

the
maynardian
2020-21 A YEAR IN A BOOK





MARKETING & COMMUNICATIONS OFFICE INFORMATION

Welcome to our annual publication, The Maynardian.

We hope you enjoy reading this overview of the 2020 - 21 academic year at The Maynard School.

All feedback and enquiries should be directed to:
Rachael Board, Marketing and Communications Manager

Tel: + 44 (0)1392 273417
Email: rachaelboard@maynard.co.uk
Website: www.maynard.co.uk

The Maynard School,
Denmark Road, Exeter,
Devon EX1 1SJ



With thanks to Florrie in Upper 5 for the front cover artwork, completed as part of her GCSE coursework final piece.



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.

Registered Charity No. 1099027

The Maynard School is a company limited by guarantee and registered in England and Wales. Company No: 4855372

Registered Office: Denmark Road, Exeter EX1 1SJ.
Copyright © The Maynard School 2021

T 01392 273417 W maynard.co.uk

CONTENTS



Other News:

Teacher Feature: Tom Bowler	112
Teacher Feature: Helen Reynolds	114
Teacher Feature: Claire Rowe	116
Duke of Edinburgh's Award	118
Lockdown Challenges	120
Careers	122
Senior School Sports Day	123
House Report	124
Residentials	126
Summer Celebration	128
2021 Exam Results	130



INTRODUCTION FROM THE HEADMISTRESS



How wonderful it has been to experience some semblance of normality recently after the year that has been! When I was penning last year's introduction to this magazine, we were mid-lockdown with a rather bleak outlook on what the future might hold. Fast forward one whole year and the future does appear to be that much brighter and, we hope, lockdowns and remote learning will now become a thing of the past.

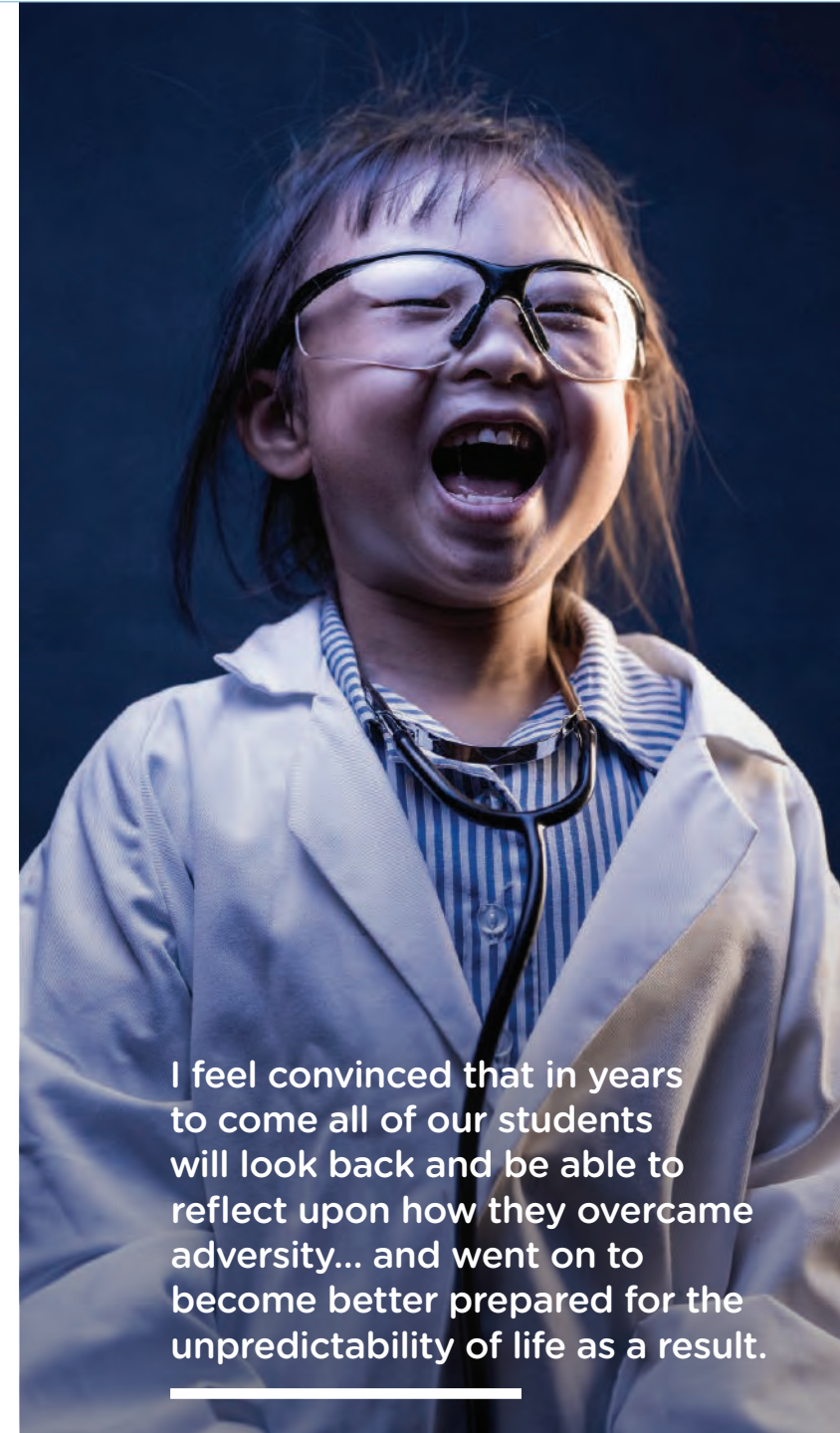
That said, there have been so very many positives to these past 15 months, and as a school there have been many lessons learned that would not have happened in normal times. To use the words of Steve Smerdon, the Head of the Junior School, "If we learned one thing this year, it was not to place any trust in the longevity of planning. At times it felt like we were ripping up plans as fast as we were writing them!" The upside to all of this is that we can be reassured that the pandemic forced us to reassess so very many things and, in turn, we have hit upon several new, exciting measures and events to take into the future that wouldn't necessarily have been trialled otherwise.

Equally, we are also very conscious that school acts as an almost second home for so many of our pupils, and it is very much the Maynard way to embrace parents in a manner which makes them feel every bit a part of our school and our community, too. Our one biggest sadness is not to

have enjoyed that face-to-face contact that is our tradition; in-person parents' evenings, Prize Giving, the Summer Celebration and, of course, our lovely Summer Garden Party.

However, we can be very grateful to technology and the marked upskilling of the staff in this area allowing us to continue with some semblance of normality on so many levels. Thank goodness for one little app that has transformed our lives! Lessons by Zoom, meetings by Zoom and student recruitment all done by Zoom and, if Zoom wasn't involved in some capacity, you can guarantee it was captured either by live stream or on film! I hope that in some small way, this has made our parent body and alumnae feel a part of the action, whilst giving you a glimpse of what we have all been up to!

Throughout this whole pandemic, the way in which everyone has embraced change is something to be heralded and I am constantly amazed how each challenge has been surmounted with characterful humour and determination. Maintaining bubbles, wearing face masks, enduring open doors and windows even on the bitterest of winter's days, one-way systems, internal GCSEs and A-levels and the dreaded twice-weekly lateral flow tests have all been key parts of the year gone by but deftly adhered to without fuss.



I feel convinced that in years to come all of our students will look back and be able to reflect upon how they overcame adversity... and went on to become better prepared for the unpredictability of life as a result.



We are also exceptionally fortunate at The Maynard that our culture has a strong focus on wellbeing and developing skills for life, while our teaching is based upon the individual and building confidence; the two combining to nurture curious, kind and well-rounded individuals. As we emerge out of the mists of the unknown, I hope that all of our students feel proud of their self-reliance and inventiveness that has enabled them to deal in the far-from-normality of the last academic year! Learning a new skill, or rediscovering an old skill, has been important for all of us during this time and I have been overwhelmed by the creativity with which the girls have tackled the situation. Statistics suggest that 65% of today's generation will work in jobs that don't currently exist; this adaptability will help prepare them for an ever-evolving world.

But perhaps far more importantly, I feel convinced that in years to come all of our students will look back and be able to reflect upon how they overcame adversity ... and went on to become better prepared for the unpredictability of life as a result.

So as the curtain closes on another academic year, my overwhelming emotion is that of immense pride for all that we have achieved; as a community we collaborated, created and contrived the unusual to develop the new, and sometimes better, ways of living... and hand on heart, I feel that at the end of the day, and as the following pages will testify, there is so much to celebrate!

The Pre-Prep & Junior School

AN END TO AN EXTRAORDINARY YEAR

Cast your minds back! We expect that you can remember how it was so exciting to start this year, back in September, with everyone back in school again! We had come off the back of an extended lockdown through the summer term, with much of the school working remotely but Reception, Year 1, Year 6 and Key Worker School here on site. We had only the last two days of the Summer Term with everyone here on site.

We remember that first day of term, standing at the school gate, as all of these tentative souls arrived at school, nervously prying themselves away from equally anxious parents. It was so special to see them cross the threshold to be immediately seen by their friends on the Double Courts and big cheers going up from all concerned at the sheer joy of seeing, and being with, their friends again. You could not ask for a better way to help nervous children shake off their worries and feel welcome. It really will be a lasting memory!

Autumn Term felt rather like “Maynard Lite” compared with a normal start to the year: no trips, no visits, no visitors, no fixtures, no clubs from external providers... On top of this, bubbles were the order of the day! Separate playgrounds, separate dining areas, separate entrances and exits, separate

toilets, separate timings to come in and out of school, all conspired to make for a logistical conundrum. If we learned one thing this year, it was not to place any trust in the longevity of planning. At times it felt like we were ripping up plans as fast as we were writing them, as the restrictions and regulations came thick and fast.

Spring Term began with us standing confidently at the school gate on Day 1, saying assuredly that the Government will “definitely” not be closing the schools... By Day 2 the schools were closed and we were left hovering between two worlds. On the one hand, fifty percent of the school were at home requiring remote learning, whilst fifty percent were here at Key Worker School requiring teaching in person. As always, the children were amazing and so adaptable, but it was such a shame for so many of them to be separated from their friends once again.

We said a sad farewell to Mrs Willcock and welcomed Mrs Greenwood, who had only one day in school before switching to remote learning. What a start! We also said a sad goodbye to Mrs Davey, after fifteen years with us, as she upped sticks and relocated to the northern most reaches of the Isle of Skye. Thank you to both of these colleagues for all of their hard work at the school.



The team has pulled together brilliantly and has had to be so inventive, creative, patient, innovative and resilient.



The staff team were equally amazing! This has been the hardest of years to be a teacher and the challenge of delivering remote learning, plus on-site learning, whilst also managing families, often with their own children still at home too, has been immense. The team has pulled together brilliantly and has had to be so inventive, creative, patient, innovative and resilient. They have been truly inspirational in adversity! We were grateful that, at least in this latest lockdown, the team was able to be on site together and to support each other and keep each other going, rather than the lonely isolation of that first lockdown, as staff grew greyer and more pallid by the day in front of their screens at home!

Such a relief to get back to relatively normal school again in the Summer Term. Whilst we all noticed the rapid increase in pace again as we seemed to move back to “Maynard Ultra” from “Maynard Lite” so quickly, even if we were still under significant restrictions. It has been wonderful to see the girls all back in school again through this term and we have really noticed the kindness and consideration that they have shown to one another having spent so much time apart through the year.

And then... the hammer blow that has been the end of this term, with all of Pre-Prep and thirteen of the staff team in isolation at home until the last day of term! We so nearly made it! As has been the pattern of the year, once again the children have missed out on more of those special occasions that the pandemic has just not allowed us to deliver. We so look forward to better days ahead!

Some highlights of the year, however, amongst all the madness... Santa’s Zoom Call with Pre-Prep – truly awesome! You will never see such rapture! World Book Day costumes – the Marmalade Sandwich costume; we jest you not. Inspired! Red Nose egg and spoon race. Easter bonnet parade. Twelfth Night with Year 6 – so good! Movie Night for SOS Africa. Key Worker School. West Hill Farm trip – our first visit anywhere for over a year and a little slice of exactly what childhood should be like. Accelerated Readers in Year 6 – Ashi on 21 million words as we write and so many others powering along in a way that we have never seen before. Zoom parents’ meetings – hmmm, what can we say...



It is a time for farewells to some stalwarts of our staff team. Helen Reynolds and Claire Rowe leave us after a phenomenal combined 43-year shift at The Maynard School! Both have touched the lives of hundreds of children and parents - teaching, supporting, caring, directing, inspiring throughout. Every year, I have seen Sixth Form leavers, at the end of their school journey, troop religiously back to Junior School to where it all began and invariably, it is Mrs Rowe and Mrs Reynolds who they most want to see. We could not wish for better friends and colleagues and they leave a void in the Maynard fabric that will be hard to fill.

We are sure that you join us in wishing them both all the best for the future and we look forward to hearing of their adventures in a life after Maynard.

We welcome several new members of staff in the new school year. Ms Stylianidou (“Miss Kelly”) returns to class-share one of the Year

We remembered that togetherness will see us through adversity and above all we are reminded that it is the people that make places.

5 groups and teach some in Year 1; Ms Ruskin also joins Mrs Meaton in Year 1; Mrs Pinkerton-Smith takes over Year 6; Mrs Horrell-Tilbury joins the TA team and will take over Forest School. Miss Watson becomes Mrs Kingdon and takes on the second Year 3 class. Schools are always in a state of evolution and we look forward to our new colleagues joining us for our next chapter.

And so, we reached the end of this most extraordinary of years and wonder what we have learned. We reaffirmed how important friendship is at all ages and we were reminded of how resilient both children and adults can be. We learned how often less is more and to focus on the here and now without always looking to the next horizon. We reminded ourselves that the natural world is a more important and restorative place than the virtual one. We remembered that togetherness will see us through adversity and above all we are reminded that it is the people that make places.

Thank you to all of the people that make the Maynard Pre-Prep and Junior School.

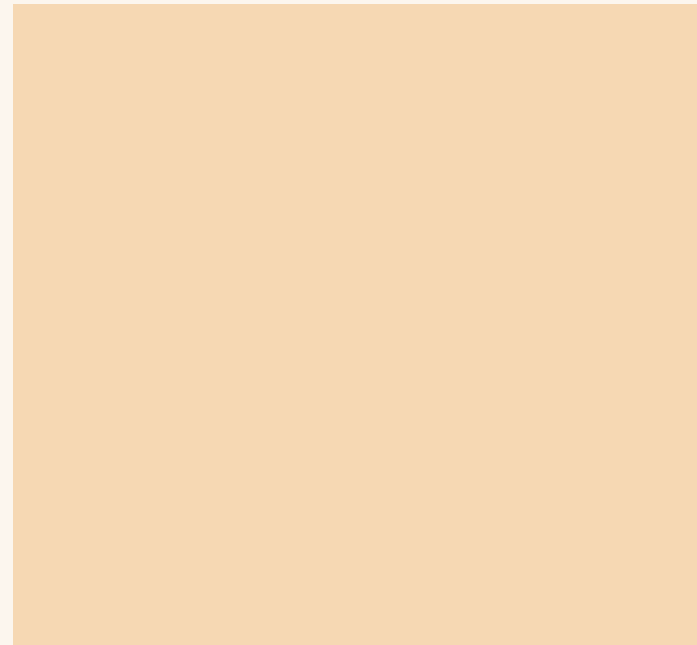
**Steve Smerdon
Abigail Meaton**





THE MAYNARD
PRE-PREP

Pre-Prep CLASS PHOTOS



Year 1



Reception



Year 2



NEWS FROM RECEPTION

We have all experienced a few changes in this last year but the Reception girls have still had a fabulous start to their journey at The Maynard School. They learned all about healthy eating through our topic: 'All About Me'. I was proud of their amazing progress with their reading, writing and counting. Being in a 'bubble' due to the pandemic did not stop any of the fun. They still met their buddies, had all their specialist lessons and managed lots of hands on learning. We just had to find a slightly different way of doing things and everyone became very adept at washing their hands even more regularly than usual!

As Christmas approached, the girls had lots of science fun learning about 'Colour and Light'. We explored Diwali, Poppy Day, experimented and had lots of fun down at the Forest School. Then we celebrated Christmas by decorating the classroom, writing loads of cards and making a great video of our songs and dances.

With a second lockdown in place for Spring Term we were very glad to have the Keyworker School running! The girls loved our 'Polar Regions' topic, particularly learning lots about penguins and polar bears! We thought about how we can look after the environment and did lots of Science investigations.

In the final week of half term we celebrated Chinese New Year and had a fun dress up day to say a fond farewell to Mrs Davey.

One of the highlights of the year was our trip to West Town Farm in the Summer Term. For a start, the girls were really excited to be going on a minibus! There was so much to learn at the farm about cows, bees and our impact on the environment. We had an excellent day exploring in the fresh air!

What a fabulous year!





NEWS FROM YEAR 1

We have had a rollercoaster of a year! Lots of highs, lots of smiles and laughs, plus a few tricky dips but we soon left those behind. Firstly, we welcomed Miss Watson back to The Maynard as she joined the Year 1 team. Our initial topic was 'Houses and Homes'. We looked at houses around the world, houses from long ago and we made pictures and poems about our own homes.

We were thrilled to be invited to Miss Dunn's office for afternoon tea. We really enjoyed chatting to our head teacher and loved bouncing on the sofas in her office even more. To celebrate International Day of the Girl, Mrs Reynolds challenged us to do something brave. Some of us held spiders, some climbed walls and others swam further in the pool.

In our music lessons, we began to learn Christmas songs. We all dressed up as snowmen and sang 'Let it Snow'. Sadly, we could not invite our parents to watch but we recorded it and sent it out to our families.

In the final week of the Autumn Term, we gathered around the screen as we had an important Zoom meeting to attend. The girls were mesmerised when Father Christmas appeared and were amazed that he knew so much about them.

The Spring Term began with us welcoming Seedra and Lottie to our class. We had 24 hours to get to know them before we began another lockdown. The girls were wonderful as we settled into a new routine of Zoom lessons and



Key Worker School. We all really enjoyed our afternoon Zooms of story times, show and tell and riotous games of class bingo. We sadly had to say farewell to lovely Mrs Davey, but we gave a fun send off with a dress up day.

Alice and Lucy joined us with just a few weeks of lockdown left and we were all delighted when we finally came back to school. We started the topic of 'Nocturnal Animals' and started learning about owls, hedgehogs and badgers. The girls particularly loved the story of 'The only way is Badger'. The final day of the term we had a wonderful Easter Bonnet parade. All of Year 1 took part and created some gorgeous bonnets.



Our Summer Term began with the topic of 'In the Garden' and we had a visit from Frazoo. We all loved learning about the stick insects and the chameleon. We also had a wonderful trip to West Town Farm with Kevin from Organic Arts. We learned about the life cycle of plants and bumblebees. The girls were covered in mud and had to arrive back to school in their bare feet! The second part of the Summer Term was very short and we were quickly training for Sports Day and enjoying learning about the bravery of Grace Darling and Florence Nightingale.

The girls have been amazing this year. They have had many changes to cope with and I have been so impressed by their enthusiasm and resilience.



NEWS FROM YEAR 2

The first term of this year was met with enthusiasm for all that Year 2 promised to offer; little did we know all of the changes afoot! The girls were excited to meet their new Year 5 buddies and some new friendships were formed. The class studied Picasso in their art lessons and created their own portraits inspired by his work. They loved getting stuck in down at Forest School with Mrs Davey, especially toasting marshmallows around the fire! In the second half of term, the girls made some beautiful firework pictures, learnt all about Diwali and celebrated Children in Need in our animal inspired mufti. We celebrated Christmas a little differently this year but still had lots of fun and giggles as wonky donkeys! We then said farewell to Mrs Willcock at the end of the term and wished her the very best for her future!

The girls all bounced back to school after their Christmas break for all of one day before we were launched back into Key Worker School and home learning! I was excited to be joining the class as their new teacher but certainly wasn't expecting to be getting to know them via Zoom. The girls didn't let technology dampen their welcome and they smiled just as widely on screen, making me feel part of the school in no time. We quickly settled into our new routines. 'Marvellous Monday' and 'Freaky Fact Friday' being among the most popular of our daily meetings. I certainly know a lot more about Harry Potter and ponies than I did before I joined The Maynard! We also welcomed Lily to the class through one of our afternoon story times as she joined us from her kitchen! The girls amazed me with their focus, hard work



and determination during lockdown and produced some very high-quality pieces of work. We had some stunning African watercolour sunsets with silhouetted animals created using a range of media. Due to our different learning locations, we could investigate a wide range of habitats and microhabitats and shared the different creatures and features we found with one another.

