



# THE MAYNARDIAN

**2021-2022**





## MARKETING & COMMUNICATIONS OFFICE INFORMATION

Welcome to our annual publication, The Maynardian.

We hope you enjoy reading this overview of the 2021 - 22 academic year at The Maynard School.

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MADE FOR GIRLS AGE 4 - 18

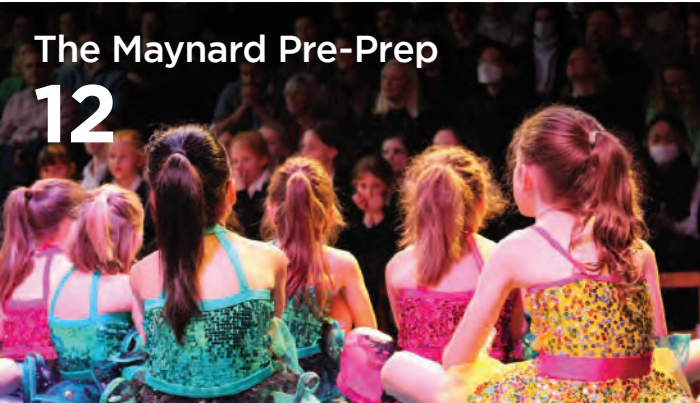
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## INTRODUCTION FROM THE HEADMISTRESS

## A YEAR OF FIRSTS AND LASTS

As the curtain falls on yet another incredible academic year, there has been much for us all to celebrate, and I am only too grateful that 'you know who' has been kept largely at bay for us to enjoy a more normal 12 months. How wonderful it has been to be able to welcome our community, in all its various guises, back together again to enjoy our very special 'Maynard Magic' (to quip the Good Schools' Guide). And how completely fitting that the whole year was rounded off with our biggest ever Summer Celebration held for the first time at Sandy Park.

This had been a long time in the planning and it was just fabulous to be able to welcome a record-breaking number of parents and extended families to join us in celebrating all the very many remarkable achievements of so many students across this past year; to enjoy the dance, the music and the special sense of togetherness that is the hallmark of a Maynard education.

On reflection, this past year has completely proven that we have emerged from the pandemic even stronger than we went into it. Without doubt, we have adapted and grown as a result of covid and our new normal, dare I say it, has elements that are even better than before! A highlight for me this year was our first ever outdoor Carol Service, complete with a huge inflatable Father Christmas peering down at us all from the fire exit on Tregear! Fortunately, the weather was kind to us, blankets were in abundance

and Andrew's lovely mulled wine warmed us all and put our vocal chords in a better place than ever!

Another first was the marvellous 'Mutts about Maynard' dog show held on Leebourne one sunny afternoon in the summer which attracted not only a huge audience, but a vast number of entries. I can honestly say that my first foray into the world of dog judging was much harder than I ever anticipated and choosing our eventual prize-winners was nigh-on impossible! I must thank our hard-working and creative MPA for coming up with such an inspirational fundraising idea and I am sure we can expect many more dog shows to keep us so thoroughly entertained in the future.

It has been so heart-warming to welcome back audiences to revel in our incredible Performing Arts offering. The biennial whole school play production, Mary Poppins, was an almighty hit! Three sell out performances certainly lifted the ceiling in the Performing Arts Centre and my enormous congratulations to all the cast, production crew and, of course, Mrs Bellamy and Miss Blackwell for setting the tone for so many subsequent events to follow.

The school has been alive to the sound of music once more (even a neighbour emailed me to say just how glorious it is to hear the gorgeous sounds emanating again from the music room windows)! We have played host to an abundance of concerts throughout the year, providing

performance opportunities for the Reception class right through to the Sixth Form. The sheer talent of our musicians never ceases to amaze me and my thanks to all those that came to support them all!

It has been equally wonderful to be able to enjoy the great outdoors and sporting activities again. Ten Tors and the Duke of Edinburgh Awards were, thankfully, very much back in this year's calendar with record numbers of participants. We had so much interest in our overseas expeditions that we



sent not one, but two teams to Borneo this summer to climb Mount Kinabalu, plant indigenous trees in the deepest jungle, meet the orangutans and snorkel with the clown fish. We returned also to our usual sporting brilliance, with Regional and National success in hockey, netball, swimming and athletics. But the absolute highlight, without any doubt, was putting together our first ever Rugby team to compete at the Rosslyn Park National 7's. Inspired and trained by the Exeter Chiefs, our Under 15 squad put in a sterling performance to finish second in their group whilst scoring an incredible 80 points – what a debut!

And finally, to cap off such a stunning year, we held the inaugural Upper 6 Prize Giving and Leavers' Ball at Sandy Park on the final night of the Summer Term. What a super occasion that was with wonderful performances, well-deserved prizes (including the hilarious 'wooden spoon' awards for staff and students), followed by a delicious dinner and dancing to an



**I shall truly miss absolutely every single aspect of this quite amazing community, but I am so grateful for all the many happy and cherished memories**

utterly brilliant band. A new tradition has certainly been born!

This really has been a year of many firsts. However, it has also been a significant 'last' for me, and my decision to retire from education in September was not one that I took lightly. To say that I have loved every minute of my last 36 years' teaching and, in particular, the last six years as Headmistress of The Maynard,

is more than an understatement. I shall truly miss absolutely every single aspect of this quite amazing community, but I am so grateful for all the many happy and cherished memories.

It goes without saying that The Maynard will always hold an extremely special place in my heart and I hope that I have achieved my mission to leave our special community in a very healthy and happy place. I wish Mrs Liz Gregory the absolute best of luck as she takes up the reins in September and I can only say, to quote one of her referees during the appointment process, that she will prove an absolute 'gem'! We are certainly very fortunate to have found her!

How lucky I am to have something that makes saying goodbye so hard but, without further ado, may I bid you the fondest farewell and I wish The Maynard every bit of success going into the future.

Sarah Dunn





## THE PRE-PREP & JUNIOR SCHOOL

# A RETURN TO NORMALITY... AND SAD FAREWELLS

It seems like a world away when we look back to last September! I am sure you can remember (how can you forget!) that we were out of the last lockdown and were returning to a semblance of normality, in terms of having everyone back in school again, with a significant relaxation in the national response to the pandemic. At least we thought we were...

In truth, as I recall both the Autumn and Spring Terms were plagued, firstly by pupil absence, with individual classes being decimated one after the other and then, in the Spring, the staff team being hit with three or four absent every day. In the Spring Term, we reached a "peak" of having ten staff absent from the Junior team on one day! We are still trying to erase this from our memories! We can only salute the staff team for rallying around every day to ensure that there was a Junior School specialist teacher looking after your daughters every day and not once did we have to call in a supply teacher. In the context of the national picture, this is truly amazing, especially when one hears of the desperate situation other schools found themselves in, amalgamating classes, no teachers well enough to work and schools being closed.

As we have progressed through the year, however, we have moved increasingly towards what we could really call more normality and the Summer Term, in particular, has felt like how school used to be, with that rich variety of activity and the opportunity to look outwards again.

Gradually, trips and visits resumed with favourites amongst them being the Pre-Prep going over to West Town Farm, the beach and the lifeboat centre in Exmouth. We love West Town Farm and it encapsulates everything that we think children should be doing to enhance their growth; open fields, space to run, animals to care for and a wonderful sense of freedom that comes from not being too structured, allowing the children just to be. Very special!

Year 3 were off to Kents' Cavern, Year 4 saw the beehives on top of Princesshay and headed to the Science Museum in Bristol. Seeing the pictures of the children dressed in oversized adult bee suits certainly made us chuckle – effective but not that elegant! Year 5 explored SS Great Britain and Year 6 hit the Aquarium, where the fish dissection always holds a macabre fascination that Old Maynardians always remember when I meet them.

Matches, fixtures and swimming resumed with children of all ages getting around the county to compete and the chance for us to be the first school to be using the stunning facility of St Sidwell's Point Swimming Pool. Three pools and an adjustable floor to change the depth brings a whole new level to the experience! The PE staff have been as energetic as ever in encouraging your daughters to get involved and discover new sporting skills that we hope will stay with them for life.

We finally managed to have our first Sports Days for three years, with Pre-Prep here at school and pony racing a favourite. Yes, you heard me correctly, although probably not quite what you are imagining and, much to the children's disappointment, no real ponies! This day always has a special feel to it and excitement was running high. Junior School attended the Arena for our track events with the whole school involved in multiple races. A special thank you to Mrs Fabian for her organisation and imagination and for always creating such unique events for the girls.

Performing Arts have returned with a bang and we have managed to fit in a great array of events with the girls. The Nativity was postponed due to Covid, but the staff were determined that the show must go on, so this took place in the Spring Term. It felt as though Christmas was the gift that just kept on giving, with little angels and shepherds passing the office windows to fit in repeat rehearsals at the end of January – most disconcerting!

Year 6 performed The Tempest with stellar performances by the class who showed great maturity and nuance to get to grips with this complex play. Rehearsals were such fun and the fact that pupils were bribed with chocolate from the Fair Trade store on those late afternoons after school will remain a secret between us...



the Summer Term has felt like how school used to be, with that rich variety of activity and the opportunity to look outwards again.





Years 3 – 6 all took part in Musical Showcases, when pupils volunteer to come and play their instruments in front of parents and friends. This is often the first taste of a performance and is all about building confidence. Years 1 and 2 also had a Musical Showcase – our first one ever – and it was a special afternoon seeing them up on stage performing. So brave!

In the Spring, we held our Dance Showcase with participants from all ages taking part and showing all of the skills that they have learned in their ballet and modern dance lessons. The costumes and choreography make this a wonderful spectacle and we know that this is a particular favourite event amongst our parents. “All aboard the ballet bus!” will be a call that we will never forget as it rang out across the Performing Arts Centre.

Of course, we finished the year with our Summer Show with the whole school involved from Reception to Year 6. We love the way that each teacher’s and class’s personality come through, culminating in such a diverse array of entertainment and sending us into the break with such a “feel good” factor. I won’t dwell too much on this one as it’s far too emotional but

certainly a lovely memory to take away from the Maynard with me.

Outside, Mrs Horrell-Tidbury has re-energised Forest School with all of us enjoying time there creating camp crafts and cooking around the fire. The river of daffodils from World Mental Health Day’s “Hello Yellow” campaign involved every child from the school and was great to see come Spring time.

Year 4 were our Wildlife Champions, off to the Devon Wildlife Trust conference and leading the way with green initiatives and Environmental Action Week saw us join with Greenpeace to audit the plastics that we use at home, showing us that we can all make a difference through our individual actions.

As always, the girls have been desperately keen to get behind all sorts of charities throughout the year with money raised and events held for the NSPCC, RSPCA, Children in Need, Dress to Express, Young Minds, Place2Be, and the Moldovan shoeboxes amongst those that we have supported. We love the students’ enthusiasm and energy, and particularly the way that so many have volunteered to run assemblies for the school to promote

causes they are passionate about. It takes great courage to get up in front of a crowd and deliver; a skill that many adults wish they felt more confident with.

Thinking of everything else we have got involved with leaves us quite breathless – the Jubilee, One World Week, our celebration of inspirational women, World Book Day, police visits (for assembly!), all those many pupil competitions, the whole school photo with 500 of us up on the platform, International Day of the Girl, International Women’s Day, Diversity Week and so it goes on and on.

As we look forward, it has been exciting to announce the plans for the building of a bespoke Pre-Prep building here on site, which will provide an amazing facility for our younger pupils, that we hope will be complete during the coming year. Likewise, working with the School Council to order new structural play equipment on Leebourne, our green space behind the Junior School. Our thanks to all of you parents for making this possible, with the money for the play equipment coming from our MPA fundraising. The children will enjoy this for many years to come.

WE SAID GOODBYE to Mel Beach after ten years on the team. We will miss her and thank her for all the care that she has given to the girls over this time. We welcomed Ms Wadsworth, joining us as one of our teaching assistants but also, as a qualified teacher, delivering our Pre-Prep modern languages and working with Year 1. It feels already as though Ms Wadsworth has been with us for ages, having slotted so easily in with the rest of the team and throwing herself in to the business of school life.

Mrs Darcy returned to us from the PE Department and we have been delighted to have her back with us, although she will be off on maternity leave at the end of term. We look forward to meeting the new young Darcy in the next school year – obviously we are all hoping for a girl!

We look forward to next year with Mrs Bucci (yes, another one; the sister-in-law of our current Mrs Bucci!) joining us as Year 6 teacher and to Mrs Watt joining us to take Year 4. You will all have the chance to make them welcome over the coming weeks, but we are looking forward to working with them and benefiting from their experience.

Sadly, we also say goodbye to Mrs Kingdon, who joined us a TA before coming back again as a teacher with Year 3. She has been amazing and she will be sorely missed by pupils and staff alike. We wish her well for the future and hope she will keep in touch.

And so, I reach the end. You can see from this report the dynamism and diversity within our school and I have been so proud to have been Headmaster here for the past 16 years and to have seen this grow and develop over this time. It is a special school for sure. One in which we have worked hard to create a culture of kindness, compassion and inclusion that I am sure will continue and that I hope your children will take with them into

their future lives. These are the things that matter and do not be deceived into thinking otherwise. For me, places are about people and I could not have asked for a better team to work with over these years, through all of its changes and challenges. Nor could I have worked with more inspiring children who have brightened and brought laughter to every day. I shall always treasure this.

My thanks go to all of you parents, too, for all of your support over these years and for having faith in our school and those who work here. The school is special because of the people who work here and the unconditional care that they give to your daughters every single day, come rain or shine, fair sailing or crazy pandemic. This is the essence of The Maynard. Best wishes to you all for the future.







# PRE-PREP

THE MAYNARD



# PRE-PREP CLASS PHOTOS

Year 2



Reception



Year 1





# NEWS FROM RECEPTION



The Reception girls got off to an amazing start by enjoying lots of science activities for our 'Colour and Light' topic in the Autumn Term. We continued with celebrations for Diwali, Remembrance Sunday, and Christmas. Christmas was then celebrated in style with lots of craft activities, card making and topped off with the groovy Pre-Prep party. The girls did well with their performing skills and the Christmas Show was a true hit!

Spring Term continued with awe and wonder as we started our topic on 'Polar Regions' during the colder months. We celebrated World Book Day and

Red Nose Day, wearing some fabulous costumes, and reading lots of books. Plants and growing were our particular focus in spring and down at the Forest School there was lots of delight in learning about nature and roasting marshmallows. We extended our learning by having an amazing experience at West Town Farm. All the hard work in our Ballet and Mini Modern lessons paid off and this created an amazing show for the Ballet and Dance Showcase. The dresses being a highlight of the experience!

In the Summer Term hands-on learning continued to be a focus as we learnt about 'Traditional Tales'. Each story

is linked to a science concept and the girls completed lots of experiments by learning about floating and sinking, cooking and, of course, writing all about their experiences as well. We enjoyed a trip to Exmouth Beach with the other classes in the Pre-Prep and went for a tour around the Lifeboat Station. We celebrated the Queen's Platinum Jubilee with our buddies by making lots of bunting and posing for photos with Her Majesty! By the end of the summer the girls had become old hands at performing and so put on a tremendous Summer Show to end a fantastic year!

**Mrs Riley**





# NEWS FROM YEAR 1



It has certainly been smoother sailing this year and the rough patches seem a long time ago now! In September, we welcomed Miss Ruskin to the Year 1 team. We started the term learning about 'Houses and Homes'. We shared photos of our own homes and looked at houses around the world and those built long ago. The girls also enjoyed painting and writing poems about their homes.

The girls were also really excited to return to the swimming pool and they all enjoyed their weekly lessons. We were equally excited to get back to 'Forest School Fun' with Mrs H-T.

Before long, we began learning songs and rehearsing for our Christmas Show, 'The Little Red Robins'. We loved learning the songs and practising all our words and actions. Sadly, we were not able to

perform the show to our families before Christmas but we did manage to perform in January instead. Luckily, however, Christmas was not totally spoiled as all the girls managed to have a Zoom chat with Santa before we broke up for the holidays.

The Spring Term began with the topic of space and we learned all about the planets and created some wonderful 'Starry Night' pictures. We also welcomed Charlotte to our class, and very quickly it felt like she had always been with us.

The girls really loved a visit from Mr Upston who came to teach us some first aid skills. They learned how to call for help and how to put someone in the recovery position, as well as having great fun trying to bandage up each other!

The girls were delighted to finally get out on a school trip after so many cancellations. They enjoyed a wonderful trip to West Town Farm with Kevin from Organic Arts, where they learned all about the environment and made some nests for our clay eggs.

We also were invited to have afternoon tea with Miss Dunn. We enjoyed squash and cupcakes as well as the chance to ask Miss Dunn all sorts of questions!

For the Summer Term our topic was 'In the Garden' and we were lucky to welcome another new friend as Grace joined our class. During this half term we had great fun learning about, and celebrating, the Queen's Platinum Jubilee. We made decorations, painted pictures and thought what we might do if we were the Queen!



The second part of the Summer Term seemed to pass in a flash. We went on a trip to the Lifeboat Station in Exmouth, began training for Sports Day and started rehearsing for the Summer Show. We also had our 'Moving Up day' and the girls were all delighted to meet their Year 2 teacher.

Each and every one of them have been fantastic this year and they have really

worked together as a team. I have been so impressed with how happily they have got on with one another in such a small class. What a lucky teacher I have been, and I'm sure Mrs Stylianidou will be looking forward to welcoming the girls into Year 2!

**Mrs Meaton**





## NEWS FROM YEAR 2

The Year 2 girls started their adventures with Mrs Greenwood, Miss Hall and our new class member, Isabel, in September, full of excitement and enthusiasm for all that their final year in Pre-Prep had to offer them.

One of the highlights of every week is, without fail, their visits to Forest School with Mrs H-T. They come back full of tales of the fun activities and adventures they have got up to and, of course, a strong aroma of 'Eau de Bonfire!'

Throughout the year, they have also forged some lovely friendships with their buddies in Year 4 and were so excited to discover that not only would they

be able to share stories with their new friends, but also with the honorary Year 4 member, Nula the Dog!

After a couple of difficult years, when access to public places have been more challenging, it has been wonderful to see the enthusiasm and progress made in our weekly swimming lessons at St Luke's pool. I can safely say that confidence in the water has visibly improved and they have certainly made up for any lost time!

As the girls have matured over the year, their confidence to speak and present to their peers has improved dramatically. The quality of 'Show and Share' contributions has astounded me and we have learnt so much over the

year. Among the girls in Year 2 you will find experts in cephalopods, geodes, slow worms, life on the farm, mixing up a killer salad dressing, creating a kaleidoscope, horticulture, playing golf, magic shows and the Stone Age (to mention just a few). Alongside the presentations on hobbies and interests the girls have been wonderful hosts to our class teddies 'Sprinkles' and 'Coco'. The adventures these two have got up to over the year have been amazing and the girls always enjoy hearing about what they have been doing when they return to school.

In the second half of Autumn Term, we celebrated World Mental Health Day by dressing up in something yellow.

Children's mental health and wellbeing is a valued part of the curriculum and we have had regular time allocated for Headspace (mindfulness) sessions and introduced a weekly massage lesson where the girls have appreciated the time and space to relax and reflect. As we moved towards the important end of term business, rehearsals for our Christmas show built the excitement of welcoming our families back into school once again for this special occasion. Sadly, the impact of the pandemic was felt once more and the show was delayed until the start of the Spring Term. The girls were amazing however, remembering their lines and dance moves with very little final preparation and judging by the smiles seen on mums, dads



During our Autumn Term topic on the history of toys, the girls thoroughly engaged with our (slightly covid delayed) visit to the Tiverton Toy Museum. They had the opportunity to listen to the museum curator explain how toys had changed since the Victorian days and then, the highlight of the trip, play with toys from a range of eras. I was a little concerned to see some of the toys I used to play with as a little girl are now considered museum pieces!

and grandparent's faces, the resulting performance was a huge (and long anticipated) success.

