, for want of a better expression, getting to grips with a new normal. How time has flashed by and who would have thought we would be in yet another lockdown as I do find the time to put proverbial pen to paper? However, on a brighter note, perhaps this has made this task a little easier as we reflect on lessons learned since last March when the bell tolled for a Summer Term of remote learning.**

It is, of course, all too easy to focus on that one term, but we must not forget the Autumn and Spring Terms of the 2019-2020 academic year which, as ever, were packed full of extraordinary academic and extra-curricular success. Indeed, there is so much to celebrate across the board but the icing on the cake came one dreary November morning when I received an unexpected phone call from a certain Alistair McCall, the editor of The Sunday Times Schools Guide, to hear that we had been voted the Southwest Independent Secondary School of the Year!



Although this prestigious accolade is in some part attributed to our excellent A-level and GCSE results during the summer of 2019, it also judged on the wider values within the school community, as Mr McCall's printed testimonial went on to explain:

"A caring, nurturing ethos in the school fosters success without it being the school's sole objective. Achievement is recognised in all walks of school life, and not just in the examination hall. Girls leave as rounded individuals, ready for the next stage of their



academic life and ready to take their place in the wider world beyond."

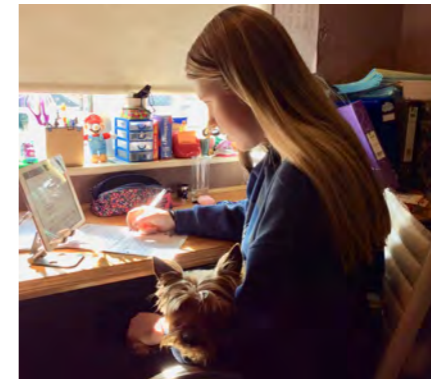
To punctuate these very lucid observations of our wonderful school, I can use two of my favourite highlights from the academic year gone by. The first was the incredible success of all our sporting teams but, most notably, that of our Under 18 Hockey team, who rounded off an incredible season with a brilliant place in the National Finals at the Olympic Park in London. And then, of course, came the Senior School musical production of Legally Blonde at the Barnfield Theatre – The Maynard at its very best with a glorious fusion

of talent from across the year groups providing three truly creative, sassy and uplifting evenings of theatre.

Of course, there is so much more than just these two events to celebrate from the year gone by and much of these will be highlighted in the pages to follow but, suffice to say, there are so many achievements and milestones to celebrate and those recognised here are just a mere tip of the iceberg!

Whilst I wouldn't want talk of the COVID-19 pandemic to dominate our reflections of the academic year gone by, nor can it be ignored. There is no better example of The Maynard community being united in its determination to ensure a continued excellent education and wellbeing support than when we switched to remote learning for the Summer Term. Our staff, both teaching and support, didn't miss a beat despite the very difficult circumstances and they responded with remarkable flexibility and technological genius to provide what many have described as the most all-encompassing remote packages certainly within Exeter, but extended much further beyond.

Indeed, the summer should be heralded as a time when we were all challenged to extend ourselves beyond the imaginable and I can only applaud the entire Maynard community for tackling this time with so much of the grit, resilience and humour that is our trademark. We witnessed so many 'firsts' in those months – from remote Sports Days, various Lockdown Challenges, the Virtual Summer Celebration and all manner of fundraising initiatives to help those leading less privileged lives than ourselves. In many ways, the pandemic revolutionised much of what we do and, whilst we continue to look forward to a return to normality, there is no doubt that this time in our lives has taught us all much about ourselves as individuals as well as what can collectively be achieved as



a school community. Certainly, as a teacher I can say that being forced to re-evaluate our techniques to adjust to online learning has actually bought about many positives, and such has been the success of some of the new initiatives, that we will invariably decide to incorporate them in some fashion into our more normal classroom procedures moving forwards.

By all accounts it has been a tremendous learning curve but striking the right holistic balance is always a challenge and none more so than during a lockdown. That said, I firmly believe that we should consider the Summer Term as one of the most remarkable and successful moments in the long history of our school. I am proud of the way we 'doubled down' on our human skills, so often referred to as 'soft skills'. There is nothing 'soft' about empathy, the ability to communicate strongly, or to collaborate with others, or adaptability, creativity, problem-solving and critical thinking, to name a few. And never before have these been more important to us as we collectively navigate our way through this pandemic.

We aim to achieve so much within a Maynard education, but just as important as anything else we do is our desire to produce young women who are able to move into adulthood with the right values, traits and personal characteristics to make a positive difference to the world and in the life of others. And when we cast our eyes back to the summer of 2020, we need look no further to find proof in our success with this!

To say I am proud is an understatement and I thank our entire community for all the momentous achievements throughout an extraordinary year. Time now to allow this publication to do the rest of the talking.

**Sarah Dunn**  
Headmistress



# The Pre-Prep and Junior School – a year beyond compare!

**I wonder what we will think  
and recall when we look back  
upon this most extraordinary  
year from a future viewpoint?**

For some, of course, there will be loss through Covid, and our thoughts will always be with those families, but I hope that we will find affirmation as well for all that for so long we have taken for granted. Will it be with a sense of regret for the time apart during lockdown, and the missed opportunities of events that we were previously looking forward to, or will we, by then, see the strength we have found, the enhancement of our sense of togetherness with our families and our community and a new-found appreciation of all that we have when we are able to be together?

At the time of writing, we are back in school with Reception, Year 1, Key Worker School and Year 6 all

in our unique pods and, whilst it is wonderful to hear children engaged in meaningful activity and the buzz of laughter around the school, we are really missing our absent year groups and our remote colleagues. Currently, we are now starting to look towards September and wondering what shape our school will be in its next reinvention and what restrictive measures will be in place to keep us safe. It may yet be some time until we are returned to school as we would normally know it and we find ourselves looking back at Autumn and Spring as a halcyon time of immeasurable freedoms, but also looking forward full of hope and optimism for when we are all back together again with a refreshed sense of commonality and joie de vivre.



The start of the school year found us brimming with new joiners as we climbed to 124 pupils in Junior School and Pre-Prep; the highest number of pupils to be on roll here. It has been such a pleasure to welcome so many new families to The Maynard with all the enrichment, diversity and opportunity that this brings.

For the girls, the opportunity comes in the shape of more friends to make and more opportunity for cooperation with others, and we see this manifest everyday through the classrooms, clubs and in the playground. Kindness, compassion and inclusion are the bedrock of our school and are the forces that guide us in our day-to-day interactions and

we are proud to share these principles and to welcome all of those who can see this and wish to join us.

As always, the programme has been very full and we could list the vast array of activities and opportunities



that the girls have undertaken from sport to music to drama to academic pursuit to creative opportunity, as we try to develop the talents of our pupils and to find those nuggets of personal enthusiasm and interest that will shape them as their individual selves in the future. We have taken such pride in seeing the girls looking after visitors from other schools on match days, in seeing that first tentative performance at the Speech and Drama Showcase, to see the polished togetherness at the Gym and Ballet Showcase, to take home that treasured Perfectly Potty pot, to achieve that step up to the next reading level on the Oxford Reading Tree or to become a Word Millionaire in the Accelerated Reading programme to name but a few snapshot moments.

Alongside these, it is the smaller things that stick with us. Having one of the carers from Bluebird Care speak to us when we had a visit from the elderly clients to point out one lady who lives alone laughing and chatting with one of our Year 4s saying that she never usually speaks at all and what a delight it is to see her smile. Seeing one of the girls who manages a complex home life and who has struggled with friendships find that friend and to watch the grey clouds lift from her face and a lightness come into her that was absent before. Receiving that piece of work that a pupil has poured their heart into and in which they have taken such pride; and all of those many “above and beyond” moments through our school year.

Remote education has been an enormous challenge for us all. For the pupils to be absent from their friends and the support that they receive through their days at school, for parents juggling work and home education with age groups that invariably require significant input to manage their learning and for the staff who have had to adapt to new technologies and new methods that just do not replicate what we do at school and which have required incredible commitment. We thank and



applaud you all for everything that you have managed to do, for your dogged resilience and for all those “extra miles” that you have all covered over this time to create a semblance of normality.

We truly hope that we will all be together again in September with a renewed freshness and appreciation of all that we are lucky enough to have here at The Maynard. Not the trips, opportunities or facilities but the strength that we all have when we are together and the cohesion we share in instilling those principles of community that we appreciate now more than ever before.

**Steven Smerdon & Abigail Meaton**



We truly hope that we will all be together again in September with a renewed freshness and appreciation of all that we are lucky enough to have here at The Maynard.



# The Maynard Pre-Prep



# News from RECEPTION

The Reception girls got off to an amazing start this year by doing a fabulous Harvest Festival Assembly in front of all the Pre-Prep parents. For some, it was their first experience of performing and there were a few with butterflies but, of course, they did a brilliant job! The term continued with celebrations for the International Day of the Girl, One World Week and Christmas. Perfectly Potty visited and they completed a pottery workshop to create some wonderful gifts for Christmas. The girls were now much more confident with their performing skills and the Christmas Show 'The Rescue Reindeer' was a true hit!

Christmas was celebrated in style with lots of science learning through our Colour and Light topic and topped off with the groovy Pre-Prep party.

Spring Term continued with the awe and wonder as we started our topic on 'Polar Regions.' We celebrated a wacky World Book Day, wearing some fabulous costumes and reading lots of books. The girls enjoyed a special delivery of Monty and Mabel, the class penguins, who they enjoyed writing to and receiving letters from. Frazoo visited with chameleons, snakes and other exciting animals to gently touch and learn about. Animals were our

particular focus in Spring and down in the Forest School the girls were delighted to find frog spawn. We took a small selection back to class and enjoyed the excitement of watching as they transformed into tadpoles. The girls, now old hands at performing, put on an amazing show for the Ballet and Modern Dance Showcase. The dresses being a highlight of the experience.

In Summer Term we faced a world-wide crisis with schools across the world closing down and everyone thrown into the experience of learning from home. The girls took this in their stride and quickly learnt to access

resources and lessons online. I was amazed by their dedication to continue working hard and the progress that everyone made. Hands on learning continued to be a focus and the girls completed lots of science, floating and sinking, cooking, making parachutes, wrote all about their experiences and excelled in their maths learning. I looked forward each day to seeing how each child and parent had interpreted my lesson videos and come up with some innovative ways to learn. A very well done to them all!

# News from YEAR 1

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## The amazing Year 1 girls have had a busy and rather unusual year.

We began in the Autumn Term with the topic of 'Houses and Homes'. We described our homes, designed dream houses and compared houses around the world. In our science lessons, we explored materials and carried out experiments to see which material would be best to make a winter coat from.

The girls enjoyed performing to their parents in our Harvest Celebration. They learned one of our favourite poems, 'Kitchen Disco'. The class also took part in the schools 'One World Week' when they enjoyed learning about languages from different countries. We had lessons in Greek, Malaysian, Thai and Tagalog. The girls also tried some Brazilian dancing.

We all enjoyed a trip to Killerton House to hear the story of 'Twas the Night before Christmas'. We enjoyed making some Christmas craft and loved following the story trail around the grounds. We also had a visit from Melissa from Perfectly Potty who helped us make some beautiful Christmas tealight holders.

The girls soon began rehearsals for the Christmas play 'The Rescue Reindeer'. They made wonderful Christmas elves who told the story about Rudolph catching a cold and not being able to lead the sleigh.

After the holidays, the girls returned for the Spring Term and we began the topic of Space. We learned all about the solar



system, famous astronauts and created lots of wonderful art work, including some fabulous aliens.

We continued to look in the sky for our next topic of 'Nocturnal Animals'. We learned about all the different animals that come out at night. The girls wrote facts, poems and stories as well as learning about the animal's habitats. We also had a visit from the wonderful Frazzie who brought some amazing animals to see us. We met a beautiful chameleon, a very friendly snake and several stick insects. The girls have enjoyed lots of visits with Mrs Davey down to Forest School where they learned all about creepy crawlies, were encouraged to take risks and learned to work as a team.

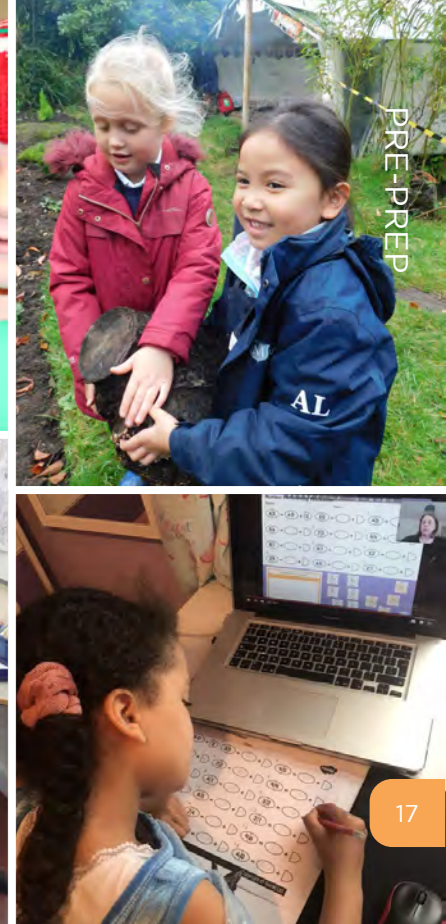
The girls performed beautifully in their Gym and Dance Showcase when they showed off their ballet and dance skills to their families.

Sadly, the Summer Term was disrupted by the worldwide crisis and we were suddenly all having our lessons remotely. It was a steep learning curve for teacher and parents, but the girls coped with the changes admirably and I was really impressed by their hard work and progress. Our remote learning topic was 'In the Garden' and we focused on growing. The girls grew some fantastic sunflowers and created some wonderful natural art.

Some of us were lucky enough to return to a rather different school after

half term. The girls quickly adapted to the new routines and were delighted to all be together again. We kept in touch with our friends who were still at home with many 'zoom catch ups'. During this half term we changed topic to 'Splish, Splash, Splosh' and explored all things watery. We learnt about oceans, seas, coasts, beaches and carried out some water science experiments.

What an unforgettable year! The girls have made fantastic progress and I wish them all the best as they move up to Year 2.





# News from YEAR 2



No sooner had they settled in to their exciting new classroom, upstairs with the 'big girls', and the Year 2 girls were getting stuck straight into preparations for the Pre-Prep Harvest Festival, using their treasures from a sensory autumn walk to write acrostic poetry and creating magnificent leaf owls, all of which they proudly presented to the Pre-Prep parents.

Our topic 'Toys' soon took us to Tiverton Museum, where the girls enjoyed dressing up as Victorian children and marveled at original Meccano sets and dolls' houses from the past. We celebrated One World Week by learning some words in Dutch, Greek, Tagalog and Thai from



our families and teachers, before gathering together for a delicious sushi and green tea feast.

The Christmas Show is always such a joyful way to round off the end of the first term, and the girls loved performing in 'The Rescue Reindeer', shining like stars in their roles as Santa, the Rescue Reindeer and Rudolph.

The Spring term brought a much-loved topic 'Animal Magic'. The girls explored habitats in Science, painted incredible animal patterns in Art, enjoyed stories such as The Lion and the Mouse and The Selfish Crocodile in PSHE, and even played Bee Netball in PE! The excitement about our Paignton Zoo trip had

been building all year, and the girls practically skipped off the minibus into their Education Centre. There were so many highlights that day but the walk through Lemur Woods, where we were able to gaze up at the beautiful creatures in the trees, was particularly magical. Pippi Longstocking, Alice in Wonderland, Matilda and Hermione Granger arrived in Year 2 on World Book Day, amongst many other creatively costumed characters. Then, after weeks of dedicated practice, the girls took to the stage once again and performed beautifully in the Ballet and Modern Dance Showcase, leading their Reception friends with such maturity.

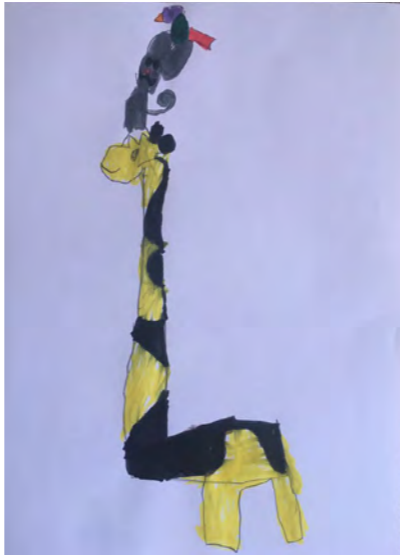
The closing of school shortly before the Easter holidays, and the prospect

of the Summer Term apart from each other was a blow for all. However, these amazing girls, with the incredible support of their families, quickly adapted to the new world of home learning. Diligently watching Mrs Willcock's video lessons, they showed incredible commitment and progress, day after day. The girls became accomplished gardeners, bird spotters, land artists, engineers and weather reporters! They read books, they wrote their own books, they used cheese to learn about fractions and sweets to multiply and divide, they made shoebox theatres, stop-motion films, they baked amazing cakes, concocted magic potions, they played instruments and sang. All the while they displayed positivity, determination and resilience.

It was not the end of the school year that any of us had envisaged, but this class made the very best of a difficult situation. Mrs Willcock could not be prouder of you all!



# Pre-Prep ARTWORK



# Pre-Prep SPORTS REPORT 2020



*“It’s not how big you are,  
it’s how big you play”*

The smallest of our Maynardians have certainly been “playing big” this year, experiencing all manner of physical challenges and activities through their PE lessons and extra-curricular activities.

In PE we teach not only physical skills, but social and emotional themes too which are as, if not more, important for the girls to learn if they are to become fair playing, motivated and driven sportswomen who lead active and healthy lifestyles. In the Pre-Prep getting up and carrying on after a tumble, or sharing your favourite coloured ball with a friend are brilliant examples of the skills we are striving for, to prepare the girls for organised sport further up the school.

We have so enjoyed our extra-curricular activities; ballet lessons with Mrs Barlow, Jiu Jitsu with Exeter Martial

Arts Club, Mini Modern Dance and Tiny Tennis, as well as the weekly trip up the road to St Luke’s Swimming Pool for Swim lessons with the ASA instructors.

A real highlight this year has been the Ballet and Modern Dance Showcase, where, adorned in lots of sparkly costumes, the girls performed with confidence and poise to lots of ‘Oohs’ and ‘Aahs’ in the audience. We saw circus acrobats, a ringmaster, sailors and winged angels twirling and whirling around the stage, all with big beaming smiles...the best accessory to wear on any stage!





# Pre-Prep SPORTS DAYS 2020

**Sports Day was a much quieter affair for our Pre-Prep girls this year, without the usual sea of spectators.**

Ordinarily we prepare for a Wimbledon-like queue of family members eagerly awaiting those moments we associate with a first sports day; the dropped egg that won't stay on the spoon, last minute directional changes down the track, or forgetting to run in favour of waving at the crowd! But the girls were delighted that the nesting family of seagulls that they have been observing from the top of the Science building turned out to squawk in support of their athletic endeavours!

Much excitement remained amongst the girls as they waved their flags and banners in support of their house teams, and they took part eagerly in a variety of fun races, relays, running races and the traditional egg and spoon race. A particular Reception Class highlight was the egg and spoon race where all the eggs were dropped before the race had even begun!

Fortunately for Year One (whose race day was scheduled on a stifling hot



and sunny day) the paddling pool for toe dipping afterwards was a welcome treat to rest and recuperate those tired feet once the excitement and racing had come to an end.

We are yet to receive any at home re-enactments of the parents' race... perhaps we have that to "look forward" to, and at least our ride on horses were grateful to have been granted a rest this year!





The Maynard  
**Junior  
School**

# News from YEAR 3



Year 3 had two classes this academic year, which meant more friends to play with and lots of fun with their class teachers. They enjoyed being together on their class trip to Kent's Cavern, which has evidence of human and animal occupation for over a thousand years! The girls marvelled at the stalactites and stalagmites which adorn the cave walls.



The following term, the girls also had a wonderful day at Shaldon Wildlife Centre, where they were privileged enough to observe and handle some of the rarest and most endangered animals in the world. Equally, the recent remote lessons have not hindered the girls' creativity and desire to learn. Their class teachers have been thrilled with the range of academic work they have produced; Year 3's appreciation

of the diversity of nature was reflected in their poetry and artwork; they enjoyed their study of the artist, Andy Goldsworthy, which fitted in beautifully with their Science topic on Rocks and Soils; and they particularly enjoyed their topic on Ancient Egypt. It has been a year of learning and challenge but these girls have shown that they are truly 'Warriors not Worriers'!

# News from YEAR 4

**In what has turned out to be a remarkable year, the Fabulous Fours have been truly.....remarkable!**

In the Autumn Term there were lots of opportunities to work together as team, working collaboratively on big group artwork, amongst other things creating beautiful mermaids to decorate our classroom. We had a fantastic trip to We the Curious, the hands-on Science Museum where the girls ran in a giant hamster wheel and experienced what it would feel like to be back in the womb! We also had an exciting opportunity to host the Bluebird Care Group, some elderly clients that came into school and shared their childhood experiences with us and enjoyed listening to the

girls read and share some board games. The girls were an absolute credit, so polite and wonderfully entertaining company for our visitors.

The Spring Term saw some sunny weather and we really enjoyed our time in the Forest School with Mrs Davey, becoming 'Dengineers' and constructing storm-proof shelters as well as making birdfeeders, wooden jewellery and of course, enjoying toasted marshmallows by the fire! The girls also threw themselves into the world of Print-Making when we welcomed the Double Elephant Print

Workshop into school. They created vibrant prints based on animals and their habitats, creating beautiful cushion covers and some lovely Mother's Day cards.