We celebrated World Book Day twice this year! Once in our Zoom meeting where the girls all shared their favourite books with each other and again when we were all back together at school. There were some superb outfits ranging from Hermione Granger to Mary Poppins! The girls all took part in our African themed tea party where they played games linked to the story 'Handa's Surprise' and created (and ate) delicious fruit salads with a range of exotic fruit to choose from. Luckily, no monkeys appeared to steal our fruit! Finally, we enjoyed a wonderful Easter egg hunt with a delicious treat at the end and enjoyed watching the Easter bonnet parade around the double courts. At the end of the Spring Term we said a fond farewell to Freja and to Mrs Davey whom we all have wonderful memories of!

In the Summer Term we had a wonderful visit from Frazoo. Meeting Lola the python and Toothless the gecko up close was most definitely a highlight of the whole year! Our topic led us to develop our knowledge of plants. The girls all planted a variety of seeds and we compared different growth conditions. Sadly, the seeds that we did not water did not grow (alongside those which were over eagerly investigated!). However, we did learn that seeds will germinate even without the presence of light. More success was had with our bean plants and the girls were fascinated to observe the process close-up. The girls also produced some very detailed pencil drawings of different flowers and made some lovely mini-models inspired by nature. We then had a focus on the history of seaside holidays and through the wonder of

'Magic Grandad' were transported back in time to the Victorian era, where we learnt all about bathing machines, hokey pokeys and other traditional seaside past times. The girls had great fun designing and making miniature 'Punch and Judy' theatres with puppets to enable them to reenact the funny stories (along with the obligatory 'Punch' voices).

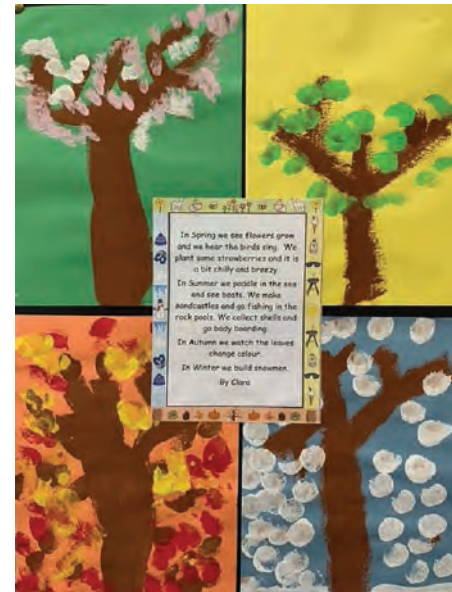
We all loved our sunny trip to 'Organic Arts' at West Town Farm. This gave us the opportunity to deepen our knowledge and understanding of plants and the vital role that bees play through pollination. As well as exploring the stunning farm environment, we created beautiful flowerpots out of clay and made little beeswax bees to sit inside our pots.

Sadly, the impact of the pandemic remained (in part) which meant the girls missed the final week of term and, of course, Sports Day, but it was wonderful to see them again for the last day before heading into the summer holidays.

I am so very proud of each and every girl this year who has managed another challenging year of education with a smile and continued to make fantastic progress, no matter what the world put in their way! With this continued attitude to learning and life, they will all go far and achieve great things! Thank you, girls, for making my first year at The Maynard so special.



Pre-Prep ARTWORK





PRE-PREP SPORTS

We have done so much playing this year with our Pre-Preppers, who get the chance to try all manner of different activities, and generally they love them all.

PE with Mrs Fabian, Martial Arts with their Sensei Tom, Ballet with Mrs Barlow, and Mini Modern Dance with Mrs Connor has given the girls much opportunity to play every day and develop skills that will set them up for enjoying sport and activity in the future.

There has been plenty of fun thrown in at every opportunity – Reindeer races at Christmas, Red Nose and Spoon Races for Comic Relief, and the Ice Cream Obstacle Relay and the Great Maynard Steeplechase during Sports Day training.

Proud recipients of their rainbow medals at the end of term, which signified so much more than a reward for sports achievements ... but to reward them for their resilience through rain and shine over the past year; what a rainbow story they have had.



“To play is to learn”



THE MAYNARD
**JUNIOR
SCHOOL**

Junior School CLASS PHOTOS



Year 3



Year 4F



Year 4H



Year 5



Year 6



NEWS FROM YEAR 3



Year 3 joined Mrs Rowe in September, full of eager anticipation and excited about the new academic year. Mrs Rowe was thrilled with their enthusiasm. They embraced their topic work and were keen to learn about the Stone Age and particularly enjoyed finding out about Stonehenge. Mrs Rowe soon discovered the individual talents of each child. She had keen mathematicians and scientists, as well as eager historians. The girls enjoyed expanding their general knowledge in Geography. She was amazed at the poetry which spilled from the girls, using their creative imaginations and the artwork which was produced by Year 3 was outstanding throughout the academic year.

The Spring Term was challenging but did not hinder their progress. They continued to study plants in Science, and for those working at home, this meant they could look more closely at their gardens. As always, this group of girls was determined to carry on with their education and Mrs Rowe was pleased that they were able to use Zoom and actually see one another during lesson time. We focused on India and learned so much from one another. The girls were keen to become warriors in our History lessons. We have some potential warrior leaders in our class making bold 'Boudicca' speeches. This was even more evident when the girls returned to school after lockdown ready to battle against Emperor Smerdon!

The Summer Term is shorter but bubbling over with exciting activities. Ancient Egypt was the class topic and we had some incredible Ancient Egypt PowerPoint presentations. As always, the girls were thirsty for knowledge and Mrs Rowe was pleased with their research and beautiful presentations.

Our class outing to Wembury was a fantastic way to finish the academic year. The freedom of being outside in a beautiful location with the Devon Wildlife Trust teaching us about the wonderful marine life we need to protect, was an absolute joy for us all. The 'hands-on learning', which fitted in with our Science this term, was amazing. Mrs Rowe could not have asked for a more special end with a special group of Maynard girls.





NEWS FROM YEAR 4

It seems that life can throw anything at our Year 4 girls, yet they still bounce back with great enthusiasm! Coming back into school in September seemed even more of a privilege and we all basked in the glory of actually being in school, surrounded by friends and looking forward to a more normal year. New routines and systems were quickly adapted to and the girls did not seem at all phased by staying in bubbles and hand sanitising at every opportunity. Our Autumn Term flew by with huge amounts of hard work and lots of opportunities to get both classes together. We filmed an alternative Christmas production showing off our festive songs and dances, and used our imaginations to

design flags which represented each of the continents. As part of our English work on following instructions we also made intricate origami animals which certainly developed our patience and perseverance!

As we returned after Christmas, our one day in school was swiftly followed by another eight weeks of remote learning for most pupils. Once again, the girls did everything they could to make the best of a tricky situation and threw themselves into their learning with great gusto. Highlights included lots of kitchen science experiments, a Chinese New Year project and maths mystery challenges to solve 'who dunnit'! Many of the girls



enjoyed pizza-making whilst researching Italian food and culture, and also made use of their construction toys to make replica Roman Baths! Those who were in school worked equally hard and also had lots of opportunities for outside learning, sport and music. They even took advantage of the quiet forest school area to develop their survival skills! The girls really made the most of their learning time and enjoyed our lessons on Zoom, but we were all mightily relieved when we could all be back together in school. The girls very quickly made up some much-needed social contact with lots of collaborative learning and opportunities to reconnect with friends. In Art, we set about creating some fantastic classroom

displays and also enjoyed a welcome back party where the girls made their own savoury 'Ploughman's Kebabs' and some sweet pizza puddings. They also put their STEM skills to task and enjoyed working in groups building towers out of dry spaghetti and marshmallows.

The Summer Term was soon upon us and the girls enjoyed preparing for Sports Day, getting outside for our science topic and learning about habitats. We had great fun searching the school grounds for minibeasts and making close observations of them under the magnifying glass! The girls also did some research on an endangered animal of their choice and produced some fantastic

posters designed to educate us all. We were all very excited when we found out that off-site trips could resume and we had a fantastic time at Haven Banks. The girls had great fun paddleboarding, bell boating, playing archery and working together in some team building games. Although the weather was far from tropical this did not stop the fun, and much laughter and shrieking could be heard all along the river banks as many decided to jump into the river! What an amazing, action-packed year we have had with these fantastic Year 4s!

Keagh Fry and Matt Hoile

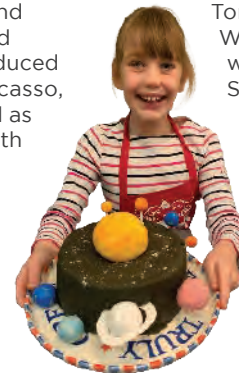


NEWS FROM YEAR 5

It has been another exciting year in Year 5, despite the restrictions of lockdown, filled with learning, adventures and fun! We are so proud of the girls' pro-active, independent approach to their studies, particularly during those long weeks of home learning, where we were constantly impressed by their enthusiasm and mature attitudes. The girls have taken full advantage of any opportunity to work collaboratively since they returned from the second lockdown and we have all found a new appreciation for normal school life in the classroom with all our classmates!

The girls have come on in leaps and bounds over the course of the year and

produced a range of first-class work. They have particularly enjoyed taking the initiative in researching topics and sharing their findings with their peers through project work, posters and presentations. They have studied various abstract artists and produced wonderful pieces inspired by Picasso, Kandinsky and Mondrian as well as more modern artists such as Keith Haring. Our budding artists also produced a range of impressive 2 and 3-D pieces when exploring the key features of Japanese Art. Whilst unable to perform for their parents, our talented musicians put on class concerts where they



were able to play for each other and experience the thrill of performance. The girls have studied two novels in depth this year; the moving 'Goodnight Mister Tom' which brought the Second World War to life, as well as the wonderful 'Journey to the River Sea' by Eva Ibbotson, which is a fantastic adventure story set in the Amazon.

In topic work, the girls have considered the Victorians and, in particular, the lives of Victorian children. We also did a lot of mapwork in order to improve our knowledge of the UK before we studied



the huge continent of North America. Unfortunately, we were unable to run the Year 5 residential due to COVID restrictions, but we did manage to spend three mornings at Haven Banks Outdoor Education Centre for team-building, paddleboarding and bell boating. The girls had missed out on this trip in Year 4 due to the first lockdown, so were really excited to get an opportunity to experience these activities with their friends. We were extremely lucky with the weather and had three gloriously hot and sunny mornings on the water. Beaming smiles all round. It was a lovely way to round off the year.



NEWS FROM YEAR 6



What a year of contrasts for Year 6! It was so exciting to see them return in September; they knuckled down to a full-on term before their Entrance Test to Senior School. They tackled this on Zoom and passed with flying colours. Next came online learning and Key Worker School; Zoom morning meetings never failed to be a joy with various pets featuring, along with hats and amazing online birthday celebrations.

The girls also entered the Nancy Rothwell Award which entailed drawing the anatomy of an animal alongside a picture of the actual animal and labelling it accurately. Their superb entries included several jaguars, a goat and a puffin.

Throughout the year we have taken part in the Accelerated Reader Scheme and shared great reads; the Murder Most Unladylike series is highly recommended and the girls managed to read over 58 million words and more than 900 books between them, which is incredible.

Finally, the Summer Term arrived and, with it, the opportunity to pack in as many activities and events as we were able to. The highlights have included the acclaimed acting in Shakespeare's

Twelfth Night which was remarkable; a visit by Frazoo and, most recently, the much longed-for trip to Mill on the Brue in Somerset for a week's residential. Delighted to have made it by the skin of our teeth - just avoiding COVID restrictions - we made the most of each minute. Every girl completed all the challenges from rifle shooting to building a raft and rowing it down the river; constructing a crate stack in three minutes and flying across the site on a zip wire 225 metres long. They coped with ant infestations and even managed to eat 66 slices of toast at breakfast. Best of all, they were fabulous company and maintained the reputation we have had at Mill on the Brue for the last ten years. A wonderful surprise was the chocolate Malteser cake sent by the parents to celebrate my retirement. It was huge and utterly delicious!

Year 6 have been stellar; a mix of eclectic, warm characters who stand out in their united enthusiasm to 'have a go' at everything even tentatively suggested to them. Their positivity, kindness and humour have made my last year at Maynard such a happy one and I cannot thank them enough.



Year 6 Drama Production

TWELFTH NIGHT

Directed by Mr Smerdon

“Some are born great, some achieve greatness and some have greatness thrust upon them!”

No quote could better describe this wonderful Year 6 group. They are great, they have achieved greatness and this has all been thrust upon them!

Our production of Twelfth Night was intended to be performed in the Spring Term, but due to lockdown we lost over a term's rehearsals and preparation, moving our performance to be amongst all the busyness of the summer instead. I must say I was full of trepidation about managing to get the show ready in time, but the girls have been truly great in their endeavour and commitment to putting on the performance. We are all, however, saddened that we were not able to have a parental audience in school, but hope that our recording provided a sense of the show and the enjoyment that we have had in bringing it all together.

The girls have risen to the challenge and the quality of the individual performances has been amongst the best that I have seen in what is now my twenty-fourth consecutive year of producing and directing shows with this age group! At the forefront, Laura as Duke Orsino, Zara as Olivia, Iris as Viola and Issy as Malvolio all led the way in their leading roles, skilfully delivering subtle interpretations of their characters and the twists and turns of this comedy of concealed identities.

A riotous turn was made by Rosie and Esme as the drunken and foolish Sir Toby and Sir Andrew, with the mischievous support of the shrewish maids played by India and Ananya. Delivering comedy is trickier than it seems and these young actors developed brilliantly as we worked towards our performances. Likewise, our two clowns, played by Helena and Niamh, held the crowd in the palms of their hands, often on stage alone and showing maturity beyond their years.

Erin, as the seemingly drowned Sebastian, added a calm assurance to her role, picking up beautifully on the nuance of her character as he finds himself entangled in the web of confusion that leads him into marriage with the Lady Olivia.

Alongside these leading parts, the cast were amazing at adding life to the plot. It is so easy to fall into the trap on stage of just watching while others deliver their lines, but not this group. They learned the importance of acting throughout their time on stage, bringing a genuine dynamism and realism to each scene.

Hattie and Harriett as the joyous priests, Orsino's lords played by Jasmine, Charlotte and Ella as well as the enforcers played by Melanie, Hannah and Amelie threw themselves wholeheartedly into their roles, adding great texture to each scene they appeared in and developing their skills and confidence so noticeably through this process. In a similar way, it was such a pleasure to see the confidence and understanding of their characters developing in Emily and Phoebe as the rescuing sailors of Sebastian, and in our bosun and ship's captain, Ashi and Isla.

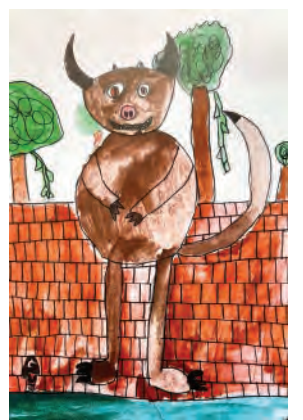
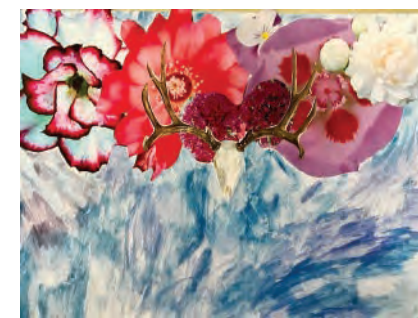
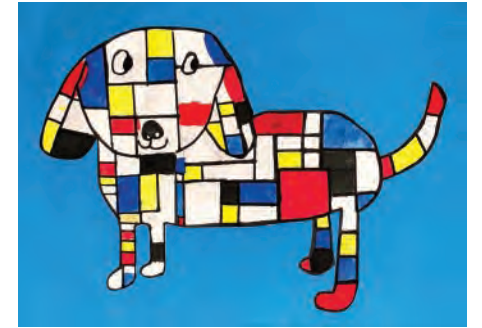
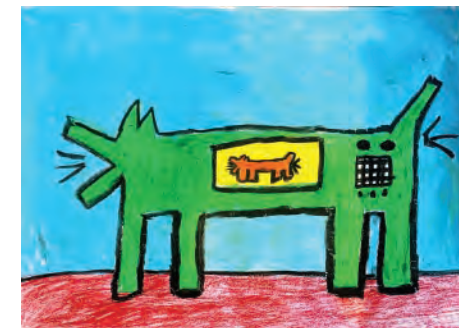
I could wax lyrical for pages to come about this truly great group of young actors. They have been such a pleasure to work with, have embraced every challenge, culminating in a special performance of this wonderful play. I do hope that they will all continue to involve themselves in drama in the future and that you will all have the opportunity to see them perform in person in the years to come.

A special thank you to Mrs Reynolds and Mrs Haworth for all of their help in bringing our show together.

Well done girls and thank you for being so wonderful to work with and for such a stellar show. “Play on!”



Junior School ARTWORK





Nula - My year

Well I thought last year was strange but this year has been even more confusing! Everywhere smells different now, apparently it is something called hand sanitiser and I have certainly noticed my fur starting to smell of it, too! I have had to adjust to some one-way systems and I have also learnt that bubbles seem very important to everyone in school. This still remains a mystery to me....

Sadly, we haven't been able to do our usual dog walking clubs while we keep everyone in school safe but I have happily replaced it with a 'Chill Out with Nula' club. It mostly involves me getting lots of fuss and attention from the Junior girls while we play quiet games and listen to soothing music. It is one of my favourite times of the week!

I have still been able to visit other classrooms and I am pleased to say that the standard of reading in the Junior School is getting better and better! The girls are so confident when they read me stories and I love it when they put on

different voices, especially for the animal characters! I am pleased to report that the Nula Art Gallery has continued to grow and I have loved receiving pictures and letters from many of the younger children. Their portraits of me are really quite striking and are starting to show some artistic license as they draw on pretty bows and other accessories.

This time in the lockdown, I stayed in school and kept the keyworker girls on the straight and narrow. It was strange seeing and hearing the Zoom lessons with the girls at home and I was very excited when they all came back into school as normal. I enjoyed taking part in the lockdown challenges, though; Did you see me disguised as a lion on a book cover and also dressed as the Mona Lisa? Many of you will know that I love a dressing up opportunity so I was pleased that we also managed to squeeze in a dressing up for World Book Day, too!

We had some interesting visitors in the Summer Term when Frazoo arrived to

provide the girls with opportunities to hold a snake and touch chameleons, geckos and stick insects. I didn't think it was wise to be part of this exciting session so I stayed out of the way. I wouldn't want to frighten our visitors! Imagine my surprise when I found out I was in fact sitting next to the bag with the sleeping snake in over lunchtime. Neither of us even noticed each other!

As the year has come to an end, I have to say I have enjoyed seeing actual smiling faces as I walk around the school, rather than face masks, and I can't wait for next year to bring back some normality. I am looking forward to getting back down to the park so that I can have some fun with dog walking club again. I hear there may be some tasty treats on offer if I promise not to chase the squirrels!





JUNIOR SCHOOL SPORTS

**“Everything is cancelled.”
“Love isn’t cancelled.”**

Despite all the challenges we have faced this year, with cancelled plans and events being rearranged again and again and again ... we still have much to celebrate and look back upon with pride and joy. Primarily our fabulous Junior girls throwing themselves into every opportunity available, and massively enjoying their time together in school, playing with their friends.

We began the year making the most of the sunny autumn days in a bid to catch up for lost time in the summer where

we had little chance to play summer sports in school. Cricket and tennis lent themselves well to “COVID bubble” life and cricket has particularly, and very quickly, become the girls most favourite activity. Our cricket clubs were always busily attended by entire classes, with dessert barely digested before Year 5 were hassling staff about when cricket club would start at lunchtime! Any concerns we had about making the shift from rounders to cricket were quickly dissipated when you saw the joy on the girls faces whilst playing any of our

developmental cricket games – “diamond cricket”, “pairs”, “continuous cricket” and “bats” all being firm favourites.