In the Spring Term, the girls immersed themselves in learning all about different habitats and explored a range of different microhabitats around our school grounds. I think no stone (or fallen log) was left unturned in the quest to locate as many minibeasts as we could for our scientific research! We also learnt about contrasting habitats which led into our trip to Paignton Zoo where we delved deeper into the world of life on the Savannah. The girls (and I) were a little star-struck when we were met at the gate by 'Matt' who presented all of the 'School from the Zoo'

programmes we had been watching prior to our visit. Matt gave us a wonderful, personalised tour answering the (many) questions the girls had including 'Can a giraffe's tongue reach up its nose?'

My highlight of the Spring Term was watching the girls perform in their Dance Showcase. It was an utter joy to see them perform to a large audience with such confidence and enthusiasm and a little dash of pizzazz! Just before breaking up for the Easter holidays, we marked Red Nose Day by all coming into school in our pyjamas and onesies. As a class, we agreed that a 'PJ Day' should be a weekly event as it made getting up and coming into school so much quicker!





The Summer started with us having to (sadly) say goodbye to lovely Daisy as she moved house and, therefore, school. It was not long however, until the form captains had repurposed her cubby into a much needed 'lost property' space - ruthless but practical! Our topic moved onto to seaside holidays and included a historical and geographical focus. Through the wonder of 'Magic Grandad' we 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 re-enact the funny stories.

We also had fun going on our first ever Athletics Festival where the girls enjoyed taking part in a range of activities and represented the Maynard School with great behaviour and sportsmanship. Going into half term we had a wonderful

time celebrating the Jubilee with a delicious platinum picnic on Leebourne with our buddies. In the second half of term, Pre-Prep joined forces on their trip to Exmouth beach. The girls noticed many of the key features of a seaside town we had been learning about and were happy that the tradition of visiting an ice-cream van was very much still alive! Finally, we were thrilled to welcome families once again to celebrate our year together through our Musical Showcase. The Jungle Book performance by Pre-Prep was fantastic and yes, girls, you really are 'King of the Swingers'.

The girls have been amazing as we enjoyed what felt like a normal(ish) year of school. I am so proud of them all and I have been impressed with their joy of learning and enthusiasm for all that the Maynard has to offer.

**Mrs Greenwood**



# PRE-PREP Artwork

The Pre-Prep girls have created all manner of beautiful artworks during the course of the year but, as a special highlight for this edition of The Maynardian, we thought that we would focus on their portraits of Miss Dunn and Mr Smerdon. These formed an integral part of the farewell presentations to them both at the end of the Summer Term. We hope you enjoy them as much as we do!

Miss Dunn



Mr Smerdon





# PRE-PREP SPORTS

Who wouldn't want to be in the Maynard Pre Prep ... not a day goes by without the chance to be bouncing about with friends, learning physical skills and putting them into practice through play!

These little 4-7 year olds have turned their hands to all sorts of activities this year, from Jiu Jitsu to Ballet, Gymnastics to Rugby ... lots of fun to be had developing skills that will set them up for enjoying sport and activity in their future years in the Junior and Senior Schools.

PE with Mrs Fabian, Martial Arts with their Sensei Charlie, Ballet with Mrs Barlow, Modern Dance with Miss Clare, Swimming at St. Luke's and the fabulous addition of the Maynard Mini Rugby with Exeter Chiefs Players, Clara & Alia ... who knows if any of the Class of 2035 could be riding on top of a future Exeter Chiefs Bus through the streets of Exeter, celebrating their Premiership Cup win in several years' time!



## PRE-PREP SPORTS DAY

What a fabulous afternoon! The sun shone, a huge crowd was in attendance and the girls were sublime in an array of races ranging from the Ice Cream Cone Relay, the Turtle and Spoon Race, the Rubber Duck Race and, of course, the Great Maynard Steeplechase! To top it all off, and to culminate what was an utterly brilliant afternoon, we witnessed a Parents' Race like no other before!







THE MAYNARD  
JUNIOR  
SCHOOL



# JUNIOR SCHOOL CLASS PHOTOS



Year 3H



Year 3K



Year 4



Year 5G



Year 5KS



Year 6



# NEWS FROM YEAR 3



The Year 3's started the year full of enthusiasm and energy, raring to go! They joined both Mr Hoile and Mrs Kingdon in two classes and embraced all that Year 3 had to offer.

At the start of the Autumn Term, the girls did not waste any time getting stuck into their topic work, learning all about the Stone Age, and what life was like millions of years ago. They enjoyed a Stone Age afternoon at Forest School, immersing themselves in times gone by, and sampling their very own Stone Age delicacy: the delicious 'marshmammoths', toasted on an open camp fire (roasted marshmallows with a Stone Age Twist)! On top of this, the girls were given the fantastic opportunity to visit Kents Cavern to explore a prehistoric cave first-hand, walking in the footsteps of ancient humans who had once sheltered there. It was wonderful to have the freedom to begin our school trips once more and a fantastic start to the academic year.

Mr Hoile and Mrs Kingdon were delighted to discover that they had such a brilliant and creative group of girls, with so much to offer.

The Spring Term presented Year 3 with even more exciting opportunities, and in the usual Year 3 style, the girls welcomed these with open arms. They enjoyed a fabulous trip to the beautiful Bicton Botanical Gardens, expanding



their study of plants and building on what they had been learning in the classroom. The girls showed their green fingers by carefully planting beans in their Science lessons, nurturing these in the correct growing conditions and watching them germinate and grow, before taking them home to plant.

The girls' topic work took them across the globe to India. They got stuck into Indian



culture and learned all about the different animals that can be found there. They then used their fantastic research skills to create detailed fact-files about these. Year 3 got well and truly stuck into this topic, and fully immersed themselves in their learning. By the end of the Spring Term, both the Year 3 classrooms were beautifully decorated and bursting with colour, with a fantastic array of rangoli patterns and wonderful Indian artwork which the girls had created.

The Summer Term was quickly upon us, and again Year 3 were extremely eager to get going. The girls were very excited to be able to start the much-awaited topic: The Ancient Egyptians. Both Mrs Kingdon and Mr Hoile were thrilled with the way the girls threw themselves into their learning once again. They had great fun learning about the gruesome but interesting process of mummification, and writing their own detailed explanations of this. They were

all mummification experts by the end!

Towards the second half of the term, Year 3 had great fun preparing and rehearsing for the Summer Show, and the sunnier weather meant that they were able to get outside for their learning. The year came to a close with a wonderful trip to Wembury which allowed the girls to live through their learning, and experience this in a tangible and hands-on way. It was a beautiful day, and a very fitting way to finish a fantastic year with such a brilliant group of girls!

**Mr Hoile and Mrs Kingdon**





# NEWS FROM YEAR 4

An action-packed  
year with the  
Fabulous Fours!



Our amazing Year 4s have worked extremely hard this year and have thrown themselves into some wonderfully creative activities. In the Autumn Term we worked collaboratively on big art pieces such as creating a jungle in our classroom (filled with all sorts of collaged wild animals), followed by our giant Chinese dragon to celebrate Chinese New Year. We did some stomach-churning science experiments when we learnt about the digestive system and furthered our scientific knowledge by visiting 'We the Curious', where we made huge bubbles that we fitted inside as if running in a giant hamster wheel!

In the Spring Term, the girls tackled lots of problem-solving tasks including Maths Mystery Challenges to work out who stole the Easter Eggs and researching the continents in order to design a flag for each that reflected the uniqueness of each continent. As part of our PSHE programme, the girls also passed their Level 3 Heart Start qualification after a great day of First Aid training. We enjoyed fascinating trips that involved wild seed planting in Bull Meadow Park and tree planting with the Devon Wildlife Trust, as well as creating some amazing print work with the 'Double Elephant' print workshop.

In the Summer Term, Year 4 had great fun working on their own music production in ICT as well as creating their own stories and digital animations. We visited our local beehives, located on the rooftops of the Princesshay stores which complimented our Science work on Habitats and really got everyone buzzing! The girls also completed their own research projects on an endangered animal of their choice and presented their work to the rest of the class. The Jubilee was celebrated in style and we made a larger-than-life size collaborative painting of the Queen which everyone enjoyed working on.

We had great fun with an action packed three days of team building games, stand up paddle boarding and bell boating at Haven Banks. The laughter, shrieking and splashing was probably heard all around Exeter when the girls decided to jump into the river! Our final week of the year saw the Year 4's singing and dancing through a sample of the musical 'Six' for our Summer Show. For this musical retelling of the stories of Henry VIII's wives, six queens were just not enough. These Year 4s are all queens of the castle! What an action-packed year with the Fabulous Fours!

Mrs Fry



# NEWS FROM YEAR 5



The Fantastic Fives bounced back into school in September, eager to embrace all the fun, learning and opportunities of a (very nearly) normal school year, and what a great year we have had! They have relished being back in the classroom and the playground with their friends and have participated keenly in the many activities on offer, including sports clubs and matches, the very popular cookery club, speech and drama and music lessons. It has been a particular pleasure to see the girls proudly performing in front of their parents and families and demonstrating their progress and confidence.

The Autumn Term saw the Year 5s working enthusiastically across the curriculum; we have learned about the geography of the United Kingdom and how to describe it using the correct geographical terms. The girls also chose their favourite towns or cities and produced attractive posters about them.

The very first Art topic of the year allowed the girls to express themselves by making a torn paper collage 'Personality Portrait' and they went on to study collage artists and made charming collages of birds. In English, we studied 'The Jungle Book' and the



'Just So' stories by Rudyard Kipling and wrote stories inspired by these famous books. Our study of the Victorian era was complemented by a trip to Bristol to visit the SS Great Britain where the girls thoroughly enjoyed learning about the ship and its passengers and especially the dressing-up in Victorian clothes!

After Christmas, the girls continued to make great progress, focusing on planning, editing and improving their writing in English, 'like real authors'! We have read and written short stories, looked at writing from other cultures such as the Arabian Nights and worked hard on punctuation, handwriting and grammar.



In Maths, the girls were growing in confidence when tackling more challenging questions and we have been delighted to see them develop a 'have a go' attitude, which has really boosted their progress. They have also enjoyed working collaboratively on projects in the classroom.

In History, we moved on (back?) to the Anglo-Saxons and the girls were particularly inspired by learning about the gods and goddesses and inventing their own. Our trip this term was to Dartmoor Zoo, in glorious sunshine, where the girls learned about the animals and had a chance to handle some unusual creatures.



Then, incredibly soon, it was the Summer Term! For the first time, the Accelerated Reading Scheme has been extended to Year 5 and, under the guidance of Mrs Hourihan, the girls have made great progress in their reading, with many becoming Word Millionaires. They have continued to take pride in their work and have produced first class pieces, including writing extremely persuasive letters to Mr Smerdon, asking him variously to abolish school uniform, have a pink uniform or to ban homework! Mr Smerdon nobly replied to each letter, to the girls' delight! The highlight of the term has, of course, been the residential trip to Escot where the girls took part in a whole range of activities, including bushcraft, a swamp walk, lighting fires and toasting marshmallows.

We have had a great year with the Year 5s and have really enjoyed working and laughing with them, and seeing them growing up and maturing so much that they are ready for the excitements and challenges of Year 6!

Mrs Khreisheh & Miss Stylianidou



# NEWS FROM YEAR 6



What a fantastic final, yet wonderfully normal year in the Junior School it has been for Year 6. Filled with so many exciting, new and rewarding opportunities, catching up on those lost in the last few years. A highlight was our trip to the National Marine Aquarium, although many felt that they had seen it before, they were delighted with their behind-the-scenes access! All got involved with the fascinating squid dissection, giving them a real understanding of why it is so important to have an in-depth understanding of our marine animals. Taking inspiration from their experience, the class produced the most amazing and interesting anatomy pictures of an animal of their choice to enter the Nancy Rothwell Award.

Year 6 has had another outstanding year on the Accelerated Reading Scheme, with eight girls achieving word millionaire status, two of which reached over 5 million words! This year, the girls have not shied away from the responsibilities of being at the top of the Junior School; they have played an integral part in the School Council, taken countless interesting and inspiring assemblies, and even run clubs for the younger girls.

Despite a few false starts, Year 6 also pulled off a stunning performance of the 'The Tempest', and the class certainly proved themselves as extremely talented thespians. As the final term came to an end, the girls had the opportunity to end their last year in the Junior School on a long awaited residential! The timing was perfect, and the girls got to spend five glorious, sunny days in the beautiful Somerset countryside. Their week was packed full of fun and challenging activities. Pulling together as a team, the girls took on raft building, assault courses, a leap of faith, zip wires and so much more. It was wonderful to see so many beaming and excited smiles and I couldn't think of a better way for us to wrap up such a magnificent year in Year 6.

Mrs Pinkerton-Smith







**DURING OUR THRIVE SESSIONS** the girls have enjoyed reading 'The Disappointment Dragon'.

Disappointment happens when things don't turn out the way we want or expect. This book teaches the girls to learn to react to disappointment from a position of acceptance and a sense of perspective, rather than fear, anger, and anxiety. They have worked on simple strategies in their responses to disappointment in a positive way to banish that disappointment dragon and find the 'Dragon of Hope' instead. The girls have been inventive with little mantras "I Lost the game; Must not Complain" and "Shake! Shake! Shake!". Some of their positive actions have included: Ask for a hug and roll yourself up in a snuggly blanket and they have, equally, produced some colourful creative drawings of The Disappointment Dragon and also The Dragon of Hope. We know that the brain is shaped by experience and its plasticity makes it possible for us to learn throughout our life.

'My Chimp Brain': This book supports the girls to understand and manage their emotions, thinking and behaviour through fun activities. The girls learn to notice how they think and function, with the emphasis that we are all unique; the book offers many reflective activities around everyday life and how they can develop healthy habits. Mr Chimp puppet reads the book throughout, always offering different scenarios in which the chimp brain and the thinking brain (me) are in competition. Which idea will you choose to listen to and how do you wish to react?

The Headspace program offers the girls the opportunity to practise and learn several mindfulness techniques, including single sense listening and focusing on the sound around them, noticing new things for the first time and mindful eating of some delicious fruits. The puppets are a real hit with the girls when practising their finger, Bee, and belly breathing!



JUNIOR SCHOOL

# Dance Showcase

March 2022

Our dancing shoes have been tapping again in full force in the Junior School and Pre-Prep with a record numbers of girls regularly participating in Ballet and Modern Dance lessons.

We were delighted to, once again, be back in action on the stage preparing for a whole school Dance Showcase in the Spring Term. This was extra special since, for many parents, it was their first time at a live event seeing their daughters perform on stage.

With Pre-Prep ballet dancers all aboard the "Ballet Bus" we were treated to gorgeous costumes, beautiful smiles and a hilarious false start whereby the Ballet Bus reversed to pick up a hesitant passenger and then we were back on stage, twirling and whirling in sequined tutus.

A first for our dance shows was the musical accompaniment on piano by Sixth Former, Angel, who played "Questa Note" by Einaudi from the back of the stage whilst the Year 3 & 4 ballerinas danced; in the words of Mrs Barlow, "as if they were performing live at the Royal Opera

House". It was a very emotional and beautiful first that we hope to recreate again.

Our Year 5 and 6 dancers, some of whom have been dancing under the watchful eye of Mrs Barlow for five years now, led nicely into two pieces from our Senior Dance Company (from Years 8-11) who performed a couple of contemporary style dances to help inspire our younger dancers. Some of these girls were in the Junior School last time we were able to perform a live dance show!

The tempo increased for our Modern Dance performances choreographed by Miss Clare, with more sparkles, leotards and colour bursting onto the stage for their dances inspired by popular movies and musicals such as Zootropolis, The Greatest Showman, & Hairspray.

What a treat to have the buzz and excitement of a large-scale performance again, to see the Performing Arts Centre packed with an eager audience, and the subsequent post show elation and pride from the dancers, teachers and parents.



# Thrive







# JUNIOR SCHOOL Summer Show

July 2022

The Summer Term ended on a complete high with the much-anticipated Summer Show, and our wonderful dancers certainly didn't disappoint. There were wonderful class performances from classical favourites such as the Jungle Book, Mamma Mia and Mary Poppins alongside some more thought-provoking female empowerment messages, most notably perhaps from Year 4 who embraced the more modern musical of 'Six', the retelling of the lives of the six wives of Henry VIII. Another wonderful evening of entertainment, drawing a full-house and rapturous applause!



FROM A MEMBER OF THE AUDIENCE ...

"CONGRATULTIONS!! You put on such an amazing, uplifting, beautiful show for everyone to enjoy. It will be such a memory to hold forever. Made me so emotional to see the passion, hard work and support that goes on behind every move. Seeing the older girls so confident and free dancing beautifully was also wonderful.

It was just amazing. Thank you for your hard work. We loved it. What I would have given to participate in such a show when I was younger.

The perfect hair, the wow outfits, the choice of music, the supportive glances from the teachers at the sidelines, the smiles all around from the girls, the cute choreography, the music false start which was perfect as it taught the girls to smile and start again, Mr Smerdons impromptu joke, Mrs Fabian introducing each dance with a story, Mrs Barlow at the front silently orchestrating each move...I wanted to get up and dance myself.

You nailed it!! Well done. I can't wait for the next one."





## JUNIOR SCHOOL MUSIC

The Junior School has really enjoyed returning to 'proper' music making and it has been even more special this year due to the creation of a dedicated classroom for Junior School class music lessons in Tregear. The Pre-Prep Nativity, which was postponed until January due to Covid, was nevertheless a very jolly story of forgetful robins finally finding the angels' song and, therefore, Baby Jesus.

We have had three showcases: the first for Years 5 and 6 girls was in the Autumn Term and featured some fine performances from the more advanced musicians in the Junior School. Years 3 and 4 entertained a full Main School Hall in the Spring Term and, for some of

these girls, it was the first time they had ever been to a showcase in school, let alone performed.

And finally, a remarkable 83% of girls in Years 1 and 2 learn an instrument, so it seemed very appropriate to hold an inaugural showcase for the Pre-Prep girls which was an exciting, if nerve-wracking, occasion for them. There is no doubt that the future of music at The Maynard is in very safe hands. Finally, after three years, the entire Junior School enjoyed preparing for the Summer Show, the theme of which was based on Songs from the Shows: the Pre-prep's 'I wanna be like you' also featured the Year 5 Ukuladies group and the Junior School year groups ranged from 'Mamma Mia' to 'Six'.





# JUNIOR SCHOOL SPORTS

Excited to be back playing sport with fewer boundaries and restrictions, we relished the opportunity to use our off-site facilities whilst enjoying matches and tournaments with other schools once again.

Our Autumn Term saw the girls keeping themselves busy in their sports clubs; skipping off to Exeter Gymnastics Club twice a week, the instructors from Exeter Martial Arts Club running Jiu Jitsu club at school, ballet and dance lessons and before-school Tennis Academy. In Games lessons, we were back on the buses and

up to Exeter University to play Hockey each week, enjoying festivals with other schools and many girls also joining local Hockey clubs to play at the weekend.



In the Spring Term, we were back out running on the chilly mornings preparing for X-Country training, it was quite a feat to get Year 3 all in the right kit, on the right day and running in the right direction! But they managed it and were soon clocking up the laps as they eagerly trained for their House Races. Netball term is always a favourite for the girls, and they took to the court with enthusiasm and eagerness as they always do. We welcomed many other schools for friendly fixtures and to reignite the fan base for the Maynard post-match Cookies!