The Summer Term has seen us continue working hard on the 3R's but also developing a further 3, with lessons in developing their Resilience, Resourcefulness and Remote learning! I am so proud of how they have adapted to this very unfamiliar situation and thrown themselves into their learning with great gusto! The girls have produced fantastic artwork,

creating self-portraits, wind chimes and rainbows from nature, as well as enjoying themed study days that involved baking the most delicious looking treats, designing their ideal gardens and taking a virtual tour of the 7 Wonders of the World! I have so missed seeing this delightful class in real life this term but seeing their happy smiling faces in our Zoom form-time sessions has kept us all going, and the squeals of Year 4 Zoom-induced laughter have no doubt rung out through many households throughout Devon... What a year it has been for the Fabulous Fours!





enthusiasm and of how they have continued to learn effectively about topics as varied as the life cycles of plants, Japan and its art and all kinds of poetry!

We have missed seeing them in real-life so much, but their friendly chats on Epraise have helped us all to feel that we are keeping in touch.

Well done, Year Five!



corn and cookery to carpentry and blacksmithing. We won't mention the Anglo- Saxon toilet! We also studied space in Science lessons and the resulting space homework projects were out of this world! The girls created mobiles, models, pictures, booklets and even a meringue-based solar system!

Then came the lockdown and remote learning! We are so proud of the way the girls adapted and set about this new style of education with their usual

with a number of Christmas songs and joined in the activities and music led by Daphne and her team. We are thrilled that our presence really helped to stimulate some of the members and they became more 'aware' with the interaction from the girls.

In the Spring Term, the girls had the chance to sample Anglo-Saxon life (without the battles, fortunately) at Escot and everyone had a go at crafts ranging from grinding

We started in the usual way, getting to know each other and getting to grips with lessons and routines. We had a really successful trip to Bristol to visit the SS Great Britain as part of our study of the Victorian era.

In December, we visited Remember that Song, the dementia cafe jointly run by Dr Daphne West, former headmistress of The Maynard. We entertained the clients and their carers

**The Fantastic Fives have been their fantastic selves throughout this strange year!**

# News from YEAR 5

# News from YEAR 6

Usually this is an opportunity to list all the trips, visitors and extra-curricular events that Year 6 have enjoyed. It has been sad to miss these experiences that both the girls and staff look forward to so much; however, it gives us a chance to focus on all the many everyday achievements and roles that make us so proud of the girls.

We look to Year 6 to act as ambassadors for The Maynard, not only in the Junior School but also in the Main School, as throughout the year we welcome potential 'newbies' to give them a taste of what it is like to be a Maynard girl for the day. We trust them to tell visitors what the teachers are 'really' like, to rave about the fabulous lunches and to entertain them and make them feel utterly welcome. Next year we are expecting another 17 girls to join them in Upper 3 (Year 7) – so they must have done a great job!

This is also the year when representatives from Year 6 are responsible for the Junior School Council; running weekly meetings, encouraging the younger girls to contribute and debating on what would make an even better school; from pink buttons on cardigans to Maynard wellies! They then attend the Senior School Council in order to persuade the Head Girl team to take on board their ideas.

Since March, Year 6 have carried on as best they could with virtual lessons and most have been able to return to school

for the last few weeks. They have been engaged and enthusiastic throughout the whole time and, in some cases, have taken the opportunity to be incredibly inventive and creative whilst, in others, they have used the time to become ever-increasing word millionaires on the Accelerated Reader Scheme. As always, they have made Year 6 another terrific cohort with their kindness, commitment and all round 'loveliness'! Thank you, girls, for being so amazing!

Miss Parsons and Mrs Reynolds



# Junior ARTWORK



# Nula - My year



*Well, what a strange year it has been... In the three years that I have been at the Maynard, I have never had such a long time when I haven't been surrounded by Maynardians. It has made me reflect on all the things I've been missing out on...*

In the Autumn Term I was excited to see that The Hub had been redecorated and made cosy as a wellbeing space for the senior girls. I have enjoyed my weekly lunchtime sessions getting to know lots of the older girls and catching up with the ones that I remember from when they were in the Junior School! I have enjoyed many a relaxing lunchtime helping with pompom making and other calming craft activities. I am always happy to model the things that the girls make and have often worn a newly decorated collar back over to afternoon lessons with pride.



Of course the Junior girls are also very artistic and this year I have created my own Art Gallery in Link 5 of all the portraits that the younger girls have drawn of me - I may need a bigger wall very soon as the Pre Prep girls love nothing better on a wet playtime than to sit and draw me from various angles! I was also pleased to see that the Maynard girls' love of dogs extended into the Christmas Craft Fayre with many of the stalls selling homemade items to spoil me and my four legged friends and even better than that, raising money for lots of charities, many of which were for animal welfare.

In the Spring Term I was excited to hear that The Maynard were putting on a musical at the Barnfield Theatre. I also

saw that a dog was needed for their hotly anticipated production of Legally Blonde and I was very interested in trying out for the part until I realised that I might have to fit in a handbag - this is not a job for a Labrador! No bitterness though, I thought that the dog that got the role was wagtastic!!

As the year has progressed I have enjoyed my usual daily exploits, touring the Junior classes and making myself comfortable in their lessons. My absolute favourite lesson is storytime where the girls are allowed to cuddle up with me and listen to their teacher telling a story. I also enjoy listening to the girls reading and I have noticed a huge improvement in some of the quieter girls who have really gained in confidence when reading out loud to me. Lots of the teachers have noticed that I am also useful in Modern Foreign Language lessons - it seems that I am an ideal listener when girls are trying out new phrases and, of course, I am never one to judge if they don't get it right first time round!

Another of my favourite times of the week is the Junior School Dog Walking Club where I enjoy a walk to the park and a run around with my dog walkers. So many of the girls have walked me this year and they are always so excited to take it in turns with my lead. Sadly some of the younger girls did not get a chance to walk me before their turn came round due to the school having



to close unexpectedly because of the Coronavirus. I will of course, make sure their names are top of the list when we restart!

Remote learning has been an unusual experience... to start with I was a bit confused and kept waiting at the front door in the mornings, ready to jump in the car and start my journey to school. It soon became apparent though that this was not going to happen, but that I could still connect with some of the girls. I had lots of fun making my own 'Lock Down' video and it seems that many of the girls enjoyed watching it! I also decided to join in with the Year 4 Zoom sessions - it's a bit confusing seeing 16 girls on screen but always very entertaining as many also show their own pets! After a while though, I will admit that it all gets a bit much and I drift off listening to their excited chatter.... only to discover that if my microphone is still on, they can hear me snoring!

Nula 



# Junior School SPORTS REPORT 2020



*“Forget the glass slipper,  
this princess wears running shoes”*

Our Maynard Junior School girls are a great testament to this, yes they play ponies and princesses in the playground, but they also run hard, play hard and dig deep when it matters.

Despite the early close to the sporting calendar this year, when we reflect back on all the opportunities, events and performances that have taken place by our wonderful sports princesses there is lots to be proud of...

## Sporting Highlights 2019-2020

**Hockey**  
An increase in our training provision utilising the University pitches throughout September and October saw our Year 3s doing battle with the first challenges of Hockey lessons – “Which way up does my mouth guard go?”, “Do we need hockey socks for hockey?”, and various mismatching shin pads on various body parts before they’re ready and unleashed on the vast expanse of the astro-turf! Year 4 suddenly looked like old pro’s and enjoyed the familiarity of the game they were introduced to in the previous year. A slight shift in mindset amongst

the sports bodies and local schools saw us taking part in friendly festival play encouraging both participation and performance, and subsequently lots of progress made.

**Highlight of the Season:** The Year 5 team performance at the Exeter Invitational Tournament, seeing a marked improvement in this team’s skill level and tactical play, they conceded only four goals throughout the tournament and in four of the six matches conceded none. They played with grit and determination and a fantastic team morale.



Gymnastics

Our ongoing partnership with Exeter Gymnastics Club has seen over 50 girls per week from our Gymnastics Club and Squad groups reaping the benefits from the facilities and coaching available at this fantastic and oversubscribed club. Girls from Years 4-6 have developed their floor and apparatus skills, with a particular emphasis on vaulting and we've seen incredible gains in their confidence as they have done prep work for somersaults and handsprings. Meanwhile, our squad gymnasts prepared their vaults and floor routines for the competition season.

**Highlight of the Season:** The U11 team performance at the British Schools South West Floor & Vault Competition. The six members of the team have been working towards this, their first school competition, for nearly two years now. The girls all performed superbly, with such confidence and secure skills showing the incredible gains they have made since joining the gymnastics club. As a team they all went clear, performing individual routines without error and finished 4th out of 11 competing schools. An exceptional result for their first competition.



Netball

There has been a fantastic shift in junior netball this year seeing the introduction of Bee Netball by the sports governing body, England Netball. The changes see three developmentally appropriate versions of the game for U11 children, which are designed to put children first, inspire a love of being active through netball, and helping children learn and develop on and off the court. The framework is formulated around six Beeliefs of Bee proud, Bee fair, Bee friendly, Bee strong, Bee yourself and Bee together, whilst at the same time giving young netballers the confidence and fundamental skills to help them develop into skilled and successful netballers of which Maynard has a strong tradition. Bee Netball has gone down an absolute storm and we have seen girls from Year 2 up to Year 6 enjoying their netball and shooting at every given opportunity. The younger girls have enjoyed many playing experiences in the forms of friendlies, festivals and tournaments.



**Highlight of the Season:** Year 6 performances throughout the netball season. With our large cohort of Year 6 this year we regularly fielded four teams in our fixtures and saw, in particular, our A team with a super successful winning streak throughout their matches being undefeated up until the end of season tournament where they were placed an excellent third.



X-Country

A year from the inception of the House Cross Country Competition saw even the youngest of our Maynardians demonstrate fabulous enthusiasm for the event in terms of their willingness, determination and ambition to do well. Years 3-6 completed three weeks of training runs at school and around local parks before competing in the house team events. As it turned out this was to be the only competition completed this year due to the lockdown restrictions imposed just prior to the big interschool events. So, congratulations to the Merchants team who were overall winners of the House Cross Country Competition this year.

**Highlight of the Season:** Year 3 Cross Country training run in week 2, taking place amidst "inclement weather" ... they went home sopping wet after their X-country lesson, but were utterly joyful running the course in the rain, laughing, jumping in puddles and seeing who could get the muddiest!

Swimming

The Junior School Swimming Gala took place in the Spring Term with all of Years 3-6 participating. The girls were superb; they swam brilliantly, provided excellent support for each other and showed real perseverance! A particularly exciting gala this year with several strong swimmers spread equally amongst the year groups and houses, meant that the winning house was really not clear until the penultimate ribbon was removed from the cup!

The results were as follows:

1st	Haberdashers	161 points
2nd	Armourers	146 points
3rd	Merchants	135 points
4th	Goldsmiths	97 points

Records were also broken by the following girls:

Sarah P (Year 6)	1 Length Freestyle
Sarah P (Year 6)	1 Length Breaststroke
Lydia H (Year 6)	Individual Medley

Our congratulations to them all for such camaraderie and sportsmanship.

**Highlight:** Lydia H swim performances throughout the year for Exeter City Swim Club and Devon. Lydia has scooped numerous PB's and qualification times this year seeing her represent her county at the highest level for her age group and, as such, we are very proud of her.





### Dance

The Performing Arts Centre once again came alive with shimmer and sparkle for a dance spectacular in the Spring term with our Ballet and Modern Dance Showcase. Due to the growth of the Junior and Pre-Prep Departments, we have had to re-scale the previously held Gym and Dance Show as we are no longer able to fit everyone in the performance space! So this was an opportunity for the younger members of the Pre-Prep and Junior School to perform on stage, along with those who continue to take ballet up the school.

With all the excitement and experience that a costumed show brings, the 60+ girls performing were beaming with smiles, adorned with sequins and danced to lots of oohs and aahs and rapturous applause! It was so lovely to see some of our older Pre-Prep girls leading the younger Reception dancers around the stage with such confidence and poise. And we were all treated to a wonderful solo performance from the supremely talented Hayley in Year 6 - Hayley is a Junior Associate with the Royal Ballet and at the time of the show was auditioning for a place at full time ballet schools next year; she closed the show with her Exeter Festival piece to a remixed version of The Nutcracker and the younger girls in the audience were all spellbound by her!

**Highlight:** Hayley's acceptance into Elmhurst Ballet School for the next Academic year... what a wonderful inspiration she has been to all our Pre-Prep and Junior School dancers this year.



The 60+ girls performing were beaming with smiles, adorned with sequins and danced to lots of oohs and aahs and rapturous applause!

### Lockdown

It is easy to feel cheated at the lack of available team sport and the complete loss of what looks like a full summer term of seasonal sports. But what this time has shown us is the imagination and commitment of our Maynard girls to living healthy lives and enjoying the natural resources nearby with their families. PE has taken a different form of late, from Sports Day challenges, online ballet and dance classes, to team toilet roll challenges and our Key Worker School pupils scoring 100's of netball goals each lunchtime... it gives us something to smile about and pride in the fact that these girls have a full and enriched programme of sport at school that, hopefully, gives them a lifelong love of activity that they will carry with them into the Senior School and beyond...



What this time has shown us is the imagination and commitment of our Maynard girls





The Maynard  
**Senior  
School**

# Art & Design

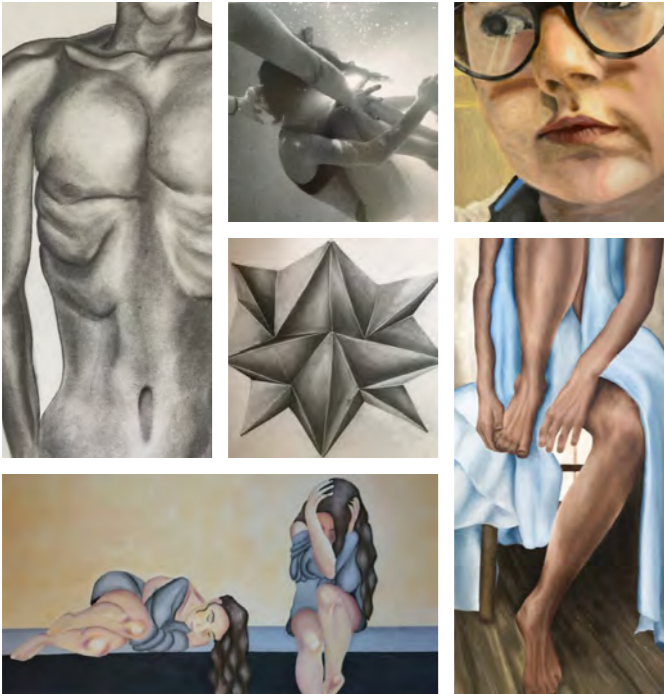
## A school lifetime of Art! Reflections from Liberty and Nina

After being at the Maynard for just over a decade, we both wholeheartedly agree that our experiences and achievements in Art are amongst our most precious memories at school. Not only did the A-Level course give us the independence to explore almost any artistic avenue inside the classroom (thanks to facilities such as the dark-room and kiln); but it also allowed us to go beyond the exam board's curriculum by studying and revelling in art on our iconic London art trips.

We've had the privilege of visiting a variety of Galleries and exhibitions to be inspired by work from the likes of Cindy Sherman, David Hockney and Pierre Bonnard. And although we have had some particularly engaging lessons and memories inside the classroom: such as attempting to draw each other with our left hands, while blindfolded, with a pencil attached to a tree branch; or consuming as many celebrations chocolates as we can to create a piece of work made from sweet wrappers - the memories we made as a class on the London art trip are unrivalled.

We are both planning on working in the creative industry one day. The perfect balance between the independence and close attention that we received from our Art teachers meant that we were able to start thinking for ourselves whilst also gaining valuable insights and guidance that we will carry with us for the rest of our art studies. Being surrounded by such a talented class and inspiring teachers truly motivated us to think outside the box and push ourselves to achieve.

### A-level Art

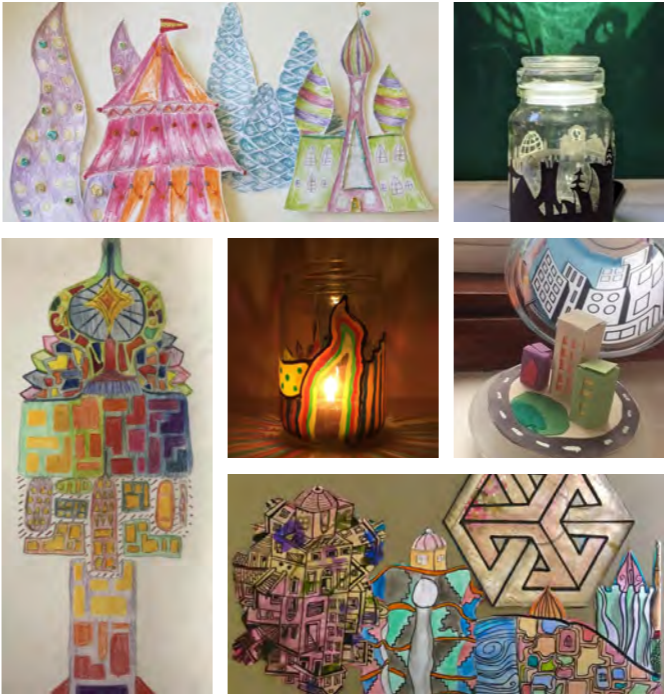


### Eclectic GCSE Art



### Upper 4 Art

U4 have continued during lockdown a project started in class. They have designed buildings based on Hundertwasser and Gaudi. They have then created each building out of what they have at home and then put the buildings together to make a city.



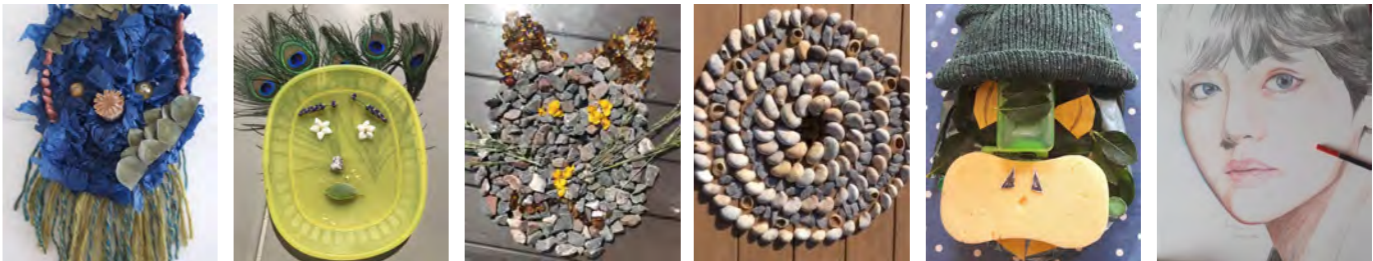
### Lower 4 Art

L4 have looked at Henri Rousseau and Franz Marc and created pop up cards with a background inspired by Rousseau and an animal inspired by Marc.



### Upper 3 Art

U3 have designed fantastic animal faces. Which they have made using arranged household objects, at home during lockdown. We have had some very imaginative responses.



# Classics

The Roman god of new beginnings and transitions, Janus, is often depicted with two heads facing in opposite directions, and I feel that this has certainly been a year of “Janus” for the girls as well as the department. Looking simultaneously into the future and the past, Janus could certainly embody the spirit of the department over the past few months!



Although this has not been the most conventional of years, it has been an opportunity for new virtual beginnings and the Classics Department has evolved at a rapid pace. Classics and technology are not always the most natural of bedfellows, but like

Odysseus on his own journey, the girls have been wonderfully resourceful at avoiding the pitfalls and navigating their way through the clashing rocks of lockdown.

The girls have produced the most imaginative and creative work in their online lessons. A special highlight was Hannah Sophia Mulhauser’s model of a Celtic roundhouse which was executed beautifully with a fine attention to detail! In Upper 3, the girls have continued to get into the spirit of learning Latin, and without the opportunity of having a Roman banquet, have still managed to dress appropriately with togas when learning about Roman clothing.

The Upper 4 Classicists have produced the most wonderful work and have been inspired to create their own newspaper articles detailing Classical myths, historical figures and events.

It has been an equally busy year for the Year 10 Classicist and Latinists. The Latinists have begun to study literature based around the theme of magic and superstition in the Roman world, while the Classicists have been analysing the

Roman bath complex in Herculaneum. It has been a busy but fascinating end to the year.

Although it is time to say “vale” to the Upper 5 Classicists I am sure that we will get the opportunity to celebrate their wonderful achievements soon. They have worked diligently and have been a pleasure to teach with their wit and wonderful sense of humour. I will also be sorry to say goodbye to the Upper 6, I think Sappho sums up their school days well with the words “καὶ γὰρ αὖτις ἐν νεότητι ταῦτ’ ἐποίημεν. πολλὰ [μὲν γὰρ καὶ καλὰ”, “yes, we did many things then – all beautiful”.

It is wonderful that all the girls have secured offers from top Universities and have worked hard to cover material as diverse as Ovid’s advice to women to the theories of Plato. Although they will not be sitting their examinations this year, Emily Eveling in Upper 6 has shared her Classical experiences at the Maynard with us.

## My Classics Experiences

The Classics Department has given me some of my most memorable experiences during my time at The Maynard. From learning the languages of Latin and Greek, to when we dressed up in togas made from bedsheets for our Roman Banquet with grapes, cheese and blackcurrant juice in plastic wine glasses in Upper 4. Studying Classical Civilisation at A-level was one of the best choices I ever made, and I could not recommend it enough.

The course covers an incredible range of the Ancient World and what we learn is still relevant, from Sappho’s timeless poetry to the incredible art and architecture, which inspired my class to visit the British Museum in London to see the sculptures we had been studying in real life.

Highlights for me include replicating one of the fresco paintings found in Pompeii on our classroom wall, dressing up as Delphic Oracles for Open Days and, of course, the visit by author and lecturer, Emily Hauser, last year. Classics as a subject is often undervalued today, and to hear her captivate our whole assembly while reading an extract from one of her books was amazing. As A-level students we were lucky enough to have some time with her to discuss the poetry we had been studying, which was exciting and invaluable. Learning about the Classical World at The Maynard has truly inspired me, and I will really miss the department and my incredibly supportive teachers when I go on to study Classics at University next year.