Hockey moved to being on-site this year, with girls adapting to the faster paced game in the sports hall ... possibly the least favourite COVID adaptation for staff was the collection and sanitising of gum shields after every hockey lesson (!) but at least it meant none were forgotten or left at home as we had them safely contained in the PE office...perhaps this is an adaptation we will have to keep going.

The Winter Term and its variable weather provided us with ample opportunity to train for X-country, and although we were restricted to the school site, we managed to create a course with inclines, a variety of terrains and sufficient distance to challenge our most proficient runners. The House X-Country Competition was hotly contested with some awesome performances across the year groups and, with the incentive of cookies and hot chocolate to spur the runners on to the finish, everyone left proud on their race day.



House match results

Sport	1st	2nd	3rd	4th
Cricket	Habbies	Goldies	Armourers	Merchants
X Country	Merchants	Habbies	Goldies	Armourers
Hockey	Merchants	Goldies	Habbies	Armourers
Netball	Armourers	Merchants	Goldies	Habbies
Athletics	Armourers	Merchants	Goldies	Habbies



We wanted to share some Christmas spirit with families back home, and with a live Gym and Dance Show not a possibility, decided to spend our dance lessons working on Christmas themed dances to video and share in an online advent calendar. The Year 3-6 girls performed beautifully in their class dances, festively costumed and staged, albeit to an audience of about three! In many ways the videos meant we could reach a wider audience and have something to share with loved ones far away.

Back into lockdown saw our Junior girls either in Key Worker School enjoying our new favourite games of “4 square” or undertaking daily exercise in various forms at home ... on horseback, PE with Joe, dancing with Oti, England Netball challenges, boxing in the garden, or following Mrs Fabian’s at home gym and yoga sessions. As ever we were delighted

and surprised by the adaptability and inventiveness of Maynard girls to keep fit and have fun.

The return to school thankfully coincided with good weather, enabling us to be outside for our sports lessons and clubs. Slightly aggrieved at missing a big chunk of the netball term we had lots of shooting to do... which the girls did, before school, at break, at lunch, in lessons, in clubs... there was no stopping them! A class challenge ensued with total shots amassed reaching into the hundreds on a daily basis.

Despite the Summer Term going by in a blink we have continued to squeeze a full programme in – tennis lessons and academy coaching before school, martial arts club at lunchtime, ballet and modern dance classes, and sports clubs at lunchtime and after school. It would seem

that staying in kit all day has also been a COVID bonus ... less time changing and more time playing!

We were delighted to be able to get back on the minibuses to take the girls to Exeter Arena for their Athletics sessions throughout the Summer Term, training on the track and leaping into the long jump pit. Sports Day was a great celebration of the resilience and effort the students have shown all year, working together in their House teams, picking each other up, and celebrating together. The day incorporated track races at the Arena and House cricket back at school, culminating in a medal ceremony on Leebourne where all participants were awarded a special Rainbow Sports Day medal, which we hope will be a positive memento for them in the future, where so much was cancelled, yet lots of good shone brightly through, too.





Dancing has continued to bring us great joy throughout this year, and we have been fortunate to be able to continue to offer ballet and modern dance classes to girls from Reception – Year 6 as well as dancing in curriculum PE lessons.

Christmas was a wonderful opportunity to provide the girls with the opportunity to perform in the Performing Arts Centre, in costume and under the stage lights, and for us to film our performances and share them through an online advent calendar with families near and far.

Mrs Fabian took great delight in raiding the costume cupboard (which she had filled the previous year in the January sales) which meant we had plenty of sequined Santa-skirts and reindeer antlers to go around!

The dancers didn't disappoint, with little Reception angels waving in their twinkly dresses, Year 1 and 2 so excited by their flashing headdresses, and then the Year 3s pulled at our heartstrings dancing a song of friendship in their bobble hats and scarves. We were treated to a herd of 25 reindeer from Year 4 complete with sleigh, Santa and flashing noses, Year 5 in their elf hats as carol singers and the super professional Year 6's as Santa's elves delivering presents in front of a festive fireplace.

In the summer, we have had ballet and modern dance showcase performances, with sunny beach themed costumes combining sunshine and fun to tracks from Lilo and Stitch, and Walking on Sunshine to dance our way into the summer.



During our Thrive sessions the girls have enjoyed reading and learning about the Panicosaurus and Smartosaurus. The girls have spent time learning about their own Panicosaurus, what might trigger it and the sensations relating to their own emotions. For example, our fear response can make us breathe faster, leading to a racing heart rate and various reactions, such as the fight, flight or freeze response. We have also learnt about the 'Amygdala' area of the brain, where the Panicosaurus lives and how the Smartosaurus that lives in the part of the brain called the 'Neocortex' has a clever way of getting the Panicosaurus to behave!

To demonstrate how the fear response can be felt in different areas of the body we have drawn life-size pictures of our bodies and identified on them where we might feel different sensations relating to different emotions. The girls have also enjoyed creating their own Panicosaurus, making it look very funny with silly outfits and hats. These beautiful pictures will be turned into our very own Happy Panicosaurus book for the girls to enjoy in a lighthearted way.

The girls have also had the opportunity to learn and practise techniques to help with the feelings associated with the Panicosaurus. A few of the many techniques the girls have enjoyed include, fun with the puppets practicing finger, Belly and Bee breathing and Mindfulness eating of some delicious fruits!





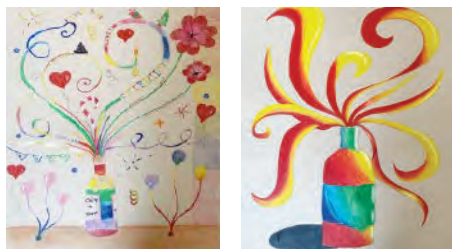
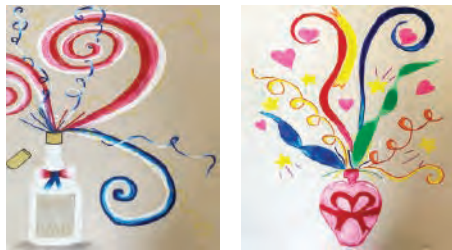
THE MAYNARD
**SENIOR
SCHOOL**



We have managed to weather the lockdown storm surprisingly well in the Art Department and the girls have engaged brilliantly online using their creative skills to the maximum.

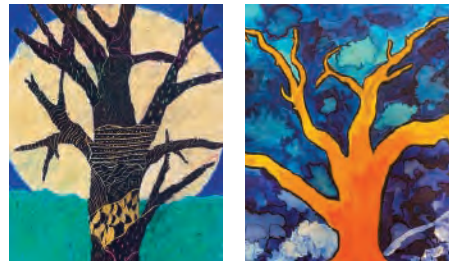
Upper 3 Art

Upper 3 have produced exciting images of their 3D work, when they used a variety of materials to create gardens in jars. They also finished some lovely 'Celebration' pieces during the Summer Term.



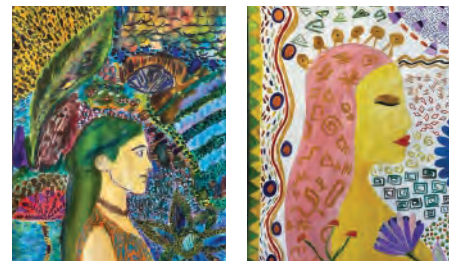
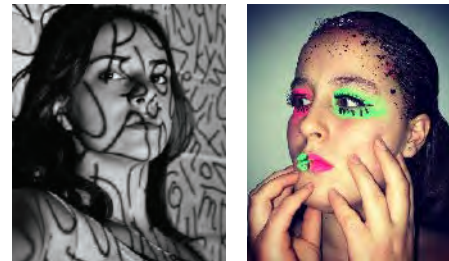
Lower 4 Art

Lower 4 have worked on A2 brightly coloured tree artworks, using a wax resist technique.



Upper 4 Art

Upper 4 used their time online, learning to draw facial features, taking extraordinary inventive self-portrait photographs and then using their skills to design a decorative portrait inspired by the artist Gustav Klimt. They used lots of pattern, and gold and silver paint to replicate the decorative aspects of his work.



Lower 5 Art

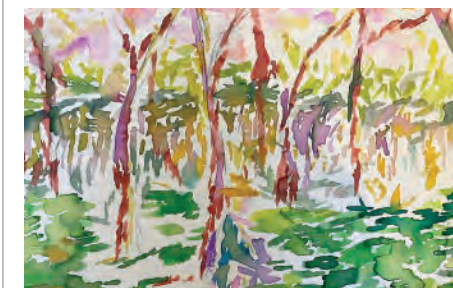
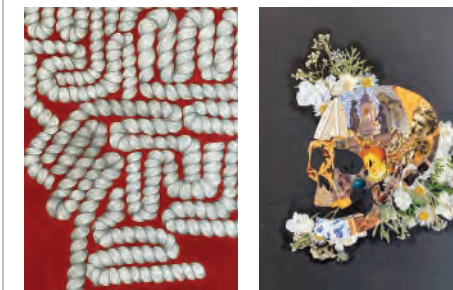
Lower 5 are working on Natural Forms, and using drawing and media experimentation to explore this theme. They have finished large mixed media collages.

The girls also really enjoyed a willow sculpture workshop in school during activities week in the Summer Term. They learned how to use natural willow to construct amazing life-size sculptures.

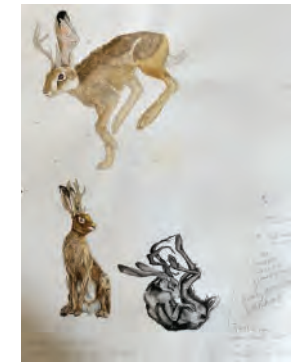


GCSE Art

The Upper 5 have produced an eclectic range of artwork on the Natural Form theme and worked diligently on their portfolio work. A picture is worth a thousand words. Enjoy!



A-level Art



CLASSICS

In her recent book, "Women and Power: A Manifesto" Mary Beard reminds us of the story of how, in the first book of the Odyssey, Penelope comes downstairs and complains about the song that is being sung in her own halls that makes her feel sad. The song is about the difficult journey of the Greeks (and Penelope's husband) on his return from the Trojan War. Understandably, Penelope is upset to hear this particular tale being sung. She is not best pleased and asks the bard to choose a different song. It is in the Odyssey that we are now afforded the first glimpse of a woman in western culture being told to "shut up". Her son tells her "Go to your quarters now and attend to your own work, the loom and the spindle...Making decisions must be a man's concern..."



whilst also maintaining friendships. When they have not been able to communicate in person, they have managed to do so using alternative methods online. It is really to their credit that they have managed so very well.

According to the Lower 5 Latinists, they even enjoyed some aspects of working online more than being in the classroom – finding that the breakout groups setting on Teams allowed them greater freedom in translating together. The Upper 4 Classical Civilisation set have made great progress studying the Roman Emperors during the lockdown, and since being back at school we have had wonderful debates on the advantages and disadvantages of being a woman in Ancient Rome. Meanwhile, the Upper 5 Classicists and Latinists have completed excellent assessments and should feel proud for submitting such wonderful work. For the first time (in my memory), girls are planning to study both Classical Civilisation and Latin simultaneously in the Sixth Form – a testament to their love of both subjects and their desire to find out more about the Ancient World.

In the modern world, we would consider this a damning scene; even though Penelope is both faithful to her husband and has not done too badly for herself as a mother. But really, it is Penelope who has the last laugh – eventually we see her outsmarting her suitors and establishing a homecoming for her husband that helps to reinstate him as king. She does this by weaving. Rather than speaking words she, as a woman, weaves them. In effect, Penelope is patient, and her work is a method of resistance in the face of challenging circumstances.

In many ways, it seems to me that the Maynardian girls have also been weaving their own stories over this past year in the Classics Department. They have had to be resilient and have found new techniques to study and succeed,

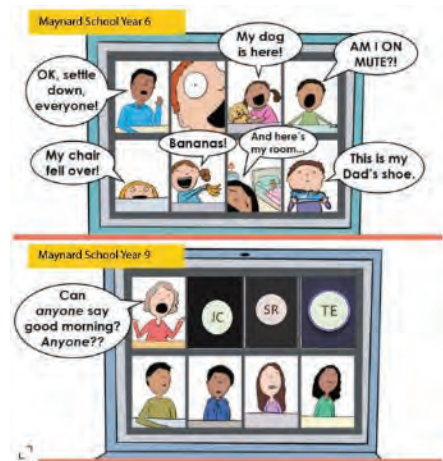
Just like Penelope, we have all been weaving a tapestry as a Classics Department and as a school this year. Sometimes online and sometimes in the classroom; we have all learned to have greater resilience and that success can be achieved in a variety of ways.

I leave you with a photo of one of our last lessons with the Latinists in Lower 4 this year. Clearly having an excellent time acting out a play (entirely in Latin).



COMPUTER SCIENCE

When preparing to write the entry for this year's Maynardian, the best place to start is last year's copy. There we wrote about all the amazing achievements of the girls and this new-fangled online teaching system in Teams. We hoped, at that point, that we had seen the end of online teaching, but how wrong we were. The girls should feel a huge sense of pride for the resilience they have shown this year. A few cartoons have done the rounds summing up the experience of online teaching - I thought I would add these for your amusement and to provide some insight into for future generations.



Hopefully this will be the last Maynardian that we ever mention home learning...

Year 6 have had an amazing year studying a multitude of topics. In the Autumn Term, we coded games in Purple Mash. There is something about Year 6 as it doesn't matter how advanced we make the projects, the girls appear to be able to code anything. Along with coding we also learnt how to stay safe online, arranged and budgeted for parties with Excel, learnt binary and created our own blogs. A busy year, I am sure you will agree.

In Upper 3, the girls have become digital Maynardians learning how to use Teams, save files in the Cloud, use email and stay safe using the web. The girls also made their own applications for their phones. This involved them coming up with their own ideas for their apps, planning, coding and building the app. On return to school we completed our coding journey, building algorithms for everyday systems such as traffic lights and automated car parks.

DRAMA

In this tumultuous year it has been an absolute pleasure to see girls returning to creating live, physical drama in both lessons and extra-curricular endeavours. You may have been wondering what on earth the girls can have been doing during the lockdown months during their drama lessons; well, it's been really interesting and varied. Upper 3 worked with a short text and came up with set and costume designs then went on to adapt a scene from their favourite novel, employing their creative writing skills.

Lower 4 focused on a Shakespeare project and the play 'A Midsummer Night's Dream' where they created beautiful sets in shoeboxes, the fairy kingdom or the lovers' forest in miniature, thinking about shape, colour and texture of their materials – the quality was absolutely amazing and many are still on display in the drama department. The Upper 4 continued with their Modern Slavery Projects and focused on creative writing and theatrical design with some really strong and moving results. Our exam groups, of course, could continue with their studies working towards written examinations and completing independent coursework.

We were ahead of the game in terms of practical assessments for our Upper 5 and Upper 6 students and were lucky enough to have been able to complete both components 1 and 2 for each year. Devised projects for the Upper 5 consisted of creating pieces around the topic of 'Conflict' – our



three groups working from exactly the same portfolio of stimuli came up with three wildly different shows; one exploring social anxiety, one exploring the effects of the pandemic and one looking at sibling relationships. Our Upper 6 group, using the play 'Beasts and Beauties' by Carol Ann Duffy for inspiration, created a riotous dystopian romp through the political minefield of the past year, exploring particularly themes of corruption, sycophancy and division. Scripted work took the form of largely individual monologue work with some duologues and small group work. Pieces were of a sizeable length and styles ranged from more modern pieces to Shakespeare, Sartre and Wilde. Our exams were filmed this year and marked and moderated in house.

As a department, coming back after last Summer with many restrictions in place, we decided to run after school workshops for the KS3 students to give them some dedicated time towards their practical drama. They were really great fun and hopefully kept students ticking over. The Upper 4 had a lunchtime film club that ran throughout the Autumn Term and gave a taster as to what acting for camera and being part of a production team might feel like. After school filming was great fun and the girls produced some really interesting work.

LAMDA exams took place live this June with a visiting examiner in place to see and hear the wonderful work that Mrs Leonard has shaped along with the girls.



There were examinations in both Verse and Prose and Acting with grades from Grade 3 right up to Grade 8. At this point we are still awaiting the results.

Our Lower 6 production of 'Macbeth' towards the end of the Summer Term was a triumph. What started as a whole Sixth Form piece had to be pared back to just Lower 6. The girls totally stood up to the challenge and, directed by Mr Ganley, they managed to produce an utterly brilliant, spine-tingling show. Over four performances the cast performed to around 170 people; there were two internal matinees for the school community and two evening shows for parents and general public. The play was set in-the-round and really allowed the girls to inhabit their characters fully; Lizzie as Macbeth was utterly compelling. The show was double cast giving both Adelaide and Anna the opportunity to bring their individual take on Lady Macbeth which was really thrilling; Adelaide's version was highly driven and cut-throat whereas Anna's was more bloodthirsty and unhinged. The whole cast brought an exceptional amount of energy to the stage and managed to deliver a whistle stop hour and 15-minute abridged version with great aplomb. It was an absolute treat to end the year with an actual live theatre piece in front of, an albeit reduced, live audience. Roll on next year when we have a lot of performance opportunities planned for girls across the school.



ENGLISH

Well, you'd be forgiven for thinking that lockdown had reduced the excitement of the English Department's year; after all, it's been another year with no annual trip to Stratford, no theatre visits, no poetry competitions, no writing workshops and, instead, a year of lockdowns and remote learning and screen time. However, despite all of this (in true Maynard spirit) we're a department who have much to celebrate as we reflect on the past year.

It firstly should be emphasised just how proud we are of the students' engagement and enthusiasm for their English lessons. Despite everything going on around us in wider society, we've found great comfort and enjoyment in our teaching of them this year and in sharing our love of literature.

We're a positive bunch in the English Department, and it seems perhaps that these strange times have provided some exciting new opportunities for us. For starters, it did give us a chance to introduce new texts and writers to the English curriculum, providing the girls with better representation of different voices and perspectives. Moreover, this year also saw the launch of a new literacy programme in Key Stage Three which allowed students to work on fundamental skills critical to future success. New reading initiatives also allowed students to engage in the always important task of

broadening their vocabulary – supported by new school-wide programmes like 'Words of the Week'. Our girls will be Countdown stars in no time at all! We've also been impressed and inspired by the girls' reading this year; they have clearly found solace and enjoyment in reading through these tough times and we have had over fifty students read over a million words this year. This is a figure way up on previous years, so perhaps we have discovered one positive COVID side-effect!

We've also been so proud this year of our fantastic Sixth Formers and Fifth Formers who have studied hard to attain impressive assessment banks in their summer assessment series. What gives us, perhaps, most satisfaction is when students decide they want to take their love for English to the next level and continue their study at university. Nearly a third of our English Literature students are going into Literature or related disciplines at university next year (including success in the Oxbridge application process) and we wish them all the very best. We have no doubt they'll be hugely successful in this pursuit.

Overall then, we share everyone's wishes of a safe return to normality – trips, events and fun – but until then, perhaps we should all be reminded of the need to focus on the positives of what we can achieve, even in difficult times.



FOOD & NUTRITION

Our talented Food and Nutrition students have embraced their full cookery programme this year – both in school and online. They have delighted in producing exciting bakes and dishes and have been proud to present their work to the highest standard. Indeed, many of our students got quite creative when taking “magazine-quality” shots of their completed dishes!

Year 6 girls have 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: designing and creating perfect crackers with a good “snap”, delicate choux pastry swans with Chantilly cream, and scrumptious fruit tarts with homemade crème pâtissière! They have also learned about the Healthy Eating Guidelines in greater detail whilst producing yummy recipes such as (the favourite) chickpea stew and tandoori salmon with saffron rice.

The Upper 4 have been working enthusiastically learning how 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 with mushrooms or spinach. Once again, the Upper 4 annual Christmas cake display was a huge success with some superb cake making and inventive design skills evident.

During lockdown we continued to cook challenging recipes, albeit from home, where many had the added treat of being able to use the dishwasher instead of washing up by hand! Learning how to reduce the saturated fat content of foods, we made a delicious moist chocolate olive oil cake, and when studying vegetarian and vegan diet we made a delicious lasagne and spinach, sweet potato and lentil dhal. Once back in school, we continued to learn about the important role that nutrition has within the teenage body by studying foods high in iron and calcium, when we made delicious liver pâté, super green mackerel salad and, our finale of the year, the popular summer strawberry and white chocolate mousse cake.