There was much excitement in the Summer Term with the promised opening of the new St. Sidwell's Leisure Centre; how glad we were to have held out hope that we could use the new pool for our swimming lessons, and how lovely it was. Swimming afternoons became a real treat for the girls, and we were all so impressed with the determination and resilience shown of those who had perhaps missed out on time in the water due to covid. Sunny days lent themselves well to our summer sports, with trips to Exeter Arena in preparation for Sports Day, Tennis and Cricket lessons and House matches.

As ever the girls have grasped every opportunity available to them and learnt so much from taking part in sport and exercise with their friends. They manage to squeeze a lot into their already very busy weeks at school and do so with a smile on their face.



House match results

Sport	1st	2nd	3rd	4th
X Country	Goldsmiths	Merchants	Haberdashers	Armourers
Hockey	Armourers	Goldsmiths	Merchants	Haberdashers
Netball	Merchants	Goldsmiths	Haberdashers & Armourers (joint)	

A TRULY EPIC SPORTS DAY

For our Year 3,4 & 5 parents this is the first Junior School Sports Day we have been able to invite them to, not forgetting that our Year 6 girls last had family supporters when they were in Year 3. So high hopes and expectations from girls, parents and staff alike!

It was a tad chilly, but that was the only disappointment - the girls were superb, from their high energy team processions to their dancing trackside between events, and their impressive efforts in their distance, sprint and relay events.

We saw one record broken on the track during a stunning Year 3 distance race, with Maya the new holder of the 400m record. Whilst both Nell in Year 3 and Esme in Year 4 impressed us with their Maynard Sports day debuts, breaking two records each in both the Long Jump and the Speed Bounce.

But the absolute highlight for all was to have everyone together again, joyful girls cheering each other on and performing their best in their individual races whilst having fun during their team relays.

**Results:**  
1st Place: Armourers  
2nd Place: Haberdashers  
3rd Place: Merchants  
4th Place: Goldsmiths







# THE MAYNARD SENIOR SCHOOL



# ART & DESIGN

Are we lucky to be back to the normality of real-life lessons, grappling with both practical and existential issues in the art room? How therapeutic to be immersed in oil pastel, charcoal, ink, acrylic paint, chalk pastels and collage once more (though not all at the same time).

To quote Picasso - "Every child is an artist. The problem is how to remain an artist once she grows up." So, we are starting from a good base!

## Upper 3 Art

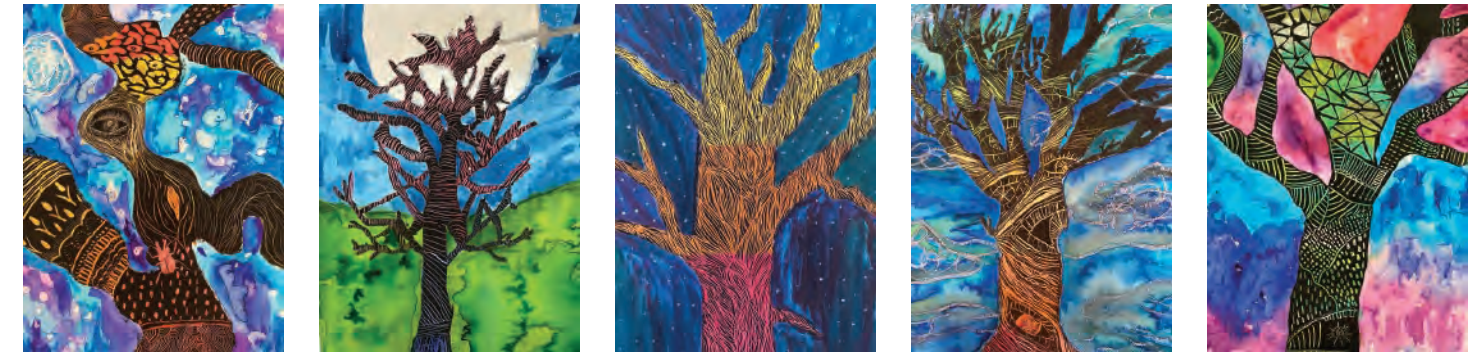
Upper 3 have enjoyed looking at Celebrations, choosing their favourite festivity and producing a vibrant colourful painting. The imaginary creatures project gave them a chance to work in 3D, and explore the plasticity and calming medium of clay. Inspired by a mixture of mythological and actual beasts, the clay models were fired, under-glazed and glazed and will make fabulous gifts for family and friends - assuming you are not of too nervous a disposition!



## Lower 4 Art

Lower 4 have worked individually on a large scale, using a wax resist and sgraffito technique to produce big paintings of trees which are both colourful and dramatic. They have also tried their hands at illustration and designed some fantastic realistic pet pictures. They also engaged with the concept of Pop Art, doing some Thiebaud-inspired pastel pieces featuring sundaes, sodas, cakes, and pies. Good enough to eat!

Every Monday we have had two talented and enterprising Sixth Formers run an Art club for Key Stage 3 students – each week they had new and exciting creative tasks to explore in a friendly relaxed space.

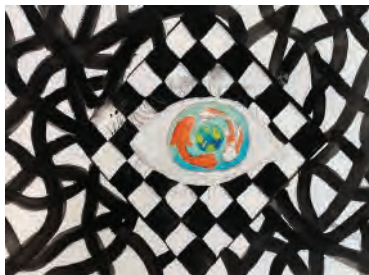
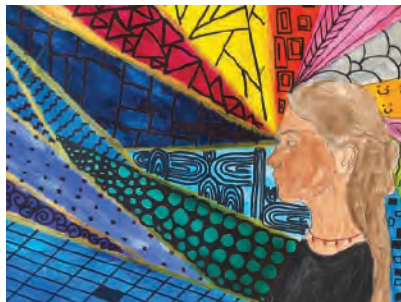
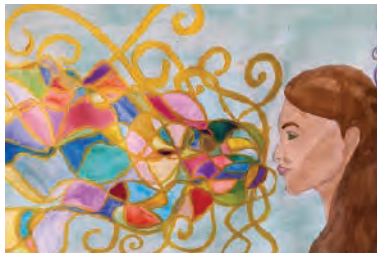




Upper 4 Art

Upper 4 have worked on their observational drawing skills, experimenting with chunky charcoal to contrast with the refined pencil mark making previously explored. They have also given vent to their imaginations, encapsulated in a surrealism-based module - “Fantastical”, juxtaposing unusual objects and

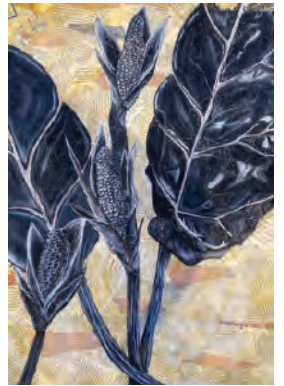
plumbing the depths of their subconscious, exploring elements of dreams and imagination. Next, they looked at pattern and focused on portraits, learning how to draw facial features and incorporating a range of pattern-based imagery to create very distinctive personal likenesses.



Lower 5 Art

Lower 5 have embarked on their coursework portfolio, working on the Natural Forms theme, and using collage, conte and chinagraph pencils to create large collage pieces which are bold and dynamic.

They have referenced skulls, fossils, shells, pods, plants and flowers and are currently working on a still life module.

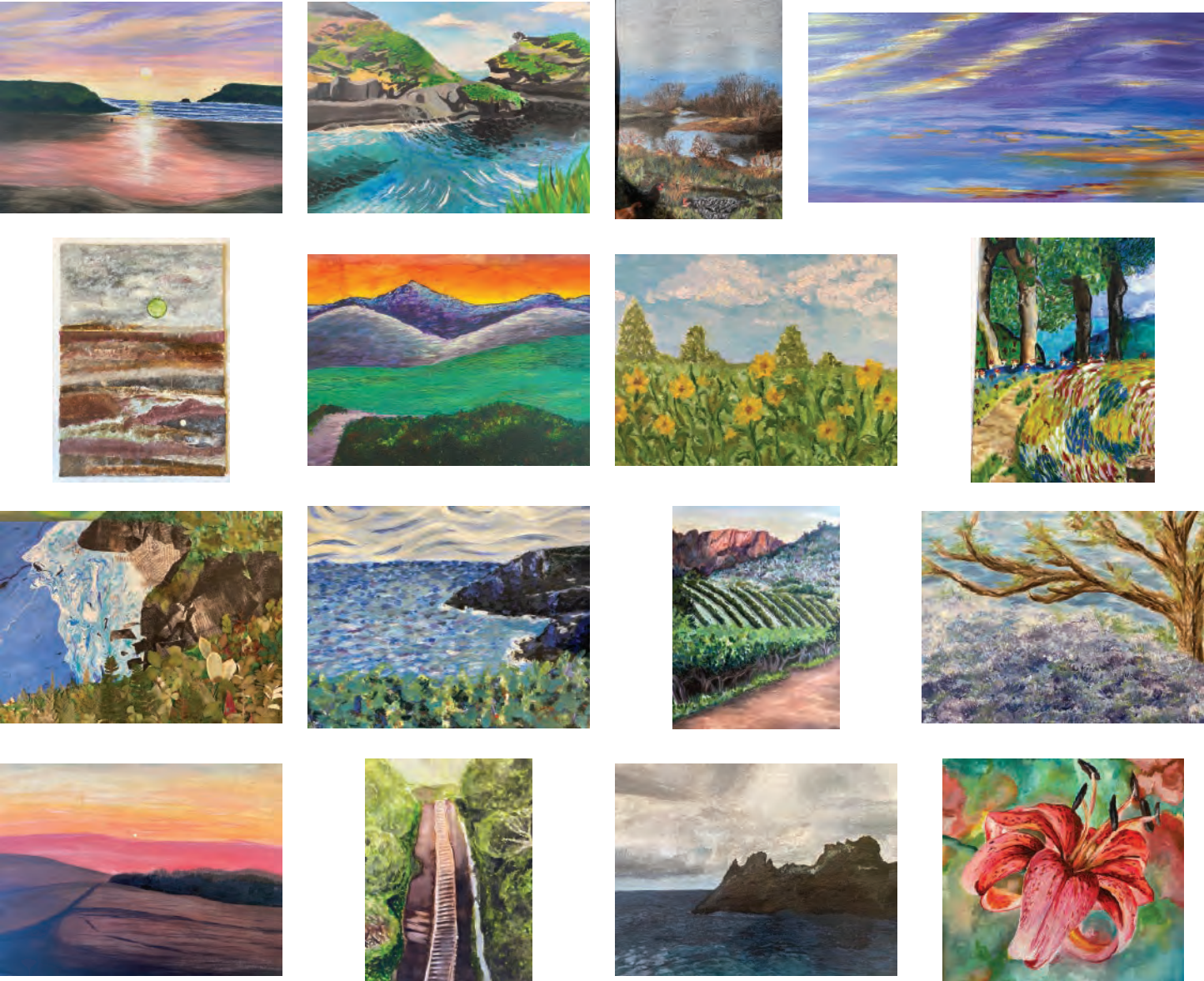




GCSE Art

The Upper 5 have completed wonderful landscapes and seascapes which are referenced and planned in their sketchbook work. They have absolutely risen to the challenge, taken their own photos, sketched, planned compositions and thrown themselves into bold,

adventurous paintings which are startlingly vibrant and sensitive. They have been completely engaged in their theme and have produced some of the most expressive, personal and skilled work ever seen in the department!

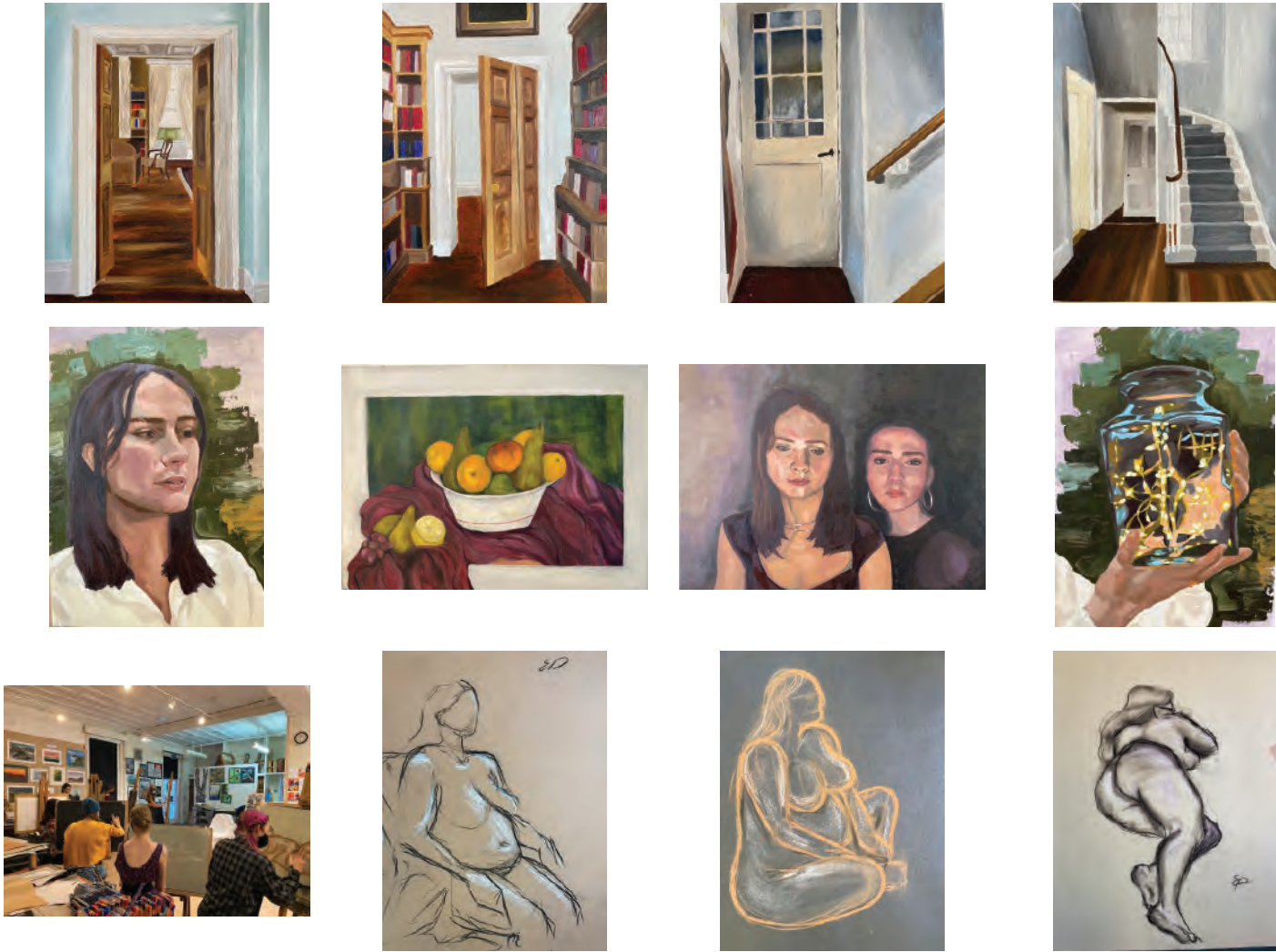


A-level Art

Lower 6 have been absorbed with the brief of Structure and Surfaces and taken the theme in their own individual diverse directions, including war zones, expressive portraits, domestic interiors and making the ordinary extraordinary. They have worked in clay, making sculptures based on the idea of 'A Sense of Place'. Both Sixth Form groups have had the chance to work with a life model to explore and enhance their life drawing skills, and this opportunity has benefitted their work in a variety of ways.

We are enormously proud of our A-level students who have worked so well under very difficult circumstances these past two years. Their completed artwork is accomplished and thoughtful, and they have explored eclectic themes of still life, seascapes, portraits and interiors with great success.

Back to our old friend Picasso - "Art washes away from the soul the dust of everyday life", and don't forget the wise words of Albert Einstein - "Creativity is contagious, pass it on."





# CLASSICS



No one knows the exact moment when Lucius Aelius Sejanus realised that the game was up, that he had exhausted all his devious power and influence over the emperor Tiberius, and that his time was running out. It might have occurred to him that something was up when the Senators convened a meeting to discuss his actions and influence, or perhaps when he was summoned to the temple of Concord. Either way, it seems likely that the penny had certainly dropped when he was unceremoniously and publicly condemned to death.

Unfortunately, the relevant section pertaining to this period in the Annals of Tacitus has been lost. According to Josephus, it was a woman, Antonia, the mother of Livilla, who finally alerted the emperor Tiberius to the growing political threat that

Sejanus posed. In a letter she dispatched to Capri in the care of her freedman Pallas, she no doubt spelled out the problem of Sejanus' ambition and devious tactics. Sejanus had ruthlessly climbed his way to the top of the Roman elite, taken the position of head of the Praetorian guards and lied and manipulated his way to the position of political advisor of Tiberius. According to the ancient satirist Juvenal, Tiberius reacted to Antonia's warning swiftly and ruthlessly: a letter was sent from Capri with orders to execute Sejanus without a trial. His body was cast onto the Gemonian stairs and a lot of other unpleasant things happened to those who had aided him in his climb up the greasy political pole.

Parallels between the tumultuous political world of Rome in 31AD and the world of politics today are (to some extent) easily



made, and it has been highly enjoyable to read about Sejanus in lessons this year. Lower 6 Latinist, Niamh, was so inspired by Tacitus' historical narrative that she took up the challenge of writing her own account of politics in the style of the ancient historian. Her work was highly commended and published in the Antigone Classics online journal in February.

Success has also been well deserved for Matilda in Upper 3, who entered the Classical Association Creative Writing Competition and won second place in her age category in April. The Upper 3 entries to the Primary Latin Project were of a similarly outstanding calibre, and it was wonderful to see the girls so

inspired by mythology and their Latin studies. No doubt, many of the girls will enjoy attending the online mythology and Latin sessions organised by the Classical Association over the summer.

Recently, the girls in Upper 4 have been using Oxford University's Manar Al-Athar archive to inspire their creative writing based on archaeological sites from Egypt, Turkey, Italy and Greece, and they have also enjoyed their own authentic style Roman banquet in May.

The Lower 6 Classicists have attended the Chalke Valley History Festival and have also been working on a new module based on the propaganda and building projects of the Emperor Augustus. As part of the school initiative to improve the girls' computer literacy, the Lower 6 have been logging onto "Classical Memes for Hellenistic Teens". A few of the more entertaining memes are on display here!



As ever, all the girls have worked exceptionally hard this year, and the department wish the best of luck to the students expecting their GCSE and A-level examination results this summer.





# COMPUTER SCIENCE



The highlight from Computer Science this year is real people. Yes, actually talking to students in class rather than through a webcam. This has meant that we have turned our attention to coding this year with all year groups.

Coding is a challenging concept to teach students, it has a steep learning curve and, in the early days, it can be a little two dimensional. There are only so many ways to have the computer print "Hello" and make it exciting. The department has always strived to have students play in Computer Science. It is through this play and experimentation that students really learn coding at depth. They move from copying what Mr Friendship is coding, to creating and designing their own code. So, this year we tried something new. We decided to enter the students' domain, one where I was particularly nervous

to tread, because I was no longer the expert. The world of Minecraft. Believe it or not there is a 'Minecraft Educators' training course for teachers. With this completed we bravely set about creating a new coding course in Minecraft. The key learning for Upper 3 is loops, events, variables and functions. How can we possibly teach this in Minecraft?