Emily (U6 Classicist)

Emily (left) and Lily (right)



# Computing

**We wrote in the last Maynardian how Computing would change over the coming years, focusing on a more Computer Science, coding-led curriculum. Computer Science is a fast-paced evolving subject, but who could have possibly predicted the seismic shifts in our learning experience over the last year?**

The department runs three Computer Science-based clubs; the Junior Coding Club, the Junior Advanced Coding Club, and the Cyber Discovery Club.

The Junior Coding Club regularly sees more than 20 girls from Years Four and Five learning scratch coding on a Thursday lunchtime. We have built dancing characters, rock bands and a chatbot. You can see that this code is not only fun to work with but also contains all the key elements of coding such as selection, loops, delays and print statements. (Picture 1)

The Junior Advanced Coding Club is a group of exceptionally talented young girls. At the beginning of the academic year, we decided to create a club with no limits, to see just how far a group of Junior School pupils could go; I am not sure we ever found their limits. These girls have learnt Python, C++ and

some electronics throughout the year. The club even met during the Easter Holidays and continued throughout lockdown all meeting online in Teams. Their coding ability is now well beyond what is taught at GCSE and including many A-Level elements. Our final project was building a "Social Distancing Alarm", which used an ultrasonic detector attached to an Arduino micro-controller. This alarm sounded whenever a person walked within two meters of the wearer.

Our Cyber Discovery Club is a fun but competitive session that develops our girls' cyber skills by enrolling them in the virtual Cyber Protection Agency; where the girls have a go at real-world cyber-attacks as well as learning how to protect organisations from them. This club involves some high-level programming and cryptography, turning the IT Suite into the Maynard's own Bletchley Park. The club

culminated in the girls taking part in the Cyber Discovery Competition run by GCHQ. This year Hannah, India, Tess and Maliha took part; flying through the early rounds they were then invited to the South West finals hosted by the Met Office, where they tackled cyber problems faced daily by GCHQ agents. The girls completed the day as regional champions and were one of the top placed schools in the country. Considering 1200 schools took part this is truly a remarkable achievement.

After looking at our range of extracurricular activities we should, of course, turn our attention to the curriculum.

The Year 5 and 6 students have made exceptional progress this year; we have covered the whole Keystage 2 curriculum including coding, Online Safety Spreadsheets, Game Creators and 3D Modelling, all before lockdown

came. Then came some discussions, how to teach Computing to Year 5 girls while they are at home? Computer Science does not lend itself to workbooks being sent home or how-to videos. The department was confident in our girl's ability to adapt to the new environment and their computing skills. We decided to launch, with some trepidation, online learning in Teams; not only would this provide an education of online meeting platforms but also provide the opportunity for the girls to learn some real-world communications platforms, with the added bonus of some social time. The girls performed incredibly, they were learning Virtual Reality Coding (a Keystage 3 topic), online and were able to take control of the lesson and present their work to the class. Many of these students are not even 10 years

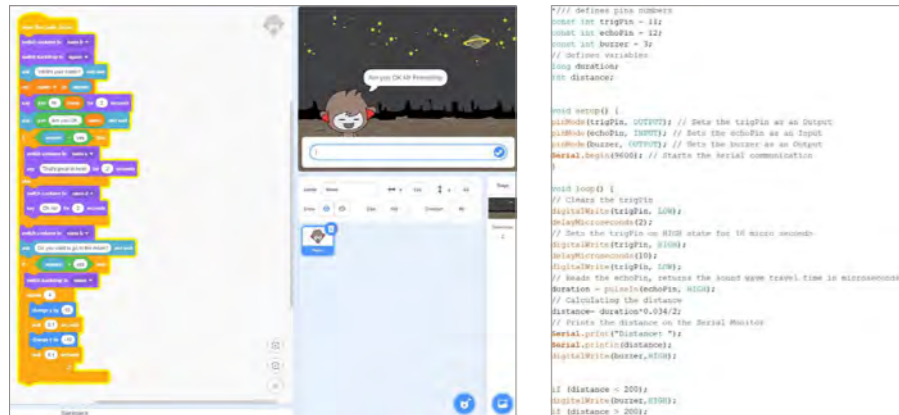
old and some of you reading this article will appreciate the confidence, skill and maturity it takes to present in this manner. What can we say other than how proud we are of you all?

Computer Science has become a core subject for the Senior School girls this year, with every lesson in the Summer Term being taught exclusively using online technology. Our students and staff have raised their technological skills to new heights. Online collaboration has become just something we do, but the girls have also needed to use cloud storage to upload their work, and become familiar with video and photo editing as well as their normal curriculum.

The Maynard School also took part in the iDEA programme this year which is

called as the digital DoE. The Inspiring Digital Enterprise Award, known as iDEA is an international programme that helps students develop digital, enterprise and employability skills. Through a series of online challenges, the girls win career-enhancing badges, unlock new opportunities and, ultimately, gain industry-recognised Awards that help them stand out from the crowd. This year 14 girls from Year 9 achieved their Bronze Award, but special mention must go to Hannah (Year 8), who not only achieved her Bronze Award but her Silver too. (picture of badges)

This year will not be quickly forgotten, but a sliver of a silver lining is the skills that the girls have learnt this year will be useful to them throughout their education and careers.



# Drama

In our bi-annual cycle of senior school productions it was the year of the Musical and this year we tackled the high energy, fast paced 'Legally Blonde'. We again decamped to The Barnfield Theatre for the full week in March with a cast and crew of over 120 students to shape and ready the production for our three night run. The girls really pulled together for what proved to be our most ambitious musical yet in terms of handling set and choreography. The larger than usual main cast were superb in telling the story of Elle Woods; there were some excellent comedic performances. The Middle School Cast were highly drilled and in sync in tackling some really tough choreography. The crew was utterly professional and dedicated to creating a slick and fast paced show. Well done girls! We were so lucky to complete the run just days before lockdown....phew.

Our Upper 3 and Lower 4 also performed in The Middle School Evening of Drama in the PAC with fabulous choral poetry from Upper 3 based around 'Old Possum's Book of Practical Cats' and scenes from the

Lower 4 from 'Charlie and the Chocolate Factory', 'Sean, the fool, the devil and the cats', and 'The Demon Headmaster'; it really was a celebration of their drama endeavours over the Autumn Term. We were also lucky enough to be invited back to perform at the Christmas celebration at The Great Barn, Ashton; always such a treat and the cue for Christmas festivities to begin!

This year our LAMDA examinations have had to be postponed unfortunately due to lockdown, however we are looking forward to booking new exams from the Autumn Term. The results from Summer 2019 were phenomenal with over 90% of girls achieving a highly coveted Distinction; such an amazing feat. Our many exam students at GCSE and A-level have again worked really hard both on their performance and coursework components which has proved good evidence in this unusual year with predicted grades. We saw extracts from plays such as 'Second Person Narrative' by Jemma Kennedy, Shakespeare's 'Two Noble Kinsmen' and 'Touched' by Stephen Lowe to name but a few; we had devised productions

around 'Dreams and Nightmares' for GCSE and 'The Caucasian Chalk Circle' with practitioner Brecht for A-level - all of which made for a creatively packed year.

We were lucky enough to get out to see some professional performances over the two terms, namely; Wise Children's fun filled touring production of 'Malory Towers', 'The Lovely Bones' directed by the brilliant Melly Still for Birmingham Rep and Frantic Assembly's 'I Think We are Alone' at Plymouth Theatre Royal. We also had Devising and Physicality workshops for our exam students with Frantic Assembly and had Theatre Alibi in performing for our Junior and exam students with their current touring show and a highly informative Q&A afterwards on the creation process.

We are already planning some socially distanced performances and events for next year; we'll make sure to keep you posted on any developments as they happen. Thank you to all the girls who have remained positive during lockdown; we are looking forward to working with you again next term.



# English

Well, to say it has been a busy year in the English Department would be an understatement – an academic year full of great news, new arrivals and real success has been interrupted by these strangest of sad circumstances.



It seems odd to begin our yearly review at the end, but it would be remiss of me not to say how much we miss being in school with the girls and sharing our passion for English with them. I'm not sure that we'll ever get used to delivering our lessons via webcam and chat rooms; in this most humanistic of the arts it seems a shame not to enjoy fully the sense of community, discussion and shared experience that is at the heart of the subject. However, at the start of the year you could have got very long odds on us making a YouTube star of Mrs Rowley...

I'm incredibly proud of the effort of the English team and of our wonderful students in how they have taken on the challenge of remote learning. The department staff have all learnt new online systems, polished off new webcams and made new resources and schemes that have enabled the girls

to make the most of this new virtual school. The girls have engaged with true Maynard spirit and enthusiasm and - in spite of these challenges and difficulties - have continued to enjoy their English work and have made real progress. They all deserve huge praise and thanks. Our departing Year 13 students and our Sixth Form bound Upper Five students also deserve a special mention – they had been working so hard towards their summer exams and were so deserving of sitting the exams with huge success and enjoying all the end of term celebrations. We miss you!

It seems such a long time ago now that we started this academic year celebrating record breaking exam results in the department. The departing A-Level group attained our highest ever percentage of A and A\* grades and the GCSE cohort

gained our best ever results on the new English Language and English Literature GCSEs!

September arrived with further reason to celebrate as we welcomed Suzie Bean to the department. Suzie joined the team from Colyton Grammar School and we have all loved having her in our Maynard Family. Suzie has taken on the Literacy Coordinator role within the school and we love her new Maynard Bookpackers Award which was launched with the Upper Three classes this year. The idea is that different literary genres make up different lands; students can win the award if they read widely throughout the different lands as they travel from genre to genre. Suzie even illustrated the 'Bookpacker' maps herself and I have to admit we got a little competitive in the department and enjoyed the challenge as much as the girls did.

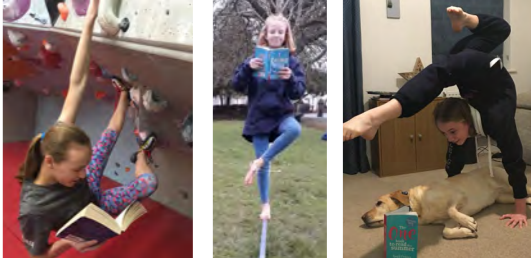
More reason to celebrate came from Anna Briscoe who welcomed her third child in January – little Edmund has certainly kept the Briscoe family busy during lockdown with three children now aged four and under at home! By serendipitous happenstance we were able to arrange for Kate Spelman's return into the department to cover Anna's maternity leave. Kate had her first child, Eliza, last summer and we were delighted to have her back in. To help this transition, we invited Viv Martin back to do some cover work for us within the department this year; Viv has now retired five times and we are grateful as ever for her expertise and contagious enthusiasm for the subject; we know the girls feel the same.

As ever, we have been out on some wonderful trips and events this year. One of our favourites was the poetry slam competition in Budleigh Salterton – which they run as a part of the events put on for their annual literary festival. We took three teams to the event who all spent the day attending poetry workshops and lectures before bravely performing their very own creations in the town hall to a packed audience and a panel of judges that evening. We were delighted that one of our teams made it all the way to the final, finishing in second place, but we all agreed that another highlight of the day was the crab sandwiches and ice creams we scoffed at the beach.

Current circumstances have dictated that for the first time in 27 years we are unable to report back on the truly wonderful

annual English Department trip to Stratford Upon Avon. I'm not sure how we will ever make it up to our current Year 12 cohort who have been looking forward to it all year, or to Miss Hartopp – who for the first time was going to get to learn of the Stratford secret! However, we did still manage to make it to the theatre this year, taking students from the Upper 4, Lower 5 and Upper 5 to see a production of 'An Inspector Calls'. The girls had a fantastic time seeing the production which they have been studying for their GCSE course.

On reflection it's hard to imagine a school year so busy with such happy news being so suddenly ended with more difficult times. There is however, no doubt, that the English Department is so looking forward to more success, happiness and adventures next year!



## OUT OF THE PENCIL CASE by Grace, Year 7

Energetically, the pens swirl and scribble  
On a new, clean page,  
Creating never-ending spirals and shapes  
And, as playful as they are,  
The rows of rubbers bounce around.  
  
Chuckling away, the pencils soon arrive,  
Making careless mistakes as they always do,  
Until the time comes when they break and cry,  
And the sharpener has to save the day.

After their continuous fun,  
The night starts to approach,  
And every one of them begins to feel tired.  
So, one by one, each jumps into  
The sleeping bag for a snooze.

## A NIGHT AT THE MUSEUM by Poppy, Year 7

Why do the halls snigger,  
Cackling and crying?  
A harsh grin from clay pots,  
A twitch of an oil lamp.  
Each axe tips a hat –  
Was that there before?  
  
My torch light chases away the shadows –  
A dog, in a cat of shadows.  
The shadows commence a marching band:  
The rocks that squeal,  
A pearl earring shrieks  
All to the tapping of the shadows.

A little to the left  
The rocks tip and jump.  
I turn to find  
Nothing's moved at all –  
Just me, the shadows,  
And the prancing torch-light.

# Food & Nutrition

**Our Maynard girls certainly love to cook! From Year 5 through to Sixth Form, they design and create delicious-looking recipes using seasonal ingredients and their knowledge of good nutrition. They are not afraid of a challenge and enjoy showcasing their excellent food preparation, culinary and presentation skills. During lock-down, our resilient girls ensured that they continued to create delicious food and practised new techniques - we know that their families enjoyed the results!**

Once again, Year 5 girls have enjoyed their Cookery Club introduction to the Food and Nutrition room, and made delicious food such as preparing couscous salad and baking raspberry buns. Year 6's have embraced their full cookery programme and learned all about healthy eating whilst receiving an introduction to essential cooking and baking skills – they have made diverse recipes such as perfect scones, savoury tarts and fruit smoothies!

Upper 3 have continued the theme of healthy eating, as well as getting to grips with both hand-held and electric kitchen equipment; they have produced delicious recipes from the complex savoury plait to the technically-challenging chocolate caramel squares. Lower 4 girls have expanded their technical skills producing complex bakes such as choux pastry swans with

Chantilly cream, fruit tart with home-made crème pâtissière and the perfect Victoria sponge! They have also learned about Healthy Eating Guidelines in greater detail whilst producing recipes such as (the favourite) chick pea stew and tandoori salmon.

The Upper 4 have been studying macro and micro nutrients and been working hard to cook seasonally to reduce food miles, waste and packaging. Using local ingredients, they have made their own flaky pastry and made delicious fruit tarts, barley risotto, meat and vegetable lasagne and sweet potato and lentil dahl. Once again, the annual Christmas cake display was a great success with some superb cake making and inventive design skills evident. During lockdown we took the opportunity to make more skilful and technical challenges, we made meringues out of aquafaba, completed

store cupboard challenges, refined our cake and gateaux making skills, made inventive garden focaccia using left over vegetables and the technical eight stranded plaited loaf.

Our GCSE students have been designing and investigating a range of food science experiments in addition to honing and developing their practical skills, learning to bone a chicken, make mayonnaise and to make ravioli to name a few. The wide range of practical skills they learn are put to the test when they produce their final piece for their GCSE coursework.

Equally, the four week ESP module for the Sixth Form, 'Surviving as a student', is as popular as ever! We learn to shop sensibly on a budget and to cook as a student in preparation for transition into university life.



# Geography



The Summer Term last year rounded off with Geography teachers, Miss Williamson and Miss Parsons, living out of backpacks laden with camping equipment! No sooner had we returned from Snowdonia with our A-level Geographers then we were busy packing to head off on the whole school Overseas Expedition to India with some of our Upper 5 and Sixth Form. Three fantastic weeks were spent immersing ourselves in Indian culture, sampling Indian Cuisine, exploring the rugged Himalayan mountains of Ladakh and venturing to the very hot and bustling cities of Rajasthan. This was an expedition with full on ‘culture shock’ and enough Physical Geography to keep us happy for the whole

three weeks! More on the Overseas Expedition in a separate report.

At the end of August we were able to delight in the girls’ efforts on GCSE and A-level results day. As always, they performed superbly and achieved their target grades and beyond. Many of our Sixth Form students continue to embrace the opportunity for in-depth research into Geographical issues; this cohort are currently studying topics from Physical Geography - including the impact of Climate Change on Aviation - to purely Human Geography, investigating issues such as the relevance of Geopolitical models and theories such as whether Mackinders’ Heartland theory is relevant to

Russia today. These are really good examples of the academic challenge and extension provided in the Sixth Form. Many of our Key Stage 3 pupils also took the opportunity to enter the RGS ‘Young Geographer of the Year’ competition.

The Autumn Term was busy in terms of fieldwork. We started with the Upper 5 conducting their second piece of fieldwork, examining environmental quality and the impact of regeneration on Princesshay. Meanwhile, our Upper 3s undertook a visit to the Eden Project where they took part in a ‘Going to Extremes’ workshop on plant adaptation and explored the various biomes as part of their ecosystems project. We also launched our overseas Geography trip to Scicily (dates to be confirmed). Our Sixth Form Geographers ventured to London and were treated to a series of lectures with world renowned experts at the annual ‘Tectonics’ conference in November. Amongst the speakers were Professors lecturing on the Christchurch earthquake, predicting volcanic eruptions on the island of Montserrat and the current research into mechanisms of plate movement in the mantle.

Our Upper Sixth produced a stunning array of Independent Investigations for their A-Level course; from examining the impact of different agricultural land



uses on carbon storage, to estimating the effect of management on carbon storage and fluxes in woodland. One of our students did a fantastic investigation into whether it was possible to establish ice direction and flow using till deposits on the cliffs at Aberogwen in North Wales. All these investigations were independently conducted and demonstrated the opportunities for independent thought and enquiry in the new A-levels. The girls impressed with their level of skill and perseverance, producing some outstanding pieces.

With the Spring Term upon us, we had a series of fieldtrips lined up; our Lower 6 girls were set to depart on their trip to Snowdonia and our Lower 5 were getting excited about beginning their Rivers fieldwork. Sadly both were postponed as a result of lockdown- we are having to rely upon Google Earth instead to get an insight into the Physical Landscapes of the real world. Despite this, we have been amazed by our girls’ resilience; our Upper Sixth were determined to finish the A-level course and we have had some fantastic conversations about developing a love of learning and ‘thinking like a Geographer’ about the global challenges in life ahead.

During lockdown we have been able to use Microsoft Teams to good effect and even managed to train our Lower 6 remotely in using ARCGIS (a professional Geographical Information System) which has been used to map scientific data. Whilst it might be a slightly quieter summer in terms of international exploration, and there will be no need for the backpack, it has proven an opportunity to read widely and perhaps explore some of the amazing Geography on our own doorstep.



# History

What a year it has been! So much has happened and yet so many of our usual antics, events and visits have, like so much of all of our lives, been put on hold.



The beginning of the year seems very distant now. September started eventfully enough, as Trish Wilks retired after an outstanding career in teaching, and our exam students took their next steps after a wonderful set of summer results. We are so proud of the achievements of all of them but our Upper 6 leavers deserve particular mention as they achieved such remarkable grades and each went on to take up their places at such universities as Durham, Bristol, Cambridge and Edinburgh – to name but a few! It was a delight to see and celebrate so many of them again at our Prize Giving in December.

Lower down the school, Mrs Harland led the way with some wonderful project-work with our Lower 4s into the true power of the Tudors. This was accompanied by our now-regular visit to the Elizabethan prodigy-home of Montacute House, where the girls were able to study the lives of the gentry and see some of the portraits the house has on loan from the National Portrait Gallery. Our students were, as ever, a credit to the school and the sunshine allowed a sketching competition at the

end of the day before we all returned to school in time for their buses.

Our trips and study-visits have always been one of the History Department's strengths but, sadly, 2019 will not go down as one of our vintage years – even before the Coronavirus reared its ugly head!

Our Upper 5 visit to Buckland Abbey, to support their GCSE Historic Environment study in Sir Francis Drake and the Spanish Armada, unfortunately came unstuck due to a calendar clash that was out of our school's control. However, our girls were very gracious in accepting an in-school 'study day' as a substitute (although some bribery took place with copious quantities of cake and nibbles as motivation). A similar ill-fated outcome befell our Lower 6 girls' participation in this year's visit to Poland as part of their Lessons from Auschwitz programme and, by the time our Upper 6 were due to visit Bristol as part of their Paper 3 studies, the Coronavirus was looming and the decision was rightly made to scratch this, too! However, our Upper 3's intended walking tour of Exeter did manage to

go ahead – remotely – as Mrs Harland created her own virtual tour of our historic city for the girls to enjoy from the comfort of their desks at home.

With this in mind, the real headline for us this year must be the outstanding way in which our students have adapted and overcome so many of the problems that remote learning has presented. Whether this has been some of the wonderful creative videos that have been made, or the socially-distanced VE Day picnics that have taken place in front gardens, or some of the amazing 'memento' projects that are currently underway. We have been astonished by the ongoing energy and enthusiasm of our girls. This unfamiliar method of teaching really has highlighted how much the staff enjoy, depend on and have missed, our daily interaction with the students.

We are now looking forward to September and whatever our 'new normal' holds for us (we certainly have plenty of unused trip planning from this year, should circumstances permit). But one thing we know will take place next year is a proper farewell to our Class of 2020. We've loved teaching them, we think they have coped remarkably in such testing times and we wish them every success for the future!



# Maths

For our 2020 departmental report, we enlisted the help of our amazing students to tell the story of this hard to forget year from their perspective. Several of them decided to reflect on their experience of remote learning and we chose to retain these thoughts and give them a voice, as this has been a defining period of their young lives.

In the Autumn Term – as part of Mathematics Week – the Upper 3 students entered a competition on ‘Visualising the Climate Crisis’ run by the Advanced Mathematics Support Programme. They all submitted stunning posters as their entries; particular congratulations are due to Poppy who made it onto the final shortlist of five from hundreds across the UK. It was great to see how this competition inspired these students to encourage the whole school, through an assembly, to think twice about buying a new Christmas jumper, given the impact of fast fashion on the climate.