Our GCSE students have been designing and investigating a range of food science experiments in addition to honing and developing their practical skills (both in school and remotely). We have learnt how to bone a chicken, fillet fish, make mayonnaise, Hollandaise sauce, julienne vegetables, make tortellini and to try their hand at molecular gastronomy by making reverse spherification ‘fruit puree caviar’ 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 and the perfect preparation for transition into university life!





GEOGRAPHY

We rounded off the last academic year by celebrating with our Upper 5 and Upper 6 who, despite having their GCSE and A-level exams cancelled, were richly rewarded for their consistent efforts during the academic year. Some of our Upper 6 chose to pursue degrees in Geography or were looking at specialising in courses such as Earthquake Engineering at Masters level. Equally, many of our Sixth Form students continue to embrace the opportunity for in-depth research into Geographical issues through their EPQs; this year's cohort are currently studying topics which include investigating geographical issues such as the impact of Voluntourism on communities in Asia. These are really good examples of the academic challenge and extension provided in the Sixth Form.

Many of our Key Stage 3 pupils took the opportunity to enter the RGS 'Young Geographer of the Year' competition. Our Upper 6 produced a stunning array of Independent Investigations for their A-level course; from examining the impact of different land use on carbon storage, to estimating the effect of management on carbon storage and

fluxes in woodland. One of our students completed a fantastic investigation into whether people's perception of Greenspaces had been influenced with the COVID lockdown.

During the summer some of our girls enjoyed a break in restrictions, travelling to London and examining the impacts of gentrification in Shoreditch. All these investigations were independently conducted during the summer 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.

During remote teaching we were 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 both 'big data' and our own fieldwork data collected through specialist apps. Some of our students signed up to skills development sessions online including the 'Girls into Geoscience' conference with Plymouth University and an RGS training day on using ARCGIS (a GIS platform).



Normally the Autumn Term would be packed full with co-curricular activities, for example our GCSE Fieldwork and numerous conferences/lectures. Unfortunately these were curtailed again by COVID lockdowns and, like most schools across the country, we were forced to cancel our much anticipated Geography trip to Sicily.

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 their GCSE fieldwork, as well as an array of KS3 fieldtrips. Instead we were having to rely upon Google Earth to get an insight into the Physical Landscapes of the real world!

This summer we have been lucky enough to experience two fieldwork days with the Lower 5 - one on the River Otter investigating how the channel changes along its course and the second examining Urban Regeneration in Princesshay. Both welcome opportunities to get back out into the field.

We have also launched our next overseas trip to Iceland and have everything crossed!



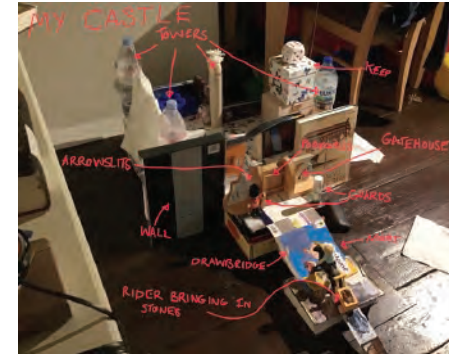
HISTORY

This has been a remarkable and memorable year for so many reasons; first and foremost being the way our students and staff faced the challenges presented by COVID, kept calm and carried on regardless!

Our year began with a heartfelt sense of relief that our Class of 2020 had managed to achieve the grades they so deserved despite the ups and downs of the summer. We were delighted by what they accomplished and, at the time of writing this, are still looking forward to

finally welcoming back our A-level old girls to toast their achievements!

September brought with it a plethora of changes that our students took in their stride. Gone were the trips letters that would usually be handed out at this time of year, inviting our students to travel to exciting UK and overseas historical locations. Instead, the girls responded quickly and positively to the new challenges of bubbles and blended teaching, combining classroom lessons with teaching via Teams using classroom



cameras – a situation that was soon to be overtaken by events and a return to remote learning from home.

However, across the age-ranges, our historians were outstanding in the manner with which they rose to the second and third lockdowns. Some moments that really stood out were our Upper 3s creating their own DIY medieval castles from what they had at home, our Lower 4s creating beautiful wall displays on how the Tudors used imagery to impress; and the extraordinary variety of



wonderful and creative First World War projects from our Upper 4s. Whether they created a complete scale model of a frontline field hospital, or a piece of poetry, every project was remarkable in this 100th anniversary year of the Royal British Legion.

Last but not least, our GCSE and A-level students have impressed us all in their efforts to not only complete their exam courses but excel in them. We are immensely proud of all their hard work throughout COVID and wish them luck in

their exam results this summer and every success for the future!

Whilst there have been activities that we have been unable to do and places we have been unable to visit during the course of this last year, it will nevertheless stand out because of something more: the wonderful 'can do' spirit of our students and the time and energy of our staff that have been second to none. Needless to say, however, the next History trip is already being planned!



MATHS

Once again, our wonderful students provide the narrative for our 2021 departmental report, sharing their experiences, reflections and thoughts on what has been an extraordinary year and a hard to forget period of their young lives.

Effie, Rose M and Merrie from Upper 3

Although this academic year has certainly been different from others, it didn't stop us from learning new maths and producing some amazing work. We recently learned about cardioids and other mathematical curves; constructing and drawing our own cardioids brought a lot of excitement and fun, especially when choosing a colour scheme! Our Sparx homework was very easy to use and the related reward system encouraged you to finish it. Whether in lockdown or in school, our teachers always lighten the mood and make an

hour-long maths lesson fun. This year has taught us many things and we feel prepared for the rest of our mathematical journey at The Maynard.

Isla and Poppy from Lower 4

Over the school year, maths has given us many opportunities to move away from the ordinary; the Junior Mathematical Challenge enabled us to use what we have learnt in class to solve advanced problems. To prepare for it, we worked through problems together and tried different methods; if we needed help or guidance, we had plenty of resources at hand! Whilst problem-solving already allowed us to think imaginatively, we also engaged in creating mathematical artwork, building 3D nets of Angry Birds and designing our own 3D places or cities on isometric paper. In the Summer Term we also investigated properties of

shapes by constructing lines of symmetry and drawing pictures with rotational symmetry. Maths has been really fun and creative this year with our amazing teachers!

Summer from Upper 4

Even through online learning, the Maths Department has supported us; it was really easy to access work and educational material, especially with resources such as Dr Frost and Sparx. We had fun activities as well - for example, at Christmas time, we worked on the 12 Days of Christmas and learned about patterns and sequences. When using Sparx, we also had support groups and I could contact Mrs Dersley without any problems: I feel that she is always there, also helping during any lunchtime if we find anything tricky.

Claire, Emma W, Katie and Helena from Lower 5

Maths at The Maynard has always been engaging, fun and challenging and it certainly continued to be so during lockdown. Our teachers would call us on Teams and give us a starter to ease us - sometimes not too gently! - into the lesson. Teachers used a visualiser to help us take good notes and even taught us some songs which we could sing along to at home in front of the computer screen to remember formulae, like the quadratic equation song to the Flintstones' theme or the area of a trapezium to "Pop goes the weasel"! Online resources like Sparx and Dr Frost Maths enabled us to practise GCSE topics giving us individually tailored questions, while the teacher could see if help was needed. This was great, it made it so easy to ask for help. Despite lockdown learning being so good and easily adjusted for, we are all very glad to be back in the classroom learning together!

From Upper 5

Hansini - Even though the past year has been quite tough with long distance learning, it managed to open new opportunities in every subject. I personally really enjoyed the website Sparx since it allowed me to practise at my own pace and the teachers were always there for any questions. Once we came back, there was always a sense of calm in Mrs Woulfe's lessons, even though the mini assessments were looming around the corner; her revision sessions were reassuring and helped us get on with our work.

Manon - Maths GCSE has been so much better than I had originally expected and the teachers have given me so many resources that have helped me so much! Sparx maths helped me a lot when I was preparing for the mini

assessments at the end of the year; its different levelled exercises that suit your individual abilities were so useful! If you're lucky, you might even get to hear about Dr Merisi's foxes!

Mar - Before I started the GCSE Maths course at The Maynard, I wasn't very interested in maths, but the experience here has made me love the subject to a point where I am now doing it as an A-level! The teachers in the maths department could not be nicer or more patient with me and all the other girls. Lessons in school and even the virtual classes have always been so much fun.

Luckily teachers handled these past two years really well - even with COVIDaround - giving us lots of very good resources like Sparx or Dr Frost which have helped us all the way through the course. I could not be happier with my experience with maths at The Maynard!





Poppy and Shirah from Lower 6, speaking as new students, reflected on why they love studying maths at The Maynard and why – as they put it – “you should choose it, too”!

Maths is a very enjoyable and useful subject to take for A-level; our teachers strive for an engaging learning environment and are very encouraging and happy to help whenever we have any questions. Thanks to the small class size, we have encountered a more personalised teaching approach which means everyone’s needs can be addressed. The course is fun but challenging; a large proportion of material differs from GCSE which means that lessons are always interesting. We particularly love our graphical calculators which are full colour and high resolution, with many functions that have proven incredibly useful. In the words of one student, they are a “lifesaver!”.

Anna, also from Lower 6, wrote about her first year of Further Maths.

I never thought I’d laugh so much in a further maths class! Between stories (often ending with Dr Merisi getting in trouble for climbing on statues of famous mathematicians), to deciding which chicken to have as our Zoom backdrop, to

learning decades of maths in a single hour lesson - it’s fair to say maths has it all!

A-level has totally transformed what we originally considered “maths”: It’s a lot more like a puzzle and less rigid with surreal concepts of irrational and imaginary numbers which can start to make maths look “utterly bonkers” – Dr Henderson’s thesis looked like it was written in hieroglyphics!

We’ve had our brains numbed by integration and logarithms (and the fact that $1+1$ can actually equal 3!) but we have also all felt the “eureka moment” and enjoy writing QED – which you’d write if you prove a completely new theorem that has never been done before! – after every proof just to annoy Mr Bowler. We are also extremely proud of Dr Henderson who has won Funniest Mathematician of the Year (on Twitter) and it was worth the hour lesson he spent trying to explain the joke using binary! And we are all equipped with a party trick which allows us to subtract any decimal number from 1 extremely quickly without a calculator - can’t wait to try this one out when parties are back on! We’ve had a great year studying maths, despite online learning and the regular maths presents including “the bumper book of 2500 integrals” will definitely keep us entertained over the holidays!

Nell and Sophie from Upper 6

A-level Maths at The Maynard has been a valuable and enjoyable journey despite a challenging 18 months. Our learning experience has been extremely consistent and fun thanks to the tireless efforts of our teachers to provide engaging lessons both in class and live over Teams, from mastering integration by parts, to learning how to attach a virtual background for the “theme of the day”. Throughout the entirety of the course, we’ve been able to access our teachers for additional guidance and specific support at any time. This has been greatly beneficial in building our confidence and honing our skills, enabling us to thrive in a demanding subject. We were also given other opportunities to expand our mathematical knowledge, for example taking part in the UKMT Senior Mathematical Challenge. Our class – aka Dr Henderson’s gifted seven – was both small enough to have a tailored learning experience but large enough to accommodate stimulating conversations, meaning every lesson was in equal parts enjoyable and productive. Having finished the A-level Maths course, we feel we are ready to embrace the demands of higher education in which our acquired skills will be essential.

Margaret, Eleanor, Kassy and Tina from Upper 6

Once we had a lesson where we discussed what flavour a cake representing maths should be. Mr Bowler said it would taste like fishcakes (rich in umami, purely delicious), Mandy said it would be full of chillies (torturous at the start but you’ll fall in love and come back for more) and Margaret said it would taste like marmalade (bitterness from the rind making the sweetness ten times better). Over the last two years, we’ve spent 10 hours a week together trying to comprehend one of the most challenging (but also the coolest!) A-levels, in the craziest year to sit exams. Through that, we’ve met the most amazing bunch of friends ever.

Whatever the flavour of the maths cake is (the metaphor falls apart for fishcakes here, sorry Mr Bowler) they’ve acted as the sugar in it, sweetening bitter moments, there when you need someone to talk to. Our teachers have worked hard to equip us with the knowledge we need, like the baking powder working hard to puff the cake up. Yet they didn’t just teach us, they also acted as the butter, being kind to us and stopping the cake from being dry with their good humour. The maths cake may have been a crazy cake to bake, but every crumb of it was worth it.



Shweta from Upper 6

I have always considered maths one of my strongest subjects; there was however a time when I fell slightly behind on my maths and also had a university entrance STEP exam coming up for which I felt not so well prepared. The Maths Department helped me catch up by providing extra after-school lessons with Mr Bowler and by enabling me to fill my knowledge gaps both in and out of lessons. As I wait to hear the results of my A-levels and STEP, I am really grateful to the Maths Department for providing all the encouragement and support during the best and also the most difficult times.

And now for the teachers ...

As this extraordinary year draws to a close and we say goodbye to our unforgettable Upper 6 groups – wishing them all the best in their future studies and careers – we reflect on how privileged we are to work with such amazing students and within a truly caring and supportive department. Together we all worked our hardest to support our students and one another through the many challenges of the year. We congratulate our latest addition – the brilliant Ms Daniels – on thriving within our team ... “Thank you and well done, Paula, you’re one of us now!”





MODERN FOREIGN LANGUAGES

In September, we were delighted to welcome Mrs Louisa Stanton into the MFL Department, teaching Spanish and French. Despite the various challenges of blended teaching followed by full remote-teaching this year, Mrs Stanton has been a real asset to the department, gaining very quickly confidence from the students and being a very much appreciated colleague.

In MFL this year, all Year groups in Key Stage 3 and Key Stage 4 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! A special mention to Baran in Lower 4 who clocked an amazing 11 hours and 54 minutes on the platform during the year, happily practising her French.

Throughout the year, a superb team of top spellers from Upper 3 to Upper 4 have taken on the ever-popular challenge

of the Spelling Bee House Competition. The competition turned out to be so popular in previous years that we decided to offer it in the three languages for the three year-groups and the MFL staff were blown away by the take up and enthusiasm of the young spellers! After a few spelling test rounds, lots of accurate learning and an outstanding amount of enthusiasm, we could crown the 2021 French Spelling Bee winners. Congratulations to our very talented finalists: Emma (Merchants), Harleigh and Amelia (Armourers), Hannah Sophia (Haberdashers), Margot (Goldsmiths), worthy winners of a lot of Greens and a nice prize each. Special mention to Emma, who across the three rounds scored a perfect 100%! The girls in Lower 4 and Upper 4 also enjoyed taking part in the Spanish Mariquita (spelling bee) and the following girls have also all won prizes and points for their houses: Tigerlily (Armourers), Lucy (Goldsmiths), Summer and Hannah Sophia (Haberdashers) and India and Willow (Merchants).

Not only did the girls participate in this

challenging internal House Competition but many students from Upper 3 to Upper 6 also took part in the MFL competitions organised by the University of Exeter to show their creativity, opinion and knowledge of their MFL languages or countries where it is spoken with two questions: 'What is your favourite word in the language you are learning and why?' and 'Which place abroad would you like to visit where the language you are studying is spoken and why?'. Many students are to be commended for their participation in the Stephen Spender Prize of Poetry and Translation, in which they worked really hard choosing a foreign poem and going through the challenges of translating it to keep the rhyming and mood of the original language. It is lovely to see so many girls continuing their independent study of their MFL outside the classroom.

Now in the classroom, in the first term, the Upper 4 used their previously learnt vocabulary on clothes and fashion to add a little French touch to Anti-bullying week and Odd Sock Day and

describing each other's sock colour and pattern and what it meant to be able to "break the uniform code"... Soon after in the term, the same girls used their imagination and courage to perform a 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 beautifully 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 with unusual remedies to ailments that no doctors have thought of before! Healthy lifestyle being one of the key topics taught in the French curriculum also saw some very nice New Year's resolution posters, showing the evolving language influencing the girls' work with "Je vais porter mon masque tous les jours pour protéger la communauté et espérer un déconfinement rapide" (face mask and lockdown release having entered the dictionary in 2020!).

During lockdown, the Lower 4 excelled in their presentation (both oral and written) on their Dream House. What a lovely thing to do to be able to dream about a house where no financial restriction or location were given! The girls loved playing the role of the estate agent to present their chosen house in French and make everyone dream! The same year group managed to produce fantastic remote work with extended pieces of writing in German, where they were all asked to write a weekly planner to a friend who is about to visit them (they were all dreaming of being able to do that I am sure - not writing the planner but having the visits).

This surreal time of lockdown has taught us many a thing, the second lockdown this year enabled us to do more technical



activities (almost as if both students and staff had become experts in the field of remote learning and teaching!). This time has taught us many new skills and we are pleased and proud that the girls have so readily taken these on board and produced amazing pieces of work.

Despite all our efforts, remote teaching and COVID restrictions do come with their limitations and a lack of personal touch and we are all looking forward to giving the students a chance to travel and go on language trips for them to use their classroom-learned language in authentic situations. Mme Smith's well-established Key Stage 3 French enrichment course will hopefully go ahead for Lower 4 and Upper 4 girls in April/May 2022. Fingers crossed 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. The girls in Lower 5 and Upper 5 are hoping to be able to travel to Málaga at the start of the October half term for a 4-day intensive trip of language school and sightseeing. The trip has proven to be very popular after over a year of travel restrictions, and at the time of printing we are still hoping to be able to go ahead.

It is last but not least time for us to say our fond farewell to two members of the MFL Department: Mrs Christine Morton who joined us 4 years ago and who has done a wonderful job building the Spanish department with an unbelievable curriculum programme and resources, and who has enthused so many students with her great professionalism and fondness for the Hispanic culture and language. Mrs Morton also took a group of very lucky girls to a school trip to Valladolid - which will be remembered by all who took part. She will be remembered for her caring nature as she will have seen many students get through their exams with calm and reassurance. Mrs Morton will be, no need to say, a very missed member of the MFL Department, thanks to her breadth of experience and influential character but we are wishing her the happiest retirement. On a similar note, we are wishing a very good luck to Mrs Stuttaford, who is off to pastures new after spending three and a half years at The Maynard School. Not only has she enthused many students with her passion for the German language and culture, we thank her enormously for having organised and taken the students on the German exchange in Hildesheim - a memorable experience for many students. Indeed, bringing language learning alive with real cultural events is key to a thorough understanding of what is at stake when acquiring linguistic skills; skills that will stay with the girls forever. Mrs Stuttaford will also be remembered by our Junior School pupils whom she has taught with calm, patience and enthusiasm for these past few years. Good luck to both our dear colleagues on their next exciting chapters in their life.



MUSIC

What do you do when you are unable to make music and perform for a whole school year? Take part in two world record attempts, obviously!

With nearly all of our ensembles unable to run and live concerts also not possible under COVID restrictions, everything this year has moved online. Online class concerts, an online music celebration weekend with solos from our Upper 6 musicians, an online Christmas Celebration and an online House Music Competition were just some of the ways in which we had to adapt.

We have still tried hard to play a role within our local community and we were delighted to be able to record music at Christmas for both the Lord Mayor's message to the city and for Hospiscare's Festival of Light. The Performing Arts Centre became a recording studio for a day, complete with foliage and candles to create a festive atmosphere. A

massive thank you to Mr and Mrs Daws for all their help with making us look and sound so good!

Class music lessons have been rather different as, for much of the year, we could not play instruments or sing in class. Hooray for Tik-Tok and video-editing when we were working remotely! Our Key Stage 3 classes adapted brilliantly to class concerts online and what an uplifting experience it was! With remarkably few technical issues, the girls had the option to perform live from their home, pre-record and upload/share, produce a presentation on a musical theme or read a poem.

There were performances on the piano, guitar, clarinet, violin, ukulele, recorder, saxophone, bass guitar, viola, singing, flute, French horn, drums, virtual keyboard and percussion. There were also a few poems (including original works) and presentations on a range of



subjects from Beethoven to Whitney Houston. Every girl who performed or presented really made an effort to practise and prepare making for some very joyful lessons. The girls were fantastic at supporting each other and commenting positively in the online chat. It was a really heart warming way to end remote learning in music.

As for our two world record attempts...

In December, Upper 4Q joined a live stream music lesson with Jamie Cullum, the jazz-pop singer-songwriter and radio presenter, in his attempt to host the largest music lesson in the world. He had managed to pull in a few celebrity favours with musicians such as Robbie Williams beaming in good luck messages. It certainly brightened a very cold, grey December lesson! More recently, on 15 June, Years 3 and 4 managed to contribute to a Guinness World Record attempt. They joined the livestream from the O2 from Young Voices in the attempt to break the world record for the most people singing simultaneously. Over 350,000 tuned in from around the globe and sang Bill Withers' 'Lovely Day', specially arranged for the occasion.