We decided upon chicken rain. Yes, you read correctly, chicken rain.



Chicken rain is where chickens spontaneously appear. Everywhere you walk within Minecraft chickens will rain down upon you. In case you are interested here is the code to make Minecraft rain chickens. It contains a function, a loop, an event, variables and even co-ordinates.

```
1 def on_on_chat(How_Many):
2     for index in range(How_Many):
3         mobs.spawn(CHICKEN, pos(0, 0, 0))
4 player.on_chat("chicken", on_on_chat)
5
```

After demonstrating this to students would it work? Would students now build on their knowledge and understand the coding concepts and, most importantly, play. Within five minutes, all that could be heard around the Computer Science room were raining dolphins, fox rain to chase the chickens and even ocelots.

Following the first Minecraft lessons we then asked the students about what structures they had used in their lessons. The level of confidence over the terminology had massively increased and loops and events had become their standard language to describe their code. So Minecraft is here to stay as I am convinced the students have enjoyed the coding lessons and they have learnt a great deal, too. As well as coding, the Upper 3 has also learnt how to stay safe online, become experts at Excel, built control systems and used the 3D printer to design a multitude of design challenges.

The Lower 4s have spent a great deal of time this year on coding websites. These websites are coded in HTML, and they must create the entire site in code. No drag and drop for these experts.

They have designed their own congruent colour schemes, found appropriate images and then built their multipage websites. The Lower 4 students have also completed many Python challenges this year, building police speed camera software and mobile phone cost calculators. We have finished off the year with the murky world of Cybercrime.



Upper 4 has also received a new course this year covering the relevant topic of AI and machine learning. The girls have not only researched and delved into the ethics of diverse topics such as driverless cars and chatbots, but also had a go at creating their own AIs. The best of these is the image recognition bot, which analyses images - pixel by pixel - to then estimate what shape is in the picture. The girls then created their own TV adverts

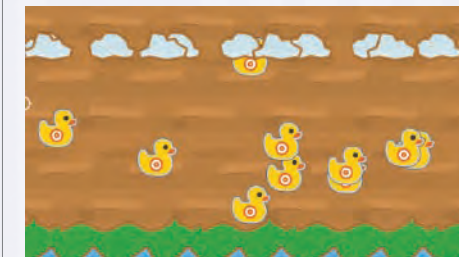
and learned to edit them with Premier Pro. Of course, some Python was again taught with the girls being well prepared for the coding element of the GCSE in Computer Science.

The GCSE students have been a real pleasure this year. As usual the Lower 5 students are saying, "Wow this is tough" and "What's going on?" and "Really - will we ever learn this stuff?". However, the Upper 5 girls came out of their exams saying, "Oh that was ok and I actually quite enjoyed it", to quote more than one student. Computer Science GCSE is demanding, but a worthwhile qualification that sets students up for their future careers.

We have run a plethora of clubs this year but, very proudly, the Lower 5 girls have set up their own hacking club. Due to their success in competition in previous years, they are keen to extend their skills. Mr Friendship is always around for assistance, but this club is run by the girls for the girls. This is a delight to see as it gives students a leadership opportunity, but also the process of working through problems in a collegiate manner means

they will have a deeper understanding than can ever be taught.

We are also running a new PyGame Club for the Lower 5 and Upper 5s. This is a challenging club and uses Python to build real games. Our latest is the duck gallery shooting game.



The club is only open to the GCSE years as PyGame requires a high level of coding ability. It actually takes the girls beyond GCSE into A-level coding such as Object Orientated Programming. This is great for developing their skills during their GCSE years as their coding skills become more confident and fluent in a fun way and, of course, they get a game to play that the school filters can't block!





# DRAMA

We have had lots of fun this year, returning to both our practical lessons and practical extra-curricular endeavours. I am writing this after just having spent a joyful day rehearsing our workshop performance of 'Around the World in 80 days' with the Upper 4 students, which is coming up towards the end of term – it was so heart-warming to see them all actively creating their dramatic moments for the stage together, alongside spending some quality time with their classmates. It just goes to prove how important these endeavours are in wider school life.

Our year has been a brilliantly busy one as we have creaked back to full steam ahead. Dominating the first part of our year were the devised performances from the Upper 5 and the Upper 6. Our GCSE students created interesting pieces around the topic of 'Dreams and Nightmares' with stories encompassing guardian angels and powerful messages of hope, to darker more brooding pieces using physical theatre to explore the darker side of the human psyche; a real testimony to their hard work and commitment.

Meanwhile, our A-level devised piece was inspired by the practitioner Theatre de Complicite and, using one of their early plays as stimuli, our group devised a beautiful piece of theatre exploring memory loss and the transient and arbitrary nature of remembering; a truly moving piece that had the audience held captive from beginning to end.



The latter end of the Autumn Term saw our bi-annual school musical; this year the iconic 'Mary Poppins'. The ideas were conceived in lockdown, and we proceeded with caution, deciding to stage a more manageable schools (Jnr) version for the first time in our Performing Arts Centre. The show really captured the heart of the story. The cast threw themselves into the numbers and told the story with aplomb. It was a fast and furious rehearsal schedule and, in the end, we were lucky to avoid too many Covid absences and hit show week with a full cast and crew. Speaking of the crew; we are so lucky to have our many Sixth Form students who pulled together and under the tutelage of Addie, Chloe and Sennen; brilliant team-work.

Post-Christmas we again hit assessments for our exam groups with C2 filmed performances of monologues and duologues for both years; the range was exciting in equal measure to work on and watch. We had pieces from works



by Shakespeare and Jean Paul Sartre, alongside more modern playwrights such as David Wood and Daniel Jamieson and many more.

We then headed into the Lower 4 production of 'The Lion, the Witch and the Wardrobe'. Directed by Mr Ganley, a great deal of the Lower 4 took part in the performance, again in the Performing Arts Centre – this was a highly inclusive drama piece that managed to tell the brilliant classic story of Narnia. The key parts were split to allow for lots of performance opportunities, for example; the Pevensie children and the White Witch. A choral lion stole the show with its physical theatre and choral speaking; a real feat. Well done to all concerned.

We have been gradually returning to trips and visits, whilst also screening shows in the Performing Arts Centre through the year to access various productions intended for exam practice and wider learning. However, in March we



staged a trip to London for Sixth Form students to see the highly acclaimed Neil Gaiman adaptation of 'The Ocean at the End of the Lane' in the West End. It was a spine-tingling show that had us all gripped from beginning to end. We also managed backstage tours of the Theatre Royal, Drury Lane and The Royal Opera House; both of which were diverse and interesting. All of our exam students also saw 'The Ballad of Maria Marten' at the Northcott Theatre, Exeter. We were all bowled over by the exceptional storytelling and physical theatre on display and really enjoyed this hard hitting, yet melodious, performance – a great way to return to live theatre experiences.

We are now in the process of planning an exciting range of events, trips, workshops and experiences, not to mention assessments, to really capture and inspire our students in the forthcoming academic year.





# ENGLISH



We've had a marvellous year in the English Department; it has been absolutely wonderful teaching the girls in the school again. In all the excitement of returning to the debate, discussion and curiosity of The Maynard classrooms, we almost can't believe a year has passed already.

It has been another busy year and we've been delighted to welcome Alice Cunningham-Johns to the team. Following the completion of her Master's degree course reading English Literature at Cardiff University, Miss Cunningham-Johns completed her Post Graduate Certificate of Education at Bristol University last year and joined us as an Early Career Teacher. We've loved

having Miss Cunningham-Johns join the team in her first year of teaching. Moreover, the students have loved having her as a teacher – it's been the perfect introduction to life at The Maynard. After all, if she can handle the hustle, bustle and madness of the English office then we think she can probably handle anything!

This year we've continued to raise the profile of literacy throughout the school and show the girls that, perhaps, it can even be fun. Led by our Literacy Co-ordinator, Suzie Bean, we've been brushing up on key skills throughout the school. Each half-term Mrs Bean challenges the whole school community to test their skills in a key area and, following her helpful video reminders,

all girls (and some staff) take on her challenges from apostrophe use to capitalisation. Many girls have revelled in their 100% records, but we know Mrs Bean is already planning next year's tests! This new scheme works alongside the already popular 'Bookpackers' reading challenges and 'Words of the Week' programmes to ensure we remain a well-read and articulate bunch.

However, perhaps the most heart-warming initiative this year has been the 'book buddies' scheme in which students encourage one another with their reading and share their book recommendations. It's lovely to see the girls reading together as a group; it's been heartening to see such enjoyment of literature.



We're always excited to see the girls take part in showcasing their English skills in competitions and events outside of the classroom. Girls this year have had huge success in giving performances of poetry they've learnt in a 'Poetry by Heart' celebration and we've had some wonderful entries for the Christopher Tower Poetry competition. At Christmas, we all felt festive after enjoying the many, varied entries of our 'Festive Storytelling' competition and girls also had to get competitive in pitching their 'apprentice' ideas for new chocolate bars. Miss Hartopp has also been running the essay writing club – entering students in academic essay competitions such as 'The Estelle Prize' awarded by Cambridge University and the 'Gould Prize'. We are certain that this love of literature will facilitate academic success and a lifelong passion.



Gruffalo'. Students also enjoyed decorating gingerbread people as characters from literature (some more recognisable than others) and took part in the popular library quiz. Overall, it was a delightful celebration of our love of books.



The English department has also had some very special mascots in to support us this year. Mrs Rowley's Shih Tzu, Smartie, and Miss Hartopp's Pug, Frankie, have been in attendance on Fridays for the ever-popular dog-walking club. The girls look forward to their Friday strolls with the pups and it's a nice way to wrap up the week.

We've been delighted to plan events and

activities that inspire our students – we have enjoyed a wonderful lecture by Professor Nick Groom who enraptured the girls in his discussion of the gothic and Mary Shelley's 'Frankenstein'. We're also so looking forward to our annual Stratford trip running again after a two-year postponement and can't wait to visit in September. Equally, the girls will be off to the theatre in the coming months to watch a production of Shakespeare's 'Othello'. One more thing to look forward to is that there was more good news to celebrate for Miss Hartopp who said 'YES' following a proposal from partner on holiday in Thailand – we love having a good wedding to plan for! As you can see, the year ahead has great excitement in store for all of us here at The Maynard.





# FOOD & NUTRITION

Once again, our talented Food and Nutrition students have embraced their full cookery programme this year and it is wonderful to have them all back in the Food & Nutrition room in school! Throughout the year, both at home and in school, they have delighted in producing exciting bakes and dishes and have been proud to present their work to the highest standard. The “cook book-quality” shots of their completed dishes have been mouth-watering!

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 savoury tarts, the perfect scones and healthy fruit smoothies!

Upper 3 have continued the theme of healthy eating, as well as getting to grips with the safe use of both hand-held and electric kitchen equipment; they have produced delicious recipes from the complex savoury plait to the delicious, and technically challenging, chocolate caramel squares.

Lower 4 girls have expanded their technical skills with some tricky bakes such as designing and creating perfect crackers with a good “snap”, producing delicate choux pastry swans with Chantilly cream, and perfecting 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.



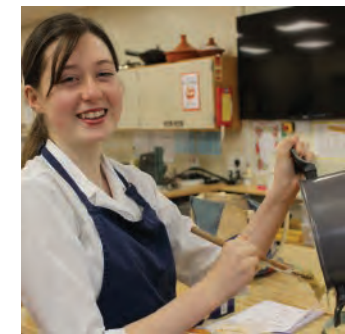
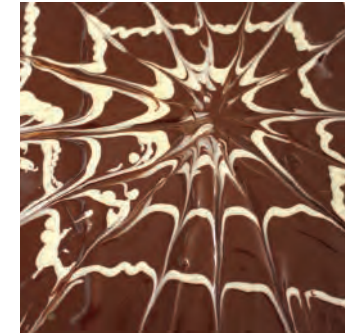
The Upper 4 have been working enthusiastically learning how to cook seasonally to reduce food miles, waste and packaging whilst expanding and developing high order practical skills. Using local ingredients, they have made their own flaky pastry in delicious seasonal fruit tarts as well as hearty barley risotto with mushrooms or spinach. The highlight of the year was the Upper 4 annual Christmas cake display, which was eagerly awaited by students and staff (garnering ideas for their own Christmas cakes). Once again it was a resounding success with some outstanding, unique and creative designs and lots of ooh's and ah's from the Junior School trying to select their favourite cake, which was impossible!

This year, the Upper 4 have continued to cook more challenging recipes expanding their practical skill set and gaining a greater in-depth knowledge of combining ingredients and adapting recipes. 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 diets, we made a delicious lasagne and spinach, sweet potato and lentil dhal. We have 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 served with melba toast, super green mackerel salad, crème brûlée and panna cotta with a rhubarb soup. Not forgetting our finale of the year, the popular and impressive summer strawberry and white chocolate mousse cake.

Our GCSE students have been honing and developing their practical skills and the wide range of practical skills they learn are put to the test when they produced their final piece for their GCSE coursework. The high standard of work could be served in the most exclusive Michelin star restaurants; this year our students produced wonderfully creative dishes ranging from crab ravioli with saffron sauce and a squid ink shard, a mouth-watering Tortellini in Brodo with a deep flavoursome broth, vanilla panna cotta with a red berry coulis, a tuille biscuit with homemade peach sorbet, grilled peaches decorated with fresh fruit, mint and mango spheres and an exquisite mango sorbet with thyme shortbread biscuits, charred pineapple and mango salsa, to name but a few! We couldn't have been more proud of them.

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

In the absence of Miss Williamson and Mrs Rymmer this academic year Mrs Merritt-Biggs, Mrs Douglas and Mr Hibberd have been holding down the Geography fort. Mrs Merritt-Biggs and myself (Mrs Douglas) have been warmly welcomed by students and staff alike and quickly settled into The Maynard community.

The Upper 3s have had a busy year covering a range of interesting topics including fantastic places (such as Mount Everest and Antarctica), the Amazon tropical rainforest and mapwork skills (which included some popular Hogwarts activities).

The Lower 4s have spent some of their Geography lessons exploring coastal management, issues raised by changes in population demographics and migration – with a particular focus on refugees and their movements across the English Channel. Through use of a variety of case studies, the students have examined challenges faced (in each of these topics) from political, social, environmental and economic perspectives and have gained a greater understanding of how complex these problems can be.

The Upper 4s have looked at a number of human and physical topics this year including development, globalisation and tectonics. Within their lessons they

have had a number of interesting debates including one examining whether Fair Trade does actually help to close the development gap between Higher Income Countries and Lower Income Countries. It has been great to see the students' research, intelligently discussing and reflecting critically on the different points of view presented.

The Lower and Upper 5s have been kept very busy with their GCSE work; the Lower 5s first GCSE field trip will be taking place near the beginning of the new academic year. The Upper 5 have put in an incredible amount of effort into their studies and we wish them great success in the summer examinations.



The Lower 6 spent three (wet and windy) days before Easter at the Rhyd-y-creuau Field Study Centre (FSC) in Snowdonia, visiting a selection of local contrasting environments which provided them with the backdrop for exploring how to ask geographical questions, design sampling strategies and build research proposals. The FSC tutors helped the students become familiar with various ways of collecting primary and secondary data, the potential uses of GIS and other, more traditional, methods of data presentation and some statistical techniques that could be incorporated into their own independent investigation.

The Upper 6 Geographers have worked extremely hard throughout the year to produce detailed, diverse and interesting independent investigations. Two examples of investigation titles chosen are 'An investigation into variations in carbon stores between coniferous and mixed woodlands' and 'An investigation into how land use impacts water quality at Roadford Lake.' We wish the Upper 6 students all the very best as they embark on the next exciting chapter in their lives.

The much-anticipated Iceland trip is now just a few months away and we are really looking forward to what promises to be a fascinating few days in this incredible country.





# HISTORY

Reflecting back over the last year, it is quite remarkable what so many of our students have accomplished since September. What is perhaps most special is the 'can do' positive attitude despite the after-effects limiting some of our usual events, trips and visits.

It was wonderful to start the year with such strong numbers joining our GCSE and A-level courses and there was a wonderful buzz around the plans for the year ahead. Therefore, it was with great regret that one of our first decisions was to postpone our trip to New York that was set for February 2022. However, we are now delighted to announce that

we've been able to reschedule our visit and expand it to include more cultural experiences alongside our History-focused itinerary. So, fingers crossed we should be in snowy New York this coming February 2023 – watch this space!

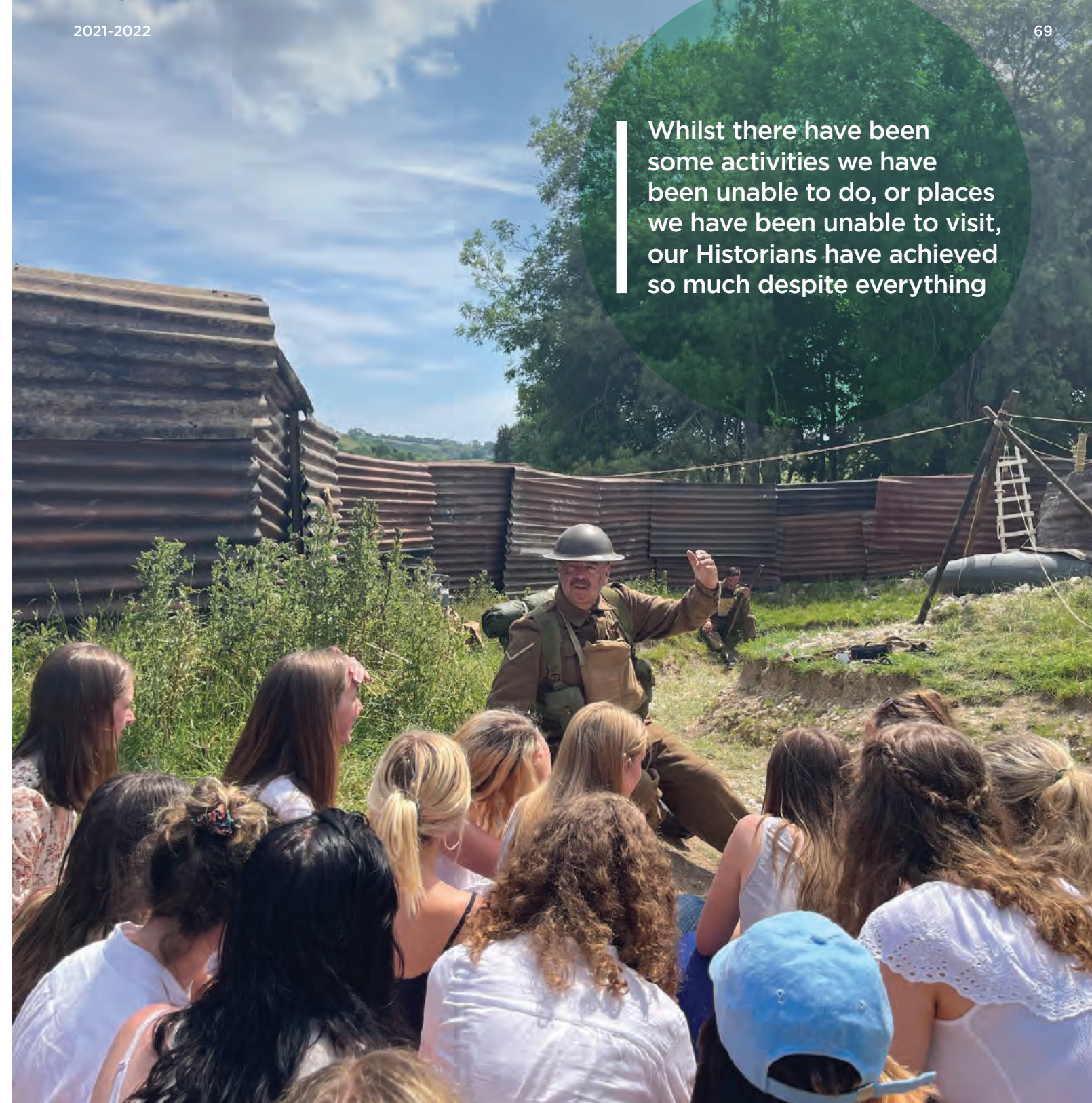
Within school, our budding historians have been outstanding in the sheer quality and creativity of so much of their work this year. Some highlights for the Department have included our Upper 3 creating their own Black Death Medieval cures; our Lower 4s creating poignant and informative presentations on the slave trade; and our Upper 4s participation in an afternoon with Guy de Beaujeu,

who gave us a fantastic insight into the movie industry and his production of *Journey's End*. This was all finished with a screening of the movie that afternoon.