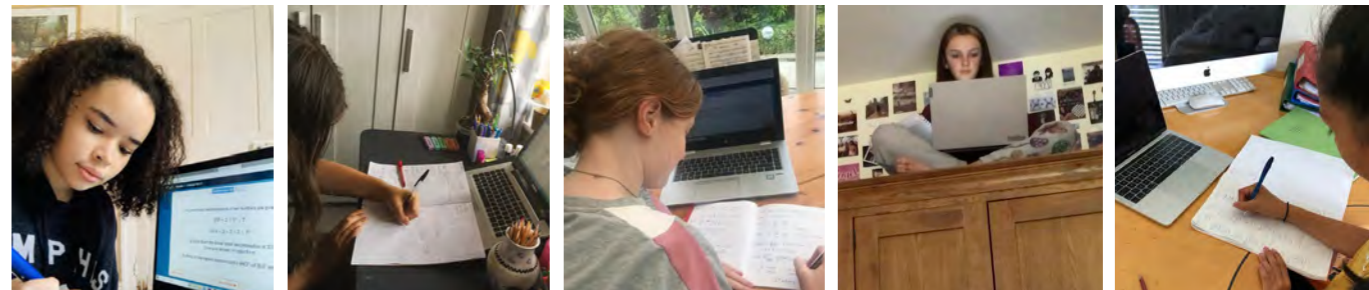
## Lower 4 reflections

Hannah, India and Tess wrote this: “We find Mathematics a particularly fun subject, as it pushes us to use our problem-solving skills to our highest capabilities. It is very interesting to learn all sorts of different methods and we love the feeling of satisfaction when completing a problem. This makes our Mathematics lessons very enjoyable; as we move onto a different topic, we get to explore a whole new world of problems! When switching to remote learning on SPARX, it has been useful to be able to work at a speed at which we are comfortable, making learning

very efficient – we are still being challenged, without doing questions which are too difficult, too soon.”

## Upper 4 reflections

This from Eleanor, Lily and Megan: “Late in March – it seems like ages ago now! – the school began remote learning which brought lots of new challenges, some technical but mostly mathematical. We have kept learning and covered topics including plenty of algebra, a particularly favourite field of ours! Together we have all been figuring out remote learning with programs such as SPARX and it’s been



a fascinating and enjoyable experience: Teachers can see how much progress we make and check that we understand concepts, while we work through lessons at our own pace. The Mathematics department have been so supportive and kind, not only during lockdown, but for the whole year. Our teachers are very understanding, always push us to do our best and go out of their way to organise events for us outside the curriculum, such as the UKMT Intermediate Mathematics Challenge in February, which we all really enjoyed.”

## Lower 5 reflections

Eleanor and Hansini in L5 said the following: “Throughout the year, GCSE Mathematics has helped us develop skills we built in previous years and grow into logical-thinking students. Lessons always push us further, as we grapple with new concepts through interactions with our teachers and fun extra-curricular activities such as the Maths Feast at the Met office. On that occasion, Mrs Woulfe organised for Eleanor, Maddy, Rachael and Rose to join students from many different schools to work on puzzles covering many fields of Mathematics and helping us consolidate our understanding of what we study in our classes.

“Many of the Maths Feast rounds involved unfamiliar material, including one when we had three minutes to look at a poster on an A-level topic and then answer a series of questions. We did this successfully and now are skilled in Linear Programming, which we can use to solve real problems arising in the

world of work. In future, Hansini wants to be a cardiologist or study something to do with Physics; as Mathematics is the gateway to both Physics and Biology it will continue to help us all through our lives!”

## GCSE and A-level transitions courses

Following the cancelled GCSE exams, as a department, we contributed to the school’s foundation courses designed as a bridge to help our Upper 5 students move towards their chosen A-levels. For instance, the Further Mathematics transition course has allowed students to extend their understanding of likelihood by investigating the subtle nature of conditional probability, enhance their

ability to enumerate mathematical objects adhering to a variety of strict underlying structures and explore the concept of a random variable and its associated probability distribution.

Alice and Anna told us about their experience. “The Mathematics department have been so supportive and helpful in our preparation for our GCSEs, despite the fact the process was cut short. Throughout the year teachers regularly supplied us with multiple past papers, extra lessons and one-to-one assistance, which all proved vital in boosting our confidence and ability to handle whatever may have come up in the papers. The enthusiasm shown by our teachers was contagious and they frequently provided us with innovative methods for retaining



concepts, a particular favourite being the quadratic formula to the tune of the Flintstones! For those of us continuing on to Mathematics or Further Mathematics at A-level, the online transition lessons have not fallen short of the real ones and Dr Henderson's jokes are a welcome interlude from what could have been a tricky process.

Online Mathematics has proved just as fun via Teams as on a whiteboard; our teachers still push us to do our best and are always on the other end of the 'Teams chat' when we need help. We frequently see interesting applications to real-world contexts – from diving off cliffs to cracking combination locks – in order to understand the importance and versatility of the subject. Many of us now wish to pursue careers involving Mathematics – another reason why we look forward to starting our A-level Mathematics courses!"

Sixth Form reflections

As a representative of our Sixth formers, Shweta wrote this: "Lessons at The Maynard further heighten my love for Mathematics not only because of the difficult yet rewarding topics we cover, but also because of the way it's taught, the teachers and the rest of my classmates. I'm in a group of nine students with three different teachers for the different areas of Mathematics. Out of the three teachers, we see one teacher every single day (which is more often than I see some of my friends).

Our Mathematics lessons are also quite different from what you would expect: as well as learning new concepts and practising new techniques, we spend part of the lessons questioning everything being taught and also discussing our cultural diversity. We are also stretched by being encouraged to take part in several different mathematical challenges – individual and group ones. Particularly memorable for me was the UKMT Senior Team Challenge in the Autumn Term when, led by Mrs Dersley, I joined Lucia, Eleanor and Mandy for a



stimulating and exciting competition! Mathematics is vital for my dream job and it truly is a subject worth learning."

Also in the Sixth Form, Margaret and Tina added this: "All the teachers are super passionate about Mathematics, teaching beyond what we need for the exams – we get to learn about all the history and get to hear about challenging and interesting questions that go beyond just pure Mathematics. For example, Dr Merisi talked about knot theory and how it was applied to understand why enzymes are needed for DNA packing, as well as about cool mathematicians such as Leibniz (who is cooler than Newton). We also get a lot of advice on applying to university and what we can do with Mathematics after that. As a class we are all good friends with each other, united by our mad decision to do over ten hours of Mathematics a week. It's great to have someone by your side (even virtually) to go through 146 pages of integration practice. Despite the effort, choosing Further Mathematics was worth it!"

As this extraordinary year draws to a close we say goodbye to three bubbly Upper 6 groups, wishing them all the best in their future studies and careers.



They became particularly excited following the happy arrival of Elsie Henderson and Seth Bowler! We too congratulate our colleagues on their splendid news!

We also say a very fond 'arrivederci' to our great friend and brilliant colleague Mrs Horton. After over thirty years of outstanding contributions to the school and the department, Mrs Horton will be enjoying her well-deserved retirement. We will greatly miss her superb teaching, her caring personality, her razor-sharp wit and her lively contributions to departmental meetings; however, we take some comfort in knowing that the next friendly G&T with her is only down the road!



Modern Foreign Languages



This year, we again celebrated the start of the academic year with Multi-Cultural week. To celebrate European Day of Languages, every single Senior School tutor group has had the chance to take part in a "Translate the song titles" competition, with some in French, German and Spanish titles. There were many excellent answers from all age ranges and the girls worked really well and collaboratively to use their linguistic skills and common sense to come up with some accurate answers and also some imaginative (not always educated...) guesses. We then moved on to support International Poetry Day when the Lower 6 discovered some unusual but famous French poems and could see once again the quirkiness of French artists.

All Year groups in KS3 and KS4 have enjoyed doing a lot of independent learning on the fun online platform, Seneca, in the three languages this year, being keen to strengthen their skills acquired in class and showing a

very competitive attitude towards it, having a close eye on who is at the top of the class leaderboard!

Throughout the year, a superb team of top spellers from Upper 3 have taken on the ever-popular challenge of the French Spelling Bee House Competition. After a few spelling test rounds, lots of accurate learning and an outstanding amount of enthusiasm, we could crown the 2020 Spelling Bees winners. Congratulations to Ruby (Merchants) and Margot (Goldsmiths) who won the overall challenge this year, closely followed by Larissa (Haberdashers) and Yemi (Armourers).

The French Spelling Bee being so popular, we decided to roll it out for Spanish with la Mariquita for the Lower 4 and in German with the German Spelling Bee for the Upper 4. Sadly, the lockdown came and prevented the keen spellers to continue towards the final crowning, definitely something we will carry on when back in school. A special mention to Susanna, Emma

and India in Lower 4 who did amazingly well in their first Spanish round and to Megan, Upper 4 who excelled in the German first round.

Fourteen eager and happy girls from Upper 4 and Lower 5 travelled to Germany with Mrs Stuttford and Mrs Cunningham during the October half term to take part in our 53-year longstanding exchange. During the visit to Hildesheim, in North Germany, the girls enjoyed a variety of historical and cultural trips. The girls were able to put their historical knowledge into context when visiting remains of the infamous wall which divided Germany post Second World War. They also attended lessons in German during the mornings, where blackboard and chalk is still very much a part of everyday learning set in an environment free from uniforms but still with the formal way of addressing their teachers with the polite form of 'You'. Being on the receiving end of maths lessons delivered in German is not for the fainthearted.

The students also travelled on the famous double decker trains to Bremen and visited the old university city of Wolfen Büttel, a German city which holds the largest number of timber-framed buildings in Germany. The German families were all incredibly friendly and 'gastfrei' (hospitable) and they gave the girls a fantastic time; with some even visiting Berlin during their free time. We were very sorry to have to cancel the Germans' visit to Exeter, due to the Coronavirus, and we would like to thank all our parents for their support in this matter. We now look forward to our next exchange in 2021 where we shall be welcoming our next cohort of German students.

In the second term, some of the U4 French girls used their vocabulary and courage to perform a little simulation of "a phone call to a doctor's surgery to book an appointment and the subsequent doctor's appointment between doctor and patient" using all the vocabulary and expressions learnt on that unit. Occasionally reluctant to do some speaking in class, these girls have risen to the challenge and produced some very funny but realistic dialogues and scenes, with amazing acting skills and beautiful pronounced language. A fabulous way of practising their language for a potential real purpose and an eye opener... After all, going to the doctor's turned out to be a fun experience!!!

This surreal time of lockdown has taught us many a thing, but perhaps most overwhelmingly we have been reminded, yet again, that we as human beings never stop learning. The MFL staff soon discovered the need for new, adventurous and different ways of delivering language teaching, with Mrs Stuttford proving herself to be a technical guru, helping us all by blending online resources, making videos and remote learning more varied. Our most recent methods of teaching and marking did not seem to do justice to our students. Therefore, we took it upon ourselves to embrace hitherto unbeknown teaching platforms and communication methods. The junior students in particular became our first, and perhaps only, YouTube viewers.

The girls have showed very inventive skills this Summer Term, doing some brilliantly informative work on their favourite French cities, researching Spanish festivals and celebrities and even going on virtual German city tours! A definitely well-appreciated way of "travelling" whilst in lockdown. Mrs Morton has also enjoyed her involvement with very keen Upper 6 girls who wanted, as part of the Maynard Sixth Form Baccalaureate, to start learning Spanish and so went on "remote" conversation sessions together. All in all, this time has taught us many new skills and we are pleased that the girls have so readily taken these

on board. Despite all our efforts, remote teaching does come with its limitations and a lack of personal touch and we are all looking forward to the hygge of our good old familiar classrooms.

Mme Smith's well-established KS3 French enrichment course for the Upper 3 and Lower 4 girls is now all planned for next Summer Term. Hopefully we will be back to normal to be able to enjoy a visit to a French market, to La Coupole (a Second World War bunker complex), to a goat farm, making bread, amongst other exciting activities (and French culinary delights!) which will enable the girls to practise their French and discover the culture. A perfect opportunity to use their language outside the classroom!

Last but not least, we are saying a very sad "au revoir" to Mme Powell who, after 15 years of very loyal service in the French department and her consistent involvement with the EPQ programme for the Sixth Formers, has decided to retire and enjoy fully the beauty of Devon. Her great expertise, fabulous sense of humour, amazing chic and endless anecdotes/statistical references to all topics will make the Maynard staff and girls miss her greatly.

## Music

**Warner: 'You got in to Harvard Law?'**  
**Elle: 'What? Like it's hard?'**

The 'can do' attitude of Elle Woods, the leading character in 'Legally Blonde' was something that we all needed this year.

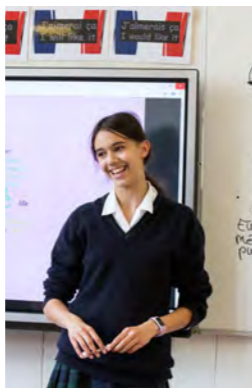
Our autumn term was busy and eventful and saw our musicians out and about in the local community. Year 5 sang at Remember that Song, the dementia café run by Dr Daphne West, former headmistress at The Maynard, and the Senior Choir joined the ISCA Ensemble, Exeter University Chapel Choir and other choral singers in a fantastic rendition of Haydn's 'The Creation'. The experience of performing with professional musicians in a beautiful venue was further enhanced by knowing that the concert raised over £5,000 for Hospiscare.



The Autumn Concert featured our huge range of ensembles, including the re-formed flute choir. With music ranging from Mozart and Charpentier to 'Peanut Vendor' and the popular online duo, The Piano Guys, it was lovely to see girls from Year 4 to

Upper 6 performing alongside each other. Another annual highlight for the department is performing in the Lord Mayor's Carol Service in the Cathedral and Year 6, Upper 3 and the Middle School Choir were all in very fine voice, performing 'Little Drummer Boy', 'Torches' and 'Star Carol'. One change for us was a new venue for the school Carol Service, owing to our usual venue being refurbished. Southernhay United Reformed Church made us most welcome and it was lovely to see a full congregation. An added excitement for the girls was performing along with the staff choir with tenors and basses enthusiastically lending their support.

The Spring Term saw over a third of the school de-camp to the Barnfield



Theatre for our performance of 'Legally Blonde'. After everyone's hard work, how lucky were we to get to perform before everything shut down for COVID-19. This was an extremely challenging show and alongside stunning solo performances was a fantastic team effort. With girls on stage, in the band, running the sound, lighting, props, stage managing and assisting with the costumes there was hopefully a role for anyone who wanted to be involved. It was just the upbeat show that we all needed and I hope everyone will have happy memories of this wonderful production.

With everyone banished to their homes, our concerts for the rest of the

year were sadly cancelled. Undeterred, remote class concerts still took place and we all adapted to recording, editing and uploading technology. Our music technology skills have all improved greatly in a very short space of time; even the peripatetic music staff caught the bug and continued to teach remotely. The effort from Year 6 was particularly impressive with a video of girls performing 'Somewhere over the Rainbow' recorded to celebrate the NHS and, not content with that, taking part in the online Nicola Benedetti Foundation international concert.

It may not have been the year we had all planned but it was certainly memorable!

It was just the upbeat show that we all needed and I hope everyone will have happy memories of this wonderful production



A number of girls have had outstanding individual success this year and we hope you will enjoy reading of their achievements:

**Dodie** was accepted to study Music at Oxford University.

**Zoe** successfully auditioned for the National Children's Orchestra and took part in the Benedetti Foundation online concert in lockdown.

**Maddy** was chosen to perform Bach's Double Violin Concerto at the Royal Albert Hall, London.

**Isabelle** successfully auditioned for the National Children's Choir of GB, and joins Natalie and Evie who are also current members.

ABRSM Grade 8 was awarded to the following girls: **Elizabeth** (voice, merit), **Thalia** (flute, merit), **Kristina** (saxophone, distinction), **Ellie** (voice, merit), **Liberty** (voice, distinction)

Trinity Grade 8 was awarded to **Judy** (oboe, distinction) who was aiming to take her diploma this year before exams were closed.

**Alyssa, Thalia** and **Emily** performed alongside the rock band, 'The Kaizens', at Plymouth Pavilions as members of the Devon County Youth Orchestra. They performed ten pieces with the band. With a mosh pit, lighting effects and sound mixing to contend with it was certainly a challenge and an event to remember.

**Kristina** was a member of the Devon Youth Jazz Orchestra.

Five girls were members of the Devon Youth Symphony Orchestra: **Alyssa** (clarinet), **Thalia** (flute), **Emily** (harp), **Elizabeth** (double bass), **Alice** (violin).

**Evie** and **Natalie** were members of Schola Exe, the County Senior Choir

**Edrea, Ida, Isabelle** and **Taryn** were all members of the Devon County Junior Choir

A lockdown challenge successfully completed!

By Libby (Upper Sixth)

Having finished school a little sooner than I had anticipated, I've found myself with a lot of spare time! I've really tried to see this as a unique opportunity to start new, creative projects. During lockdown I have loved working on my voice Diploma via online lessons. My Singing teacher introduced me to the 'At Home Arts Awards' Glyndebourne Opera have been hosting. I applied and was thrilled to be accepted into the programme, it has taught me so much already!

One aspect of the award calls for participants to research, study, evaluate and learn lots of new music. I've thoroughly enjoyed delving deeper into the world of Opera, studying music from Mozart's comedic 'Cosi fan tutte' to Phillip Glass's contemporary productions. Glyndebourne has also hosted numerous Q&A sessions with the Directors from the Production teams which has been fascinating and inspired me to research new career paths I might like to move

towards in the future. The programme also requires students to teach and share their skills with others. Due to my slightly limited audience, my mum has become my new 'pupil' and much to her delight, I have chosen to teach her some Italian! However, in all seriousness it is wonderful to be able to involve others in the project.

All the students from up and down the country record their progress with written documents, video reviews, podcasts, scrapbooks and in any way that can record our creative efforts. Without a doubt, this opportunity would never have been available to me under normal circumstances as Glyndebourne normally recruits students within a 25-mile radius of the Opera House. Doing this award has helped me to realise the wealth of exciting opportunity there is for someone in my position - I feel blessed and excited to be able to explore even more creative avenues in the future!



PE

A year like no other!

The Autumn and Spring Terms saw lots of both individual and team success at all levels. National Finals in Hockey and Swimming, plus lots of noteworthy individual brilliance in a whole array of sports. However, the COVID-19 pandemic meant our usual Summer Term of sport was no longer possible. Instead it brought the importance of Physical Activity for the health and mental wellbeing for all. Many of our students have had to find new ways to keep fit and healthy and learnt to value exercise in a whole new way.



Conferences, Lectures & Masterclasses

The ‘Girls Go Gold’ Conference at the University of Bath, proved to be an inspirational day for all the girls. Twelve of our top sportswomen joined forces with 400 other likeminded and talented females from across the country in the annual conference. Pamela Cookey (ex-England Netball Captain, Commonwealth medallist

and successful engineer) opened the conference. Her speech covered a range of topics, she focused on the importance of sport on mental wellbeing and how skills as well as attributes learned through participation in sport and physical activity can be of huge benefit, both within school and in their future working life. This year’s highlights included a Netball training session run by Team

Bath players and a visit to Bath’s Sport Science laboratories, to gain hands on experience of key fitness testing and its associated data. The girls absolutely loved their final practical session of Trampolining that was filled with high energy and lots of hilarity. The day gave them all an opportunity to have a good look round the University of Bath and gain an insight to what life as an undergraduate might look like.



Former Olympic and Commonwealth Gold medallist, Craig Heap’s Inspirational Gymnastics Workshop and presentations across the school, was another real highlight. His charisma and enthusiasm inspired all the girls from across a huge age range and they were all engrossed by his message – that hard work pays off! In both the Junior and Senior School assemblies with him you could honestly have heard a pin drop. On top of this, he hosted a fabulous gymnastics workshop with the Lower 4 girls; watching them grow in confidence during the session was a sight to behold!

Team successes & highlights

Junior Swimming team travel to the Olympic Park to compete in the ESSA National Swimming Finals. Following a superb performance at the Regional Finals we were delighted when our Junior Swim team (Emma,



Jess, Ella, Sofija and Isobel) qualified from over 300 schools nationally, (in the Freestyle Relay) for the National Finals at the Olympic Aquatic Centre. It was truly an amazing experience for our talented young swimmers, competing against the very best in the country in the iconic London 2012 Olympic Pool. Swimming in a 50m pool in a time very close to their PB, we were delighted to finish 25th nationally.

U14 Netball squad represent Devon at the Regional finals in Bournemouth Our Under 14 Netball team had an excellent season moving through the Area and County Championships with relative ease to gain qualification for the Regional Finals in Bournemouth. Here they played some terrific matches against very competitive teams, who equally had to qualify to get through to this stage of the competition. They recorded wins against Truro High School and St Edwards, Dorset and lost by very small margins to both Dean Close (5-8) and the eventual overall winners, Taunton School (7-10).



It was such a valuable learning experience for the whole squad who had to bring their very best to the day in order to compete at this level. This team also had a successful run in the ‘Sisters in Sport’ netball competition.

Healthy competition across the board in Netball There were some super friendly matches across the board for both our A and B teams against our local competition (Blundell’s, Exeter and St Peters) and further afield in our National Cup competitions. Highlights were U18 v Redmaids Bristol, U15 v Canford School, Dorset, U14 v Wellington School and U13 v Truro School. A special mention must go to the U12s who had an excellent season, growing with confidence and maturity each game and they have a very exciting future ahead.

A good number of our students represented school teams and every match was played in excellent spirit. This is testament to our strong fixture list which provides for plenty of success but also the opportunity to dig deep and learn from failure. It was so good to see so many girls representing The Maynard - on many a Wednesday afternoon, we had over 60 girls playing netball and loving every minute of it!

Final Netball game for First Team The First Team played a poignant final match against West Buckland to end their Netball season resulting in a good 20-20 draw. The match was filled with some super fast and accurate play by both teams. For four girls, it was their last match in the Maynard Pink dress as we wave Ruby, Faye, Anna and Annie off to pastures new at the end of this academic year. They have been fantastic ambassadors for the school and we will miss them very much!