Finally, this summer sees us say farewell to someone who is nearly a record breaker in the number of years she has taught at the school; Mrs Cristine Austin joined the teaching staff in 1980 and over the past 41 years has not only been a fantastic Head of Junior School Music and a superb oboe teacher, but the most amazingly encouraging teacher and kindly colleague. We do wish her well in her retirement and trust that she will now have the time to go to all the exciting concerts she wishes to attend!

In the meantime, we are keeping everything crossed that we will be able to return to live music-making in the next academic year and showcasing all the fantastic talent we have in school.



Individual success:	
National Children's Choir of Great Britain	Lizzie Z, Merrie H, Isabelle R
Devon Youth Symphony Orchestra	Alice P (violin), Thalia G (flute)
Devon Youth Jazz Orchestra	Kristina P (saxophone)
Devon Youth Concert Orchestra	Annabel T (flute), Honey H (saxophone), Millie A (violin)
Devon County Junior Choir	Isabelle R, Edrea F, Ida M, Freja M
Schola Exe (the County Senior Choir)	Merrie H, Amelie H, Chloe H
Benedetti Foundation online, international courses & recordings	Zoe C (viola)
Pipe Up (Devon organists)	Alice P
Grade 8	Kristina P (violin, distinction), Susannah L (voice, merit), Emily H (piano, distinction), Natalie C (voice, merit)



P.E.

We thought the end of the last academic year was strange with the first lockdown but this year, with all its COVID restrictions, has meant huge changes in the way we delivered both our PE & Games curriculum and our extra-curricular provision.

The lack of inter-school matches and the need to stick to year group bubbles lead to the PE Department offering an increased provision for activities: basketball, Tennis Academy and Key Stage 4 & 5 fitness classes took place before school, lunch A & lunch B clubs activities ran every day and we opened up our after-school clubs to everyone. Alongside the PE staff, we had wonderful support from other members of the Maynard staff. This meant we had an excellent offering and a huge take-up of all our extracurricular clubs.

Autumn Term was all about keeping the girls in bubbles, having fun and mixing up the traditional Autumn Term activities to include some of the Summer Term



sports that had been missed. The girls particularly enjoyed the introduction of cricket and football and we also managed to get offsite for a number of hockey sessions on the University Astro Turf, before the COVID outbreak at the University and further government restrictions meant we had to think again.

Spring Term: Remote learning was the order of the day for much of the term. 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 understood the importance of keeping active for both their physical and mental health.

During the spring lockdown the girls and staff took part in the Lockdown

Distance Challenge. They were tasked with completing as many miles as they could over lockdown either on bike, foot or horseback. The overall mileage covered was an astounding 5,322 miles, with Armourers winning this with their contribution of 2,014 miles!

Summer Term: Things started to feel a bit more normal and our morning games sessions up at the Arena for athletics were an absolute joy; the girls enjoyed the freedom and space to challenge themselves on the track and in the field events. The culmination of all their training and hard work was a fantastic Senior School Sports Day at the Arena. This is a day that brings the whole school community together with everyone playing a part, whatever the event, and it was just fantastic to soak up the atmosphere and witness the incredible support shown to one another! It really was the best end to our sporting year and very many congratulations to Goldsmiths for winning the House Shield with an impressive 584 points.



Some Highlights

Exeter Chiefs training with the Lower 4s & Upper 4 Rugby Club: Our long-awaited coaching with Exeter Chiefs finally resumed again in earnest. The entire Lower 4 year group received top quality coaching from the Exeter Chief apprentices and all the students enjoyed learning new skills and getting to grips with passing backwards, culminating in some fantastic House matches to finish off the term.

We also set up our first ever **Maynard Rugby Club** with our talented Upper 4s, travelling every Wednesday after school up to the Exeter Saracens RFC for training. This group of girls (and their coaches) had so much fun and made tremendous progress. Passing, kicking and tackling skills have translated into strong game play. We look forward to next season and hopefully some matches. We are so grateful to Head Chiefs coach, Susie Appleby, and her team of apprentices for their planning, organisation and enthusiasm; the students absolutely loved their sessions and can't wait for next season.

Tennis: Although inter-school matches were still not a possibility we managed to participate in the LTA U15 & U13 team fixtures and our Senior U18 team found success in the Aberdare Cup, with wins over Millfield Prep and Talbot Heath. Wonderful performances against Millfield Senior School in the Regional final showed just how strong this team is. The U15 and U13 competitions will continue into next term and we hope both the A teams will gain a place in the County final.

Dance

Despite all the restrictions with COVID and 'bubbles' this year, new opportunities for dance arose with excellent participation and leadership demonstrated throughout the school.

The year began with our first ever virtual solo dance competition. With 15 entries it was a tough competition and the top 5 were awarded to:

Anna (Lower 6) - 1st place with her beautifully edited contemporary/African dance on the beach
Sophia (Lower 5)
Harleigh (Upper 4)
Summer (Upper 4)
Effie (Upper 3)

All five dances were then entered into the Great Big Dance Off National Competition where they all achieved a top 10 finish in the South West Region.

With the sudden arrival of the second lockdown in January, we continued our dance remotely whilst also working with the Key Worker School to produce a beautiful contemporary piece, "Wings", that was performed to year groups in the Junior School. Equally, a weekly dance club gave us all a welcome break from our computer screens.

Due to the success of our first dance competition, Anna in Lower 6 introduced a virtual group dance choreography competition in the Summer Term and it was amazing to see how much the KS3 pupils had developed their choreography skills throughout the year.

The top five were:
Summer (Upper 4) & Sophie (Lower 4)
Isla & Margot (Lower 4)
Grace & Isabelle (Lower 4)
Effie & Aina (Upper 3)
Rose & Rosie (Lower 4)

KS4 and 5 pupils: Anna, Sophia, Thea, Annabelle and Bella also proved a massive help by helping the younger girls with their choreography and marking the competition.

The year finished with a lovely summer celebration of dance where the competition entries performed a piece with snippets from their solo and duo choreographies.

A real highlight of the year was the **U5 Sports Leaders** programme and, despite the second lockdown halting the course temporarily, in true Maynardian style the girls were desperate to complete the requirements and even came into school after their teacher assessments to finish the qualification. They really had to think about the leadership opportunities they could take part in this year in order to complete their leadership hours. This resulted in an array of activities, from helping out with clubs such as Pre-Prep martial arts, dance club and morning basketball, to running House tournaments for their peers, as well as sports festivals for Year 5 and Year 6. Not only did they have to work with different age groups, they had to ensure social distancing and COVID precautions. It has been really lovely to see the girls develop their confidence and also demonstrate such resilience especially after the lockdown and with the teacher assessments.

House Competition: Throughout the year the girls have competed in many House sports events including Cricket, Rugby, Netball, Hockey and Rounders as well as finishing off the school year with our annual Sports Day. The Upper 3 and Lower 4 girls also completed quick 60-second challenges during their PE lessons in lockdown with their scores also going towards their House teams. The girls thoroughly enjoy the House competitions and it allows for healthy, but inclusive competition.

A-level: We said goodbye to our amazing, talented and hardworking Upper 6 A-level PE students in the summer. They performed extremely well in their final internal assessments; so well deserved as they have been outstanding over the past two years and we will miss them enormously. We know they will go on and find huge success in whatever field they choose. Equally, our Lower 6 group have made an excellent start to the A-level course and we are so excited to be offering GCSE PE for first time starting 2021.



The academic year of 2020 – 2021 proved to be another challenging but successful year for the Religious Studies department. Both staff and students have adapted quickly to the various changes presented by ‘bubbles’, ‘blended learning’ and the remote teaching on Teams during lockdown. For a subject in which discussion and debate are such key learning activities, this has not been easy – but the girls showed impressive adaptability and soon found new ways to share ideas. The challenges also presented opportunities to get creative and to learn and think about religion and philosophy in new ways, using impressive technological knowhow.

We could also use online forums to engage with guest speakers. The Upper 5 GCSE RS group enjoyed a fascinating lesson with Ian McClary, a deputy headteacher and Stonewall Ambassador who discussed issues relating to faith and sexuality, prejudice and homophobia. This helped to deepen their understanding of diversity within faiths and the importance of historical context in exploring and applying religious texts. This also supported their preparations for their GCSE Assessments, in which Relationships and Families was one of the themes assessed. Like the Upper 6 students, the Upper 5 should be proud of the hard work they put in to prepare for

these assessments and richly deserve the qualifications awarded in August.

As we approach the end of the year, it's so good to be back in classrooms, without masks, for face-to-face learning. Among the highlights since we have returned to school was the Eid-ul-Fitr party in which the Lower 5 GCSE RS students shared various traditional and non-so-traditional sweet foods to mark the end of Ramadan. Sharing food and being in community with others is such a fundamental aspect of all the world faiths – and definitely a popular part of studying RS at The Maynard!

SCIENCE

Again, this year has highlighted the importance of education in Science. Internationally, scientists have developed safe and effective vaccines for COVID-19 at unpredicted speed and the rapid delivery of the vaccination programme in the UK has led to the easing of lockdown restrictions and considerable hope for a return to normality. What a staggering achievement! As ever, it is a privilege to work with talented and enthusiastic young scientists at The Maynard and it is inspiring to consider the contributions to scientific fields that they may one day make.

Despite the implementation of a second lockdown in January and pupils being confined to “bubbles” whilst attending school, we have continued to provide a stimulating programme of science, both in lessons and during lunchtime clubs. It was notable that, during the second lockdown, the majority of the Science Department continued to teach in their laboratories (streaming their lessons via webcams) so that they could utilise the apparatus in the department to demonstrate experiments, making their remote lessons both interactive and tangible for the students.



Moreover, whilst the students have been in school they have continued to conduct their normal varied programme of practical work thanks to our dedicated team of laboratory technicians Wendy, Hilary and Lorraine, who stepped up to the considerable challenge of 72-hour quarantining and sterilising equipment stipulated in the government regulations.

As ever, our Upper 3 STEM club proved popular this year. Indeed, such was its popularity that Mr Wood and Mr Ridler had to expand it to two lunchtimes per week to accommodate all the girls. By the end of the Autumn Term, 30 Upper 3 students had soldered their own Christmas Tree circuits complete with flashing LEDs (how many other schools can boast that 30 of their Year 7 girls can solder components onto circuit boards unassisted?) and, during the Spring Term, the Upper 3 STEM club students designed and 3D printed their own personalised keyrings and mobile phone holders, using tinkercad and the school's 3D printer.



This year Mrs Wood started a new Chemistry club for the Lower Four. This club proved hugely popular, with over half the year group getting stuck in to some exciting (and often messy!) practical work. The girls made bath bombs, foam fire extinguishers and snow scenes with crystals, they extracted essential oils from oranges, investigated the chemical components of egg shells and colas and even let off some excellent bottle rockets.



Herschel's Comets, our Lego Robotics Club, have spent the year preparing for the competition next February. We have been using our time to hone programming skills and develop different gadgets for their robots. Club members are Hannah C, Claudia E, Baran F, Rosanna G, Emily H, Tigerlily M, Lucy N and Poppy S. They have made such rapid progress that they are already some of the best programmers we have seen.

Fortunately, we were able to host some exciting science events during British Science Week. The pupils in the Upper 3 STEM club designed and built model waterwheels and conducted an investigation, which involved an inflatable paddling pool, to determine the optimum number of plastic cups for their models. Our Upper 4 students participated in the 'Egg Demolition Challenge' in which they built wonderful contraptions to fling their chocolate eggs at a wall with the aim of knocking as many bricks out of the wall as possible, which provided much “egg-citement”.

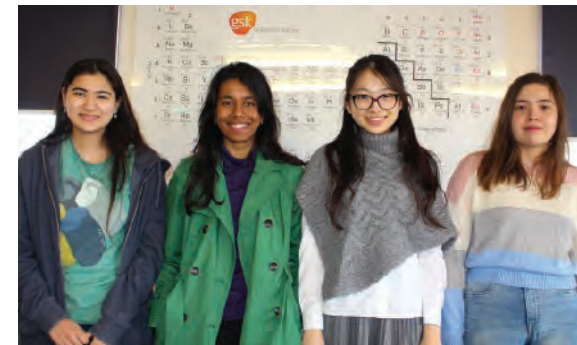


The Youth STEMM Award has gone from strength to strength this with a record number of girls from the Lower 5 to the Upper 6 participating in the scheme. The scheme aims to “support and inspire the next generation of STEMM professionals” and it is certainly ensuring that the girls look beyond the science curriculum to develop their knowledge and ideas. They have been characteristically resourceful and used their newly-found remote learning skills to clock up many hours of extra STEMM learning. This has resulted in our first gold award at The Maynard; Poppy F in Lower 6 has run charity awareness days, set up a STEMM Instagram account and tutored younger students remotely, amongst many other activities, to achieve this prestigious award.

Helena S and Hattie T have both achieved their bronze awards and many

others are well on their way, too. The second lockdown delayed our recycled greenhouse project, but excitingly, this project is now back up and running. Our wonderful science technicians and estates team have masterminded the structure and now the girls can begin building in earnest. We can't wait to get growing!

STEMM trips have been on hold this year, but this hasn't stopped us from looking to the wider community to expand the girls' learning; in the Autumn Term the Lower 6 biologists attended the AXA Coral Live lesson from Edu Encounters where we connected in real time with Biologists working on the coral reefs in Curacao in the Caribbean and, in the Summer Term, they were given a remote lesson from Dr Kim Gooding, a postdoctoral research fellow from the world-leading NIHR Clinical Research Facility in Exeter.



In May, our Lower 6 Chemists were all able to participate in the new remote version of the Schools Analyst Competition run by the Royal Society of Chemistry. In a change from the usual approach the chemicals to be identified were supplied to the school, and they spent an afternoon trying to identify materials that had become separated from their labels in an industrial accident. It turned out that not only were the labels wrong, but there had been mistakes in the manufacture as well!

As usual, our students have achieved stellar awards in Science Olympiads. In the British Biology Olympiad, Margaret J achieved a Gold award, and was subsequently selected to participate in the international competition, Sophie F achieved a Silver award and both Kitty G and Katie S achieved Bronze

awards. In the UK Chemistry Olympiad both Margaret J and Nicole C achieved Silver awards, and both Mandy C and Shweta B achieved Bronze awards. In the British Physics Olympiad Senior Physics Challenge Gloria C achieved a Gold award, ranking her in the top 780 Physics students nationally, Isabelle I achieved a Silver award and Alice P, Charlotte G and Althea C achieved Bronze Awards.

Another notable achievement this year, and I believe a Maynard first, was Shweta having a paper accepted for publication in a scientific journal. Her paper “Autonomous cars: A review of the ethical, social and economic implications of the AI revolution” was published in the International Journal of Intelligent Unmanned Systems. Becoming a published scientist is a phenomenal achievement for a Sixth Form student.

Subsequently, Shweta also received a Gold CREST award for her paper.

As always, we wish our Upper 6 Scientists well and we look forward to hearing of their future achievements. We are delighted that, as usual, 50 % of our students have chosen higher education in STEM fields this year.

We also wish farewell and good luck to two highly-valued members of the Science Department. In June, Wendy Holt, our senior science technician, left us after working at The Maynard for over 14 years. We shall miss Wendy's skill, dedication and reliability both as Senior Laboratory Technician and Physics Technician. Mr Darcy will be leaving at the end of this academic year. I know that the students will miss his excellent lessons and his enthusiasm for Biology.



TEXTILES

Despite missing out on some IRL lessons this year, our creative A-level students have stepped up to the mark and continued to design and make innovative Fashion & Textiles pieces, as well as expanding their knowledge and honing their written and examination skills throughout the year in both “live” lessons and through comprehensive online lessons and demonstrations.

Following in the departmental tradition of “Innovation and Experimentation”, our second year A-level students have continued to invent new design solutions to real-life fashion needs. They are certainly not afraid of a challenge and have created their own bespoke fabrics: such as using biodegradables, felting and free machine embroidery. One student’s love of the Two-Tone music movement whilst also wanting to raise awareness for the BLM movement culminated in a partially “dissolvable” dress design, giving two looks in one – symbolising the coming together of these important and contemporary ideas.

Another student has mindfully sourced discarded computer and electrical wire, which she then stripped and sorted into usable components, and created Missoni and Halpern-inspired knitwear designs! Her innovative knitwear design is intended to be worn with a sequin embellished printed satin dress. She also invented her own monoprinting process and manufactured her own sequins from parts of the electrical cable!

Once again, their individual coursework 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. Reduction of the impact of fast fashion and a more sustainable, conscientious approach have been a main focus of their work. Our first year students really want to promote the idea of slowing fashion down and designing and creating unique pieces that will be cherished for a lifetime.

Girls from Years 6, 7 (Upper 3) and 8 (Lower 4) have embraced the online and at-school challenges of Textile lessons this year and have produced

accomplished creative work. Year 6 have completed their cute dogs and beautiful, hand-crafted “Impressionist” felt bags; they made precise repeat printed textile drawings for a nightwear collection. Upper 3 have designed and created wonderful transfer, screen, woodblock and marbled printed fabric swatches to complete their world-culture-cushions.

Lower 4 have designed original and exquisite, hand painted silk scarves. They have also learned the craft of hand embroidery to design and make bespoke embellished purses. During lockdown the girls have expanded their research and design skills and have produced exciting mood boards, theme boards and original design work. The girls also became very creative when recording their efforts and sending in “arty” digital photos of their work!

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



UPPER 5 PROM





THE MAYNARD
**SIXTH
FORM**



“When life gives you lemons, make lemonade.”

THE SIXTH FORM

This simple phrase neatly sums up the response of the Lower and Upper Sixth this year. I cannot overstate how proud I am of them as a collective. It would have been easy, and completely understandable, for them to feel sorry for themselves, for motivation to drop and for them to lose faith in the older generations who were guiding them. With school opening and closing, governments absolutely stating that exams would go ahead, only to cancel them, delays in assessment arrangements being published by the awarding bodies and universities moving the goalposts on entry requirements, it has been incredibly hard for them. Socially, it has also been tough; to borrow from Brent Hoie, Norway’s Minister of Health, “It’s not possible to return to the summer when you are 17.”

Their pragmatic, can-do attitude, however, has been remarkable. Through months of home schooling, hours of

individual study and all this uncertainty, they have somehow managed to maintain that collective Maynard spirit, working closely with their teachers and carrying each other onwards. It started last summer when the Lower 6 got stuck in to completing their Extended Project Qualifications and A-level foundation courses, quickly constructed by the staff to make sure their minds were kept alert after GCSEs were cancelled. Indeed, the Lower 6 have been amazing throughout, showing remarkable self-discipline and adaptability.

The Upper 6 were equally proactive, with their exemplary attendance and fantastic work ethic during lockdown periods. They adjusted to remote learning quickly, in spite of screen fatigue and the added exam pressure they were under. They also threw themselves into their university applications, completing numerous online courses and attending many a virtual work experience session

to help them stand out from the crowd. On return, this continued, with their preparation for admissions tests and interviews for many. In this cycle, they were often competing against students who had deferred and had benefited from the grade inflation that came with Centre Assessed Grades last summer.

In this climate, to have gained such a fantastic range of university offers is striking: within the sciences students have gained places for Medicine, Veterinary Science, Midwifery, Physiotherapy, Natural Sciences, Chemistry, Environmental Sciences, Cognitive Psychology, Mathematics and Economics to name but a few. Once again, we also have a marvellous balance between STEM and the Arts with English Literature, Law, Geography, International Relations, Theology, Drama and History represented. Destinations include Cambridge, UCL, Imperial, LSE, Bristol, Birmingham, Manchester, Leeds,



Warwick, Exeter, Nottingham and King’s College London. 87% of students hold an offer from a Russell Group university in all.

A special mention should go to Margaret Johncock (Natural Sciences), Sophie Fallon (Veterinary Science) and Raily Graham (English Literature) who gained offers at Cambridge. Similarly, Nell Underhill has performed splendidly, earning a prestigious Degree Apprenticeship in Accountancy and Finance with PricewaterhouseCoopers and Nottingham University. We are also immensely proud of the eight students pursuing a career within the NHS in a variety of disciplines.