Last but not least, our GCSE and A-level students have impressed us all with the effort and energy they have invested in their exam courses this year. So, overall, whilst there have been some activities we have been unable to do, or places we have been unable to visit, our Historians have achieved so much despite everything. So, we should finish by wishing all our exam students the very best of luck in their exams this summer and a well-earned holiday to come!



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# MATHS



As is now a Mathematics Department tradition, teachers step aside and ask students to join their voices to tell the story of another extraordinary year. Together they offer their impressions, experiences and thoughts weaving the narrative of a year that has seen us back firmly in the classroom with lessons, challenges, clubs, enrichment opportunities and activities going back to what we knew and more!

## Upper 3

**Helena and Isla** – In Upper 3 we use a wide range of different resources including textbooks, websites and Excel. We started the year by recapping material and then met brand new concepts such as algebra and sequences, which seemed complex at first. Our Maths teachers were encouraging and explained everything clearly and we discovered that these topics were useful, interesting and fun! For instance, with Mrs Woulfe, we investigated the Golden Ratio which

was entertaining and engaging. One of the many enjoyable aspects of Maths has been the Gauss Challenge, which took place every Friday and allowed us to work together to solve exciting and creative questions. Maths in Upper 3 has been a fascinating and enjoyable journey.

**Maya and Tigs** – During World Maths Day (organised for us by Mrs Dersley) we took part in a huge online competition against the world which earned the school points. Maynard cookies and pizzas gave us lots of energy to play more



games and boost the school's total. We managed to gain so many points that The Maynard ended up in the top 10 nationally and in the top 50 worldwide. We have learnt so many new things and we are looking forward to learning more Maths next year!

## Lower 4

**Alice and Paige** – This academic year, we have learnt a variety of things in Maths. For instance, at the end of the Autumn Term, we made isometric cities, which involved tactical thinking and barely any artistic talent (very helpful for some people)! Not only did we make cities of our own, but we also worked on a big data project; we got to pick any topic of our choice and to collect data about it (we chose con artists). We filled an A3 sheet of paper with pie charts, bar charts and scatter graphs with any colours we liked.

Later in the year, Miss Daniels ran an ICT project in which we had to find a new sized cylinder with the smallest surface area to save aluminium for Coca Cola. We used Excel to help us find the answer; using complex formulae, we managed to get a much smaller surface area than the current cans that we are all using. In the Summer Term, we had an Open Morning where the theme was a "Maths Vegas" Casino; we had blackjack,



shut the box and other clever games involving probabilities, including a human fruit machine. Students came into school and helped run the tables whilst visiting families could play the games and then cash in their chips for sweets as a treat. Maths this year has been very entertaining and we have learnt lots while still having fun!

**Ruby** – Over this academic year Sparx has been a great learning tool which is fun and easy to use – the videos explaining the questions are really helpful when you get stuck. I especially like the fact that it acts like a game. Sparx uses XP which is a very good way to learn efficiently and in a fun way; my absolute



favourite is the huge range of extra questions you can attempt to prepare for a test or an exam. There is also a very cool feature when you gain 10,000 XP you get a Sparx certificate, kindly awarded by Mrs Dersley in assembly.

## Upper 4

**Poppy** – This was our first full year of "in person" Maths at The Maynard. Through the year we had lots of topics to cover from indices to fractions and percentages; my personal favourites were loci and trigonometry as the approach to learning was a little different. When studying loci, Miss Daniels took our class outside to solve different problems using angle bisectors and perpendicular bisectors; for our trigonometry project we started by learning the basics but then we were given the freedom to make our own comics that included trigonometry. Mine was about a zip line and a light house but there were definitely some crazier ones. Our Maths teachers know how to put a creative spin on topics: Maths at The Maynard is definitely a lot of fun!

**Hannah and Hazel** – We found the Intermediate Maths challenge demanding and yet manageable. Although the questions really tested our abilities, we found the experience to be enjoyable and we would recommend it for future years.





## Lower 5

**Willow** – The Sparx website is an excellent learning aid to have for homework and personal learning; it helps me consolidate the week's work whilst still reflecting on learning from previous topics. The homework's multiple sections help to stretch my learning further as well as providing opportunities to have more targeted questions on areas to improve on. Support and guidance are provided by the videos, where questions are taken through step-by-step to give a model method and highlight alternative methods of problem solving. The levels provide a sense of achievement, which only pushes me further into Maths. The independent learning section is also a great tool for revision; Sparx targets all abilities, provides areas to stretch, improves your mathematical skills, ensures that homework can be completed without stress or confusion and it comes with mini games!

**Joey** – Although qualifying for the Hamilton Olympiad was rather unexpected, I feel really privileged to get to take part in this two-hour paper, consisting of six increasingly hard

problems. The first two were OK, and it didn't take me too long to determine that the final two questions were impossible. The third one took me an hour but I succeeded on my 30th attempt. I have learnt to keep trying and never give up. The problems are well-crafted and interesting; to solve them, you have to take a careful, logical approach while being creative. I really enjoyed explaining my approach to dealing with the problems. It was hard work but the experience was rewarding and unforgettable.

The task that took an hour was the following:

It is possible to write  $15129 = 1232$  as the sum of three distinct squares:  $272 + 722 + 962$ .

By using the identity  $(a+b)^2 = a^2 + b^2 + 2ab$ , or otherwise, find another way to write 15129 as the sum of three distinct squares.

**Hannah and India** – In Mr Bowler's Maths Club, we've been investigating various problem-solving questions within the field of combinatorics. Whilst being challenging, it has also been very engaging and has enabled us to learn new techniques and strategies.

## Upper 5

**Claire, Emma, Helena and Katie** – We have loved Maths at The Maynard; it has always been inspiring, motivating and challenging, and has given us some of our fondest memories from our time in the Senior School. From songs about trapeziums, to charades games about circle theorems, there was not a dull moment or lesson in the entirety of the two-year course. Unusually, our class has been lucky enough to have Dr Henderson (AKA Bin Bag the Masked Singer runner up – an amazing teacher and a pretty talented singer!) over the past five years and it is wonderful to look back and see how much he has helped us to grow into the mathematicians that we are today.

All the Maths teachers at Maynard go above and beyond for their students; it is so clear how much each teacher cares about their students and how they have helped each and every one of us to achieve the best grade we are capable of. As we approach our GCSEs we have become most thankful of the support the Maths Department has given us and have finally come to appreciate how useful the seemingly endless Sparx and Dr Frost

homeworks we have received over the past few years have been to our revision. Maths can be a complex and demanding subject, yet we always feel comfortable asking questions and seeking help.

We will always value the challenge Maths has given us; nothing is more satisfying than when you have solved a seemingly impossible equation and our teachers have been constantly pushing us further and further. As one of us said, "I remember first entering The Maynard and being petrified that I was not going to be able to work at the same level as the students here, however I was proved wrong. The support and care that is provided to ensure that you are feeling confident in the subject is palpable." Maths at The Maynard is certainly an experience you'll never forget!

## Lower 6

**Angel** – If we had to use three words to describe the A-level Maths course at Maynard, 'challenging', 'enjoyable' and 'rewarding' would totally make the list. Since September, we have covered a wide range of topics, some of which had been introduced at GCSEs. However, getting to plot functions with the brand-new graphical calculator and going beyond sine & cosine in trigonometry is definitely a new experience. Mathematical learning has always been effective as our teachers are keen on making lessons as interactive as possible. Thanks to the relatively small class size, we feel very comfortable to raise a question that we have encountered, while teachers are able to understand our progress.

Another reason which makes reading Maths enjoyable at The Maynard is the style of learning. Going to a Maths lesson any day of the week, one can expect the period to be a mixture of detailed teaching and problem-solving. Knowing that our teachers would be more than enthusiastic to dissect any questions that

we find difficult, we feel confident to take up any challenges, be it a crunchy eight mark question or a Senior Maths Challenge. This blend in learning styles allows us to develop with confidence our problem-solving abilities and logical thinking skills. Throughout the year, we have not only securely learnt skills regarding differentiation but have also genuinely enjoyed the course while understanding that in mathematical learning "practice makes progress and progress makes perfect".

**Rachel** – When I finished my GCSEs, I was stuck between Art and Maths. However, I chose not only Maths but also Further Maths! Ten hours a week, two lessons a day, three different Maths teachers and a whole lot of learning ... I think I made the right choice?! To say my foundation was shaky coming out of lockdown would be an understatement, I felt as if I had forgotten everything! But my new Maths teachers soon fixed that. My first few A-level Maths lessons were unusual: I learnt how Dr Merisi got into trouble on multiple occasions trying to get closer to past and present Maths

heroes, I learnt that Dr Henderson likes to play statistics charades (for revision purposes of course) and I learnt, courtesy of Mr Bowler, that walking with your eyes closed and trying to catch a ball at the same time is harder than it looks! Most importantly this year I learnt lots and lots of Maths!

**Merry** – Ten hours of Maths lessons each week sounds like a nightmare but I found myself enjoying it quite a lot. I think one of the reasons is because of the teachers. Dr Merisi and his Maths adventures are so inspiring: going to extreme lengths to meet great mathematicians is definitely one of the best things I've ever learnt from Maths lessons! Jokes aside, I love how passionate Mr Bowler, Dr Henderson and Dr Merisi are about Maths; the way they have intellectual and passionate conversations about Maths is a new level of nerdiness and strangely I want to be like that one day. It motivates me to find joy in every Maths question I am doing; even though I may not be going to study Maths at university, Maths will always have a special place in my heart.





## Upper 6

**Eliza** - Despite having a huge lack of direction with regards to my future, the Maths Department has always really believed in me and never lets anyone slip behind when faced with any challenges. Whether the girls in my class had a clear idea of what to do post-Maynard or not, my class are really grateful for the time devoted to helping us to do the best we can, and no matter how many questions, or how silly they are, we always received good, constructive help for the topic. A-level Maths definitely has its ups and its downs but I have really enjoyed being able to express myself artistically in my Mechanics diagrams, through planes drawn with stick figures and scenes of the beach surrounding it (which probably didn't relate even remotely to the question) and annotations of what my "non-physics brain" assumed wrongly to have happened, although maybe finding Mechanics (a bit!) tough at points. Speaking for my class, we are all thankful to the whole Maths department (and of course especially to Miss Daniels) for their help over the past two years and we have enjoyed our time more than at points we might show!

**Alice B** – I think A-level Maths was brought to a fitting close by a huge picnic supplied by the wonderful Maths department - rather than revision and equations we were treated to

chocolates, cheeses and fruits and some very interesting secret facts about our Maths teachers. Fortunately, my time in a Maynard Maths classroom will be remembered not just for infinite sums or differential equations, but also for stories of Dr Merisi hanging onto statues of mathematicians in the Far East and updates on his pet foxes, as well as Mr Bowler's very accurate second guessing of exam boards!

**Anna** – Despite Alice B quitting (and re-joining) Further Maths 23 times, the Maths Department will be something we will all miss most about The Maynard. Whilst revising, I opened up my folder and the first thing written on it was "ducks can only count to two, goats can only perceive 1 and many" which pretty much summed up my Maynard mathematical experience – weird, wacky and full of Dr Merisi's stories. I never thought I'd laugh so much in a Further Maths class or learn so much, not only about abstract algebra, but also about foxes, gardening and Leibniz biscuits. Although I am writing this in between A-level Maths papers at a time when I would quite like to strangle L'Hospital and De Moivre, I have challenged myself more than I ever thought I could and we have all (just about) made it through. My brain hurts!

**Angel** – I started to enjoy and sometimes even love Maths; I just realised Dr Merisi loves looking after pandas, so I'm going

to try my best to help him find a job to teach Maths to pandas in China ...

**Alice P** – Two years ago I made the conscious decision to choose Maths with a large part of motivation being that no essays or confusing sentences were necessary in a path to success. This year we have made some exponential growth on our Maths "journey" and I think this has been felt especially by our teachers, highlighted when Mr Bowler no longer accepted the response of "cry" to his asking us how we would approach a given question. I will definitely miss the vital travel guidance through Italy and Maths origin stories that arose from Dr Merisi's lessons, without which I don't think the full mathematician's experience at The Maynard could be complete. On a serious note, the support that we have received from the whole Mathematics department at Maynard is second to none and it's been a fabulous few years. Thank you!

As teachers we say a big thank you to all the students who have found the time to write about our department; we also say goodbye and good luck to our amazing Sixth Form students, wishing them all the best in their future studies and careers. Once again, we acknowledge how privileged we are to work with such talented students and within a truly caring and supportive department.



# MODERN FOREIGN LANGUAGES



In September, we were delighted to welcome Mrs Karen Dell in the MFL department, teaching German and French. Mrs Dell has been a real asset to the department, very quickly gaining confidence from the students and being a very much appreciated colleague. Both the Junior and Senior students are very lucky to be taught by such an experienced, caring and knowledgeable teacher and we are all looking forward to the coming years.

Language classrooms have become lively again with a lot of speaking, role play activities and presentations, which had

become difficult in the previous two years due to Covid.

In French, the Upper 3 have studied a variety of topics, ranging from French Bank Holidays, religious and non-religious celebrations and the cultural differences between France and England (some very good accounts, with Noël, Mardi Gras and La fête de la Musique (21/06) proving the most popular researched).

The Lower 4 enjoyed producing an oral project on their dream house, whilst the Upper 4 performed in mini-plays at the

Doctor's Surgery. Some students have got a promising future in the medical world, others, I'm not too sure about considering the unusual remedies or "extreme" reactions to the situations! We have also been treated to homemade crêpes (courtesy of Amelie in Lower 6) for Shrove Tuesday.

In the German classroom, the students have been polishing their research and communication skills. The Lower 4 have been practising their shopping skills and enjoying acting in role-plays about buying new clothes and researching German fashion designers! Holidays and



tourism have been a major theme for the Lower 4 this year, with some exciting presentations on the towns close to where our students live as well as lots of research into German cities, particularly Berlin. I think they have all caught the travel bug again and improved their conversational skills!

The Upper 4 gave some lively presentations about families and friends and found out lots of information about German writers, film directors and composers. More recently, the Upper 4 have been making interesting comparisons between the school systems in Germany, Austria and Switzerland. They enjoyed discovering the confusion which different grading systems can cause, as a mark of 6 in Germany is the worst possible grade for a subject. We wondered what German school pupils would make of our students aiming for grades 8 and 9 at GCSE!

Whilst in the Spanish classroom, the students are becoming confident speakers with the Upper 3 discussing school subjects and teachers, which allowed for some interesting and candid disclosures from some students; the Lower 4 recently enjoyed giving a weather forecast to each other using a map of Spain, while the Upper 4 undertook some keen research to give presentations on various Spanish speaking countries in South America, including Argentina, Bolivia, Colombia, Costa Rica, Cuba and Honduras. Latterly, they have been discussing healthy living, producing some very creative dialogues where they practised how to say what is wrong and give remedies at the doctor and pharmacy.

On top of these fun lessons and cultural elements discovered in lessons, the language life outside of the classroom has been very busy after such a long break due to Covid, so we are all delighted that languages are back to being enjoyed on an extra-curricular ground.

Soon after the Autumn Term started, to mark the European Day of Languages, the students were treated to a thought-provoking assembly kindly presented by Eliza, a French A-level student, to then celebrate throughout the day with various fun facts, tongue twisters, quizzes and reasons why languages are important in everyone's life. Andrew also treated us to some lovely culinary treats. Pretzels and croissants... to mention a few that the students devoured with a big smile.

As part of our activities during our Autumn Open Morning and inspired by the stone painting craze at the time, we organised our own workshop to paint the flag of any country that our students and prospective students could think of, on a stone, and then add their favourite word in the language spoken in those countries. True to their creative minds and prioritising what words are important to survive in a foreign country, "Ice-cream" was the most popular word that got written in most European languages! The stones are now spread all over the school to give a little extra colour to our beautiful gardens.

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. Keen to strengthen their skills acquired in class and, as ever, showing a very competitive attitude towards it, we were delighted that The Maynard got up to 3rd regionally at one point! A special mention to Tess in Lower 5 who clocked an amazing 5 hours and 49 minutes on the platform over the course of the year, happily practising her French, whilst busy with her GCSE timetable.

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 encourages all students to take part in the modern language(s) they study and the MFL staff were blown away by the enthusiasm of the young spellers! After a few spelling test rounds, lots of accurate learning and an outstanding amount of grit, we could crown the 2022 Spelling Bee winners. Super well done for a clean sweep for Goldsmiths.

Huge congratulations to Zara in Upper 3 for winning the French Spelling Bee for Goldsmiths, closely followed by Margot in Upper 4, also in Goldsmiths, and the excellent runners-up Lotte in Upper 3 (Merchants), Ashi in Upper 3 (Armourers), Helena in Upper 3 (Goldsmiths) and Rose in Lower 4 (Goldsmiths).



As per the German super spellers, huge congratulations to Hazel in Upper 4 for winning for Goldsmiths, followed by Poppy in Upper 4 for Armourers and the excellent runners-up Darcey in Lower 4 (Haberdashers) and Bea in Upper 4 (Merchants).

The Spanish spellers have done very well with Lucy in Upper 4 for Goldsmiths winning the competition this year, closely followed by Tigerlily in Upper 4 for Armourers, and the highly commended runners up Erin in Upper 3 (Goldsmiths) and Aina in Lower 4 (Haberdashers). All worthy winners were awarded with an Amazon voucher, as well as for all finalists, an MFL study guide amongst other goodies, including also a lot of Greens. Well done all!

Not only did the students 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 Cambridge (Flash Fiction Competition) and Trinity College, Oxford (Linguistics Essay Prize) to show their creativity, opinion and knowledge of their MFL languages or countries where it is spoken. It is lovely to see so many girls continuing their independent study on their MFL outside the classroom. We are

still awaiting some results, fingers crossed!

"Hot off the press". Ellie in Lower 6 amazed us at the end of June, letting us know of her outstanding achievement in the B1 German Exam, which she took through the Goethe Institut, totally independently. This is a German cultural association with branches in major cities all around the world, including London, Glasgow and Berlin. The B1 qualification is recognised throughout Europe and is viewed as being equivalent to an AS Level in German here in the UK. By passing this examination, Ellie has proved that she can deal with most situations typically encountered when travelling in German speaking countries. She has also developed excellent speaking, listening, reading and writing skills at a very high level.