U18 Hockey gain a place at The National Schools Hockey Finals The U18 Hockey team proved invincible at the Tier 4 County Tournament held at Plymouth Marjons! Winning all of their games in their pool (4- 0 vs Plymouth College, 1-0 vs Colyton, 1-0 vs West Buckland, 4-0 vs Shebbear). They played Mount Kelly in the semi-finals, going on to take a convincing 5-0 victory. They then met Exeter College in the finals, winning 1-0 to



take the tournament title, unbeaten in all six games and qualifying for the U18 Tier 4 West Round.

This very talented and hardy Under 18 group then went on to gain an incredible result at the West Tier 4 Hockey Finals in Bristol. They endured a day of solid rain and even snow at times, but the true 'Maynard grit and resilience' certainly came into play. Undeterred by the foul conditions, they were superb in all eight games to finish overall second from the many schools representing the South West and, in so doing, booked their place at the National Finals. Truly a superb result!

The National Finals competition at Reading Hockey club featured some of the best teams from the entire country. Most unfortunately, their one loss to Bancroft's School put paid to their chances of a semi-final place but they must take some consolation that Bancroft's did eventually qualify through to the finals where they were only beaten by the same team that knocked us into second place during the Regional Finals a few weeks before! So huge congratulations to them all, not just for this fine performance but also for being such brilliant ambassadors for the school.

#### Continued Cross-Country success

We have seen some excellent individual and team performances in Cross Country. Congratulations to our superstar cross country runners who, after qualifying through previous trials,

competed in the Devon Schools Cross Country Championships. Katie (Lower 5) stormed the Inter-Girls section to post a very convincing victory and qualify to represent Devon in the next round; she also had great back up from the rest of the Lower 5 runners with Sophie B finishing in 17th place and Sophie C in 24th. Equally, Emma (Lower 6) put in a very gutsy run in the slippery conditions of the Senior Girls race to finish in overall 15th place.



#### Our Devon Champion off to National Finals

Amazing Katie! A superb performance at the County Championships gained her qualification once again for the National Finals, the English Schools Cross Country Championships.

#### Incredible Gymnastics performances at the South West Championships for our senior squads

Congratulations to our four teams who competed in the British Schools Gymnastics Association South West Regional Floor and Vault Competition in Bideford. This is a high-level competition with over 300 of the region's best gymnasts from schools who traditionally use this competition as an annual stepping stone to the Nationals. For many of our Under 11 girls, this was their first experience of a formal gymnastics competition and,

although understandably nervous, they were all incredibly brave and performed their routines and vaults confidently in front of a big audience of gymnasts and spectators.

With up to six girls in a team and 13 teams in each category it is far more common to come away without a medal or trophy than to win one, so a good measure of success is whether the gymnasts perform their routines and vaults cleanly (remembering the routine and no mistakes) rather than finishing in the top three. This can be a hard lesson to learn in gymnastics but our girls were superb, we had no wobbles, tears or forgetful moments and they all did themselves and their coaches very proud. That said, we were



elated that the Under 19 team won Team Bronze, especially as they were only a team of 4 so all of their scores counted to the team score, raising pressure and leaving no room for error.

We were particularly pleased for the Under 19 captain, Martha, in her last opportunity to represent the school in gymnastics as she is in Upper 6. Martha and Flo have been instrumental in the success of our partnership with Exeter Gym Club, helping us to take the Junior School gym teams down for their training each week. Final results were: U19 Team: 3rd winning Bronze. Top performing Gymnasts was Flo who finished 5th as an individual; U14 Team: The A team finished 6th and the B team finished 12th with the top performing gymnast being Connie who finished 6th as an individual. The U11 Team were placed 4th overall with Elizabeth as the top performing gymnast in 12th place individually.

It was a brilliant day, and big thanks to all the parents who came to support the girls, and especially to our coaches

Amy and Suzanne from Exeter Gymnastics Club

#### Dance

We were so disappointed not to be able to follow up on last year's success at the National Dance competition 'GBDO' which was cancelled due to COVID-19. However to see the whole of Year 7 and 8 perform so brilliantly in their choreographed piece in Legally Blonde was an absolute joy to behold.

#### Exeter Chief's Senior Coaches put girls through their paces.

Susie Appleby and Amy Garnett, the Exeter Chief's Women's Team coaches, came in for a day in the autumn in to put the Lower 5 (Year 10) and Lower 4 (Year 8) girls through their paces and teach them some important techniques. To have coaching of this calibre is a major coup - Amy is England's most-capped hooker of all time with 100 caps, whilst Susie won 65 caps for England and has been Head Coach for Gloucester-Hartpury Women's team since 2014. Both Amy and Susie were super impressed by the

grit and enthusiasm with which the girls threw themselves into the training.

#### Exeter Chiefs training with the Lower 4s

We welcomed back Amy in the Spring Term. She designed and ran brilliant weekly workshops with the year group throughout the term and we are thrilled to have her on board. We made use of Exeter University 3G pitch and the girls absolutely loved this experience and we really hope to see this group of girls form the first rugby team at school. Huge thanks to Exeter Chiefs for their generosity in this collaboration and we look forward to working alongside them next year.

#### GSA Park Run

We took part in the GSA Park Run Initiative, tied in with Telegraph's Girls Inspired campaign throughout March. A number of our students and staff joined many other girls from GSA schools from across the country on this initiative, all showing brilliant displays of friendship and resilience.



Celebrating success: International Recognition for some of our Elite Athletes

Huge congratulations to Natalie in Lower 5 who was selected onto the **GB Basketball Talent Programme** for 2020. As a key member of the U15 Basketball team, Natalie was under consideration for the 2020 European Championship as part of the **U16 GB team**. This is a fantastic achievement and very well done to her!

Erin in Upper 4 travelled to Spain as part of the **UK Lions Under 13 Hockey Squad**. This was to form part of three overseas international tournaments based in Spain, Holland and Ireland. UK Lions is a unique team as it is only accessible for players who are U13 and although the season was curtailed, Erin gained a great deal from the experience.

We also have a good number of high performers who are at various stages on the Player/Performance pathways in Football, Netball, Hockey, Gymnastics, Equestrianism, Tetrathlon, Dance, Tennis, Swimming, Athletics and Climbing. We are super proud of our top -performing sportswomen.



Summer Term

The COVID-19 pandemic required huge changes for us all; with the cancellation of PE lessons, summer sports, fixtures and team training, the importance of keeping healthy and physical active became of paramount importance. It was such a shame that our talented and hardworking Upper 6 A-Level PE students weren't able to complete the final leg of their journey with us but we know that they will go on and find huge success in whatever field they choose.

As a department, we committed to providing as many opportunities for girls to experience a wide variety of physical activities from home and it was wonderful to see students engage so positively. The introduction of more dance, cardio, yoga and fitness based sessions throughout our PE and Sports programme over the past few years meant that the girls were familiar with many of the online sessions and fully understand the importance of keeping active on both their physical and mental health.

Religious Studies

**The RS department began the academic year of 2019 – 2020 in positive spirits, after achieving some truly outstanding results in the summer. The GCSE results were particularly impressive, with all the girls achieving a grade 7 or above, and nine out of sixteen candidates achieving a grade 9. It's such a shame that the A-level and GCSE classes of 2020 were unable to demonstrate their abilities in the usual way – but they nonetheless worked incredibly hard, made terrific progress and will be able to progress to the next stage in their education with some very good grades that they richly deserve.**

The cancellation of examinations certainly did not put a stop to learning for the examination groups, with several girls showing great initiative and determination in pursuing further studies online. In advance of their A-level studies, for example, some Upper 5 students have chosen to challenge themselves by completing Open University courses in philosophy and ethics, as well as exploring numerous texts, films and online resources to whet their appetite for Religious Studies in the Sixth Form.

Similarly, for all the frustrations of the lockdown, it also created opportunities for excellent creativity and learning

in RS for the Upper 3 to Upper 4s (Years 7 – 9). With RS often addressing contentious and difficult issues in the classroom, we had to adapt our curriculum to make it more suitable for home learning. As a result, the Upper 3 and Lower 4 groups explored a diverse and fascinating range of topics, following an A-Z of Religion and Belief. Favourite topics included A for Atheism and G for Goddesses; we hope that normal teaching will resume so that we don't reach Z for Zoroastrianism any time soon!

The Upper 4s were able to develop their independent research skills with a four-week directed research project on

the 20th century Holocaust or Shoah. The project culminated in a final piece which could either be a formal essay or a creative response to their learning. The results were outstanding, with girls showing great ingenuity in using their artistic, musical, technological and writing talents to explore this challenging subject. Likewise, the Lower 5 GCSE and Lower 6 A-level groups have adapted remarkably well to online learning, making very good progress despite missing the opportunities for lively face-to-face discussion and argument that RS provides. We very much look forward to being back in the classroom after these rather strange few months!



# Science

The events of this year have thrown the value of education in Science into sharp focus. Through the application of scientific principles, doctors and medics have cared for those afflicted with COVID-19, researchers have made progress with treatments and vaccines, and experts have advised governments in the implementation of measures to protect human life during this global pandemic. Here at The Maynard, we are very privileged to work with exceptional students who also show considerable enthusiasm for, and dedication to, the pursuit of scientific knowledge.

In September, we were delighted to welcome husband and wife team Mr and Mrs Wood to the Science Department. Both have contributed tremendously to the department through their fantastic Science teaching and delivery of extra-curricular Science clubs. In addition to teaching Chemistry, Mrs Wood has run a support group for the Upper Sixth Chemists, fine tuning their A-level Chemistry knowledge. As well as teaching Physics, Mr Wood has helped to run the Upper Three STEM club, taking a lead role in the delivery of the Science Fair projects.

Throughout the year we ran an extensive extra-curricular programme which included two STEM clubs, a Lego robotics club and the YSTEMM award scheme, and we provided opportunities for enrichment and extension in Science to all students in the Senior School.

The Upper Three STEM club was, as ever, well attended and we were impressed with the pupils' enthusiasm and creativity. In the Autumn Term, the pupils learnt about gears through making Knex models and they soldered a flashing Christmas tree circuit onto a circuit board. In the Spring Term, the pupils worked in pairs to conduct a complete Science Fair project investigation. It was inspiring to see students planning and conducting investigations to solve problems like "what is the best recipe for bubble mixture?" and "how can I make the strongest sand castles?"



As always, the Lego Robotics club ran for pupils in Lower Four, Upper Four and Lower Five and, yet again, our team returned from the First Lego League regional tournament in January with a rather impressive looking trophy made out of Lego. This year the trophy was for "Core Values", highlighting that our team demonstrated excellent teamwork skills and were polite, helpful and respectful to the other competitors and the judges. Mr Lodge is very proud of the achievements of the pupils in his team who, since January, have been honing their computer programming

and Lego building skills for next year's tournament. The members of the team were Katie, Emma, Megan, Emma, Maliaha, Hannah-Sophia and Tess. Previous winners Miri, Kitty and Anya provided invaluable help and support. The team's design for a rooftop sensory garden was a highpoint of their work.

This year, Miss York and Mr Ibrahim have delivered a new STEM club for students from the Lower Four to the Lower Sixth. These students have been constructing a greenhouse using two litre plastic drinks bottles, which is starting to look rather



impressive. Their aim is to reduce plastic waste and produce vegetables and salad for the school kitchen with a low carbon footprint. Once the building of the greenhouse is complete the students are planning to include composting and automated sprinkler systems.

We have continued to deliver the Youth STEM Award scheme for a second year. Its ethos, which is "to support and inspire the next generation of STEM professionals", is something that resonates strongly with us. The scheme is popular with our students, some of whom have already had considerable success: Mia, Alice and Isabelle have achieved their Bronze award; Kitty and Miri have achieved their Silver; and Kitty, Miri and Alexandra are more than halfway to achieving their gold awards. As part of the "Inspiring the Next Generation" strand of this award the students have been assisting with the delivery of the Upper Three STEM club and the Lego Robotics club. We have been very impressed with their enthusiasm and commitment; the younger students in these clubs could not hope for better role models.

As always, Mr Macdonald has delivered the Ad Astra extension club to A-level Chemistry students who are interested in working on topics beyond the scope of the syllabus. This year the club focused on in-depth problem solving using complex Chemistry Olympiad questions that are produced by the



Royal Society of Chemists and they also studied the Chemical requirements for the existence of extra-terrestrial life!

In January, our students attended two events hosted by Plymouth University. The Lower Sixth Biologists participated in an electron microscopy workshop and all the Upper Four pupils went to a STEM Showcase day where they conducted experiments using cutting-edge technology from the world of STEM. In February, we hosted Dr Tim Harrison from Bristol University who treated all the Lower Four and some 40 visiting girls from local schools to a spectacular and eye-opening lecture on Climate Change Chemistry.



In March, a number of our Sixth formers entered scientific competitions. Five Lower Sixth Chemistry students: Shweta, Margaret, Nicole, Mandy, and Tina, achieved Bronze awards in the British Chemistry Olympiad and Tina and Eleanor achieved Bronze awards in the British Physics Olympiad. Margaret entered the prestigious Kelvin Science prize essay competition and her essay, entitled "Apocalypse or dystopia? Why zombie ants still roam at large today", is a fascinating read.

Whilst our in-school teaching was brought to a premature conclusion on 20 March 2020, our students have continued to excel through their remote lessons and we have been impressed by the absolutely stunning work that they have produced.

In April, our Upper Five students, having brushed off the disappointment of being denied the opportunity to demonstrate their knowledge in GCSE examinations, embarked on their pre A-level Science courses with real enthusiasm. The pre-A level biologists have been learning skills and knowledge from the A-level Biology course within the context of Covid-19 pandemic. The pre A-level chemists have studied some key aspects of the A-level Chemistry course and they have shown that they are incredibly resourceful by conducting their own electrolysis experiments at home.

The pre-A level physicists have undertaken a module in mechanics, through the context of miniature cars which they built themselves, and a module in determining the mass of The Earth through further home-made experiments involving oscillations, free fall and balls rolling down ramps.

Also during lockdown, the pupils in Upper Three and Lower Four researched and produced poster projects on the themes of “Science in the News” and “An Inspirational Female Scientist” respectively. In Upper Three Hannah was awarded first place, Emily came second and Tigerlily came third. In Lower Four Annabel was awarded first place, Krissy came second and Harleigh, India, Isabel and Millie all came joint third place. We were blown away by the quality of the work that the pupils in these year groups produced and both competitions were very difficult to judge.

We are also immensely proud of how quickly the students in the Upper Four, Lower Five and Lower Sixth have adapted to online lessons. These students have been highly motivated and have continued to make excellent progress through their GCSE and

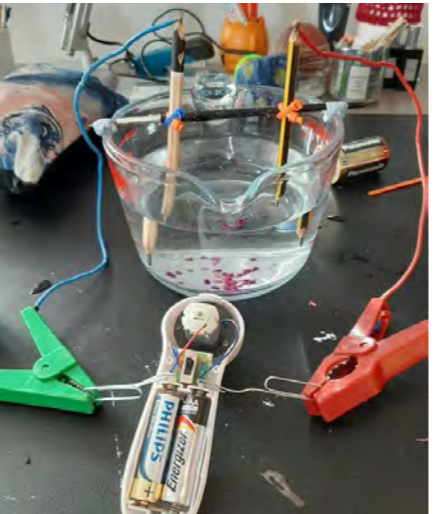
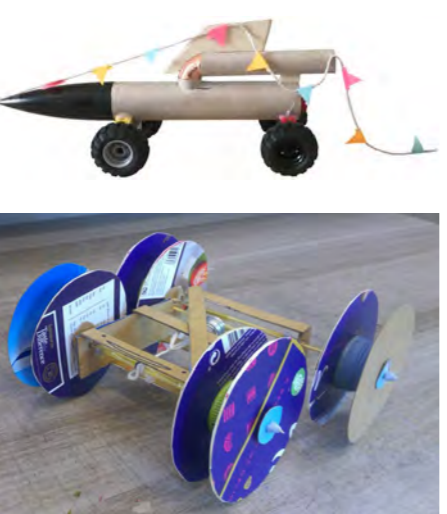
A-level courses. In fact, many students have exceeded our expectations by immersing themselves in Science that is beyond the taught syllabus. For example, in addition to their A-level studies Kitty Guinness and Thalia Gibbons have been attending online UKCAT preparation seminars in readiness for their medical aptitude tests, all the Lower Sixth Biology students have taken part in the online Intermediate Biology Olympiad and Lizze Coldrick has impressed us all by completing numerous MOOCs including Understanding Biological Energy (Royal Holloway, University of London); Atmospheric Chemistry: Planets and Life Beyond Earth (University of Leeds); A level Mathematics for Year 12 (Imperial College, London); and Frozen in the Ice: Exploring the Arctic (University of Colorado Boulder).

As always, we have advertised opportunities for STEM residential courses and work experience and our students have taken advantage of these. Indeed, one student, Shweta Banerjee, has a very busy summer ahead of her, as she will be undertaking a Headstart Computer Science course through the University of Sheffield,

enrolling in the Harvard Virtual Summer School and a participating in a Cyberfirst course on cyber security in the workplace delivered by the Smallpeice Trust.

Whilst the events of this year have been unprecedented, we are, as always, immensely proud of all our students. We wish those in the Upper Sixth who have chosen to study Science at university continued success in their scientific endeavours and let’s hope that those at the very forefront of science are able to make the next academic year a more normal year for all of us.

It is with great sadness that we say farewell to two treasured members of the Science Department. Mrs Kerrane and Mrs Thorne, who are retiring this summer, have an incredible combined total of 49 years of teaching at The Maynard! Through their dedication these two outstanding educators have inspired a love of Biology in so many of our students over the years. They will be greatly missed by both staff and students. We wish them every happiness in their retirement.



**Congratulations to the following girls who received awards in the Intermediate Biology Olympiad:**

**Margaret:** Gold  
**Alexandra and Mandy:** Silver  
**Miri and Sophie:** Bronze  
**Lizzie, Kitty and Emily:** Highly commended  
**Jenna, Tilly, Eloise and Verity:** Commended

**Winner of the Peterhouse Kelvin Science Prize 2020**

Congratulations to Margaret in Lower Sixth who has won Cambridge’s Peterhouse Kelvin Science Prize for her 2000 word essay entitled: ‘The zombie ant fungus, Cordyceps, manipulates ants by taking control of their brains. Can the ants evolve a response to this or are they locked into a zombie apocalypse forever?’

“When I first heard the topic, I was ecstatic! My essay focused on studying the dynamics of the co-evolution

between ants and the fungus and using this to explain why zombification is a fate hard for the ants to escape. Aside from being fun, doing the research for this prize helped me find new angles to tackle my EPQ on African Swine Fever. It also really helped me to develop a love for understanding host-pathogen interactions, something I can’t wait to study at university!”

Margaret joined our Sixth Form in September last year and comments, “I feel truly lucky to be here”. Her success in winning this prize parallels that of fellow Lower Sixth student, Shweta, who recently won the Cambridge Senior Physics Challenge.

**Shweta: Top 120 Physicist in her age group internationally**

Congratulations to Shweta (Year 12) who consolidated her position as one of the top 120 students internationally by winning the University of Cambridge Isaac Physics – Senior Physics Challenge.

“The Senior Physics Challenge is a Department for Education project at the University of Cambridge supported by The Ogden Trust. Anyone from anywhere in the world could take part,” explains Shweta. “It involved answering maths and physics questions over the period of one year, the work spread out across several months. The questions are slightly unusual as they are not worded in the same way as questions you see in an A-level paper and involved thinking at a deeper level. The selection criteria involved how many questions were solved and at what level. They assessed continuous problem-solving activity throughout the year. I have received the Ruby Award from Cambridge University which is awarded to the top 120 students internationally.”

Shweta is a phenomenally talented student with an enormous work ethic, although this award is also testimony to our Science and Maths Departments who year-on-year inspire the girls to have the confidence to take on extra challenges such as these, and always with the greatest success.

Margaret



Shweta



# Textiles

This has been another exciting and busy year for our A-level Fashion students. Environment, sustainability and technology have been the focus of our second-year girls' coursework. Their innovative and original work includes; digitally- printed garments, space-age puffer jackets, foil-printed bespoke tailoring, hand craft and embroidery, trapunto quilting, creative pattern cutting - all with focus on important social issues such as reducing the impact of fast fashion, sustainability, gender inclusivity and body positivity. Their individual investigations have showcased excellent design, drawing and illustration skills and the girls have assembled top-quality portfolios of superb work.

Our first-year A-level girls have also risen to the challenges of learning about the modern, fast-paced business and creative world of fashion. Studying current and historical cultural and topical themes, alongside learning the technical and creative skills required, has enabled each girl to produce innovative research and be able to design and create original, fashion-forward and responsibly-designed pieces for their exciting A-level projects. They have been proud to see their imaginative ideas come to life and have enjoyed wearing

them, too! Our A-level students enjoyed a wonderful day trip to see the work of iconic fashion designer, Mary Quant, and renowned fashion photographer, Tim Walker, at London's V&A museum.

Girls from Years 6, 7 and 8 have embraced the challenges of Textile lessons this year and have produced beautiful creative work. Year 6 have completed their cute dogs, Upper 3 have created wonderful printed fabric swatches which will be used for their cultural cushions and Lower 4 have designed original and exquisite, hand-painted silk scarves. During lockdown they have expanded their research and design skills; and have produced exciting mood boards, theme boards and original design work. They have also showcased their wonderful photography skills - to be used for cyanotype printing!