The Sixth Form have also shown a striking drive to challenge themselves intellectually. One of our Lower Sixth, Lorelei, has been Highly Commended in a competitive Cambridge University Essay Prize (Computer Science). The excellence

and scope of the presentations given at our EPQ evening was also astonishing; students were taking on topics, such as the use of antibiotics in animals, the works of the composer Hans Zimmer and the credibility of String Theory.

Co-curricular participation has been impressive in the circumstances. Well over half the year have been part of another highly successful Young Enterprise team, once again winning the Sustainability Award in the regional finals. Duke of Edinburgh remains immensely popular and it has been great to see the girls out training for their summer expedition. The Lower 6 have also bound together with the guidance of Mrs Bellamy and Mr Ganley to put on Macbeth – this can-do attitude sums them all up and we can’t wait to see what the Lower 6 will do next year and what the Upper 6 will achieve in the future.

ECONOMICS

Jaspinder explains what drove her to take Economics at A-level and why she loves the subject!

What attracted you to studying Economics at A-level?

I chose to study Economics at A-level to fulfil my interest in pursuing law/business and also to enable me to understand how the markets work. It's also a very logical subject that contrasts with the other two essay subjects I am taking - I wanted something more objective while also incorporating skills from my other subjects, such as essay writing.

Why do you consider this an important subject?

Economics is a social science, meaning it is a big part of society. Through Economics, you gain an understanding of how markets work on a micro-scale and a macro-scale while you also learn about how the government intervenes in bettering the economy. It's important as it helps you understand how the status of the economy impacts all the stakeholders and helps you learn about the everyday financial procedures.

How does the syllabus apply to everyday life?

The syllabus applies to everyday life as we learn about topics such as tax, unemployment, interest rates, the relationships between countries through currencies and the government policies that deal with market failure and other economic issues.

Mr Richards has somewhat of a cult following at The Maynard? What makes him such a special teacher?

There's so much that could be said about what makes Mr Richards special. He is a wise and experienced economist who explains all the topics slowly and clearly so that we are able to understand, while also making lessons enjoyable. He's also very approachable and understanding, giving economics lessons a relaxed atmosphere whilst also being focused. Moreover, he's dedicated and kind, which means we don't hesitate to ask him for help.

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

I am also taking English and History. What made me choose this combination of humanities subjects was that I highly enjoyed them all and they also worked well together as they're all essay-based. At university, I want to study Jurisprudence as I aim to become a barrister one day and so the A-levels I do will set me on that path.



An insight into this fascinating course with Olivia.

What made you choose Psychology as an A-level?

I looked at the Psychology course on the Sixth Form Open Evening and thought that it sounded interesting and something that I would like to know more about. A small group of us who were interested in taking the A-level were given the opportunity to spend a lesson with the year above whilst

we were in Upper 5 (Year 11). This was useful as it gave me an insight into what will be covered in the course and how the lessons are set out, which seemed to work for me so I decided to take Psychology ... and I am glad I did!

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

I take Geography and Fashion & Textiles along with Psychology. I really enjoy all three and they are all very different so it adds some variation into the school day. I liked the idea of taking two subjects that were coursework based as well as written work, it works well for me. I have also decided to apply my favourite parts of the Psychology course to my Fashion & Textiles coursework. I really want to show how mental health can be used positively in fashion.

Why are you so passionate about it?

I love how the course covers many aspects such as the brain, memory and how and why forgetting occurs. I think that parts of the course can be used in everyday situations, for example if somebody has forgotten something you can try to understand why this has occurred and apply your knowledge. Having a small class size of five, still makes it possible to have discussions, but also gives time for individual questions which Dr Rudling is always happy to answer. I think that also being around other people who are committed to learning and who are also passionate about the subject makes me more motivated to learn and work for the top grades.

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

I think that this A-level will be very helpful in my future as I intend to go to university and study a course such as Psychology with Education. I have been lucky enough to be offered the opportunity to gain some work experience in my old primary school in July, and so this will help me decide whether I would like to possibly work in that area. I think that taking this course will give me the option to either go down the psychology or education/teaching route which is exciting.

Why would you recommend it to others looking at their A-level options?

I think that it is such a useful course to undertake. One of my favourite topics which we covered last term was Psychopathology. We learnt about different explanations for certain mental disorders and the types of treatment for them; I found it interesting as you can relate the ideas to everyday life. We also cover attachment where you look at how infants form attachments with their primary caregivers. I am looking forward to the topic of Schizophrenia which we cover in Upper 6.

I learn so much in our lessons and I always look forward to them even if it is the last lesson of the day. I think that if you are thinking of going down a career path which works with and helps people, then this is a useful and fascinating course to take.

FASHION & TEXTILES

Sennen leapt at the chance to take our Fashion & Textiles A-level course as she explains.

What made you choose Fashion & Textiles as an A-level option?

I've always been so interested in fashion and the freedom people have to dress however they want. Also, my favourite subject when I joined in Upper 3 (Year 7) was Textiles so, when we got to decide on our A-level subjects, this was definitely my first choice!

Please can you describe what the course involves and what you have found most interesting so far?

The course involves lots of practical projects, for example we designed and made camisole tops with our own print on. This is to help us when it comes to our coursework (which is definitely the most exciting part!), where we design and make a garment inspired by a theme, for example global warming. We also learn about the history of fashion and how the styles have changed over the past 100 years, and my personal favourite is learning about the different designers and their work.

Why would you recommend it to other students looking at A-level options?

I would definitely recommend taking Fashion A-level because it's just a lot of fun. Also, Mrs Finnegan and Mrs Fanous are super helpful with all of the

homework and are happy to answer any questions, (and we spend most of our lessons talking and laughing!)

Are you hoping to pursue a future in the fashion world and, if so, doing what?

I want to go to university to do a Fashion course, and I can't wait! I love everything involved in fashion and I'm so excited to learn more and hopefully go into a job in the fashion/media industry.

What other A-levels are you doing and why did you choose this combination?

I am also taking Drama and Psychology. I think that this mix really works for me because I'm much better at practical subjects, so Fashion and Drama work well with my skills. And I'm also very interested in Psychology, which is why I chose it for my third subject.

What do you hope to be doing in 10 years from now?

I hope to be working in the fashion industry, and my dream is to work with well-known designers and brands; so I am going to work really hard and, hopefully, achieve that.



Jess, also an elite tennis player, reveals why she opted for PE at A-level.

What made you choose PE as an A-level subject?

I chose PE as it was highly recommended by other pupils and teachers given my level of sport. I also was drawn to it as I found GCSE PE really interesting and wanted to further my knowledge. I was told that I could achieve a high grade in the coursework aspect (30%) due to my tennis which gives me a good chance of achieving higher grades.

How does this tie in with your other A-level subjects and future career ambitions?

I do PE, Biology and Geography. I have found that the Biology and PE content in both the first and second years overlap which gives me a big advantage as I can take my knowledge from one subject over to the other and it helps me retain the information for my exams. At the moment I am looking into sports marketing/management as my A-level PE has made me realise how much I would like to work in the sports sector when I am older.

You are a top-seeded tennis player – when did you start playing and what have been your greatest sporting achievements to date?

I started playing when I was around six years old, however I started to focus on it more at 12 when I started competing at a national level. Some of my achievements would be getting to the quarter finals of both Nationals and British tours in 2020.

I also made it to the final of 'Road to Wimbledon'.

Do you find that being so good at sport gives you an advantage with this A-level subject?

It definitely gives you an upper hand in the subject as it can secure you 30% of the AS-level. In some aspects, especially psychologically, it can help you remember and relate to your past personal experiences in your sport. I have found that some aspects of the course I have been taught in my first year have helped me develop as a tennis player as I can use what I have learnt in the classroom on the court.

What bits have you found most interesting so far and why would you recommend PE to someone considering their A-level options?

I have found the psychology module really interesting so far. It has taught me why people think the way they do and why different personality types can have completely different behaviours which really interests me.

When I joined Maynard, I was originally not going to take PE, however I changed my mind as I was told how much other pupils enjoy it and how interesting the course is. Choosing PE was probably one of the best decisions I made, the course is taught so well, and I never feel that I don't want to go to the lessons as I always learn something that interests me.

P.E.

MUSIC

A look at this exciting A-level course with Alice.

What made you choose Music as an A-level subject and how does this fit with your future aspirations?

After much thought I chose to do Music A-level as I knew, deep down, that I couldn't stop doing something I loved. I also knew the teachers and really enjoyed the GCSE thoroughly. I have played music since I declared to my parents that I wanted to learn the violin in Year 2 after seeing a lady come in and play it in an assembly. When deciding on my options at the end of my GCSE year, nothing was going to stop me from doing music. At the minute, I am torn in future aspirations between Aerospace Engineering or a Music and Sound recording (Tonmeister) course at Surrey University.

What has the course entailed so far and which bits do you find of particular interest?

The course is split into three elements; Composing, Performance and "Listening and Appraising" which includes music of Beethoven and Haydn right through to Barbra Streisand and Frank Sinatra. I especially enjoy the "programme music" element and "innovations in music to the present day" (though that might be my soft spot for Debussy and Vaughn-Williams etc) - the former including some of the more outgoing composers of modern times. I have also found it interesting investigating deeper into specific pieces and the stories behind them, with a surprising amount of scandal, including one Berlioz writing at least a portion of one of his most famous pieces under the influence of opium!



Tell us a little about your own musical accomplishments.

I play a variety of instruments including violin, piano, organ and could probably play a good rendition of 'Mary Had a Little Lamb' on the Pan Pipes at a push. I am just about to take my Grade 8 violin exam, I am about Grade 5 level on the piano, which I began at the start of Year 4 and I was given the opportunity to play the organ through the "Pipe Up Devon" scheme at the beginning of the last school year.

I have played in a variety of orchestras over the years including "Da Capo", the school's String band, Orchestra and Chamber Orchestra (which I hope to get back to in September) and I am also a member of the Devon Youth Symphony Orchestra who often do concerts at the Cathedral. I also enjoy taking part in the school's choirs, including Senior Choir and, this year, the Sixth Form Choir, which is so lovely to just be able to sing with friends on a Monday evening. I also love taking part in the school musicals from Sister Act to Legally Blonde and am looking forward to Mary Poppins next year!

What do you love most about playing an instrument?

The freedom it provides. To be able to pick up an instrument and just play whatever you want, whether it be a piece of film music or a classical piece and just lose yourself in the playing. It takes you off to somewhere indescribable and to play a piece with your whole heart and put your whole soul into the melody, when you forget that you're even playing, and your fingers just know where to go. It is a feeling unlike any other in the world that I've yet to experience. It

provides a space to let your mind relax and calm. Even in the worst days over the past year I found myself picking up my violin or opening the piano and just playing something, anything, and forgetting about all that's happened. Apart from my parents' support over the past year, it's the one thing that helped me get through lockdown.

Playing an instrument shouldn't be just because someone told you to, because that's never a good enough reason and you'll never be able to get where you want to be or truly stick at it, so you've got to find something in it worth playing for.

Why would you recommend Music to someone else considering their A-level options?

As well as Music A-level, I do Physics, Maths and Further Maths, so not your "usual" combination but I couldn't see myself doing anything different now. I would whole-heartedly recommend A-level Music from the small class sizes to the supportive teaching (thanks Miss Blackwell!!!) and every lesson is different from the other! The lessons are engaging and interesting and it's lovely being able to perform with each other without judgement. If you have a passion for music but are thinking of doing something along the STEM route, don't let the opinions of others stop you as doing Music sets you apart from other applicants for universities.

I highly recommend Music at Maynard as it is such a supportive environment in Tregear and, if anyone has any questions about the A-level or about anything else, you can probably find me in there somewhere!



MEET THE HEAD GIRL TEAM

Tradition dictates that each year the team is formed following a vote from staff and students, each holding equal weight, which always results in a diverse group of personalities, interests, friendships groups and ambitions – making for a thoroughly dynamic representative of the whole school!

LIZZIE

As the official Head Girl, Lizzie leads this coming year's team and there could be no better student for the role. She is an absolute favourite across the school for her calm, kind manner and



is sure to be a very efficient and strong steer for the year ahead!

As a member of the School Council, a regular on the stage with the “voice of an angel” (Mr Loosemore), she is an all-round lovely person with a smile famous for lighting up every room she enters.

“I feel so privileged and grateful to my peers and teachers for this responsibility, as well as for the opportunity they have given to me. I am excited to give my all to the school and look forward to being its ambassador.”

Career aspirations: “I intend to study English Literature at university but, as a career, I would like to be a classical singer.”

Favourite thing about school: “As nerdy as it sounds, my favourite thing about school is learning, as there are debates

and discussions which allow me to completely engross myself in a topic which, especially in English, is always interesting. My passions other than my A-levels include drama, particularly acting, as I find it's a good escape from reality which, particularly in these COVID times, is very welcome!”

Nickname from the others in the team: Boss!

If I could change one thing in the world: “I would get rid of complacency, since when it is present, nobody can have any aspirations for change, meaning global warming, or deforestation could be curtailed to a sustainable extent.”

ADELAIDE

Adelaide is taking English, Art and Drama at A-level and so it's no coincidence, therefore, that she is widely regarded as the ‘creative’ member of the team! She loves to travel and is looking to combine her passion for the stage with a degree in Drama or Theatre Studies when she moves to pastures new.



Favourite thing about school: “My friends and art lessons!”

Hobbies: “I love 90s rock and indie music which I play on bass guitar.”

If I could change one thing in the world: “It would be to save our climate and make our world more sustainable.”

On being appointed a Head Girl: “I was excited to be voted on the team and I'm really looking forward to working with my friends next year. I hope to bring lots of new ideas, enthusiasm and, as importantly, loads of height difference as they are all too tall!”

ALICE

Alice is studying English, History, Maths and Further Maths for A-level and is still undecided on her degree although is “angling towards Politics, Philosophy and Economics as I'm so indecisive and this seems to be the degree with the widest career opportunities afterwards for me to choose from.”



“In my spare time I spend a lot of time riding, and recently completed my first season of point-to-pointing which is an amateur form of racing over jumps. Horse riding has taken me to some really cool places - I spent six weeks in the south of France riding out for a trainer down there a couple of years ago and, over the past two summer holidays, I lived in Somerset working for the 12 times champion National Hunt trainer which was the perfect balance of fun and hard work. I also got to sit on some pretty incredible horses so that always makes me smile!!”

If I could change the world: “It would probably be to end world hunger as well as free, effective and accessible education for all girls (in true Maynard spirit!!).”

Favourite thing about school: “Either the vending machine (although if it took a card I wouldn't have to spend my entire break begging off friends for 70p) or the teachers, they're great - you can have a joke and a laugh but, the minute you're stuck or need help, they are there either in person or on the end of an email.”

ANNA

“I absolutely love all sports especially basketball, dancing and kitesurfing. If I'm not at school, I'll be out on Exmouth beach attached to a kite. It's the most exhilarating feeling, almost like I am flying! With this I have become involved

with Surfers Against Sewage, a climate change charity cleaning the oceans.

I was also lucky enough to be part of the sports tour to South Africa where I was involved with fundraising for SOS South Africa. The children in their care, including Raynick (whose education we, as a school, sponsor) were truly inspirational.”

Favourite thing about school: “What I love most about this school is the fact that you can be remote learning and behind a screen for half a year (almost!), yet when you come back you feel like nothing has changed. You don't feel isolated or distanced because they - the teachers, your friends, and even the Maynard dogs - are still there for you!”

One word to describe you: “I'd have to say ‘chaotic’! I'm always in 10 places at once playing for five different sports teams, quite often double booked (probably not a great attribute for the Head Girl Team, but I'll work on it!) There is never a dull moment!”

On being appointed a Head Girl: “It felt amazing - it is a wonderful group that I look forward to working with very much! I went home and told my dog who gave me a very large lick on the face!”

CHARLIE

“Aside from the obvious choice of the coffee machine, I would say that my favourite thing about school is the positive and supportive atmosphere, as I have found that the



pastoral care throughout my entire time at Maynard has been second to none.”

Widely considered as the ‘explorer’ in the team, Charlie has always harboured a burning desire to travel, “ideally living in loads of different places all over the world.”

Hobbies: “Creativity has always been a great passion of mine and is what keeps me motivated as, in my spare time, I am often painting, writing, or creating in some way. In December I decided to start my own small business on Etsy called Wildflowers By Charlie, where I make and sell jewellery made from resin and hand pressed flowers. I have really enjoyed having a regular creative output where I could design and market my earrings to raise money to go on a World Challenge trip to volunteer in Borneo. It has opened a whole new world to me of managing finances, marketing and organising which I have found I really enjoyed!”

If I could change one thing in the world: “It would be to halt the mass consumption of palm oil, as the deforestation and destruction of rainforests for the production of palm oil is incredibly detrimental to the environment and wildlife. Burning down forests to clear land for palm oil trees leads to a loss of biodiversity, air pollution and climate change and especially threatens species such as Orangutans, which are already endangered and also one of my favourite animals.”

What I bring to the team: “Cute miniature pig photos, debates and, more relevantly, enthusiasm and a creative input!”

DAISY

Daisy (who started with us only in September last year) is eyeing up a degree in either History of Art or English, with a view to possibly become a humanitarian



lawyer. Described by her peers as “bubbly”, she hopes to bring an optimistic outlook to the Head Girl Team that will create innovative opportunities for all year groups to socialise and have fun as one.

Hobbies: “I love playing rugby and play for my local club. I also love music and art so spend a lot of time on that in my spare time. I have spent the past year or so fundraising for a month-long conservational trip to Costa Rica where I will help restore wildlife and improve local communities.”

Favourite thing about school: “I’ve met a bunch of really fun, new people who I can hang out with every day. Also, the lively lessons with the teachers who are really lovely and relaxed – oh, and also Andrew’s famous cookies.”

On being voted onto the Head Girl Team: “I was very surprised that people thought I’d make a good leader and representative of the school considering I’m a bit disorganised but I was really happy, and also excited, to be given this opportunity.”

KATIE

Katie is hoping to study a Biology or Geography based course at university and would love to work with animals in her future career. She’s also a theatre enthusiast and, whether it is watching or performing, this is one of her sure-fire favourites in life!

Described by her fellow head girls as ‘motivating’, Katie hopes to bring to the team “kindness, support for younger years and to make sure that every student’s voice is heard.”

Favourite things about school: “The coffee and hot chocolate machine, the teachers and, of course, all my friends.”



If I could change one thing in the world: “I would want to ensure that all children, regardless of their gender, have access to a good education, as it’s so important that each child has the opportunity to reach their full potential.”

On being voted onto the Head Girl Team: “I’m so happy to have been voted on the team and I look forward to working together to make this year the best yet!”

SOPHIE

“I would love to do an English Literature degree at university but, to be completely honest, I have no idea what I want to do. Maybe one day I’ll become a teacher as I really want to help people and I hope my future career will allow me to do that.”

It’s no surprise, therefore, that the one word that her friends use to sum Sophie up is “compassionate” and she hopes, through her role on the team, to bring new ideas and perspectives to the school whilst helping to make the community and even more positive and nurturing environment for education.

Favourite things about school: “The hot chocolate machine and Miss Gwynne.”

If I could change the world: “I would want to erase prejudice and discrimination of all kinds towards race, sexuality, gender, religion etc. While there are so many aspects of society that need to change, I think that if we could rise above our internal biases these issues would be easier to tackle.”

On being voted onto the Head Girl Team: “I’m really grateful to have been given this opportunity and hope I will be a good representative for the school.”



A FOCUS ON THE EXTENDED PROJECT QUALIFICATION EPQ

During the recent lockdowns, here at The Maynard we gained an enviable reputation as having some of the best remote learning opportunities of any school in the county and beyond. By example, and with the demise of all public examinations last summer, we took the unprecedented step of offering our entire GCSE year group the opportunity to complete an Extended Project Qualification (EPQ) during the summer term, whilst also making an early start on their A-level learning.

Traditionally, we always offer this in the Lower 6 (Year 12) and this year group were also hard at work on their own EPQ titles over the summer and have been reaping the rewards of their efforts this year when making their UCAS applications, with many universities offering lower grades to those who have successfully completed their projects.

In the circumstances, we had more girls than ever seizing the chance to add this highly regarded qualification to their educational CVs, covering a huge and very diverse range of topics!

LOWER SIXTH

FLO

“To what extent does music have a positive impact on the emotional and cognitive development in children and teens?”