Despite all our efforts in the past couple of years, remote teaching and Covid restrictions did come with their limitations and a lack of personal touch, and therefore we were all very excited and relieved to have the chance to travel again and go on language trips for the students to use their classroom-learned language in authentic situations. Mme Smith's well-established Key Stage 3 French enrichment course went ahead for 29 Lower 4 and Upper 4 students in

April/May 2022. This short, but jammed-packed, trip enabled the students to enjoy a visit to the market in Le Touquet, a very touching visit to La Coupole (a Second World War bunker complex), as well as learning all about the routine and techniques of a baker, having a go themselves at making bread and many other exciting activities (and plenty of French culinary delights - favourites this year were cheese tasting and macarons!). The students all rose to the challenge of practising their French in real-life situations whilst discovering the culture.

Unfortunately, the KS4 Spanish trip to Málaga during the October half-term had to be cancelled due to ongoing Covid travel restrictions, but 18 students in Lower 4 – Lower 5 will be able to visit Madrid at the end of the summer holidays. They will be spending four days visiting the sites, including a guided walking tour of the city, the famous Bernabeu football stadium and some museums. They will also experience an intensive language lesson with a native speaker and try many different typical Spanish dishes, including paella. Fingers crossed that the current travel chaos at UK airports has been sorted out by then! Very exciting and something to look forward to before the start of term. We wish them all a safe and enjoyable trip!





# MUSIC



**HOW WONDERFUL TO BE MAKING MUSIC AGAIN!** It feels like the Music page should simply be filled with smiley faced emojis! 😊

That said, we still faced considerable disruption due to Covid in the Autumn Term. The Lord Mayor's Carol Service was cancelled for the second year and, again, we provided recordings to accompany her message to the city. Our carol performance at Darts Farm moved outside and, with everything seeming to be shutting down in December and/or succumbing to illness, our own school Carol Service was held outside on the tennis courts. Our Marketing Department kindly helped create an inviting atmosphere with Christmas lights a-plenty and a huge inflatable Father Christmas on Tregear's fire escape, whilst Chef Andrew provided sweet treats and warming drinks. It was a wonderful community event with much 'Maynard spirit' on display.

Thankfully, everyone's health gradually improved and we were able to put on a fine array of concerts for everyone during the Spring Term. Our Teatime Concerts in the Main School Hall were an opportunity for our up-and-coming soloists and it was lovely to have so many girls supported by their friends.

The sense of excitement, however, when we were finally able to put on our first full concert in two years was palpable. To have over 100 children, mixing across the age groups, looking so smart and ready to perform in the Spring Concert was a ray of sunshine after a miserable few years. The Maynard Concert Orchestra, Middle School Choir, Senior Choir, Chamber Choir, Jazz Band, 24-Strings and Orchestra were back! Resplendent in their yellow and blue ribbons (to support Ukraine), the orchestra's dynamic performance of 'Pirates of the Caribbean' was a real showstopper.



Within a few short weeks, we were back again in the Performing Arts Centre for the Summer Concert and a chance to say farewell to our Upper 6 musicians. To have kept their love of music and to keep practising in isolation for so long, they surely needed a moment of celebration and recognition. How wonderful to hear what fine musicians they had all become. We wish Alice, Lizzie, Evangeline, Katie, Lorelei, Mia, Adelaide, Sophie, Shivani and Angel all the best for their future music-making.

Our final concert of the year saw us de-camp to Southernhay URC for our Midsummer Concert, featuring our younger musicians. The Maynard Concert Orchestra put on an impressive performance of 'The Wrangle Taggle Gypsies' and 'España' and they were followed by a range of solos on the harp, violin, flute, guitar, piano and voice. The finale was the massed singers of ALL of the Upper 3, Lower 4 and Upper 4 in a performance of 'Joseph and his Amazing Technicolour Dreamcoat'. As a department we



are proud to offer everyone the chance to perform in a concert, whatever their ability or experience, and the girls of Key Stage 3 did a fantastic job, sharing what they had been working on in lessons. Everyone held their nerve and sang out brilliantly. With so many promising and enthusiastic musicians on display, the future of music-making in the school is looking very bright!

Individual success:	
National Children's Orchestra	Zoe C
National Children's Choir	Lizzie Z, Nat C, Connie S, Amelie H, Chloe H, Merrie H, Isabelle R
World Classical Music Awards	Lizzie Z: silver medal, aged 16-17, vocal



## P.E.

## Highlights from the Autumn Term

**Hockey:** It was wonderful to get all our games groups back up to the University Astro turf for their hockey sessions and to make use of the ISCA pitch for our extra training and home matches. We had some great results across the board this season, particularly from the Under 13s who had a strong season with superb wins against Exeter School, Uffculme, Kings Ottery, Torquay Girls and St. Peter's Lympstone. It is wonderful to see many of our students play at club level outside of school, a good number of whom have gained places on the player pathway.

Amazing success for our Under 14 **Netball** team: The brilliant Under 14 Netball Team enjoyed a super successful season with many superb performances throughout the season. During the Autumn Term, they went to County Finals as winners of the Area with strong results against Blundell's, St Peters & Exeter School. Sadly, a slightly understrength squad (due to Covid) meant that they just missed out on Regional qualification (by one goal in extra time of the semi-final). However, they enjoyed an excellent cup run in the National Sisters in Sport Competition, travelling around the country to play in some highly competitive fixtures, finishing as highly creditable quarter

finalists in the Plate.

The Under 12 squad also showed lots of promise as they progressed to the Third Round of the same National Sisters in Sport Competition, travelling to Oxford to play against St Helens & St Katharine. This is so exciting for the girls and such an impressive achievement to be competing at these levels in top national competitions. It is also wonderful to see such good numbers at afterschool clubs and practices which are open to all keen players regardless of ability.

**Rugby** goes from strength to strength: Having sponsored the mighty Chiefs Women's team, we are already seeing the dividends of such a wonderful partnership and a palpable rugby fanaticism building within the school. The Under 15 Rugby Club training restarted in earnest in the Autumn Term with Chiefs coaches Alia and Grace (supported by international superstar, Patricia Garcia) as we began our build up to the Rosslyn Park National 7s competition. We started onsite and worked on our handling skills and correct, controlled and safe tackling technique and then quickly moved to Saracens rugby club for after school training; these girls are not afraid of contact! We were also unbelievably allowed to train at the Chiefs training

ground and be given a tour of the stadium and get a feel of what it would be like to be a professional sportswoman.

However, our first competitive rugby success went to the Under 13 team, at their (our) first ever rugby tournament. This young side who started up a lunchtime club with Mr Friendship as their coach in Year 7 (Upper 3) played wonderfully all day at the St Peters invitational tournament and finished the days unbeaten and with tries aplenty.

## Highlights from the Spring Term

Through to the Regionals for our Under 16 Netballers: Enormous congratulations to our Under 16 **Netball** team who qualified for the Regional Finals of the National Schools Competition, playing superbly in a very tough County competition against the best schools from across Devon. This squad work really hard for each other and have talent across the court but had to perform to the very best of their ability to win their section at the Regional Finals held in Bournemouth. Fantastic results with six wins, a draw and one narrow loss saw them gain a Semi Final place. One more win would see them through to the National Finals.

We all needed a bit of inspiration after the last 18 months – and what better tonic for the start of the new academic year than the delayed Tokyo Olympics. The triumph of young women across a whole range of sports hopefully inspired more girls to take part in sport. As a PE department, we are committed to widening our provision, offering opportunities for all, whilst working

hard to develop our most able students.

We were so happy that 2021/22 saw a welcome return to a more normal year regarding Physical Education and Sport. We were able to make full use of our external facilities, increasing the number and range of clubs on offer and we also competed in a vast number of inter-school sports fixtures.

Due to popular demand, we introduced GCSE Physical Education for the first time and it is fair to say that the students are really loving the course. A number of these girls are already committed to further study of Sports Science in the Sixth Form. Equally, we have been blessed again with wonderful Sixth Form students in our A-level classes who are simply a joy to teach!







Alas it was not to be as a very strong start from the eventual winners meant we couldn't get a good grip on the game, but we were so proud of this squad who really stepped up to be amongst the very best regionally. It was no surprise that this squad also had an excellent Cup run too, finishing in the top eight nationally in the 'Sisters in Sport' cup.

The Under 13 netball team had an amazing Netball season and are definitely the ones to watch!

Chiefs training for the Lower 4s: The Lower 4s enjoyed some hardcore training with the **Exeter Chiefs Women** throughout the Spring Term. Split into three groups across the school pitches, they each had their own personal Chief to put them through their paces, practising their techniques with an extraordinary array of different drills before putting their newly acquired skills into practice in some fast-paced games.

**Devon Schools Cross Country:** In January, seven athletes from across the Senior School represented The Maynard at the Devon Schools Cross Country. Congratulations should go to all of them for battling so gallantly an exceedingly muddy and slippery course. Despite the somewhat treacherous conditions, they

dug deep and all finished full of smiles in some particularly competitive races, and in excellent times to boot!

**Sports Leaders:** It has been another successful year for Sports Leadership and, despite Covid limitations, many of our Lower 5 and Upper 5 students have been developing their leadership by supporting sports clubs in the Junior School and within their own community. Despite uncertainty around exams this year, the Upper 5 sports leaders managed to complete their qualification and really developed their leadership through delivery during their senior games lesson. We have also introduced the programme into Year 10 this year and have been delighted that the 33 Lower 5 sports leaders have had the opportunity to help run the primary school sports days at St Leonard's.

**Rosslyn Park 7s:** Enormous congratulations to our Under 15 rugby squad who performed sublimely at the Rosslyn Park National Schools Rugby 7s tournament. Not sure what to expect, all the hard work at training paid off and from the outset this team held their own. They did incredibly well to finish second from five teams in their pool scoring a magnificent 80 points throughout the day and defending fearlessly. This was an incredible debut on the national rugby

stage and we couldn't be prouder – roll on next year! Nearly all of this squad now play rugby outside of school at their local rugby club- just brilliant!!

Our grateful thanks to our amazing MPA for kindly funding their Maynard Rugby kit - we definitely looked the part!

**Great Big Dance Off:** Key Stage 3 Regional Champions & off to National Finals. The Great Big Dance Off National Competition came back in style this year after a two year absence due to Covid and we were delighted to be able to take three groups to perform in the Regional heats at the Forum Theatre in Bath. The dancers performed brilliantly and the two KS4 pieces secured a respectable 5th and 6th place in the very competitive KS4/5 competition. Being the youngest performers in this category, they did exceptionally well as they were in competition with many A-level and BTEC Sixth Form dance groups.

We were also absolutely delighted that the KS3 Aladdin dance group won their category by a huge number of points with their explosive and uplifting Aladdin dance and will be performing at the National Finals in Cheltenham in July. This is great achievement for The Maynard and is the 2nd competition in a row that we have made the National Finals.



## Highlights from the Summer Term

**Athletics:** The return of our morning games sessions up at the Exeter Arena were an absolute joy; the girls enjoyed the freedom and space to challenge themselves on the track and in the field events. A number of our students entered trials with excellent success.

**Swimming:** We were also delighted to be the first school to access the newest city centre sports venue - the state-of-the-art, St Sidwell's Point, becoming home to our Junior and Senior school swimming sessions. It was simply wonderful to get the students back into the pool in such an amazing facility. Our Under 15 and Under 13 swim teams enjoyed competitions again with excellent performances against Exeter School, Queen Elizabeth's College & Queens College, Taunton.

**Tennis:** Top A-level PE Student and tennis superstar, Jess, gains a full scholarship to top University in USA College .

Our Team Tennis squads enjoyed their lunchtime coaching sessions with our school tennis coach, Jon Rycroft, and it was great to see them apply their skills in the various inter school matches.



## High Performance Netball Academies:

Our brand new Under 14 and Under 16 Maynard Netball Academy ran throughout the Summer Term, with high performance students taking part in rigorous after-school training sessions as well as Strength and Conditioning sessions

before school, plus some small group technical sessions. Both of these squads have great potential and we hope these academy sessions will really develop this exciting group of players in terms of their skills, tactics and fitness.

**ECFC Catherine Fraser Memorial Football Tournament:** The keen footballers from Under 15-Under 12 enjoyed their Thursday after school training sessions with Mr Loosemore and Mr Wood throughout the year. The U13 Football team made up of a mixture of Upper 3 and Lower 4s were delighted to have the opportunity to put their skills to the test at the annual Exeter City Catherine Fraser Memorial tournament. This tournament has a very special place in our heart and the girls really gave it their all. We finished in 5th place out of 15 with lots of competitive matches, more

wins than losses and some wonderful goals! The girls absolutely loved the experience.

**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.

**Equestrian Team:** This year has been another successful one for riders on the Equestrian Team. Although we haven't had many successes in team competitions, we have celebrated many outstanding sporting moments for individuals throughout the year. It has been my first year as manager of the team and I have loved every second of it, from proudly wearing our new Maynard Equestrian Team hoodies, to going along to events to watch and support, riding with some members of the team at a fun show jumping session at Oaklands and, of course, getting to know all the riders and their trusty steeds and celebrating their successes with them.

I look forward to continuing this success next year and hopefully building even stronger teams for the upcoming events.





# RELIGIOUS STUDIES

We have been delighted to be back in the Religious Studies classroom this year and returning to the more interactive and discussion-based learning that characterises our subject. The Upper 5 and Upper 6 students might not entirely agree, but it's also good that they have had the opportunity to take their GCSE and A-level examinations and to demonstrate their excellent progress and achievement in RS. We wish them well for their results in August.

To stretch students beyond the examination curriculum, they are encouraged to participate in nationwide essay competitions. For example, Hannah in Lower 5 received some excellent feedback from the Sheffield University Department of Philosophy in response to her submission on the question "Should we believe in free will?" As well as supporting academic progress, the Religious Studies department also seeks to enrich students' cultural awareness and personal development. In November, a group of friends in the Sixth Form created a video that was shared with the Senior School for InterFaith Week. They

talked about their Muslim, Sikh, Hindu, Orthodox Christian and evangelical Christian traditions and the role faith plays in their lives. It was a lovely reflection of the increasing diversity within the school and the friendships forged between those of different backgrounds.

In December, a guest speaker from Stonewall visited the Upper 5 and Sixth Form groups to share his reflections on faith and sexuality. Although scheduled to address the GCSE and A-level classes, others chose to attend his talk and Q&A session, asking insightful questions about this pertinent subject. Our visitor wrote, "I just wanted to say how impressed I was by the girls in every respect. I was struck not only by their maturity and politeness, but also by the way in which they explored the topic of gender and sexuality so thoughtfully and sensitively."

Religious Studies does not shy away from controversial and personally challenging topics. The Upper 4 have explored both the difficult topic of Death, in the context of their Ultimate Questions course and the Jewish experience of the Shoah (or

Holocaust) as part of their learning about Judaism and Religion, Identity and Diversity. In both cases, they developed their independent research skills and produced creative responses to their learning. Amazing presentations were made on death in traditions as diverse as Shinto, Zoroastrianism and Maori culture. In response to their learning about the Shoah, students produced a range of writing, music, art and sculpture, reflecting on the philosophical and religious questions raised by the Shoah as well as considering what lessons can be learned for today and for the future about issues of diversity, justice and human rights.

Of course, there is plenty of scope for celebration and joy in Religious Studies, too! Many of the key religious festivals took place during the school holidays this year but this didn't stop us celebrating, with the Upper 3 creating their Easter Gardens and the Lower 5 sharing a feast for Id-ul-Fitr. We also had a festivals theme for our May Open Morning, when visitors were invited to suggest their own activities for celebrating themes of new life and hope.



# SCIENCE



It has been a joy to see our laboratories full of students conducting practical work and developing their understanding of Science through classroom discussions throughout this academic year. Indeed, a whole year of classroom Science teaching, uninterrupted by lockdowns, has enabled both students and teachers to again share the thrill and the magic of Science education in the classroom.

Over the course of this year, we have had several changes of personnel in the Science department. In September, we

welcomed Miss Pursglove to the Biology department and the students have benefitted from her enthusiasm, creativity and all-round excellent Biology teaching. We also welcomed our new Head Technician, Linda Grainger-Allen, in September, said farewell to Hilary Wright and Lorraine Mitchell, our outstanding and long-serving Biology and Chemistry technicians, in December, and welcomed Barbara Basso-Bert and Clara Neilson, as Physics and Biology technicians in January. Linda has done a fantastic job in overseeing the transition to a new team of Science technicians and, as always, our

technicians have done a wonderful job in resourcing exciting Science experiments and wonderful Open Mornings. Incredibly, Clara has managed to do this whilst having a hugely successful season playing for the Exeter Chiefs!

As always, our Upper 3 STEM Club has proved popular. By the end of the Autumn Term each of the girls in the club had soldered their own Christmas tree circuit complete with flashing LEDs and, during the Spring Term, the students designed and 3D printed their own personalised keyrings and mobile phone



holders, using 'tinkercad' and the school's 3D printer. They also built stands, using a laser pen lens, Perspex and plywood to turn their mobile phone cameras into microscopes with a magnification of almost x200! The girls used their microscopes to take stunning pictures of plants and insects and printed then them onto stickers which they used to decorate their microscopes.

In Mrs Wood's Lower 4 Chemistry Club students took part in all sorts of weird and wonderful activities this year, from making snowy crystal scenes at Christmas to writing secret messages using "fire writing". There were plenty of messy and smelly experiments thrown in for good measure: the competition to see who could make the bounciest custard ball was great fun and the girls made some beautiful and fragrant bath bombs. Herschel's Comets, our Lego Robotics Club, had another fantastic season winning 'best robot design' at the regional rounds of the First Lego League. The team of Lower 4 and Upper 4 students made exceptional progress in learning to program the robots. Many of them are planning to continue, so we hope for even more success next year. Some of the students in the A-level Chemistry club dyed their hats a delightful 'hot pink', using Procion red, which they then wore for the Ten Tors Challenge, helping them to stand out from the other teams in the competition.



As always, we celebrated BRITISH SCIENCE WEEK in style. Students in Upper 3 and Lower 4 built 'spaghetti towers' using spaghetti and marshmallows and they also made optical illusions. Our Upper 4 students competed 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; we were impressed by their "egg-shell-ent" designs.



The Youth STEMM Award has been extremely popular this year with over 40 students now signed up. This year, the girls have been excited to be involved in more 'hands-on' activities ranging from fundraising for The British Heart Foundation to entering coding competitions. Consequently, they have quickly logged their hours enabling them to achieve their awards; many of the girls who started at Bronze level have decided to challenge themselves by attempting the Silver and even Gold awards. We have seen a record number of girls finishing

their awards with Hansini, Willow, Hattie and Helena achieving Bronze, Joyce achieving Silver and Poppy and Alex (a 2021 leaver) achieving Gold awards. As part of the 'inspiring the next generation' strand of the Youth STEMM Award, many of our Key Stage Four and Five scientists have assisted with the running of the Key Stage Three Science clubs, such as the Upper 3 STEM Club and the Lower 4 Chemistry Club. It has been inspiring to see that our more senior students have become such excellent role models.



We have enjoyed the return to a full programme of STEM trips and competitions. Our Year 5 students were treated to a morning of Forensic Science from a serving police officer. They conducted several exciting activities such as fingerprinting, chromatography and analysing evidence from a crime scene to try and discover the perpetrator! We took our Upper 4 students to the Plymouth University Science and Technology Showcase, where they experienced cutting-edge exhibits and learned about careers in STEM subjects.



Our Lower 5 students, along with 50 Year 10 girls from visiting schools, participated in our 'Year 10 Girls into STEM Day'. This event, which we hosted, and was largely delivered by Etrust, involved the girls competing in teams of five to produce and present new inventions to our judging panel, which consisted of women with careers in STEM subjects, (AKA the STEM dragons) in 'The STEM Den' as

well as programming robots to complete a series of STEM challenges. The girls also listened to presentations from our female STEM ambassadors, learning more about careers in STEM subjects. Four Upper 5 physicists: Grace, Florence, Judy and Izzy, represented The Maynard School at the Exeter Maths School Key Stage Four Physics Challenge. The girls came third overall in the challenge, which consisted



of a 'practical round' and a 'very hard problems round'. Notably, they were the top team which contained any girls.