Here is a selection of the work from all year groups:





The Maynard  
**Sixth Form**



# The Sixth Form 2019-20

This has been such a bitter-sweet year as Head of Sixth Form. The largest group for many years, the Upper Sixth have been a markedly well-balanced group, excelling in so many fields and developing so wonderfully; they built such momentum through the year in a remarkably mature way. Very few people enjoy taking examinations and it would be easy to think that they had ‘dodged a bullet’ but they were genuinely bereft when they lost the opportunity to prove themselves in the exam hall. Equally significant was the loss of their final weeks together as a community. It really brought home the emotional support they provide for each other and it was sad to not take them through to the end. We did, however, make sure they still had a fun

final day, with an impromptu Maynard’s Got Talent, which combined brilliance, humour and some very loud renditions of the school song!

They really have been a caring and outward looking group. They have expanded the Sixth Form’s pastoral role in the school for younger students considerably with a number of new initiatives: record numbers have trained as peer mentors, Chocolate and Chat, a buddy system for Year 7 has never been so successful, they have joined younger years for lunch to ‘check in’ and a new club ‘Happyhour’ (not what you think!) was initiated to provide someone to chat to or academic support. They also led by example through their powerful and insightful

assemblies on a huge array of issues. These included tackling sensitive and crucial issues such as animal rights, meaningful activism, gender definitions in 2020 and the Australian bushfires. They have been fantastic role models for younger years.

Academically they have excelled, securing offers in a vast array of subjects at top universities. There is a strong artistic streak running through the year group and with A-level Fashion and Textiles complementing Art it was no surprise to see so many students gain places at the top Art colleges around the country. In addition, the traditional seam of scholarly endeavour still runs through the year with places secured at Oxford,

LSE, Imperial, Durham, Bristol etc... in a huge variety of subjects. These include Law, Economics, History, English, Architecture, Mathematics, Natural Sciences and Computer Science to name but a few.

The quality and range of the presentations given at our EPQ evening was astonishing, with topics ranging from the extent to which censorship within Western nations in the twenty-first century can be justified to the degree to which the development of Data Analytics can be considered a positive influence on the lives of individuals? They performed marvellously and it was fantastic to see so many girls pursue such varied intellectual interests so rigorously. Numerous girls have entered essay prizes and starred in Maths challenges or Science Olympiads. A particular mention goes to Amanda who was awarded the runner up prize in the

prestigious New College of Humanities London 2019 Philosophy essay competition and who was short listed in the John Locke Law Competition.

Something truly remarkable happened this year on the hockey pitch with the girls reaching National Finals day. The team blended excellence through the spine of the team with committed competence with the outstanding Ruby leading the way. The grit and determination they displayed in defence, in particular, is testament to their togetherness. This teamwork has also been seen elsewhere with MUN and Young Enterprise teams performing splendidly; the Upper Sixth set a high bar last year but they have been surpassed by the Lower Sixth who recently finished runner up in a European competition.

In drama and music, standards have rarely been higher. Isobel has

been awarded a scholarship at the esteemed Mountview Academy on their musical theatre course, reflecting her outstanding ability. However, there are so many wonderful performers in this group and casting the musical was almost impossible for Mrs Bellamy; I felt privileged being a part of it even if it did mean donning an horrific ruffed pink polyester shirt! It was fitting that this incredible event was, unbeknown to us, to become the last major one of the year. Both on stage and back stage – Eleanor was amazing managing proceedings – it involved so many of the Sixth Form and the experience will live with them and us for many years to come.

We welcome a new Head Girl team of Elizabeth, Miri, Amelie, Miller, Railia, Verity, Eleanor, Peggy, Lara and Emily. They represent another uniquely talented year group and we are all excited by the rich potential of their year.



# Economics

**Nell explains why Economics is a key subject to her learning in the Sixth Form and, in turn, to life beyond the school gates.**

**What attracted you to studying economics at A-level?**

I decided to choose Economics due to my interest in current affairs, I was intrigued by its relevance and application to the real world.

**Why do you consider this an important subject?**

For me, Economics is paving the way to my university plans of reading Accounting & Finance. However, in addition to this, I feel Economics can provide knowledge not only helpful for academic study and careers but also personal life, such as knowledge about interest and exchange rates.

**What has been the most interesting part of the course so far?**

I have really enjoyed learning about the different ways governments can intervene in a market and it is interesting to be able to apply the foundations of this to what I see in the world today. For example, the cut of the UK interest rate in March 2020 to an all-time low of 0.1% and what this means for the economy, specifically what the aim of this cut may have been and how the economy behaves compared to how it should react in theory.

**How does the syllabus apply to everyday life?**

Economics is present in so much of our daily life, when making decisions we face an opportunity cost and in consumption we see diminishing marginal utility – it has been interesting for me to see just how much of everyday life can be related to economics. On a larger scale, economics has helped me to understand the current economic climate; the Coronavirus pandemic is having an undeniable impact on the global economy, theory learnt in Economics has enabled me to understand the impact the virus could have on an economy and the actions that could be taken in attempt to mitigate the potentially detrimental effects.

**Teacher/staff relationships are very special across all age groups at The Maynard. How would you describe Mr Richards as the A-level Economics teacher?**

Mr Richards has extensive knowledge and experience which he incorporates into our lessons, not only making them more engaging but allowing me to see how the content can apply to real life situations. His humour, support and patience



create an enjoyable learning environment which enables me to feel confident in my knowledge.

**What other A-level subjects are you doing and what made you choose this combination?**

Alongside Economics I study Business Studies and Mathematics. At my previous school I studied Business Studies at GCSE, this helped to instil my passion for the subject, similarly to Economics I find it interesting to be able to analyse the business environment in a way I previously could not, understanding what could underpin some big business decisions. I chose Maths as it has always been a subject I have enjoyed. This combination of subjects interested me most due to my desire for a business related career.

# Psychology

**A look at this fascinating A-level course with Maddie and India.**

**What made you choose Psychology as an A-level?**

Maddie: Going into my A-levels I was particularly interested in studying Psychology at university and when looking at the subject I found the course content interesting.

India: It seemed like a useful insight into understanding why people act the way they do which I've always found fascinating. The course also stretches into lots of different aspects of Psychology which was important for me because it was a new subject.

**How does the subject fit together with the other A-levels that you are studying?**

Maddie: I am studying Chemistry and Biology so doing Psychology fits in well, but it also involves the social side of science, whilst also allowing me to do something essay based in my time at Sixth Form.

India: Psychology seemed like a logical option as a third option for the science A-levels I was initially taking, but it turned out that I was more passionate about the humanities, so, I kept Psychology and changed the others to English Literature and History. There is an unexpected crossover between some novels and Psychology which has given me deeper insight to the characters and their authors.

**Why are you so passionate about it?**

Maddie: I find the subject interesting as it allows me to establish connections between things that we do in everyday life and how the mind works, so it is a very fulfilling subject in that sense! It is also nice to study something completely new to things we were offered prior to A-level at GCSE, but also allows me to make

links between subjects like Biology and Psychology.

India: It gives me such a sense of achievement to be able to understand, at any level, something so complex like the human brain.

**How do you feel this will better equip you in the future?**

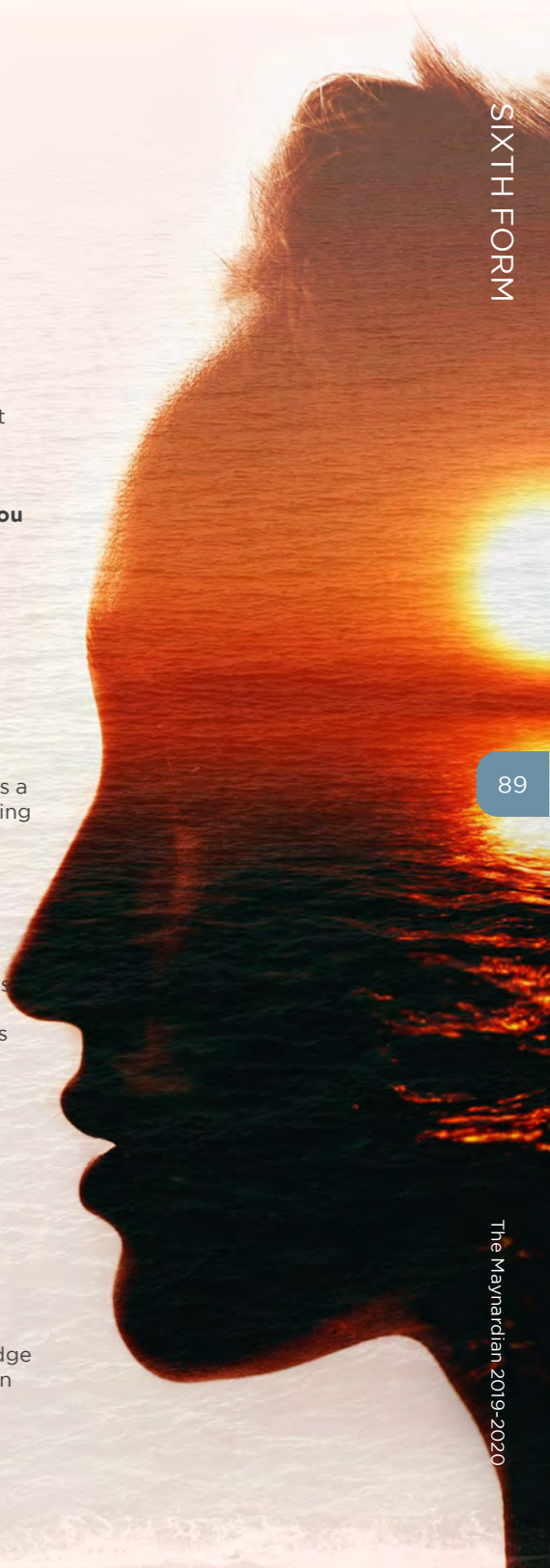
Maddie: The subject has allowed me to understand in greater detail topics such as mental illness and how, and why, it occurs. This will help me in the future with areas such as treatment for mental health and more.

India: It helps me to see another perspective to certain things, whether it's a piece of art, poetry, novel or just something in everyday life; it helps me get into the mindset of the person who created it.

**Why would you recommend it to other girls looking at their A-level options?**

Maddie: Psychology incorporates aspects of traditional sciences such as Biology, whilst also highlighting the social aspects of science. If you like the content of science-based subjects but also enjoy writing essays, this subject has both. The lesson structure is also informative and enjoyable; Dr Rudling is an excellent teacher who allows us to complete the work in ways that work the best for us, creating a fun work environment whilst also challenging us to work to our fullest potential.

India: It's a great mix of essay skills and scientific research, which gives you an edge whether you want to go into something in science or the humanities, it proves that you can do both.



## Fashion

**Amelie explains her love of the Fashion & Textiles A-level.**

**Have you always had a passion for fashion and what do you think inspired this?**

Personally, I have always loved standing out from the crowd and being different. Fashion for me is the way I do that and the way I like to express myself. I take inspiration from the way my parents used to dress, vintage fashion, pinterest and, of course, Paris Hilton!

**Which parts of the industry interest you most and which would you like to change for the better – and why?**

I am really interested in the issue of sustainability in modern day fashion. The industry has a detrimental effect on the environment through fast fashion and factory pollution so, if I were to change one thing, it would be to raise awareness for fast fashion and eventually stop it.

**What made you choose this as an A-level option?**

Personally, I'm not the most academic person but I love to learn and I love to create so this subject was a great balance of the two.

**Would you recommend the Fashion & Textiles course to other students looking at A-level options?**

Yes, 100%. It's great to do something new and unique and you don't have to be the greatest at sewing or the best artist, it's a learning process.

**What other A-levels are you doing and what do you hope to be doing in 10 years from now?**

I am doing history and drama along with fashion and I have absolutely no idea about 10 years time! I do know that I will be looking cool and hopefully earning lots of money!

## Business Studies

**Emily reveals why she enjoys broadening her knowledge with Business Studies at A-level.**

**What made you choose Business Studies as an A-level?**

I decided to choose Business Studies as it is a relatable topic to the wider world. I am passionate about understanding the complexities and workings of business especially in the ways it can be beneficial to others. I also chose business as I was interested in delving deeper into the Human Resources area of business as this is what I am interested in for future employment.

**What do you enjoy most about it?**

I enjoy how relatable it is to everyday life and how you can combine your learning with current affairs. The skills learnt in business are invaluable to take forward with me in my next steps of education and throughout my life. In particular, I enjoy the topics of marketing, employer-employee relations and motivation.

**What other A-levels subjects are you doing?**

Geography and Religious Studies

**Why did you choose this combination?**

I chose this combination as I have always been passionate about helping others and these subjects give me the attributes in order to gain a wider knowledge of the real world. I chose Geography and Religious Studies as they were subjects I enjoyed at GCSE and chose Business as I felt this combination would be beneficial to me in the world of work and enable me to expand upon my life skills.

**How do you feel Business Studies is preparing you for the future?**

Business formulates the world in which we live in and will inevitably affect my life within employment and personally. It gives me a good understanding of how and why things happen and why decisions are made in a certain manner. It also gives me the confidence to not just have a broader outlook of the business mechanisms but opens my eyes to the wider world itself.

# Beth Bowden

HEAD GIRL 2019/20

**Why do you think you were chosen to be Head Girl and was it a surprise?**

I was surprised and humbled to have been selected to be the Head Girl for this year. It felt especially good to have been selected by my peers as there are so many other amazing and talented individuals within the year group. Being chosen to be Head Girl is a complete honour as I have always looked up to the previous Head Girls as inspirations and role models. I am looking forward to the challenge of living up to the role.

**How did you find out that you had been voted as Head Girl?**

The previous Head Girl, Emma, was waiting outside my chemistry lesson and told a few of us that we needed to go to Miss Dunn's office. We had an inkling as to what it was about, so on the way there everyone felt excited and didn't know what to say! When all 10 of us had assembled in her office, Miss Dunn announced that we were to be the new Head Girl Team and then asked me if I would lead the team as the Head Girl - of course, I said "yes" immediately!

**What did your parents say when you told them?**

The day I found out that I would be Head Girl was the final day of the school musical, Legally Blonde. I was helping back stage and was planning to go out for dinner with my friends straight after school. However, when I found out, I texted my parents saying

that I didn't feel well and that I would come home for a rest before the production. Little did they know what was in store! My sister was home from university so I gathered the whole family together and told them the news. Everyone got a bit emotional, I was so proud and could not wait to tell the rest of my family and friends. Then we went to the Barnfield Theatre for the amazing school production.

**How long have you been at The Maynard?**

I moved to The Maynard in Year 7 from Exeter Cathedral School. It was exciting to meet new friends and settle into the Maynard family.

**What A-levels are you studying and what do you plan to do in the future?**

I am studying Biology, Chemistry and Physical Education. I enjoy all three of my subjects immensely and I am not entirely sure at the moment what I want to do in the future. However, I really enjoy sports and learning about the human body which is why I think I will be applying to study Sports Science at university next year.

**What are your fondest memories so far at The Maynard?**

Most definitely it would have to be the Sport's Tour to South Africa in 2018. I loved every minute of it, in particular meeting Raynick the girl the school sponsors through the charity SOS Africa. The safari was an adventure

in itself, especially when the Ranger started driving faster because of the lions, my initial reaction to this was that we were being chased by the lions but it turned out that we were driving fast to see the lions which was a relief! I also really enjoyed trying all the amazing food with all the fabulous people around me, both teachers and students. Food is my favourite - cooking and especially eating!

**What do you and your team hope to achieve in the next year?**

Firstly, we desperately hope to achieve actually going back to school in September after having done virtual online schooling at home due to the COVID-19 pandemic. It has been a really challenging start to my time as Head Girl doing everything remotely, there have been a lot of emails! We hope to build on all the good work done by the previous teams and to help our peers and younger students settle back into the new normality whatever that may be, whilst making the school a happy and united community.

During the Coronavirus Summer Term, as a team we have involved ourselves within each year group by running virtual online quizzes and running the Virtual Sports Day. It has been really nice to catch up and get to know girls in other year groups whilst introducing ourselves as the new Head Girl Team.

**What are the stand out strengths of this year's team?**

I think our team has a wide ranging skill set which will enable us to involve ourselves within all aspects of school life and connect with each year group. All the girls in this year's team are what I would call good 'all-rounders' and are very supportive of one another. Each member of the Head Girl Team displays enthusiasm, drive and a willingness to succeed and I really look forward to working with them and sharing these talents with the whole school.

**What is the best thing about being a Maynard sixth former?**

I think it is the sense of independence, yet being able to ask for help from the teachers when needed, which gives us an opportunity to mature as individuals before going out into the wider world. The Sixth Form common room is always vibrant and lively with all the different characters, there is never a dull moment. It is also a place to relax and chill out. Mr Hibberd regularly pops into the common room to make sure that we are all on track and is always there for support and guidance as needed.

All the girls in this year's team are what I would call good 'all-rounders' and are very supportive of one another





The Maynard  
**Other News**

# Award Winning WELLBEING

**In June 2019, The Maynard became the first (and only) school in Devon to be awarded the Wellbeing Award for Schools in recognition of the sheer breadth of provision and robustness of support that we offer to all of our staff and students.**

We have long held the belief that our students achieve excellent results in all that they do because they are happy at school. A sense of inclusion and compassion underlies all that we do and for many years we have built an enviable reputation as a 'family school' in recognition of the warmth and friendliness of our environment.

In light of the worrying statistics and rising mental health problems nationally, we have taken action to ensure that wellbeing is an established aspect of school life and a key part of our culture. As such, a restructure of the Senior Leadership Team in September 2018 saw Mrs Caroline Leigh being welcomed to the school as Assistant Head and Co-curricular and Pastoral Lead. She now works alongside her fellow Assistant Head and Designated Safeguarding Lead, Mr Matthew Loosemore (also the Head of English), to ensure that no stone is left unturned to ensure the health, happiness and safety of every student within the Maynard's care.

We talk with Matt Loosemore further about his role and his future vision for the wellbeing of the school community.

**How did you come to taking over this position from your predecessor, Tricia Wilks?**

Well, I was fortunate in this respect. As part of an SLT restructure a couple of years ago I applied to become the Assistant Headteacher and at this same time Tricia had decided that she wanted to make adjustments to her role in her final year before retirement. This meant that Sarah was able to appoint both myself and Caroline Leigh to the Assistant Headteacher posts which would now incorporate the new SLT role and the role that Tricia would handover to us, too.

It couldn't have been more perfect as it meant that I got to spend a year working closely with Tricia - who is a good friend of mine and we had a great time. It's wonderful to have that support when you first come into a new role.

**What makes you the right person for the job?**

The job is a huge responsibility and a huge privilege - all I can say is that I try my hardest every day to make sure I am the right person for it. I think it's important to listen, to be reflective, to make sure you have a great team around you and to try and learn every day from what's gone right and from what might not have...

You've got to be committed to give time to people and to try and make sure everyone feels valued and listened to; we hear it all in our office and every problem is different, but even seemingly little problems can feel very big to that individual at that time and I think it's important not to forget that.

**How have you built on the legacy left behind by Mrs Wilks?**

If you speak to anyone about Tricia they'll tell you about her kindness

and the spirit of community that she instilled in everyone and this is always at the heart of everything we do and it is a part of what makes The Maynard School such a special place. As such, we've tried to emphasise these values throughout the community. Our pastoral systems - our caring tutors and brilliant Heads of Year (Mrs Rowley, Mrs Kerrane and Mrs Fanous) remain the bedrock of what we do; we build relationships with our students and get to know them really well.

Of course, we are aware of the statistics nationwide about teenage mental health and in the last 18 months we've also made changes to ensure that the school is doing more than ever to support the wellbeing of every student and to protect the family feel of the school.

We now have a wellbeing 'Hub' and a bigger wellbeing team with a Pastoral Support Assistant (Mrs Drake) and an Administrative Assistant (Mrs Halpin). We have a student wellbeing committee which gives strong student voice to ensure our provision is offering the right care and help. We have school therapy dogs. We have increased the hours of the School Nurse and the School Counsellor. We have trained staff in mental health first aid and have rewritten our PSHE schemes to include aspects of wellbeing and mindfulness. We have made links with external agencies, counsellors, psychiatrists and wellbeing coaches so that we can always find appropriate support pathways for our students.

We have launched new student mentoring programmes like 'Chocolate and Chat' groups, 'Happy Hour' clubs and 'LGBTQ+' discussion groups. We have new wellbeing approaches to our Physical Education programmes with offers of yoga, pilates, body balance and personal training. As you can see - we've been busy!

**What are the challenges you face as a man in the role or does this play to your advantage?**

In truth, I really don't think gender is a factor at all and I don't believe that the girls see it as an issue either. What's key is that they feel comfortable in coming to you for help and we know that this is a really hard thing for anybody to do. In 10 years of teaching and working mostly in pastoral roles (I was a Head of Year before coming to The Maynard School) there's not much I haven't heard or helped with. At a previous school I even babysat a student's child in my office so she could study for her Maths GCSE. It's important that students know you will not be shocked, will not be embarrassed and will not judge - they trust that you'll have their best interests at heart.

It's important too that we have a whole team here of tutors, Heads of Year, pastoral support workers and caring teachers - we hope students always feel that there's someone they can talk to! Even if they ask for support through our online 'whisper' system the message is clear - it is good to talk and we've always got time for them!

**Describe your average day and the problems you might have to face?**

A part of why this job is so challenging and enjoyable and frustrating is because no two days are alike and often you just can't tell what each day will bring. I tend to have more on the 'to do list' at the end of the day than I did at the start of it! I'm normally teaching a few times a day and I still love being in the classroom.

My days tend to be split between the teaching and running of the English Department and being in the 'hub' - making sure I'm checking in with students and parents and support services. Of course, there's always something that comes in on an email

or telephone at some point during the day, too - you'd expect that in any school and a part of my job is trying to make sure any issues, or upset is dealt with quickly and that the right help is put in place.

**Doing all of this on top of your position as the Head of English, must be a mammoth task. How do you cope?**

Because of the staff around me. My English team are great teachers and great humans and they at least pretend to do what I say sometimes... I work as a part of a very supportive Senior Leadership Team - a team that's always sharing ideas and coming together to find the best solutions. I also have a very understanding wife, who is also a teacher and so appreciates the long hours needed to fulfil this role - or perhaps, coming to think of it, she just likes me being out of the house?