To be honest I wouldn’t have done an EPQ if GCSEs hadn’t been cancelled, as I didn’t want the added stress whilst starting out my A-levels, so it has been a bonus to have had this opportunity.

So much of my life is surrounded by music. When I’m upset, I listen to music and when I’m happy I listen to music. I wouldn’t say I am the best pianist or singer, but I have learnt that playing or listening to music is the one thing that will calm me down if I’m



anxious or upset. Music is there to comfort you, no matter your mood. I became really interested to whether there is a positive impact on emotional and even cognitive development when listening to music.

I was always expecting to find a positive impact on the emotional development, but I did discover that musical education is also important in brain development. My research showed that a child who participated in music education (eg. music lessons) before the age of seven, had more white matter in the brain and better connections between the left and right sides of the brain. These developments would stay for life, even if music education was not continued after the age of seven. However, if a child were to start their music lessons at 8 years-old or later, the brain would show no changes, showing music education was key when the brain was sensitive to change in early childhood.

For me, it was nice to know all my piano lessons when I was a child has paid off and positively benefited my brain development!



KATIE

“To what extent is the incarceration of zoo animals justifiable?”

I decided on this title as I have always loved animals and been interested in animal behaviour. In addition to this, the title allowed me to investigate a mixture of topics in subjects such as psychology, ethics, geography, and zoology, which are not included in my A-level syllabi. After school I’m interested in studying either a geography related or zoology related degree, so this was helpful in expanding my knowledge further on the topic and to help clarify if it is what I want to take forward.

Whilst doing my research I came across many interesting finds and learned a lot throughout. The side effects of captivity (zoochosis) was one of the most interesting sub topics I researched and definitely allowed me to get a better insight into how they may feel. In addition to this, learning about different conservation projects and breeding programs were really interesting to evaluate and see how successful they are in the long term.

With GCSE’s cancelled I was glad that I had the extra time to complete my EPQ, especially as it has allowed me to focus on other extra-curricular activities this term. It also kept me occupied during lockdown which was definitely a big bonus!



CHARLIE

“To what extent does the Stanley Milgram experiment prove that all ordinary individuals have the capability to commit morally deviant acts?”

Psychology is a subject which has always captured my interest and sparked many long and generally inconclusive conversations with people I know. It’s never long before I’m coming to friends with a new psychological concept or theory which we all will end up debating. Although I didn’t end up taking it for A-level, I knew that I wanted to continue

to learn and discuss ideas about topics relating to psychology in some way or another, which is why it seemed the obvious choice to base my EPQ on a well-known psychological experiment.

The Milgram experiment was devised to investigate obedience to authority figures and explores how human nature allows one to abandon one’s moral compass and act inhumanly without compassion or restraint when not being held accountable, setting out to answer the question: ‘Is it that individuals are inherently evil or just forced into an evil system?’. I found that my opinions and theories surrounding this topic changed many times before reaching my conclusion as I discovered more and more about the intricacies of the experiment and explanations.

Learning about the Milgram experiment has not only opened a whole new aspect to psychology which I had not previously explored, but also sparked many debates and interesting conversations about the fragility of our moral compass and our deeply engrained, seemingly automatic obedience to authority.



ANNA

“Is there somewhere over the rainbow? A contemporary exploration of the mental response to COVID.”

My EPQ took the form of an artefact. I produced an

unconventional short film about how society had reacted to the pandemic and the implications on social behaviour and mental health. I created a visual form of therapy which was designed to target a different audience and trigger an emotional release!

My EPQ was not directly related to my A-levels of Maths, Further Maths, Chemistry and Drama, however I love dancing and acting and am interested in film directing and producing, so this was the perfect way for me to immerse myself in this area.

As well as being an incredible project to work on during lockdown, it helped me forge contacts and discover more about the arts community. Equally, completing an EPQ has really allowed me to test my limits of personal motivation and focus!

I ended up talking to film directors, photographers, musicians, mental health specialists, speech and languages therapists and

much, much more. The research behind the film picture was immense and made for an impactful visual guide to coping and healing.

I always wanted to do an EPQ and originally I wanted to create a live dance performance about Brexit! But having the free time in the summer meant I could expand my project to a much bigger scale and explore every avenue of media instead.



LAUREN

“Should euthanasia be legalised in the UK for patients suffering from a terminal illness?”

I always intended to do an EPQ (and was happy to not have to do it on top of my school work) and enjoyed researching in-depth just one topic of interest to me. When brainstorming ideas, I knew I wanted to do a question which sparked a level of controversy and that would relate to medicine, which I am considering doing at university.

There are strong arguments for both sides of the euthanasia argument

neither of which I knew much about before starting my EPQ and I was, therefore, intrigued to find out more. While researching I found out that many countries including the Netherlands, Australia, Switzerland and, more recently, New Zealand have already legalised euthanasia and all use different methods of regulation. My favourite part of the EPQ was doing a major case study into euthanasia in the Netherlands and seeing how we could apply a similar approach in the UK. As such, I came to the conclusion that they had a very thorough system that I think would not only work well in the UK, but benefit a lot of people.



ALICE

“Will string theory lead to a unification of the forces within the century or is it just a mathematical mirage sidetracking a generation of physicists?”

String theory has been a topic that I was vaguely interested in for a while after reading some popular physics books, so when the opportunity arose to research a topic of our own choosing I grabbed it. I don’t really think there was any doubt as to what I was going to research! I take Maths and Further Maths at A-level (as well as English and History) and, despite it

actually being a physics topic, it is largely maths so it fits in well with my subjects.

When I started the research I wasn’t really sure what I was going to find other than a lot of hard maths that I had to somehow understand. String theory is such an odd concept and it has so many strong supporters who have devoted their lives working to the theory but then has a huge number of advocates against the theory, so I had an idea from the outset that a conclusion would be based largely on personal opinion. Despite the extremely technical resources (not how I was planning on spending my GCSE summer!) I found researching string theory really interesting and most of the time found I had to stop myself from delving into another hole in order to stay in some way on the horizons of the essay word count.

I was really grateful for Maynard offering an EPQ as I knew that with four A-levels starting in September I wouldn’t normally be able to do it.

UPPER SIXTH



ALEX

Is the sickle cell gene defect more biologically advantageous than harmful?

I have always had an interest in human biology - this project stemmed from that, and combined my fascination for both genetic and infectious disease, as it aimed to determine to what extent this gene mutation (arising in Sub-Saharan Africa) could be perceived as advantageous in protecting against malaria, as opposed to being disadvantageous due to the nature of developing the harmful sickle cell disease.

I had expected to find it more biologically advantageous at first, indicated by its continued presence in the gene pool and, therefore, the fact that it was naturally selected in the past. However, when taking into account new treatments being developed for malaria (thus the dwindling importance of the gene defect's protective effect against it) and the lack of a cure or even safe treatment for sickle cell disease, I came to the conclusion that in modern times this gene defect was more biologically harmful than advantageous.

I was glad I picked this topic, as it was something I knew little about, but it had caught my attention when my biology teacher briefly mentioned sickle cell disease at GCSE. The content was complicated, and much of the mechanics of the disease itself and its protective effect against malaria are just theories, but it gave me my first insight into research and medical engineering and I couldn't imagine a more interesting topic to have learned about.



BETSY

Is claiming insanity a loophole for criminals in the UK?

I have been interested in Law for a number of years and am set to study Law and Criminology at Cardiff in September, however my EPQ title was particularly influenced by a talk I attended at the Old Bailey in London, which was led by the Head of the Metropolitan Police as well as some top barristers. It looked at the increasing strain that the UK judicial system was

under, as well as the problems lawyers and the Police Force were faced with during their everyday working lives. It was from this talk that I knew I wanted to focus my topic title on one of the most controversial defenses within UK law, the Insanity Defense.

From the start of my project I had the strong mindset that the outcome of my project would result in the findings that the defense could, in fact, be used as a loophole. On superficial investigation, it does appear an easy way out of punishment. However, it wasn't until I started to look at particular case studies that I realised how difficult it was to gain the defense. In the end, there was a very clear conclusion that the defense is practically impossible to use as a 'loophole' and I would even go so far as to say, it is too confined, meaning those who should be granted it, aren't always.



EMILY

Is voluntourism in orphanages doing more harm than good?

Volunteering has been a life venture that I have always felt like I would like to participate in but felt that I did not know the ins and outs of volunteering and the goings-on behind the scenes. This topic had ties with my other studies, including Geography and how globalisation has affected this movement making it a more popular activity. It also had clear links to Business Studies where the theory of supply and demand could be applied to orphans and volunteers.

I was expecting a much more positive light into the world of volunteering, however this was not altogether surprising with social media playing a big role in glorifying volunteering abroad. The behind the scenes of the orphanages was the most shocking part to my research, the most staggering figure was that 80% of 'orphans' are not actually orphans - they are often recruited from the poorer rural areas in the hope of a better life filled with education and adequate healthcare.

The fact I chose a topic that I was really engaged in definitely helped with keeping up with the research. It also gave me a good insight into the real world of volunteering. It has given me the motivation to inform others of the reality, to help choose an adequate volunteering opportunity, especially as it is so popular in the 21st century.

Completing an EPQ gave me an opportunity to get a head start in understanding key concepts needed for university life such as planning and preparation, methods to evaluate sources and to have a good work life balance.



RAILY

What is the traditional and societal connection to the moon and does this outweigh the potential benefits of harming it?

My EPQ explored the subject of lunar exploration, investigating the next step in the story of our moon. I looked at the actions of companies such as SpaceX and the regulations surrounding their intentions to mine the moon. As I chose to do an artefact, I also looked at the works of artists who had previously looked at the issue, such as Luke Jerram

and Polina Bright, ending by creating my own work with a mixture of art and fact, detailing the story of the moon.

I found the entire process exciting and engaging, allowing me to develop my skills in research and paper-writing. We were taught methods to help us, like Cornell note taking and proper referencing, all of which will be incredibly useful going into my degree.



KITTY

To what extent does childhood nutrition increase the risk of developing type 2 diabetes?

I hope to study medicine in the future and the ever-increasing diagnosis of type 2 diabetes is a topical subject which I found interesting and relevant to my career. Type 2 diabetes is going to be a huge strain for the NHS in the future and I wanted to explore the possible reasons behind this.

I split my EPQ into subtitles: Family meals; School meals; Socioeconomic status; Education; Marketing of food and, finally, Culture. I wanted to find out which factor had the greatest influence on the risk of obesity and type 2 diabetes development.

I concluded that socioeconomic status was the biggest risk to developing type 2 diabetes as a result of obesity. This is because of the huge influence money has over affordability of a healthy diet, lifestyle choices and education opportunities.

The highlighted message I wanted to portray in my EPQ was that prevention is better than treatment. The damage type 2 diabetes does to the body is insidious and the lack of symptoms means sufferers do not treat it with the gravity it deserves.



MIRI

To what extent should acupuncture be introduced into the NHS for treatment of cancer?

The great thing about an EPQ is that you can choose whatever topic you want to do, from fashion projects to analysis of Shakespeare or the use of robots in surgery!

I started brainstorming with a focus that I wanted to choose a question centred around medicine, and cancer treatments

interested me after doing work experience at the RD&E Hospital in the Oncology Department.

I found a trial done by the Christie Hospital in Manchester that uses acupuncture in treating neuropathy for cancer patents and I found this really interesting. I realised this would be a great topic to be able to explore further, as I thought it would be interesting to look at the efficacy of acupuncture on patients and see if the results would give an idea on acupuncture's place in cancer treatment.

At first, I was sceptical of acupuncture and I was sure it was a psychological response however, after research, I saw the amount of people that had been positively affected by this form of treatment. Whilst it was hard to analyse trials, I saw that acupuncture should be used for people who found it beneficial to them, and I saw the importance of patient centred care in the NHS, which I believe acupuncture should be a part of.

2020 LEAVERS' DINNER

What a delight it was to finally be able to welcome back our Class of 2020 for their long-awaited Leavers' Dinner, cancelled last year due to lockdown! It was such a treat to see them all again and a great evening was had by all!



UPPER SIXTH LEAVERS' DINNER

Although we had to adapt our Leavers' Dinner this year to meet with the COVID restrictions at the time, we were just so happy to be able to wave off this wonderful year group in style. Sadly, parents weren't able to attend and the usual afternoon Assembly and Awards Ceremony had to be amalgamated into the dinner celebrations instead. However, it was a fantastic (if slightly rowdy) evening and a befitting and most memorable send off for these fabulous students!







THE MAYNARD
**OTHER
NEWS**

Teacher Feature

TOM BOWLER

My work with the United Kingdom Mathematics Trust (UKMT)

I knew that when I went into teaching that I wanted to help develop not only my own students, but those at other schools too. It is important that mathematics is promoted across the country, in all types of schools. I have been lucky enough to do this through the national charity, the United Kingdom Mathematics Trust (UKMT), whose main aim is to advance the education of children and young people in mathematics. Every year UKMT provides hundreds of fantastic problems across many different solo and team competitions, mentoring programmes and summer schools. The competitions are entered by hundreds of thousands of students nationally each year and here at The Maynard we are proud to have participated for many years. Since becoming a volunteer in 2016 my work as a UKMT volunteer has been focused around three main roles: problem composer, setting committee member and marker.

The first role as problem composer is the most challenging. Composing original problems is something I often do during the school holidays, when I can find some time alone to experiment with new ideas. I enjoy the solitude this role affords me, and I can happily while away many hours with nothing more than a pen and a pad of paper. I find composing problems quite therapeutic after a busy half-term of teaching. The best part of this role comes if any of my problems are selected and make it into a national competition. I

remember being so excited the first time I watched my students turn over the front page of a UKMT competition paper and attempt a question I'd carefully crafted. I was especially proud of the Mathematical Olympiad for Girls 2020 paper, where four of five problems were my creations. There are certainly highs and lows to this role, I have experienced the flipside of that excitement many times when problems I spent hours tweaking didn't make the cut!

My second role involves setting papers and I am a member of three committees: British Mathematical Olympiad (BMO), Mathematical Olympiad for Girls (MOG) and Intermediate Olympiads (CHM). Each committee brings together a different group of volunteers with their own experiences, ideas and opinions. Starting with an initial shortlist of problems, the committee collaborate over a period of several months, eventually culminating in a face-to-face meeting to construct the papers. The aspects of this role I particularly enjoy are working through hundreds of problems (keeping those brain cells firing on all cylinders), gauging the difficulty of each question and thinking about the alternative methods of solution a student may employ. It never fails to bring a smile to my face when a student tells me how much they enjoyed the problems set and it is wonderful knowing that young budding

mathematicians across the country will be discussing them.

In my third role as a marker, I have attended multiple marking weekends for each of the Olympiads. Although each marking weekend is a rather intense affair, spending two days preparing and discussing mark schemes and marking student scripts, each has been an incredibly rewarding and enjoyable experience. Marking Olympiad scripts is not like conventional mathematics marking, it requires a very high level of concentration because you must be convinced that within a student's response, they have provided not just a correct answer with workings but a full mathematical proof. These students are not trained mathematicians and so

I really enjoy seeing what these young minds are capable of and always get an immense feeling of satisfaction when I can award full marks for a solution!

the structure and layout can often be off-putting at first and many use non-standard notation. I really enjoy seeing what these young minds are capable of and always get an immense feeling of satisfaction when I can award full marks for a solution! There are two sides to every marking weekend, there is the work and then there is the play. Every weekend involves some time for socialising with other volunteers who are typically schoolteachers (including Mrs Dersley), undergraduate students and university academics. I always enjoy catching up with volunteers, many of whom have become friends, and making the effort to meet new people each weekend. I am usually exhausted by late Sunday afternoon but always leave with a smile on my face. The final part of the weekend often consists of me on the train home reflecting on some of the fantastic solutions I have seen and thinking about extensions of the problems set.

I'm very grateful to The Maynard for supporting me in these endeavours, helping me to contribute to the admirable aims of the UKMT and the important work that they do. I look forward to continuing to bring the knowledge and acquired skills from this work into my classroom and using it to support our students to become ever more adept problem solvers.





Teacher Feature

HELEN REYNOLDS

How many years have you worked at The Maynard and what have been your roles during this time?

Seventeen years have literally flown by and I can still remember very clearly the call from Dr West, the then Head, to say I had been appointed to work in the Junior School and the utter excitement that followed. Apart from teaching in Years 3 (alongside Claire), 4 and 6, I had many happy years as the School Charity Coordinator and have vivid memories of dragging the Sixth Form Charity team to various functions to act as waitresses or to sing, as well as for many years raffling tickets at the annual Christmas Get Together with Lord and Lady Clifford at Ugbrooke House.

The girls always managed to sell an amazing amount for Macmillan Cancer. One fundraising idea involved me making a mad dash up to Bristol to collect dozens of Krispy Kreme doughnuts at a reduced ‘charity’ rate. Bristol traffic proved a nightmare and I raced back down the M5 with seconds to spare in time for morning break! Luckily I made it by the skin of my teeth and a doughnut fest was enjoyed by all. I was always immensely proud of the charity teams who were consistently friendly and hard-working and just a joy to be with.

Another high point in my time at The Maynard has been my involvement in five Exeter Art Shows alongside a team of parents and staff. Each time dozens of people have volunteered to give up their weekend to sell work by over 100 artists and the estates team in particular performed a miracle setting up and taking down over 300 works of art. They

were terrific celebrations and raised a considerable amount of money for various charities including Mind. It was immensely satisfying sticking the red dots on after making a sale!

What were your childhood dreams?

I always wanted to be a farmer’s wife – partly achieved as I live on a farm but with only three chickens!

Do you feel that you have had an impact on the students that you’ve taught? If so, in what way?

It is always slightly terrifying to think about the impact that you may have had as a teacher. It is such a position of trust and responsibility and you want to reach a balance where the students have the confidence to reach their own decisions without feeling too much pressure. I hope that they feel it is OK to make mistakes in order to learn, that they are capable of achieving anything and that how they relate to others is most important. Certainly, when I meet them years later they stand out as wonderful, personable young women.

What is your style of teaching?

Depends on how I am dressed – a pirate, a Borrower... Cruella de Ville?

What was your own school experience like and do you think this in any way relates to your ethos whilst working at The Maynard?

Well, being taught the wrong syllabus for Technical Drawing and having a Chemistry teacher who tried to

embarrass me whenever I walked into the lab gave me an idea of what not to do!

Have you ever thought about a different career? If so, what?

This is my second career – I used to work in marketing for an international hotel chain. I am hoping there will be opportunities to move on to something different again soon!

What have been the best or most memorable moments here?

Teaching Sex Education is always hilarious and keeps you on your toes. You never know what to expect and every year the questions asked have been more entertaining!

During the recent remote learning, what were your biggest challenges?

What a nightmare – for everyone! I only hope that somehow the videos of me dressed as various characters from Alice in Wonderland or as a detective will somehow disappear into the ether.

And, finally, what do you think you will miss the most when you leave?

The girls and my amazing colleagues of course. Everyday has been a different adventure and there has been so much laughter and happiness. Teaching is the absolute best job in the world and everyone I have taught has contributed to making my time at The Maynard rewarding. Thank you... it has been a ball!

Teacher Feature

CLAIRE ROWE

A tribute to such a lovely teacher and colleague



We waved the saddest of farewells to Mrs Rowe who retired at the end of the Summer Term. She has been a stalwart member of the Junior School staff for many years and will be greatly missed by us all but we wish her the very happiest and fulfilling of retirements.

How many years have you worked at The Maynard and what have been your roles during this time?

I have been a teacher at The Maynard from 1988-91 and then from 1998 until now. When I began teaching at The Maynard, Year Three was the first year group (known as Lower One) and we had Entrance Tests, which were quite formal and these were held on a Saturday. I remember sitting in Miss Murdin's office marking the papers. I used to visit the 'feeder' schools and would chat to teachers about prospective pupils, which I found interesting. It was good to meet children before they arrived for the test. This is before we had 'taster' days. I remember having to cover for a previous Junior Headmistress for a short while, along with another colleague. I also enjoyed being involved with the introduction of Year Two to the Junior

School. Yes, it has been an interesting journey with lots of changes. I have always been with Year Three, but each year is so different and wonderful!

Have you always wanted to be a teacher?

Yes. I was a very young student and went to Moray House Teacher Training College, Edinburgh University for three years. I was really excited at the prospect of teaching children and I had an excellent training with inspiring tutors. I remember particular lecturers and tutors who had such passion and enthusiasm, which I will never forget.