The Sixth Form biologists visited Paignton Zoo in April where they were treated to lectures on animal behaviour and the role of zoos in conservation. They also had the chance to help the keepers make enrichment toys for some of the animals, as well as participating in a hotly contested animal photography competition! Our Sixth Form physicists were treated to a night of stargazing at the Norman Lockyer Observatory. They observed the Moon's craters through the same telescope that Norman Lockyer used in 1868 to make his discoveries about the composition of the Sun. The students also saw the observatory's meteor tracking equipment and a few lucky ones saw the Orion Nebula before the clouds came over. As well as stargazing, the students received a wonderful planetarium presentation.

As always, we wish our Upper 6 scientists well and we look forward to hearing of their future achievements. We also wish farewell to Sarah Dunn who, as well as being an outstanding Headmistress at The Maynard, has been a fantastic Biology teacher. Whilst we will miss her greatly, we are pleased that she will be continuing to pursue her passion for Science in her new career in wildlife conservation.

As usual, our students have achieved fantastic awards in SCIENCE OLYMPIADS. We had another successful set of entries to the Biology Olympiad this year. Evie achieved a Silver award, Rachel and Erin both achieved Bronze awards and five further students achieved a Commended or Highly Commended award.

In the Chemistry Olympiad, three Lower 6 students, Emily, Anna and Rachel all achieved Bronze awards. In Physics, five Upper Five students achieved awards in the Physics Olympiad Intermediate Challenge: Matilda won a Gold award and Florence, Claire, Helena and Emma all won Silver awards. Also, in the Physics Olympiad Senior Challenge, Hannah achieved a Silver award and Hansini achieved a Bronze award and, in the Physics Olympiad Year 13 Challenge, Gloria achieved a Merit, which is the highest award given. These are all remarkable achievements, and we are so proud of how hard our students have worked to achieve them.





# FASHION & TEXTILES

Yet again, 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.

As ever, our girls have put sustainability and ethics at the forefront of their design work, ensuring that their project investigations and design concepts responded to the need for change in the fashion industry. They explored issues surrounding life post-pandemic, mental health, dream psychology, body positivity, inclusivity and the plight of refugees - alongside studying the works of influential contemporary fashion designers, artists and innovators.

Following in the departmental tradition of "Innovation and Experimentation", our second year A-level students have continued to invent exciting new design solutions to real-life fashion needs. They certainly have been keen to create and develop new and eye-catching fabrics as well as create technical patterns for bespoke and high-end garments. New fabric innovations included 3D poured dye techniques on ruffled and folded toiles, monochrome applique, scaled sublimation prints, free-form machine embroidered lace, a new polymer lace fabric created through heat and pressure, and sparkle-embellishment using crystals grown in our design studio! One student developed her own mouldable glitter resin "fabric" that was to create the bodice of her red-carpet couture dress. Our students learned complex pattern cutting skills through technical processes as well as moulage and draping; the results were evident in the innovative sculptural forms that have been tested and created.



We are proud to note that 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 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 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 also mastered new sewing machine skills when creating their very cute, yet practical, summer pj shorts. Upper 3 have designed and created wonderful transfer, screen, woodblock and marbled printed fabric swatches to complete their world-culture-cushions. They have also furthered their sewing machine skills for the technically accomplished made-to-measure camisole top. Lower 4 have designed original and exquisite, hand painted silk scarves. They have also learned the craft of hand embroidery to design and make stunning bespoke embroidered purses. Finally, in the spirit of the power of fashion as a force for change, the Lower 4 girls have designed and created tie-dyed t-shirts featuring a logo that promotes a cause that is important to them.

We were delighted to see the return of our ever-popular Textiles Club where our talented students pursue a variety of individual

and self-led projects. Frilled summer skirts, pencil cases, stylish bags, beautiful dresses and an impressive multi-layered medieval costume, complete with a boned bodice and lacing are just a few of the wonderful textiles products being skilfully made.

Our talented girls showcased their dress-making skills during our Open Mornings where they designed and created fabulous tulle confections "live" on mannequins and tackled technical patterns to create complex flared dresses with structured bodices.





# UPPER 5 PROM







# SIXTH FORM

THE MAYNARD



## THE SIXTH FORM

# A POSITIVE ATTITUDE AT THE CENTRE OF SUCCESS

This has been another stimulating and lively cycle in the Sixth Form, thanks in the main to our talented and vibrant students (with a little help from their teachers!). It has, though, had its unique challenges; in September 2020 we welcomed a wonderful group of new students. Yet it was a strange educational environment – GCSEs had been replaced with Centre Assessed Grades, with no exams sat. The provision that schools offered after the March lockdown also varied massively.

To keep our students minds intellectually sharp, we ran a bespoke programme, including running the Extended Project Qualification early, with a newly designed remote course, and new A-level transition lessons in students' chosen subjects. With many new joiners, however, from a variety of state, independent and international schools, students arrived in September, at very different stages of their development.

I was full of admiration for how our pupils and teachers worked together to get up to speed quickly; our new students' enthusiasm was infectious. At the centre of this, has been the positive student-teacher relationships that drive us all on; everyone was hungry to get back to some proper learning. This shared 'can-do' attitude has really characterised their approach throughout and has been at the centre of their successes.

One tangible result of this has been seen in university admissions. Nationally things have been getting a little tougher:

more students nationwide were awarded the top grades at GCSE, making it harder for universities to identify the 'best from the rest'; top universities and competitive courses such as medicine, aeronautical engineering and economics have filled places with students that had been asked to defer the previous year; demographic changes have also led to a sharp increase in the number of 18-year olds in the population competing for those places.

Yet, due to their diligence in preparing for university admissions tests, interviews – our alumnae, parents and friends of the school have been invaluable here - and in writing their applications, they have still

managed to stand out from the crowd. They are all set to attend some of the most competitive courses, in diverse subjects from Engineering, Medicine, English, Geography, PPE, Law, Architecture or Fashion to name but a few.

In total 85% of girls obtained offers from Russell Group universities – of the remaining 15%, the majority are pursuing pathways in the arts or in education which are not run by the Russell Group. We are also immensely proud of Jess H who is venturing further afield, winning a tennis scholarship to Weber State University in Utah, USA. We are immensely proud of the girls'

achievements and they reflect the changing world of Higher Education for our students.

This high level of academic endeavour has also been witnessed in the EPQ, where we have had record numbers completing the course. Over 50 staff, students and parents were treated to a series of rigorous, intriguing and insightful talks from the Upper 6 on our presentation evening. The topics covered were hugely diverse including: scientific reviews of the impact of nature and nurture on our consciousness, the feasibility of affordable sustainable homes, critical comparison between the UK and Chinese fiscal responses to covid-19, responsibility for the Sikh genocide of 1984, analysis of Margaret Thatcher's reputation as the 'Iron Lady', and a clinical review of the treatments available for Adolescent Idiopathic Scoliosis? The standard of presentation was outstanding throughout.

This level of enthusiastic participation has been seen elsewhere and the girls'



Music and Drama have been astonishingly strong – Mary Poppins and Macbeth were both amazing! The choir has been remarkable bearing in mind Covid disruption and watching the footage of the carol service, from afar as I was laid low with Covid, was genuinely moving. Seeing so many students contribute to so many events has been wonderful.

As a group they have led the school by example. Assemblies have been taken to a new level, with issues close to their heart driving them on. All of this has been achieved with a great sense of humour – their Covid survivors/fallen and invincible board was a little dark, but also quite funny.

In short it has been a privilege to work with them and they are well set to thrive at some of the country's finest institutions and beyond.

**Tom Hibberd**  
Head of Sixth Form

sense of adventure has allowed the students to forge friendships through shared experiences. These experiences have taken them to highs and lows, particularly in Duke of Edinburgh, Ten Tors training and Young Enterprise achievements. Within sport, individuals have competed at international and national level and the Netball and Hockey teams have enjoyed themselves and given it their all. Similarly,



The girls' sense of adventure has allowed the students to forge friendships through shared experiences



# CLASSICS

**For anyone considering Classics as an A-level, Daisy in the Lower 6 thoroughly recommends it!**

## **What do you love most about the Classics A-level?**

What I love most about Classics is the range of things we get to learn about. When choosing A-levels, I was considering History as an alternative option; however, looking through the Classics course I found it to be more suited to me. I've been able to investigate an incredibly interesting historical period whilst also getting an equal look into the literature, art, and architecture of the time. I have most enjoyed studying Virgil's 'Aeneid' alongside the Imperial Image module, which focuses on the reign of Augustus. Both these topics feed extremely well into each other and add a lot of depth into my understanding of the time. There is also a widespread community for Classics, which has allowed me to enter several university essay competitions and provides opportunities to even have your work published.

## **What inspired you to choose it?**

When I was younger, I was absolutely obsessed with books like Percy Jackson as well as Greek mythology, and that has grown into my love of Classics. I also did Latin until Upper 4 (Year 9), and, although I wasn't too fond of the spelling tests, I loved Dr Keen's teaching style as well as the historical aspect of the subject; this made Classics the ultimate choice for me. Growing up in the USA as well as Britain, I have also been interested in politics and democracies,

which are largely based on Ancient Rome. Therefore, Classics seemed to be the obvious choice, as it combined my love of fiction as well as history, whilst also providing insight into the basis of modern society.

## **What other subjects are you doing and why did you choose this combination?**

I have quite an odd mix of Classics, English Literature, and Biology. I'm aiming to pursue Law at university, and they don't have specific requirements, so I have been lucky to choose my favourite subjects. Classics has helped me tremendously in English in terms of context and symbolism; I've realised that it is quite hard to find any literature that does not reference antiquity. For example, one of the novels we study, Frankenstein, is partially based on the ancient Greek story of Prometheus. Classics has even helped me in Biology, as it has given me skills to assess secondary literature and condense long articles. This has given me a major advantage in completing write-ups for practicals and doing research.

## **Dr Keen is such a learned and fascinating teacher – how does she inspire you in your Classics lessons?**

I've found that Dr Keen's way of teaching A-levels has been the most effective for me. Instead of the usual secondary school lesson structure, Dr Keen uses a more university style: She gives a lecture based off the chapter or topic we are doing at that time and gives us plenty of

opportunities to ask questions. Whilst we make our own notes, Dr Keen is always the first to provide us with useful revision resources and tips.

Classics A-level requires a lot of independent work, such as researching and assessing outside sources to include in essays, as well as doing independent reading before the lesson. This gives you time to discuss the subject at length during class with your peers as well as Dr Keen. At first, this seemed incredibly daunting, as it was a massive leap from GCSEs. However, by being more self-reliant and sufficient, I feel massively more prepared for university as well as my EPQ project. Dr Keen does provide heaps of support, there is no question too stupid or silly; she also lets us get away with ridiculous conversations, such as which hero in the Iliad would be best marriage material? What I think is so great about Dr Keen is her enthusiasm for Classics, which makes lessons feel like a passionate conversation between peers.

## **Why would you recommend Classics to someone else considering this as an A-level?**

I would recommend Classics to anyone who enjoys things like literature, history, and the arts. This makes Classics the obvious companion to so many subjects, such as Drama and English. However, I have also found Classics to be my most broadly applicable subject, which surprised me. I cannot think of any A-level that would equip you with

**I cannot think of any A-level that would equip you with better skills to cope with other subjects, including STEM ones**

better skills to cope with other subjects, including STEM ones. You should absolutely not worry about Classics clashing with your other subjects - if anything, I have found Classics to be a welcome respite from my Biology work at times and vice versa: I feel as if I am balancing my brain in a way. The culture of Classics lessons is also second to none; the class sizes are usually smaller, which ensures that you can always voice your opinions in a relaxed environment. Overall, with Classics A-level, you are guaranteed an amazing course which is taught by the most incredible teacher, as well as a ton of laughs along the way.





# LATIN

**Far from being a ‘dead’ language, Latin is very much alive and a wonderful A-level choice, as Eleanor explains.**

**Latin is renown to be a very difficult A-level – what made you choose it?**

I chose Latin for the simple reason that I loved the subject at GCSE, and really wanted to continue with it! After having spent most of my year trying to get my head around grammar, I won't deny that I find language quite challenging but, for me, the literature part of our course more than makes up for this. We cover everything from audacious political plotting in ancient government to epics like the Aeneid. This sounded so great that I wanted to do the A-level immediately and was willing to suffer the grammar that goes along with it!

**What are the challenges and what do you enjoy most about embracing them?**

The biggest challenge is definitely the amount of vocabulary that we have to learn for translations, but my class has got around this by creating a Quizlet group that we can all contribute to. This makes vocab learning a bit better! Another challenge is actually translating the sentences themselves from Latin to English- it's a bit like a puzzle that you have to spend a while solving, but it's very satisfying if you succeed.

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

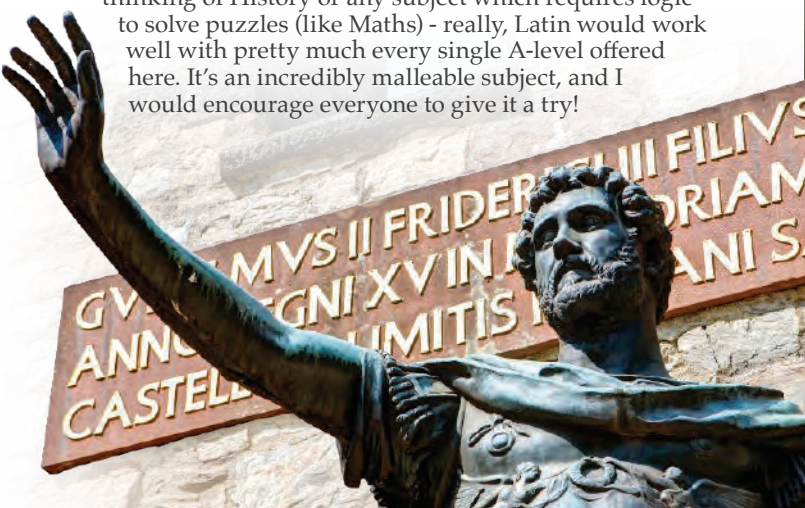
I'm also studying English and History, and Latin works extremely well with both. With English, you know where many of the words that you are analysing in your literature come from, which makes annotating really interesting! You're also covering quite a wide breadth of literature in terms of time periods, so you can see how techniques and plots have developed over time. Latin also works very well with History, again as you can see how societal structures have changed or stayed the same!

**What are you hoping to study at university and why?**

I'm hoping to study Classics and English at university mainly for the reasons above - I love seeing how the use of language has developed over time. I've really enjoyed all of the taster lectures and the open days that I have seen so far, and so can't wait to actually start applying for the courses themselves!

**Why would you recommend Latin to someone else considering it at A-level?**

I hear a lot about how Latin is a ‘dead’ language, and how it's therefore pointless to study it, but I would promise any prospective student that this is absolutely not the case! Latin has evolved into many of the languages that are spoken around the world, certainly many in Europe, and so by studying the language, you will be able to grasp words in other languages without even having studied them! I would recommend Latin A-level to anyone who is thinking of studying another Modern Foreign Language, as you can see how that language has developed; to anyone considering English, as they could discover how our own language has been shaped over time; to anyone thinking of History or any subject which requires logic to solve puzzles (like Maths) - really, Latin would work well with pretty much every single A-level offered here. It's an incredibly malleable subject, and I would encourage everyone to give it a try!



# ECONOMICS

**Evie explains why Economics has proven such a practical choice for her at A-level.**

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

After enjoying studying Business Studies at GCSE, I wanted to pursue this area of learning with my A-levels. Economics has some cross-over of content with what I had previously studied and found interesting, but it also covers a much broader view into the macroeconomy.

**Why do you consider this an important subject and how does the syllabus apply to everyday life?**

I think this subject provides a practical relevance to everyday life and current news and affairs. Studying Economics has enabled me to understand a lot more of the issues that are presented in the news. I find that my studies have helped me apply my own knowledge and understanding to everyday life.

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

Mr Richards is definitely one of my favourite teachers and I find his lessons easy to follow and understand. He is definitely

considered an icon within The Maynard, thanks to his great sense of humour and reputation across the year groups.

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

I am also studying Geography and Biology. I think the three subjects have a considerable amount of overlap between human geography and economics, and physical geography and biology so I think this combination provides practical links between my studies.





# FASHION & TEXTILES

**Three of our Fashion & Textiles students explain how this A-level instils them with huge historical knowledge about the industry, whilst also allowing their creative juices to flow.**

## Hansini

When I was young, I always spent time planning my outfits - cutting stuff up to create new designs and never being able to put them back together - and I would always take pride in what I wore. I think, even though Fashion and Textiles was a last-minute option in many respects, there was never a moment when I regretted it.

I am taking Physics, Maths, Further Maths and Fashion & Textiles; I took this combination knowing I wanted to do

something with my Physics and Maths, whilst Fashion is for me to keep hold of my creativity and these lessons are a time for me to relax a bit more!

The course involves things from the theory and history of designers within fashion, to the intricacies of thread and fibres, to sustainability and, of course, the making. It's a great outlet for the artistic side of you and it is definitely something that I would want to continue in some form after school.



## Anna

I have always liked fashion since I've was little and I always had a strong opinion on what I would and wouldn't wear. As I have gotten older it has been great to be able to start to make some of my own clothes so I can create something exactly the way I would like it. I think films inspired this - I really like old costumes from films such as 'Gone with the Wind' and 'Breakfast at Tiffany's' and these definitely played a role in me choosing Fashion A-level.

I am quite a practical person and fashion has given me a way to use my hands and be creative; it is unlike any of my other A-levels in this way. It is a brilliant stress reliever, especially when you can just spend an hour making something or drawing and forget about everything else. I knew both Mrs Fanous and Mrs Finnegan before choosing Fashion and knew that they were very welcoming and open, as well as excellent teachers who really try to help you in any way that they can.

## Hannah

Fashion is literally everywhere in daily life and learning about such an everyday subject is always very attractive to me. It is also very different to the more traditional subjects and I find it both interesting and creative compared to my other really academic and stressful A-levels!

During the last year, I have learned the technique of expressing my ideas on paper before then putting some of them into practice. My first project was making a camisole top and this was a great way to give a taste of being a designer, as well as discovering how fashion has developed over time and what factors have influenced it. Essentially, it is a very broad subject that provides the opportunity to explore your creativity and discover yourself through the design process.





# MUSIC

**Manon, one of our top musicians says this A-level is her absolute favourite of them all!**

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

I chose to do music at A-level as I have always loved Miss Blackwell's lessons and taking part in all of the extra-curricular clubs that are on offer is also a lot of fun! Studying Music at university is something I'm looking into, and I hope to at least continue to play in various ensembles whilst there.

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

The A-level course is split into three sections: composition, performance and listening and appraising. Learning about the history of music is part of the listening paper, and it's very interesting to learn about the development of instruments and styles of music, and many other things! We have one composing lesson a week, where we work on our compositions on computers, using an app called Sibelius, whilst Miss Blackwell can give us feedback and suggestions. My favourite part of the course is probably music from the romantic era, where programme music depicts various things such as fairies scurrying around, or the noise of a donkey!