**How do you and the rest of the staff enforce a positive culture with regards to the emotional wellbeing of the school community?**

You can't enforce a positive culture; you have to try and create it by making sure people feel valued and a part of a team and a community. We are so lucky here that we truly have such conscientious, caring and diligent staff. The Good School's Guide called the atmosphere 'Magic', but they're wrong it's not magic it's more than that - it's hard work, it's caring and it's togetherness.

**And finally, what is the most fulfilling part of your job?**

The students. To feel that you've had an impact on a student's life in any small positive way at all - that's all any of us become teachers for. That's a powerful thing and a powerful feeling. I still remember the teachers that played a part in helping me become the person I am today. Don't you?

# Dog Therapy



In hindsight, it's no surprise that the advent of the dog-mad Miss Dunn as Headmistress saw a rise in the school role, and not all of the new 'pupils' are human. Meet the canine community that spreads a little happiness wherever they go, bringing a sense of comfort, nurture and calm... whilst ensuring every dropped crumb is efficiently hoovered up!

## Nula

**Where to find her:**  
Junior School

**My role:**  
Junior School Therapy Dog and honorary member of the Senior School Wellbeing Hub on Thursday lunchtimes.

**My favourite part of the day:**  
Can I choose more than one? I absolutely love Dog Walking Club with the Junior girls, they are great fun and always let me have a run around the park before we walk back. I enjoy assemblies, snuggling up to the girls and listening to all the exciting things that have been going on. I also love story time because it's soooo relaxing and I get loads of cuddles with the girls while they are reading. I'm particularly enjoying Marley

and Me at the moment, I'm only half way through but Marley sounds like a great dog to be friends with!

**Why I am so important:**  
Like all animals I can provide oodles of comfort, love, and affection and, as many of our girls don't have their own furry friends at home, I wouldn't want them to miss out on some pet therapy! I bring a sense of calmness to the classroom as well as an element of lightness and joy wherever I go. My love is unconditional and I am a friend to everyone. If you are feeling anxious, I am always there to listen. I will never judge you, I will always accept you for who you are.

**The highlight of my academic year:**  
Definitely the first day of term in September. I love seeing all the girls

coming back after the holidays and if anyone is feeling a little wobbly I'm ready and waiting with lots of cuddles. It's brilliant being introduced to all the new girls for the first time and all the girls that already know me get me to show off my best tricks to them.

**How I spend my spare time and unwind after the demands of my job:**

Lots of long walks through the woods at Killerton chasing all the squirrels! I also love the feeling of sand between my toes so I really enjoy a long run along Exmouth beach. My favourite walks are in Cornwall where there are hundreds of Labradors on the beaches to play with and all the cafes give out doggy treats if we're good!



**Smartie**

**Where to find her:**  
Senior School


My name is Smartie. My owner says I am ironically named - I'm not sure what she means. I accompany my human to school every Tuesday. She generally moans and grumbles about having to take me outside when she has lots of work to do. Luckily the girls fight to take me out. I pretend I don't want to go so that they will lure me with carrots which are my favourite.

I play a very important role in the school. I make myself available throughout the day for general patting and cuddling. I like to loll in girls' arms like a baby and they seem to enjoy it as much as me. I also go to the lunchtime

club in The Hub where I mooch around whilst the girls do arts and crafts and chat. I usually leave with an array of pom poms attached to my collar.

My highlight this academic year and greatest achievement has to be learning to push over the bin in one of the Upper 3 (Year 7) classrooms. Left over packed lunches are my favourite.

When I'm not working, I like to loll on my huge cushion at home either sleeping or barking at passing cats.



**Frankie**

**Where to find her:**  
Everywhere (and not always where she should be!)

**My role:**  
My role at school is to be ecstatically excited about everything. I help to inspire enthusiasm in everyone by wagging my curly little croissant of a tail so hard that my back legs can sometimes take off. I also run a very important service washing faces with my tongue. I'm especially good if there's any bits of Maynard cookie left on the face or around the mouth and nose of my clients.

**My favourite part of the day:**  
For me, my favourite part of the day is when I get to have a nap on someone's lap. It's exhausting being this cute and I need to get forty winks in here and there. Once recharged, I'm ready to run around generally being bonkers and licking stuff again. Lunch too. Lunch is friend.

**Why I am so important:**  
I'm really important because I'm a good example of how persistence pays off. I have tiny legs and a pudgy little body and when I first started at the Maynard, I couldn't get up the big stone steps. But I kept trying because I knew that I'd find treats and snuggles somewhere. Now I can climb almost all the stairs although I don't particularly like going down them because I have rubbish depth perception.

**The highlight of my academic year:**  
Definitely learning about Romeo and Juliet. I got so excited when I saw Leonardo Di Caprio on the big flashing screen thing that I barked and barked at him until he went away for good which was sad because his face is a bit like mine...all squishy and flat.

**How I spend my spare time and unwind after the demands of my job:**  
Unwinding after the demands of the school day is super important. I like to chew on my crinkly broccoli toy and nap next to my hot water bottle but if someone is doing anything more interesting, such as laundry, cooking or even wiggling their toes, I'll rather get involved with that.



**Ty**

Grand Dame of The Maynard, wise counsel to the whole doggy community and custodian of Miss Dunn's office.

Duties include wowing prospective parents, chairing various meetings and creating an all 'round calming influence in a super busy environment!

# LEGALLY BLONDE THE MUSICAL

THE BARNFIELD THEATRE  
11 - 13 MARCH 2020

Despite a nerve-wracking lead up to Opening Night when many were wondering "Will we? Won't we?" as lockdown loomed, the Senior School production of 'Legally Blonde' was an absolute knock out! Students from across the school came together in so many capacities both on and off the stage to bring joy, smiles and lifelong memories to all those who flocked to witness another of the now-famous Maynard productions!



as it not only enabled me to succeed academically but it also gave me some of my happiest memories and best friends. My apprehensions about joining an all-girls' school were completely unfounded, as I made friends for life incredibly easily and became much more confident.

One thing I found to be very different from my previous school was the sheer time and effort each teacher put in to ensure that I was well supported and confident in my own abilities which, in turn, gave me the confidence to apply to Cambridge, which may well have seemed impossible before. I certainly wouldn't have been able to study Latin A-Level without the Maynard Award, which is something that I view as having had a significant impact on the strength on my application, as I still study it as part of my degree now.

I feel very lucky to have had this opportunity, and I couldn't recommend supporting the Maynard Award scheme enough, as without access to the educational and personal support that the Maynard can offer, I don't believe I would have been able to study at Cambridge, pursue my interests and have so many doors opened to me.



myself, I can truly say that The Maynard is a nurturing, fun and welcoming environment. Achieving what I have, would not have been possible without everything that The Maynard offered me.

Firstly, the fantastic teachers who had a genuine heart to help each and every one of us to achieve our full potential. They were extremely supportive and always willing to help and answer any queries.

This was particularly evident for me when I spent a lot of time one to one with my teachers as exams drew near. Moreover, the clubs and vast array of opportunities that were made available to me at The Maynard really helped to enrich my learning beyond the curriculum.

An integral part of my time at The Maynard was having the Head of the Sixth Form who gave the best guidance and advice, and not to mention the wonderful friends that I made!

The opportunities, support and guidance that everyone at The Maynard gave me was unimaginable and innumerable. Without the support from my family and, not to forget, without receiving one of The Maynard Awards, I would not be where I am today; studying a subject that I'm so passionate about, at such a well reputed University and on my way to achieving my dream to become a doctor!

For that reason and everything that The Maynard has done for me, I will forever be grateful!

## Izzie

I can honestly say that coming to the Maynard School was one of the best decisions I could have made for both my academic and personal development, and it wouldn't have been possible without the Maynard Award Scheme supporting my entry into the Sixth Form.

I'm currently studying Anglo-Saxon, Norse and Celtic at the University of Cambridge, and I've been quite lucky in the sense that I have known what I wanted to study from a young age. After leaving my state grammar school having taken my GCSEs, I discovered my interest in Latin and so I taught myself up to GCSE standard. I knew that I wanted to pursue Latin to A-Level but neither my state grammar, nor any local state schools offered it. I was made aware of The Maynard School at an Open Evening but had never really considered it to be an option due to it being a fee-paying school. However, I soon discovered the Maynard Award scheme and applied immediately.

I look back at my time at Maynard with great fondness now,



## Lispeth

After my GCSEs at a state school, I had to make a decision about where I wanted to study for my A-levels. Not once did it cross my mind that I would join The Maynard for Sixth Form. It was only when Mr Hibberd came to my secondary school during a higher education fair that I even considered the option. After hearing such amazing things, I was intrigued and wished to pursue my education at The Maynard. Nevertheless, I was still a little hesitant as I knew about the financial implications it would have for my parents (even though they were happy to go to any extent for my happiness and future). It was at this moment of contemplation that I came across the Maynard Awards.

Although I applied, I did not think that I would get an interview let alone a phone call from Miss Dunn confirming my receipt of one of the Maynard Awards! I was elated and could not wait to begin this next journey in my education.

Before being at The Maynard I had only heard such things in talks and presentations, however after experiencing it for

# MEET THE GRADUATES



BECAUSE TALENT IS SPREAD  
EVENLY THROUGHOUT SOCIETY  
BUT OPPORTUNITY IS NOT

**The Maynard Award is a relatively new scheme that was introduced by Headmistress, Sarah Dunn, in 2016 and mirrors the strong ethos of our school – that an excellent education should be accessible to the most talented and gifted girls, regardless of household income.**

**Incorporating both a scholarship element (for academic, sporting and/or creative excellence) together with a means-tested bursary, the scheme can account for up to a 45% reduction in fees. Equally, we are extremely proud to offer three full 100% awards to exceptional students joining the Sixth Form from the state sector.**

**Let's meet some of the recipients who, thanks to the awards, joined us for those all-important A-level years and have now since gone on to pursue their dreams with some excellent qualifications under their belts!**



# PHYSICALLY FIT... ...MENTALLY HEALTHY

Another bow to our wellbeing arrow is our understanding of the (very definite) link between mental and physical wellbeing and we have worked hard to significantly expand our range of clubs and activities in the hope that there is something there for everyone to enjoy. In September 2018, we appointed Caroline Leigh as an Assistant Head and Co-curricular and Pastoral Lead. In her role she works closely with the PE Department to provide plenty of different types of physical outlets to aid the wellbeing of both staff and students.

Whether girls are part of our high performing sports teams or if they would simply prefer to have a go at something non-competitive (learning to dance, body pump, core-conditioning, Pilates or yoga, or just have a friendly kick about and play a bit of football) our aim is for all girls to be active, healthy and confident enough to try new things.

Our Health & Fitness Suite adjoining the old gymnasium can be used by Sixth Formers during their breaks in the timetable, by staff and by our Sports Leaders and scholars. We also regularly welcome a professional fitness trainer to put them through their paces and give them a good blast on the equipment which has proven an immensely popular and fun experience!

Many staff and students also enjoy the opportunity to take things at a slower pace and 'get away from it all' for a short break to walk one of the staff dogs (who equally love a little gentle exercise).

Let's meet some of the team behind many of these latest initiatives!



## Caroline Leigh

Assistant Head and Co-curricular and Pastoral Lead

### How would you describe your role?

A little bit of everything with lots of variety! My role really is to join all the dots and to look at the all-round provision of the school in terms of Wellbeing and Pastoral care; ensuring we have a cohesive approach through from the Juniors to the Sixth Form.

This includes working with Heads of Year and teaching staff to ensure a varied and interesting extra-curricular programme that provides lots of opportunities for personal development, as well as an informative PSHE curriculum fit for the current generation. Other areas include developing the house, rewards, attendance and behaviour systems to support, motivate and keep the students safe in our care. As a PE and Dance teacher with experience in staff development and coaching, I am always interested in both the physical and emotional support for both staff and students and want to ensure our Wellbeing provision supports the whole school community.

### What new initiatives have you introduced in the short time you have been at The Maynard?

Wellbeing provision has been refined and developed and the creation of a specific Wellbeing Committee with the power of student voice has really informed us, with lots of examples of positive change; simple things such as meat free Monday; more quiet study spaces; dog therapy and the Sixth Form peer mentoring, through the Chocolate and Chat sessions for the Upper 3 girls.

The introduction of the Hub and extra pastoral support with a pastoral assistant has also helped the girls. Staff wellbeing is equally important and, working with Cathy Gabbitass, we now provide more opportunities for staff including body balance, pilates and body pump... and let's not forget the staff dance in Maynard's Got Talent.

The PSHE programme also looks at wellbeing and mental health in all year groups, building on the Living Life to The Full programme based on the Cognitive Behaviour Therapy. In the background I have also been working on refining whole school systems such as attendance, behaviour, uniform and rewards systems.

### What would you say your greatest achievement to date has been at school?

Last year we entered the Great Big Dance Off Competition for the very first time; it was an amazing experience for all of us and I was so proud that the Upper 3 came 2nd in the regionals and then 10th overall in the National Finals. It is so hard to get to the finals, so it felt truly magical and I know it will be a memory that will last with the girls and I forever.

Equally, I am so proud that the school achieved the Wellbeing Award for Schools in such a short amount of time, which involved a lot of extra work and many late nights. We were delighted with the feedback and it is a true testament to the staff and all the work that they do on a daily basis to support the girls. What was really evident about the award is that it really celebrates all the outstanding care and personal development that the girls receive.

### As a keen fitness fanatic, what do you enjoy most in your free time?

With two very sporty sons, my free time is often spent outside watching them play football or athletics, however when I do get some time to myself, my most enjoyed activities are bootcamp classes and being outside, walking along the beach; I am also trying to fit in a bit more yoga.

In the holidays I love spending more time at home, catching up with friends and family and having a house full!

### What plans do you have for the future in terms of improving the physical and mental wellbeing of The Maynard community?

2020 will see the pastoral team working on the PSHE curriculum and the statutory RSE (Relationships and Sex Education), really using student voice to inform our programme, which will involve more visiting speakers and links in the community and a more cohesive approach through from the Juniors to Sixth Form.

Furthermore, I will continue to develop the rewards and house systems, such as the year group charities, and I am interested in more opportunities for student leadership in KS3 and KS4 so watch this space.

I am also keen to extend the support available, particularly to our more vulnerable students, during the exam period with more yoga and mindfulness opportunities, along with signposting parents to outside agencies that can help.



**Catherine Gabbitass**  
Director of Sport

**How has sport evolved in the years that you have been at The Maynard?**

Sport has always been a big part of Maynard life but has definitely changed since the 90s. Back then Traditional Sports made up

the curriculum with hockey, netball, gymnastics, cross country and tennis being at the forefront.

Gone is the brisk walk up to Exeter School to use the 'shared' pitches for hockey (causing chaos for the boys as we stomped through their CCF drills or rugby games). Pirates in the gymnasium with girls hanging off wall bars or swinging on the ropes is also a distant memory. Hockey sessions now take place on the university astro turf pitches, basketball, rugby, football and cricket are all taught within the curriculum and offered as extra-curricular activities too. Dance and gymnastics are now much higher profile throughout the school.

The biggest change probably is at KS4 with a broad offering of activities from which the girls choose.... Competitive sport (hockey & netball) is offered alongside aerobics, personal fitness, kick boxing, squash, golf, Outdoor & Adventurous (climbing, biking, watersports), cardio tennis & yoga. The hope is that there is something for everyone and that all the girls leave school empowered and body confident with a real lifelong love of physical activity.

**What has made you most proud during this time?**

I am proud of so many things. Obviously the individual and team successes the girls achieve year-on-year... and there is always something new. The Great British Dance Off National Finals last academic year and swimming at the Olympic Park this year were both new and amazing experiences for the Department.

Personally introducing basketball to school and the many associated successes; getting to numerous national finals in both netball & basketball; producing international sportswomen who started their journey in a Maynard PE lesson; working with PGCE students many of whom I still keep in contact with. The 2018 SA Sports Tour was also an amazing experience for us all and amongst other things lead to the building of our relationship with SOS Africa, meeting and sponsoring Raynick and what now has become a highlight of the school calendar 'Maynard's Got Talent'. This helps us raise

the necessary funds to keep Raynick in education and all the girls are totally committed to this project.

**What are the key ingredients that contribute to you being able to put forward such successful teams over the years?**

Considering we are a fairly compact city centre site we make the very best of our own facilities and are constantly looking to upgrade. The new Performing Arts Centre, the fully equipped CV suite and redesigning of the double courts are all recent developments. But we are also so lucky to have access to amazing world class facilities on our doorstep -just a short mini bus ride away and so we are able to use them during the day and beyond.

We have an amazing team of PE teachers and coaches, each bringing their individual specialism, personality and passion for sport to the girls. But by far the most important ingredient is the girls; bright, ambitious with a real desire to learn makes the job a pleasure every day. The Maynard girls are quick to learn, not frightened of hard work and don't seem to have any fear!

**What difference do you feel the introduction of the less competitive clubs has made to the school?**

The less competitive clubs have made a huge difference to the number of girls getting involved in physical activity across all the age groups. Alongside the competitive team sport practises, we have activities such as Martial Arts, Dance & Badminton Clubs running after school weekly as well as lunchtime Gymnastics, Body Pump and Volleyball for fun. A recent survey showed over 90% of girls take part in at least one extra-curricular sports club in school.

**We understand you have some exciting developments on the horizon. Can you tell us a little bit about them?**

We have introduced Rugby into the curriculum and the Lower 4 (Year 8) girls are absolutely loving it! We are so fortunate and delighted to have the Exeter Chiefs women coaches coming into school to deliver this unit and the girls are enjoying the freedom of playing up at the University 3G pitches and the whacking of tackle bags. Moving forward we hope to develop this link, start a school rugby club and play some fixtures too, all in collaboration with the brand new Exeter Chiefs Women's Team.

We are also starting to make the move from Rounders to Cricket and our Junior School are going to play their first set of competitive matches this summer. This will roll on through into the senior school over the next couple of years. We have very strong links with our local cricket clubs and we already have a number of our Year 9 (Upper 4) and 10 (Lower 5) students playing at a good level.



**Duke of Edinburgh**  
2019-20

This year there have been an increase in the number of girls choosing to do the Duke of Edinburgh Award and also an increase in those successfully completing their awards. This is down to the commitment and diligence of the girls we have at The Maynard. Among some notable gold awards achieved this year, we have had girls complete their residential sections at the National Trust, in biodiversity projects at Slapton Ley, as camp supervisors and on cookery courses. Well done to everybody who has completed these Gold awards and I look forward to you attending The Palace to receive them.

Completing any Duke of Edinburgh Awards requires continued commitment for 6, 12 or 18 months, which makes the award so worthwhile. It's always wonderful to see all of the new activities that The Maynard girls become involved in, from clay-pigeon shooting, bell ringing, dance coaching and individual fundraising. During

the second half of 2020, it has been fantastic to see the ways that so many of the girls have adapted their activities so that they can continue to complete their awards; keep it up!

In terms of expeditions, this year we have seen the completion of the current Lower 5's in their Bronze Award in September. They were blessed with a wonderful weekend of sunshine, a lovely evening camping and a delightful circular route around Woodbury and Sidmouth. A few navigation corrections and some team work challenges were not getting in the way of our bronze girls, with everyone successfully completing their expedition. Well done!

Throughout the winter, we had begun training the Gold DofE girls in Lower 6 ready for their qualifying expedition to either The Brecon Beacons or Slovenia. Their navigation was becoming more sophisticated, preparing for the



challenges that would lie ahead of them. So, too, was their confidence in dealing with first aid scenarios, which was tested in a simulation exercise mid-way through a training walk! They dealt with the simulation brilliantly!

We are working closely with The Duke of Edinburgh organization to resume our expeditions when it is safe to do so. We know the disappointment that many girls must be feeling as the expedition is often the more fun aspect. Rest assured, we will get you out as soon as we can!



# TEN TORS 2020

**Ten Tors 2020 was going to be a remarkable year from the start, simply due to the sheer scale of uptake from our girls when it was launched in September. From new recruits wanting to compete in the 35 Mile Challenge for the first time, all the way through to our Upper Sixth wanting 'just one more' and planning to take on the 55 Mile Challenge. This spoke volumes for the character of all our girls, but also of our volunteers, all of whom stepped up to help staff with our bigger training groups, spread over more training days.**

In hindsight, our first training walk set the tone for the rest of the season: wind, hail and sunshine – it just depended on which day and which routes each of the teams had been allocated. Our plan was to give everyone a good taste of Dartmoor in November, and then see who wanted to come back for more! But the girls were equal to it and every one of them impressed us with their different skills and qualities whilst out on the moor.

However, as the winter drew in and our training became more intensive, we were confronted by the unwelcome prospect of having to reduce our numbers. Whilst we wanted to keep them all, and I still believe every one of them could have gone on to complete the Ten Tors, our priority had to be that we could safely and fully support our students as the level of challenge increased and the conditions worsened.

The girls were now attending their weekly in-school planning meetings every Tuesday and their next training was a residential weekend at Pixie Holt. It's hard to believe that our Saturday evening witnessed the girls' only defeat: by the immense quantity of homemade cake. However, these leftovers were gladly finished off by everyone on the Sunday

as the weather and the miles stretched the girls – but, once again, everybody completed the weekend and we were a step closer to the main event.

With Christmas behind us, training stepped up again in January with Dartmoor checkpoints to learn and greater distances to cover. However, learning the terrain became a little 'too easy', as we were blessed with one of those rare January's of crisp sunshine and unbroken views. This was the last time the weather was on our side and the rest of the season was a salutary reminder of why the Ten Tors 'Challenge' gets its name!

Our next training weekend was due to increase the intensity for our girls, whilst also introducing them to wild-camping. However, the overnight forecasts quickly put paid to our camping plans and we beat a cautious retreat off the moor before the gale-force winds hit that night.

The winter rains that fell (and fell and fell!) across Dartmoor thoroughly tested the teams' map skills and navigational planning through February and March as each proceeding weekend required multiple changes to their planned routes and river-crossings to keep them. Next year's kit-list may include inflatable armbands!