What was your first job and why did you leave it?

My first teaching job was at the International School of Choueifat in Beirut, Lebanon in 1981. I was only twenty, and I was not aware how volatile the situation would be in this part of the world. The International School of Choueifat is for boarders and is a very prestigious school. Pupils won awards for their academic achievements and these were televised. I was not able to fly home in the summer of 1982 when war

broke out, as the airport had closed and the embassy staff had left. We managed to 'escape' on a yacht across to Cyprus after the school arranged for the banks to open especially to let us withdraw our salaries. I was not able to return the following year as it was so unsafe. It was a wonderful school and an incredible experience. So my first teaching job was in a war zone and I ended my teaching career during a pandemic!

What made you move from your beloved Scotland to join us here in Devon?

My husband is from England. We both taught overseas for a few years and decided to settle in England. I still love Scotland and return when I get the chance but I have enjoyed living in Devon.

How would you describe the Junior School here at The Maynard?

The Junior School is a nurturing, thriving, buzzing place full of happy, secure children. Our navigator is Steven Smerdon, who genuinely cares about the welfare of every child. We are a very fortunate and happy staff, and we work as a team in the Junior School.

What have been your best or most memorable moments here?

There have been many happy moments, which I will carry with me for the rest of my life. For example, watching a child look proudly at her unique artwork or a child insisting she wants to read her story or poem to the class. It is a joy to witness children growing in confidence and have self-belief. Those are moments to treasure, for ever. I also have a lovely, distant memory of taking Year Three to Miss Murdin's office at the beginning of each term. She would put different items into her gown pockets and the girls had to guess what were in her pockets. They loved this.

During the recent remote learning, what were your biggest challenges?

The most recent remote learning experience was easier because we could work in the classroom, using the interactive board as a teaching tool, for example. As always, not being able to sit alongside a child and help is extremely frustrating. Lessons are less fluent without incidental learning, but progress was certainly made, with thanks to our parent's cooperation.

What is the funniest thing/s ever to have happened in your classroom?

There are many funny moments in teaching. I clearly remember a child digging up the rose garden as she wanted to discover artefacts. We had just had a History lesson and this was when we had to teach in the Pring building for a short while. She brought a trail of mud through the school and burst into the room with a variety of 'interesting' objects. I found it amusing and was impressed with her enthusiasm, but it caused some consternation with others.

There was also the rancid flesh in the desk which a pupil brought into school (and forgot about) to feed a fox... therein hangeth a tale, along with flies, acrid stench and an embarrassed Mrs Rowe, when meeting another parent. Eventually we found a note from the girl's father, smeared with blood alongside the meat, the content of which shed light on how this terrible misunderstanding had come about!

What is your heartfelt belief?

I believe that EVERY child has talents and gifts, and that obviously includes adults too.

What will be the first thing on your list to do once you have said your goodbyes to School?

This has been a challenging time. I will be travelling up to Scotland to see close family and friends.

What are you planning on doing next?

I have many creative hobbies and I will now have more time to enjoy these. I also have a possible venture with one of my Scottish friends...

Tell us something we might not know about you

I married into a family which already had links with The Maynard. Kenneth Rowe was a pupil in the Maynard Kindergarten from 1918 when the school took in little boys!

DUKE OF EDINBURGH

2020-2021



We've had an extremely busy year of Duke of Edinburgh this year, navigating restrictions and ensuring the girls have had the opportunity to complete their awards. They've done brilliantly!

So many of the participants have managed to amend their Volunteering, Skills and Physical to allow them to continue completing their sections while being confined to their homes - we've seen some really clever creativity with this and no doubt some families have benefitted from some extra help at home! As a result of their dedication, we had so many girls completing their certificates of achievement. A certificate of achievement is given when all sections, apart from the expedition have been completed. In 2020, most expeditions were cancelled through no fault of the girls and they should be very proud of their certificates.

June saw the Silver and Gold girls complete their practice expeditions. This was also able to be counted as the Bronze qualifying expedition so congratulations to all the girls who achieved that. The Silver route was gruelling and tested endurance and teamwork on what was at the time the hottest weekend of the year! They were joined by our fabulous team of volunteers who helped train the teams in navigation and camp skills. More about our volunteers later...



The Gold expedition involved both walking and camping and allowed them to practise their rowing skills for the 'Dart Source to Sea' expedition which they will complete at the end of August. It was a glorious weekend and the groups completed a difficult walk across the South Moor of Dartmoor, walking into Buckfastleigh and camping next to the River Dart. The paddling part was conducted on the River Exe as they must complete their practice and qualifying expeditions on a different section of a river.

The Bronze girls spent their Activities Week being trained, planning routes and then conducting their expedition. We had a fabulous time and all the students did a brilliant job showing teamwork, perseverance and some excellent map reading skills. Many of the groups have made videos for their aims, which we are looking forward to seeing!

All of these expeditions have taken place in a very short space of time, as soon as we were given the go-ahead from the Government. It has involved a great deal of organisation from the expedition leaders, Wendy Dersley and Jim Lodge, the girls and all of the parents. Parents, we would like to thank you for your support in dropping and collecting your daughters where needed - you've helped enormously in the smooth running of the awards.

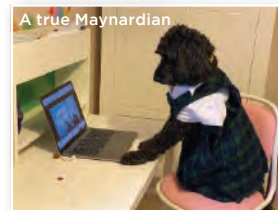
The wonderful Duke of Edinburgh programme at Maynard could not run without the help of our highly trained volunteers. This year Mark Whitehall, Nick Bruce-Jones, Nick Silver and Jenny Forrest have been absolutely instrumental in the high-quality training we can provide the girls. We thank you enormously for the time you give to The Maynard and for making the weekends away so enjoyable.

The Duke of Edinburgh Manager for the next academic year will be Wendy Dersley as Katie Parsons is off on a sabbatical for a year. Wendy will be available to help students and will oversee the expedition programmes for all three awards. Thank you to Wendy for taking on this role.

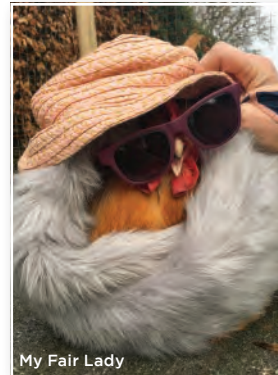
And finally, well done to all the participants, it's great to see the unending commitment to all of their activities and determination to get to the end of a long walk. We are delighted that we've been able to camp again this year, this is the part that students seem to enjoy most and we value it as an important activity promoting positive mental health and wellbeing.

THE LOCKDOWN CHALLENGES

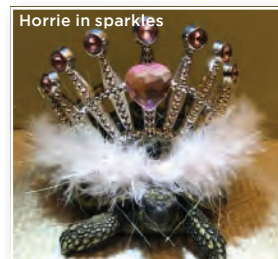
The fun never stopped during remote learning and our series of Lockdown Challenges certainly brought not just a bit of cheer, but also a huge participation and audience that none of us could possibly have anticipated! To mark this moment of madness in the history of The Maynard, here are just some of the highlights from our various challenges!



A true Maynardian



My Fair Lady



Horrie in sparkles

The Best Dressed Pet Competition

Sherlock Bones

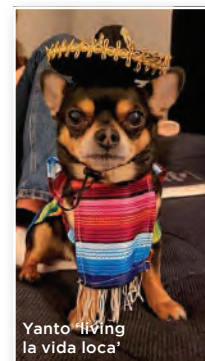
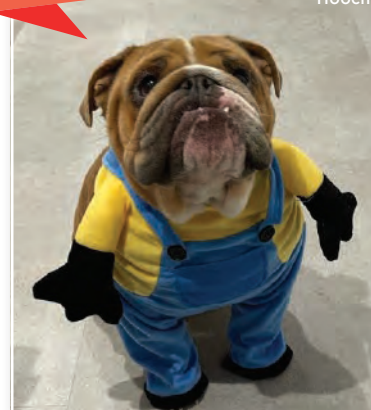


Rodney Potter



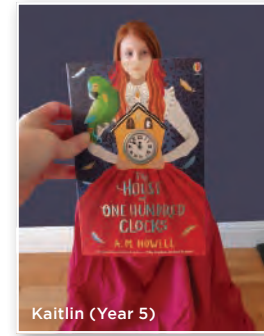
And the winner was...

Hooch

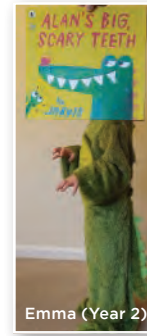


Yanto 'living la vida loca'

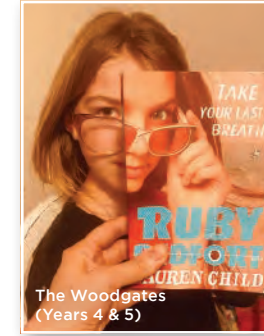
Book Faces



Kaitlin (Year 5)



Emma (Year 2)



The Woodgates (Years 4 & 5)



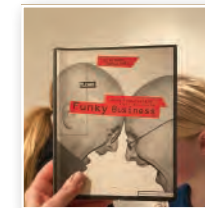
Mrs Goodridge (parent)



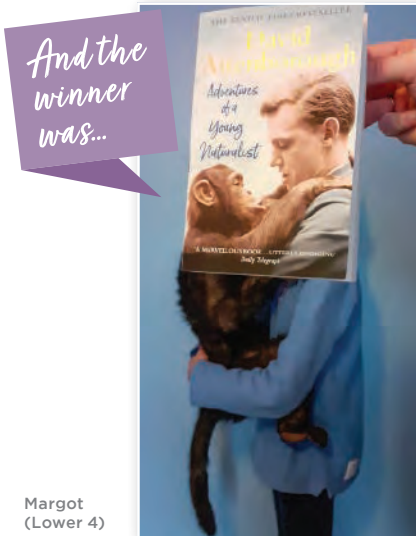
Emilia (Year 4)



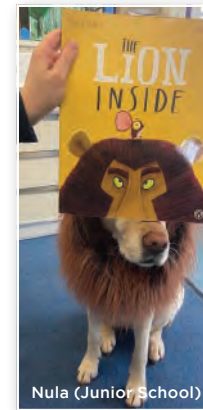
Freddi (Year 1)



The Clarks (Years 6 & Lower 4)



Margot (Lower 4)

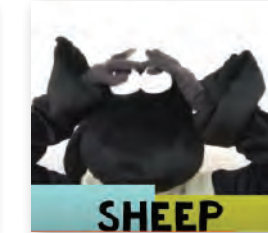
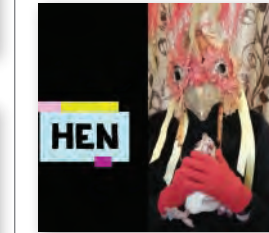


Nula (Junior School)

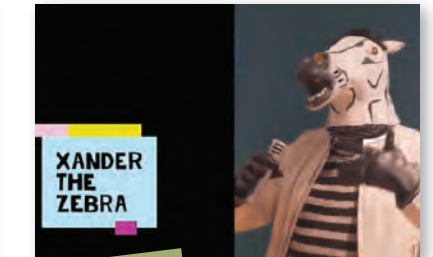


Alice (Reception)

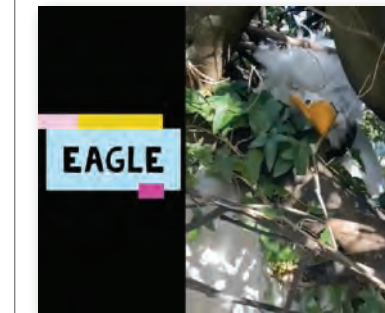
The Maynard Masked Singer



COWBOY



And the winner was...



A very well done to everyone and thank you for your support!

CAREERS

Careers education, along with other aspects of school life, has had to adapt and move online during the past year. We have benefitted from inspirational external speakers willing to do Zoom meetings with the students, for example The Exeter University Law Group. They have helped us in a wide array of activities ranging from videos on what it is like to go to university for the Upper 4, to assemblies on American Law & Politics for the whole school during the elections in the USA. They have also run some wonderful mentoring sessions on Zoom during the lunchtime for the Sixth Form and Upper 5 students, where they could ask any questions they might have.

We covered all sorts of interesting topics from how to become a lawyer, how to prepare for going to university, how to make the most of your first year at university and choosing your university accommodation. They also delivered two workshops to the Lower 5 on Criminal Law and Human Rights. These were really interesting, interactive sessions covering a whole range of legal terms and concepts.

Work experience unfortunately couldn't go ahead as normal, due to COVID restrictions, but there have been a range of online opportunities available, for example a virtual work experience week during the summer holidays at the RD&E Hospital for the Lower 6.

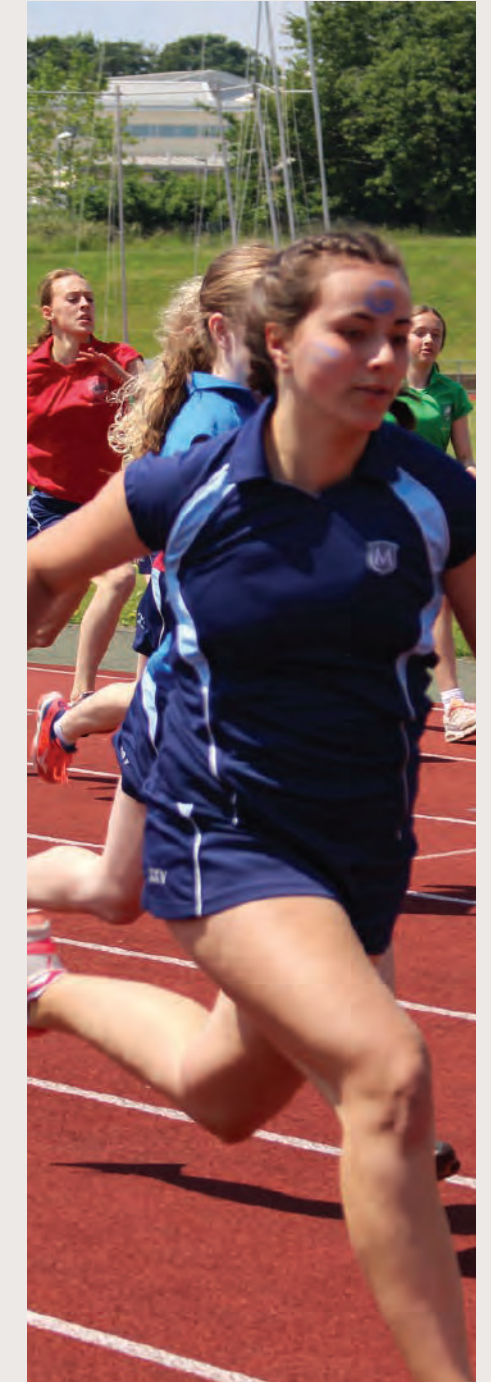
The Lower 5 have just taken their Morrisby profiling online and they will be using the information gathered from this to help formulate their plans for future careers-based decisions. The Lower 6 also enjoyed a session run by ASK Apprenticeships in Activities Week on interview technique and how to cope with the rigours of assessment centres. We hope that the PSHE Careers programme will be able to run uninterrupted over the next academic year and that work experience will once again be re-instated when it is safe to do so.

The Careers and UCAS page of the school website is a good place to look for links to online courses, events and work experience. It is updated regularly and worth taking a look!



Senior School SPORTS DAY

The sun shone for the Senior School Sports Day at Exeter Arena and it really was a most magical way to end lockdown and return to some semblance of normality. There was much to celebrate, with some long-standing records falling and a palpable sense of support for all those putting, quite literally, their best foot forward. As ever, one of the great highlights was the staff versus student relay race and a super speedy final leg from Mr Ridler secured a narrow, but hugely popular, staff victory. Our very many congratulations to Goldsmiths who were overall winners on the day with the most House Points scored.



HOUSE REPORT

2020-21

Once again COVID has had a huge impact on the House events this year and we have had to adapt or be very creative with the events we have been able to organise.

Autumn Term

We completed our usual Language Spelling Bees, sports competitions and Photography Contest with the addition of our Sustainable Christmas Tree competition. Every House in each year group was challenged with building a Christmas tree made out of recyclable household items. The girls came up with some incredible builds, with Armourers in Upper 4 being our overall winner. Unfortunately, we were unable to complete our annual House Song competition this year but we are hopeful for it resuming again next year!

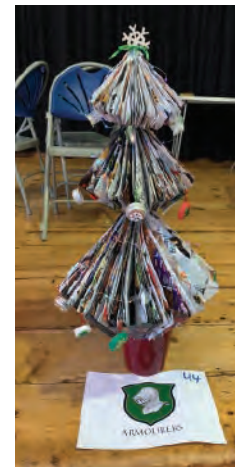


Upper 3 Merchants

Lower 4 Haberdashers



Lower 4 Merchants



Upper 4 Armourers

Spring Term

During the spring lockdown, the girls and staff took part in the Lockdown Distance Challenge. They were tasked with completing as many miles as they could over lockdown on bike, foot or horseback. The overall mileage covered was an astounding 5,322 miles, with Armourers winning this with their contribution of 2,014 miles! Additionally, the Music Department organised a competition during Lockdown with Armourers once again taking the win! The Humanities Department also arranged a quiz around the theme of St Valentine and the PE Department organised a 60 second sports challenge for the Upper 3 and Lower 4. When we were allowed back in school, the Upper 4 girls enjoyed the annual egg race with the Science Department and multiple sports competitions.



Sophie



Freddi

Summer Term

This rather short term is jam packed with exams, trips and events with House competitions in cricket, rounders, rugby and maths. The term leads up to the big event of Sports Day on the penultimate day of term!



Lower 4 Hockey



Upper 4 Netball

Overall results for the year

All House competitions, plus the girls' Greens awarded on ePraise, are all combined to give an overall House winner at the end of the year.

This includes:

- ePraise points
- Moldova shoe box donations
- Modern Foreign Languages spelling bees
- House hockey, dance, cricket, rounders, rugby
- Autumn photo competition
- Christmas tree building
- Christmas writing competition
- Science egg race
- St Valentine's quiz
- Lockdown miles challenge
- Lockdown House music
- Library book borrowing
- Accelerated reader
- And last but not least..... Sports Day!!

Overall winners

1st



HABERDASHERS

2nd



MERCHANTS

3rd



ARMOURERS

4th



GOLDSMITHS

Congratulations, girls, on another great year!

The return of the RESIDENTIALS

With lockdown lifted, we were delighted to be able to reinstate our richly-deserved residential trips at the end of the Summer Term. Oh, how we missed these last year but it was an absolute joy to be back out in the open air again and enjoying some of the South West's finest outdoor facilities!



Year 6

The annual trip to the Mill on the Brue is an absolute class highlight and even more so this year with it being Mrs Reynolds' final residential. The girls had an absolute blast and were, as ever, intrepid, adventurous, willing to give everything a go, whilst also being kind, considerate and supportive to all those around them.



Upper 3 & Lower 4

Equally, the Upper 3 and Lower 4s enjoyed back-to-back residentials at Mount Kelly, each having three nights of camping and fun on this most memorable Dartmoor adventure.

Upper 3



Lower 4



THE SUMMER CELEBRATION

This year's Summer Celebration was due to take place at Sandy Park, courtesy of our Exeter Chiefs' sponsorship, and we were very much looking forward to it, too! However, COVID meant a change to our plans and, instead, we opted for an outdoor alternative on our very own Leebourne. Thankfully, the rain held

off and the venue turned out to make for a most befittingly fun occasion to celebrate the year gone by and head off into the summer holidays! Our very many congratulations to all our prize winners and many thanks to all the performers who added the wow factor to a fabulous event!



2021 EXAM RESULTS

Huge congratulations to our GCSE and A-level students who certainly smashed their controlled assessments this year! They have shown remarkable flexibility since the start of the pandemic, and we applaud their grit and determination to achieve such excellent grades. A huge thank you also to all of their teachers who worked tirelessly to ensure that the assessment process was scrupulously fair and that all our students received the grades they deserved. You have all been truly wonderful!

A-levels 2021

Pass Rate	100%
Grade A*	36.6%
Grade A* and A	78.7%
Grade A*, A and B	78.7%

GCSEs 2021

Pass Rate	100%
Grade 9 and above	29.8%
Grade 8 and above	56.8%
Grade 7 and above	80.2%