Through all these challenges, our girls were rapidly shaping up to be an outstanding year. And then COVID-19 and the prospect of school closures loomed on the horizon. The initial uncertainties were soon replaced by an increasing

likelihood that the Event would not take place in May. And so we moved quickly to adapt our March training plans into our own, 'Maynard Ten Tors Challenge'. However, our departure date of 20th March came too late and, in hindsight, it was wise not to gather all our girls under canvas one last time.

The date for the Event passed by quietly this May and, whilst the Army will issue certificates to all our girls for what they have achieved in their training, it is with real regret that our Teams did not get their chance to shine during the Event itself. We have yet to find out what challenges next year's Ten Tors will hold for us, but if the girls are as irrepressible and resilient as our girls were this year, then I am sure we will be fine!



# THE REMOTE CHALLENGES

## Keeping the creative juices flowing during lockdown

When lockdown struck and school closed early ahead of the Easter holidays, it was imperative to us to not only keep the creative juices flowing, but also to continue promoting a sense of community, especially at what was a frightening time for the entire country. So we launched the Remote Challenges and spent the next few weeks being bowled over by the quality of entries for them all from the very youngest in the school right up through to the Sixth Form, staff, alumnae and parents.

### The Maynard Easter Challenge

It's time to show off your culinary skills!

**Our Easter Challenge is 'Cakes and Bakes'**

Sweet or savoury, large or small – the only rule is that they must have a distinctly Easterly theme.

Judging will be done in the following categories: Pre-Prep, Junior School, Senior School, Sixth Form, Parents & Staff and, of course, Alumnae!

Please send photos of your entry to [rachaelboard@maynard.co.uk](mailto:rachaelboard@maynard.co.uk) by 5pm on Monday 13 April (and more than one entry per person is allowed)!

Good luck and get baking, folks!

**And the winners in each category were...**



Gigi Hetherington - Alumnae



Eleanor - Sixth Form



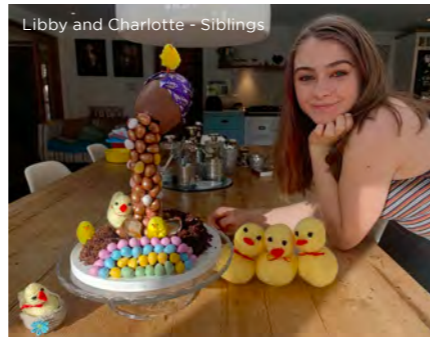
Ornella - Pre-Prep



Laura - Junior School



Mrs Fabian - Staff



Rose - Senior School



### Who Dunn It?

An unsolved crime at The Maynard School

**Lockdown Challenge #2**  
For Pre-Prep and Year 3 only

Design a front cover to a 500 word detective story called 'Who Dunnit? An unsolved crime at The Maynard'. It would be really good to use people, places or animals that you associate with School and feel free to label them if this helps.

**Lockdown Challenge #2**  
For Junior School, Senior School, Sixth Form, Parents, Staff and Alumnae

Fire up your imaginations and write a no longer than 500 word detective story using real-life modern day or historical characters and places at school.

Please send your entry to [rachaelboard@maynard.co.uk](mailto:rachaelboard@maynard.co.uk) by 5pm on Monday 13 April (and more than one entry is allowed).

Good luck and get creating, folks!

### Ida - Year 3



## And the overall winners were...

### Holly - Alumna

'Why is teaching always so unexpected?' asked Cynthia Jewel, the geography teacher. Her sense of the unexpected was justified. As she stepped into the Lower IV classroom at 2.05 pm that Friday afternoon she felt a sharp sickening pain, not the dread of another geography lesson, but the point of a dagger being thrust into the small of her back. She was in intolerable agony, and warm red blood was starting to seep into her comfortable blue cardigan. The agony was brief. Her life blood leaked onto the floorboards.

'Why is police work always so unexpected?' asked Inspector Pooter, as he stood outside the headmistress's office. Pooter had been called in immediately to investigate. Having questioned as many of the staff as he could find (some had left early for the weekend), and interrogated the girls from the Lower IV, he was now preparing to find out about Miss Jewel's inner life from the headmistress, Miss Dunstable.

'Why is running a girls' school always so unexpected?' asked Miss Dunstable, as she rang a bell to indicate to her secretary that Inspector Pooter could be admitted to her office. Miss Dunstable was naturally deeply distressed that a death had taken place at the school. It seemed not to be an accident or suicide; murder was quite definitely the second least desirable incident that any headmistress would wish upon her institution, after a school inspection. Sighing she stood up to greet Inspector Pooter as he walked through the door.

'Why is gardening always so tedious?' asked Jim Potter, as he pulled up some more weeds from the rose bed beneath the headmistress's window. Jim, in his mid-fifties, had been working at the Maynard for five years or so, having previously had a variety of jobs, as well as a spell in prison for offences which the Maynard authorities were assured were minor ones. He could hear voices from Miss Dunstable's office, including mention of his own name. They had found out then.

'Why is making tea always so tedious?' Miss Dunstable's secretary, Alice Jenkins, asked herself, as she brought in two mugs of tea for the headmistress and Inspector Pooter. Miss Dunstable turned towards her, 'Alice, didn't you go to Turkey last summer, and bring back a selection of weaponry?' Alice paled, spilling some of the tea.

'Why is being a prison officer always so tedious?' asked Janice Turner, the jailer who looked after women prisoners in B Wing. Pooter had solved the crime. Alice and Jim Potter has confessed to the plotting and murder of Cynthia Jewel. They had been having an illicit affair, having found secretarial work and gardening tedious (both had wanted to be teachers, but had failed the requisite exams), and were being blackmailed by Cynthia Jewel. In order to evade exposure they had ruthlessly killed her, using a dagger Alice had brought back from Istanbul the year before.

Miss Dunstable breathed again, though she had now to set about the tedious task of appointing a new gardener, school secretary and geography teacher.

**PHOTOGRAPHY**  
A SNAPSHOT SOCIAL DOCUMENTARY  
Take a photograph that tells a story about your life during self-distancing. Empty streets, flowers in bloom, birds singing, new skills acquired, family fun... Just try to capture something symbolic of these unusual times!

**LOCKDOWN CHALLENGE #3**  
For Pre-Prep, Junior & Senior School, Sixth Form, alumnae, staff and parents.

No need for fancy equipment - phone cameras will be fine!

Please send your entry as actual size to [rachaelboard@maynard.co.uk](mailto:rachaelboard@maynard.co.uk) by 5pm on Sunday 10 May 2020. More than one entry per person is allowed.

And the winners in each category were...



Pip - Alumnae



Kate Daws- Parent



Ella - Sixth Form



Sophie - Pre-Prep



Miss Blackwell - Staff



Erin - Junior School



Claudia - Senior School

**RECREATE FAMOUS PAINTINGS**  
with anything you can find at home!

**Lockdown Challenge #4**  
For Pre-Prep, Junior School, Senior School, Sixth Form, alumnae, staff and parents.

- Choose your favourite artwork
- Find your essential materials
- Recreate that artwork with those items
- Take a photo of the original art and your recreation

Send your entry to [rachaelboard@maynard.co.uk](mailto:rachaelboard@maynard.co.uk)  
Entry deadline: Sunday 24 May 2020



Evelyn - Joint winner Junior School



Chloe - Senior School



The Clarks - Family

And the winners in each category were...



Freddi - Pre-Prep



Judith - Alumnae



Miss Gwynne - Staff



Freddie - Joint winner Junior School

# A trip of a lifetime

## India 2019

### Reflections from Miss Parsons

**In July 2019, a group of intrepid Maynardians, including two Geography teachers-turned-expedition-support crew, set off on a once in a lifetime trip to India with World Challenge. We were ready to push ourselves physically, we hoped to gain insight into different cultures and wanted to help address gender inequality in the communities in which we worked. The outcomes of the trip were all of these things, and much more.**

Our first stop: the rooftop of the word - Leh. This vertiginous place is an adventurer's dream. Set high in the Himalayan mountains, 3,505m above sea level, it is a place to hike, climb and run altitude marathons, for those with a particular masochistic penchant. Landing here was spectacular and we were all eager to get out and explore the streets of Leh. 'Not so fast' we were repeatedly reminded: altitude was a new nemesis we had yet to overcome. Our guesthouse owner explained the great importance of doing absolutely nothing on the first day as we began our acclimatisation, slowly building up our resilience to these new lofty heights.



Altitude was a formidable first challenge: landing so high steals your body of the time needed to adjust. Headaches, nausea and loss of appetite hit us hard the first day. In a pot luck sort of way, where nothing you do can fully prepare you. We were all incredibly impressed by the stoicism that those who suffered from altitude sickness displayed at this point. In stark juxtaposition to our strained physiology, the beauty of our surrounds was sublime. Blue skies, sunshine and those impressive ever-reaching mountains surrounding us. Not to mention getting to know the exhilarating town of Leh. All to prepare us for the Trek up to 5,250m at Tar La Pass.

We set off towards the Western Sham region of Ladakh, for the start of our Trek; Lamayuru to Mangyu. Lamayuru is famous for its majestic gumpa (monastery) - the oldest in Ladakh, built back in the 10th century and we were lucky enough to enjoy a steep but rewarding climb up to this. The next few days of the trek included hikes through green grazing pastures, dusty barren tracks and rugged mountain passes. The highest points are adorned with prayer flags, which are said to bring happiness, long life and prosperity to the flag planter and those in the local area. For centuries Tibetan Buddhists have planted prayer flags outside their homes and in spiritual locations; they believe the wind will carry the goodwill across the countryside. The days were often short and hot, beginning early and enjoying an afternoon of impromptu activities after the daily miles were completed. Cricket against our mountain guide group was a definite highlight as well as a mega water fight - Maynard vs Neil, our Trek guide. The afternoons were also time to reflect upon our achievements, read, journal write or play cards.

With the success of these initial days, our resolve and determination grew as we built up to summit at the Tar La Pass. Could our bodies do it, push us to over 5,000m, had we tamed the nemesis "Altitude"? We woke early and despite a few ailments, the team was set. We crossed the point whereby we couldn't turn back and spirits were high: we were all going to attempt the climb. The joy of reaching the top was worth every minute of strain. Stunning Himalayan views surrounded us, more sky than land, individuals had triumphed, the team had prevailed. We'd done it, Maynard had mastered altitude. The rest would be easy...we thought. We had not reckoned on Altitude's co-nemesis: Descent. I'm not sure anybody had prepared for this knee-breaking, slip-sliding challenge; a mental and physical battle. Yet again our fantastic teamwork carried us through and we were rewarded with Indian and Nepalese culinary delights from our wonderful chef Hera. The girls on the trip have such fond memories of the trek, so I wanted to include some of their favourite moments (see below).

From here, we left the Himalayan mountain range, with incredible memories, achy legs and suitcases filled with more baggy trousers than we would ever need. We were off to Jodhpur, to begin our community project. The difference between the fresh mountain air and the humidity of the cities was a big adjustment. We were constantly amazed at the Tuk Tuk drivers, sleeper trains and crowds of people surrounding the group (maybe it was the trousers?). Our guesthouse in Jodhpur, run by the Sambhali Trust, was a serene and tranquil sanctuary for us to gather our thoughts before we met our community groups. The team was split into three groups, we



were being scattered around the community centres of Jodhpur, which were established to promote gender equality within India. Gender empowerment is what the Maynard girls chose to focus upon during their time in India, and their time in India taught them some ways this can be done and the difficulties that still exist in society. The Sambhali Trust focus on promoting gender empowerment for marginalised women in Rajasthan, who are often members of India's lowest caste.



These women would ordinarily face domestic abuse, discrimination and child marriage; the NGO aims to provide skills and an education to women and children to prevent this. They taught these incredible women English and Maths, delivered workshops about British culture and in exchange we were taught to sew. We danced, sang, taught and chatted all day, sweating like never experienced before leaving with a warm sense of purpose, as well as a need for replacement electrolytes. 'Magic Sprite' and (several) blue lagoon ice lollies managed to revive everyone and evenings were spent on cooking courses, yoga, planning workshops and eating delicious food.

After an action packed few days, we headed east to Jaipur, Agra and Delhi for some rest and relaxation (if you can call it that!). The girls planned our trip excellently, managing to fit in so much fort-viewing and market hopping in four days. The food was a real highlight for the group. Everyone went outside their comfort zone, trying new dishes and often being pleasantly surprised. Again, read the comments below for more! The Taj Mahal at sunrise was spectacular. We even provided an audience and the film crew for the proposal of a pair of tourists in front of the Taj!

This summary can only aim to give a small overview of such a wonderful experience. There will be so much I have missed. We, as the staff leaders, were incredibly proud of the way that the Maynard girls approached each challenge, and worked together to plan and navigate their way around India. We are also so pleased to see the continued support that Maynard girls are giving to the Sambhali Trust, with their products, made by the women we met, being sold at the Christmas Craft Fair and money being sent directly from our leftover trip budget. Well done girls, you were fantastic.

Student memories

"My favourite memory of India, was sitting around singing along to a local man playing guitar at the restaurant. It was very atmospheric and magical, a dark sky evening and the outdoor cafe was lit by fairy lights. I also loved playing games together and going round saying our most embarrassing memory or who'd we invite to a dinner party if we were allowed to have five people from the past or the present. It was just so fun to make really good friends with people who I didn't know too well and by the end of the trip it felt like a little India trip fam."

Lara

"Trekking up to 5000m above sea level is, and probably will be for some time, one of my greatest achievements. I learnt so much during the walking days and it really pushed my boundaries and showed me what I am capable of. However, there was much more to the trek than just the walking, there was Hera! He was the head chef and made us the most amazing food every day, coming back from a long day of walking to his smile and pakoras was amazing. The whole experience was so humbling and we learnt lots about our walking team's culture, from listening to them sing their native songs to playing cricket in the mountains. It is an experience I will never forget."

Madeline

"My favourite part of the trip was meeting Neil and the amazing red lentil and coconut dahl we had at the peacock rooftop restaurant in Jaipur. I don't think the trip would have been the same without his support and off-hand remarks, he helped us to be confident in our decisions and really make the most of the responsibility we were given to organise the trip ourselves. I don't know why this particular dahl sticks in my head but I remember sharing it between the six of us, and having to order another pot of it because it was just so good. Also, Hera's pakora and momos were exceptional and definitely

brightened the mood after our days of walking. Another memorable part was the road signs on the way from Leh to Lamayuru, I have them all written down so I wouldn't forget. A few of my favourites are: 'Don't be silly, in the hilly', 'After whisky, driving risky', 'For safe arriving no liquor in driving' and 'If married, divorce speed'. I'm not quite sure I understand the last one but it is funny all the same."

Ellie

"There is one day that really stood out from the others; the day that we reached the summit of our trek to 5,000 metres. Even though the morning had been difficult for lots of us, with altitude sickness kicking in and tired legs, the feeling when we arrived at the top of our trek was incredible. Everyone looked so happy that we'd conquered such a big challenge. We were all so proud of each other that we'd got through it together and I think that's why it was my favourite day. That and the delicious cauliflower pakoras that Hera had cooked for us to celebrate our big day!"

Miller

"My absolute favourite part of the trip had to be the volunteer work we did with the Sambali Trust. We taught maths and English to the ladies and in return were given lessons in Hindi, sewing and, most importantly, Bollywood dancing! The YMCA and Macarena didn't quite compete, but Miss Parsons, Lillie-Jane, and Ellie gave it a good go! In the afternoon the younger children would come in and the dancing would begin again! They were all so smiley and pleased to be there, their energy and enthusiasm was incredibly inspiring. Another highlight of our day was, of course, seeing the lovely ice cream man, who kindly waited for us and provided a much needed refreshing sugar boost in the form of a 'Blue Lagoon' lolly! The main thing I took away from our trip was the



generosity and kindness of everyone we met - from the village people of Ladakh to the girls of the Sambali, all were endlessly smiley and open-handed".

Emma

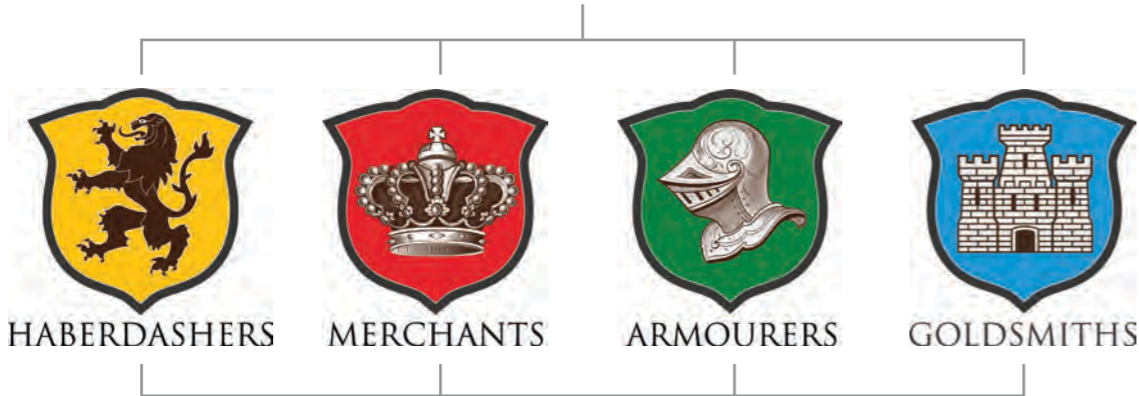
"The thing that I loved most about the trip to India was the ability to develop skills usually acquired on a solo trip, but with the distanced support of teachers if we needed, preventing us making any massive mistakes. Whether that be the ability to budget, negotiate on price or travel independently across the northern part of the country, the trip to India allowed us to develop life skills which will prove invaluable in whatever we choose to follow. For me, I enjoyed the trek the most - while the altitude was not for everyone, the views were absolutely breath taking and something I will never forget. Our chef, Hera, made the most incredible food to arrive back into camp to, and his momos were an absolute favourite among the team. The trip to India allowed me to really find some grit and independence within, and those 20 days away really did change my life!"

Olivia

While the altitude was not for everyone, the views were absolutely breath taking and something I will never forget



# HOUSE REPORT



The House Song kicked off this year's House Competitions back in October with the Queen theme proving extremely popular! Once again, the Sixth Formers excelled themselves, leading the younger girls beautifully and coming up with some very imaginative choreography.

We witnessed some wonderful performances of 'Another One Bites the Dust' (Armourers), 'Bohemian Rhapsody' (Goldsmiths), 'Somebody to Love' (Haberdashers) but the eventual winners were voted as Merchants with 'Don't Stop Me Now'.

Unfortunately the school closure during lockdown limited the number of events we were able to arrange, however the girls enjoyed participating in a wide variety of more remote house events, including Language Spelling Bees, an Autumn Photo Competition and multiple sporting events.

Ultimately, the year ended with all the combined Epraise points from the in-school and remote events being calculated to give us a grand total for House Points earned. And the winners were:

Senior School			Junior School		
1 <sup>st</sup>	Merchants	7031 pts	1 <sup>st</sup>	Goldsmiths	2133 pts
2 <sup>nd</sup>	Goldsmiths	6425 pts	2 <sup>nd</sup>	Haberdashers	2024 pts
3 <sup>rd</sup>	Haberdashers	6083 pts	3 <sup>rd</sup>	Armourers	2013 pts
4 <sup>th</sup>	Armourers	5842 pts	4 <sup>th</sup>	Merchants	1893 pts

The sense of belonging, the leadership opportunities and the ability to mix between year groups is such an important side to the House System and the introduction this year of the new house shirts has been a huge success. It has been lovely seeing the bright colours, so proudly adorned, on show during the many competitions!



# careers

Careers is integrated fully into the tutorial programme and so, during the past year, students of all year groups have been considering carefully their goals and aspirations for the future and the practical considerations required to achieve them. This might have been through learning about the main career families, how to write a successful CV, how to make wise decisions, listening to the Lower 6 talk about their work experience, considering what the careers of the future might look like, acquiring new transferrable skills or preparing for work experience.

Even though our tutorials have been curtailed somewhat recently, each year group has been able to take part in careers through the mini baccalaureate - looking at careers linked to our NHS Heroes, Building Greater Exeter and Amazing Careers in the Arts. The Lower 5 have taken the Morrisby Psychometric test which offers valuable information on an individual's abilities, personality, interests and compatible careers. The online guidance and careers information it provides is essential for making good A-Level or degree level choices and for on-going decisions after school.

Biz Whizz, our careers club, became an inspirational element of the Lower 5 and Upper 5 lunchtime tutorial programme. We hosted an amazing array of wonderful speakers this year ranging from an environmental economist, film producer, food nutritionist, interior designer, Armed

Forces officer and specialist medical staff to engineers, a journalist and a human rights lawyer. Their information, knowledge and expertise was motivational and there were many insightful questions from the girls about how to get into their particular career. We would like to send heartfelt thanks to all of the parents who help us in this programme.

We once again welcomed some brilliant speakers into school including the local magistrates, The Royal Air Force, ASK Apprenticeships, Mrs Gibbons and Mrs Chambers (who both offered advice on CV writing and interview techniques). Equally, the Exeter Law students ran a series of really interesting talks to the Lower 5 covering human rights, criminal law and consumer law. They also ran a very well-attended mock trial in February and it was lovely to see how confident and well-spoken our students were. We enjoyed opening

the event to local schools and were honored to have Judge Tysack in attendance. We also visited the National Apprenticeship Show, held at Westpoint Arena in January where there was a comprehensive range of stalls offering advice and guidance on the wide range of apprenticeships on offer in the region.

Although work experience was cancelled for the summer, it is very much hoped that the placements might still exist going forward, so that the students can attend at some point in the foreseeable future. We once again are so grateful for the many parents who help provide our students with incredible placements each year.

We have enjoyed a year full of careers events and activities and look forward to a few changes in the format of the tutorial programme for all year groups in 2021.

Some of our Biz Whizz 2019/20 speakers