**Tell us a little about your own musical accomplishments.**

I have been helping Miss Blackwell with 24 Strings, an ensemble for string players in Key Stage 3, and in the Spring Concert

I conducted one of the pieces that they played, which was a lot of fun, but rather nerve wracking! This summer, I accepted a place into the South West Youth Orchestra for a five-day course, and I also will be part of Devon Youth Symphony Orchestra as of this coming academic year.

**What do you love most about playing an instrument?**

What I love most about playing the violin, and any other instrument, is that it gives you a huge sense of achievement, and therefore builds up your confidence. It's also just really fun, and you can take part in lots and lots of extra-curricular activities that Maynard has to offer, such as Orchestra, Chamber Choir, Jazz Band,

and many more! And although I am not a natural singer, I can still take part in choirs and have a go!

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

I would definitely recommend Music A-level, as it is currently my favourite subject. 60% of the course is NEA (non-examined assessment), therefore this takes off a considerable amount of pressure when it comes to the exams in Upper 6. The class sizes are normally very small as well, therefore Miss Blackwell knows exactly what you need to do to improve!

Manon conducting



# P.E.

**Sophie, one of our elite athletes, reveals why she opted for P.E. at A-level.**

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

I have always loved sport and I am hoping to study Sport and Exercise Science at university, so this was the ideal subject to help me with that foundation knowledge prior to applying.

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

I am studying Biology and Geography as well. All three go really well together, especially Biology as the subjects overlap quite considerably. Often, when I am studying for a test in one, it helps me with the other one as well.

**You are a county standard athlete – when did you start running and what has been your greatest sporting achievement to date?**

I am now 2nd in Devon for 800m and feel super proud of this accolade. I train at Exeter Harriers twice per week as well as run on my own and I just love competing, although I still get the usual nerves prior to a race.

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

No, not necessarily. It is not just about competing in a sport – there is a section where I will be able to show off my sport but the majority of the subject is academic; Philosophy of Sport, Anatomy and Physiology, Biomechanics, Skill Acquisition, Sport Psychology, Exercise Physiology etc.

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

You have to be interested in the human body and how it works, as well as sport. It certainly isn't an easy subject as there are many different sections with it and in a lot of depth. That said, I love it and it is my best subject.... plus, I absolutely love my teachers – they are so approachable and helpful. They want you to succeed and do the best you can and they are your best supporters! I would say to someone not sure about it to read into it, speak to the teachers and just go for it..... it won't disappoint you!





# PSYCHOLOGY

**This is always a very popular subject here at A-level, so we dropped into a lesson to find out why the Sixth Formers love it so much!**

## Dr Rudling (teacher)

Psychology provides a good balance between other subjects as it counts as a science on top of the more mathematical aspects, but also you do essay writing, extended writing, arguing, putting forward points of view and evaluating things, so it's a great combination of skills that you acquire. Therefore, it fits nicely with different subjects ....

## Why did you choose Psychology?

### Penelope

It seemed really interesting to learn about the brain and how people work as a whole. It also leads on to what I want to do as a junior school teacher and it can help me notice if children have any problems.

### Elizabeth

I chose Psychology because it was beneficial to my future career as a nurse. I might go into mental health nursing so it might help there. It's just generally good to understand how people work when you are co-existing with people so closely.

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

### Penelope

I have chosen Biology, Psychology and Art. The first two go really well together because in Psychology you learn about genetics and how the brain works, but I have also used one of the topics from Psychology in my art project about 'Empty and Abandoned Spaces' which I linked to Romanian orphanages. We had been learning

about institutionalisation and it complemented the dark theme of abandoned places.

### Tilly

I am doing Psychology, Economics and Drama which I chose purely because I thought they would be interesting and they are all very different. I have deliberately kept it all quite open as I am not sure yet what I want to do as a degree or career.

### Martha

I'm taking Psychology, Geography and English which I also chose because I thought that I would enjoy them. I'm not entirely sure of my future career ambitions as yet but I'm hoping to do something in media.

## Why do you particularly enjoy the Psychology course?

### Emily

Dr Rudling is a really great teacher – he's really helpful and understanding. The lessons are very engaging although I also find the subject quite difficult and it's by no means an easy ride. It is also very content heavy, so I find remembering everything quite a challenge.

### Penelope

It's a new science which we've not done in the previous years but it's more of a 'people science' so you can better understand people and more of the world and society around you. We do five hours of lessons each week and equal amount of homework so it is pretty labour intensive. We do a lot of essay writing so it does really help with that and this translates into lots of other subjects as well.

It's just good to understand how people work when you are co-existing so closely





# A FOCUS ON THE EXTENDED PROJECT QUALIFICATION (EPQ)

**We always amass numerous students wishing to extend their learning by completing an EPQ and this year was no exception! As ever, the topics covered were incredibly diverse and the following examples are just a glimpse of the entire range that our remarkable Sixth Formers undertook this year in addition to their A-level studies.**



## Jaspinder

**“Should India’s government and judicial system be held accountable for the 1984 Sikh genocide?”**

This topic interests me as I am a Sikh and so this is part of my history and background. My own family was affected by this genocide and so I was automatically drawn to researching this complex political topic and investigating the entities involved.

I was expecting that this conflict solely stemmed from the alleged Sikh demand of a separate Sikh state named ‘Khalistan’ but it is all rooted down to circumstances from post-independence India. New states were formed and divided, where Punjab (a Sikh state) was mistreated socially and economically.

Therefore, documents such as ASR, which demanded rights for Punjab, brought Sikhs into conflict with the central government. Research focusing on interviews, books, and documentaries, concludes that mainly the Indian government and judicial system are to be held accountable for this mass massacre and situations where other entities (such as Sikh militants) are held accountable are also clearly expressed.

I found my research interesting as I discovered that there were many layers to this topic including political and legal entities and various events that made this genocide inevitable. I also enjoyed learning about the widespread personal perspectives of various parties.

## Angel

**“Evaluating the effectiveness, weakness and future projections of the UK and Chinese economic policies regarding COVID-19.”**

I chose this topic because it is very current, so I had various aspects that I could discuss and evaluate. Also, I study Maths, Further Maths and Economics at A-level, so what I was learning at school was helpful for my EPQ. I want to study Economics at university, especially behavioural economics.

My original topic was how consumer behaviours impact policy but then I found it was too ambiguous, so I tried to relate it with an on-going topic and ended up narrowing it down to relate to behaviours in society.

I am interested in how Covid-19 has influenced various economies under different political, industrial and behavioural structures. Whenever a government makes a policy, they need to consider these elements to maintain the effectiveness and efficiency of that policy.

Furthermore, the approach in the two countries is very distinct. Central policies used in the UK are put into effect by the government. However, policies in China are mainly implemented by the public. This finding surprised me at the end because I didn’t expect to see this enormous difference.



I found the actual process of doing an EPQ was really enjoyable because it is not rigid. You can extend to the areas which you find attractive and most interesting. Beyond gaining another academic grade, I learned time management, note-taking methods and how to evaluate sources. When I go to university, this experience will be very helpful if I need to write a dissertation or essay as it has really improved my critical thinking and writing ability. In the meantime, I am reading a lot of news and magazines to broaden my knowledge of global economics and I am enjoying the range of topics.

## Shirah

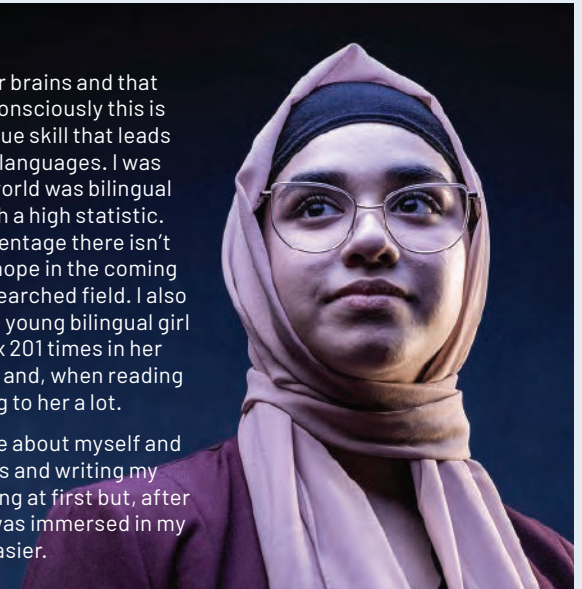
**“To what extent is bilingualism a positive influence on language development in young children.”**

I was raised only speaking Urdu as a baby and, as I did not go to nursery, my first exposure to English wasn’t until I was four and starting primary school. I really struggled at first and I wasn’t fluent until I was six. This made me wonder what other bilingual children go through and if there are advantages that come from knowing how to speak multiple languages. I decided to do my EPQ on bilingualism as it was personal to me and also because I love linguistics, often finding myself doing Duolingo courses in the hopes of being a polyglot!

I found so many interesting things whilst researching my EPQ: I discovered the reason that children can learn easier than adults is

rooted in the plasticity of their brains and that when I change languages unconsciously this is called code-mixing and a unique skill that leads to greater proficiency in both languages. I was surprised to find 40% of the world was bilingual as I did not expect it to be such a high statistic. However, for such a high percentage there isn’t enough research into it and I hope in the coming years it becomes a widely researched field. I also came across a case study of a young bilingual girl that was recorded to code mix 201 times in her conversation with her mother and, when reading further, I found myself relating to her a lot.

Overall, I learned so much more about myself and really enjoyed researching this and writing my essay. It seemed really daunting at first but, after finally sitting down to do it, I was immersed in my sources and it became a lot easier.







## Daisy

**“To what extent was Rudolf Abel treated fairly by America’s Justice system in the case of 1957-62?”**

I’ve always been interested in the Cold War and had wanted to know more about it, especially the espionage factor of it. After watching a film called ‘Bridge of Spies’, I was inspired to pursue this interest in the Cold War by following Rudolf Abel, the soviet spy the film is based on.

Going into my research I expected to conclude that Abel did not receive a fair trial due to the fact it was unlikely to be impartial. This was because of the external factors such as the hangover of McCarthyism and the Red Scare plaguing America with paranoia. However, although I did find the trial was unlikely to have been impartial, I consider Abel’s final verdict to be just. This is because he didn’t receive the death penalty and was even returned to his own country in exchange for Gary Powers due to the brilliant defence by James Donovan. He recognised Abel’s importance in future negotiation with Russia and therefore reached an outcome that benefitted both countries.

A large proportion of my research came from old New York Times newspaper articles which were very interesting to read. They highlighted not only the facts of Abel’s case, but also the opinions of the time and so were very useful to my final conclusion. I found it really interesting as I was researching something I largely had no idea about and was learning new things throughout the process.

## Sophie

**“To what extent do Orthodox Christianity and Buddhism bring anything constructive to issues raised in environmental ethics?”**

I was drawn to environmental ethics because I was interested in current events and issues going on in the world. I’ve been brought up an Orthodox Christian, so I wanted to show people that there are often misconceptions about: 1) how religion and faith views the environment and nature and 2) that there is nothing new to be gained from analysing these perspectives. I was interested in exploring what Buddhism could bring to the issue alongside this because it was an area that I wanted to learn more about.

Ultimately, I’ve really enjoyed learning new things about Orthodoxy, Buddhism and environmental ethics in general. The ethics of Arne Naess, for instance, have been particularly interesting, especially in how compatible they were with both Buddhist and Orthodox attitudes to the world. I loved learning more about how different people feel we should tackle the environmental crisis we are in; it made me re-examine my own actions and think about new ways I can help save the world!



## Mia

**“To what extent is our consciousness influenced by nature and nurture?”**

One thing I’ve always found fascinating is our genome. The fact that such small molecules can code for the entirety of the human body and accommodate for its functions is really fascinating to me. My family and I had previously taken a genetic test which looked at genes and loci and compared them to multitudes of data. When we received the results, I was astonished to find the amount of information they had gathered: from the likelihood of developing vitamin deficiencies, to the muscle power your body possesses. This made me think about what else our genome could contribute to and, ultimately, I landed on consciousness.

When finally establishing a title and theme, I didn’t consider how difficult it would be to assess and analyse consciousness. Because of this, I had to reduce consciousness into four broad categories which included: thought processes, actions, stress & personality and life satisfaction. Doing this allowed me to analyse thoroughly how consciousness could be influenced by nature and nurture.

Another factor that I hadn’t considered prior to my research was the infinite theories of consciousness that existed and how one theory could support my argument, whilst the other could dismiss it. Initially, I thought that I may be able to pinpoint the exact percentage that nature and nurture could influence our consciousness however, when researching, I actually discovered how the two closely interlink and can influence each other.

The amount of content I was exposed to was infinite and often times I went off track, simply because certain facts and figured were far too interesting to ignore. An example would be when an angered human is given the opportunity to physically hurt a confederate, the human would exhibit significantly less aggression to the annoyer. Whilst this did mean my project was being overlooked, I enjoyed researching such interesting theories and case studies.

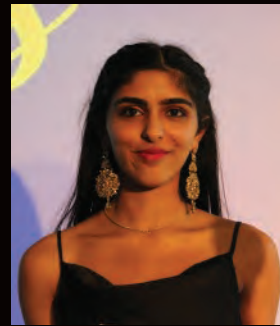




## UPPER 6

# Prize Giving & Leavers' Ball

Sandy Park provided the perfect setting for this inaugural event on the final night of the Summer Term and what an amazing time we all had! A bespoke Prize Giving to applaud the various achievements of our Upper Sixth (including the much-coveted 'wooden spoon' awards) was followed by a wonderful three course dinner and dancing to the amazing band, ALIBI. And what a joy it was to be able to finally invite parents – for those whose daughters joined us in the Sixth Form, this was their first ever social event at The Maynard thanks to Covid restrictions and they certainly made up for lost time! A new tradition has certainly been born!



## AND THE WOODEN SPOONS AWARDS GO TO...

The Maynard sense of humour regularly makes an appearance even at the most illustrious of occasions. Despite being somewhere in a Borneo jungle at the time, Mr Hibberd still managed to send us his nominations for the 'wooden spoons'! Here are just a couple of examples of what goes on behind the scenes in the Sixth Form.

We all understand that making big decisions in life can be tough. It is sensible to seek guidance, especially if you can be a little indecisive. Yet sometimes this can be overdone. One student, in particular, has set a record for the number of times she has appeared in Mr Hibberd's office. First, a pathway was set for university Physics with a stella EPQ on string theory. Then she appeared proclaiming, "I have a new ambition to study PPE at university," so dropped Physics and took up History. Having conquered the notoriously difficult TSA admissions test, she declared she didn't want to go to Oxford after all, just before the interview! Every few days she would appear saying, "I'm definitely dropping Further Maths, Mr Hibberd" – she never did. She actually got so used to popping in, if she didn't have a question, she'd drop in for a chat anyway. Finally, it seemed she was settled on Durham, only to then decide that a gap year might be a better idea; in the end, the only reasonable response to these big life decisions was to run away to Ireland and play with the horses.

The 'Why Not Kick the Can Down the Road' award goes to Alice.



This individual truly encapsulates a growth mindset. Never one to shy away from an opportunity, her mantra is "more is undoubtedly more". This mantra has driven her and many others to great heights – and occasionally to drink. A new Performing Arts Centre – no problem; new gym, sure; why not run a school, teach Biology and Year 5 science, cover the Business Manager, redesign Devon's bus networks, apply 7000 Department For Education and Public Health England covid edicts, attend tons of co-curricular events, go on Duke of Edinburgh Award expeditions and, last but not least, come up with some ingenious last minute, "marginal gains" tweaks at the 11th hour before a big event; she's Dunn it all. She is quite simply indefatigable.

The Duracell Bunny Award goes to Sarah Dunn.







# OTHER NEWS



# Supercalifragilisticexpialidocious!



## A return to performances with a sell-out production of Mary Poppins

Whilst covid felt like a distant memory by the end of the academic year, it is hard to remember just what a challenge it was putting on a show after 16 months of not being able to mix across the year groups or to sing. But what a joy it was to finally get back together – to sing and dance, to make new friends and to work towards a performance. The show was a real 'team effort' with pupils making props, controlling the lighting and sound, stage managing and helping with costumes. No-one would imagine we had ever had an enforced break!

The show was a triumph and just the feel-good tonic our sell-out audiences wanted and needed. Full of colour, nuanced acting, stylish movement and beautiful singing; it was a production to be proud of and one that we hope the cast and crew will remember for a very long time.





# Liz Gregory

## AN INSIGHT INTO OUR NEW HEAD AND HER FUTURE ASPIRATIONS FOR THE MAYNARD

**As part of your interview process for the position, we received some glowing references for you, including these: “Dynamic, driven and a dynamo of a leader”; “Incredibly diligent, dignified and respectful”; “Calm, supportive and very thoughtful”; “She is a gem.” But how would you describe yourself?**

Energetic. Hardworking/driven. Cheerful. Caring. Listener. Achiever and list writer – task focused.

**Having started out as a Teacher of Economics & Business Studies nearly 20 years ago, what are greatest highlights of your career so far?**

Enabling pupils to achieve more than they would have expected – I remember one pupil who joined Sixth Form with very few GCSEs and went on to attain two As and a B (two were in subjects that I taught him).

Imparting my values of service and giving to others; I remember leaving my school in Derbyshire when my tutor group gave me, as a leaving present, a goat and some chickens – via Oxfam gifts. This signalled that they understood what makes me tick, and how I had been able to influence their values. This same tutor group also gifted me both my cats, they were kittens at the time!

My final memory is the change in culture I have been able to affect in a few schools; seeing staff engage in evidenced-based pedagogy and being re-energised in their love for the craft of pedagogy is a joy and such a privilege.

**What single element of your professional career has given you the most personal satisfaction?**

Seeing the girls that I have taught flourish and develop a deep self-belief in who they are. I have seen this in so many that I have had the joy to teach, and I am reminded why I do this job by a picture on my office wall – a picture of one of my previous tutees, painted by another. The change in that young lady was transformational and it is humbling to know our conversations helped her to thrive.

**What attracted you to apply for the position as Head of The Maynard School?**

The chance to enable girls to thrive and to promote progressive girls’ education in an all-through school. The Maynard is a community that fully believes in, and promotes, girls’ education, preparing them to thrive in whatever they do once they leave and empowering them to make a difference to those they interact with.

**What is the first thing that you would like to achieve as the new Head?**

I would like to consider a coaching programme for both staff and pupils. Coaching has an incredible power to provide us with agency for change and develops key skills of listening and empathy.

**Teaching or leading from the fore; what gives you the most pleasure?**

Both! I love teaching – this is why I entered the profession and it is a joy to still have time to be in the classroom as it is my happy place. However, leading a community of professional people to be even better versions of themselves and equipping them to go on to do more than they thought possible is an immense privilege.

**You are a strong proponent of Women in Senior Leadership; how do you envisage empowering the Maynard community?**

Creating opportunities for all members of our community to shine – whether that be a pupil or a member of the teaching or support staff. I would like our school to be a place in which all are enabled and equipped to try new things, to push themselves and feel that they have my support in having a go, taking a risk, trying a new idea. I would also like our community to encourage reflection to learn from experiences and be coached to hone their skills.

**What do you look forward to most in your working day?**

Being out of my office and interacting with pupils, staff or parents around the school site; seeing the girls in lessons and extra-curricular activities; witnessing the wonderfully supportive and caring relationships staff have with the girls.

**Aside from your professional life, what else makes you tick?**

Time outdoors (particularly in my garden) and time with my family and friends – I draw energy from being around others. I love running, cycling, dancing and generally using up physical energy.

**If you could choose a song that would play every time you entered a room, what song would you pick and why?**

Can I have two?

Frank Turner – Photosynthesis. This song talks about getting up and making things happen in your life rather than expecting it to happen. I’m a big believer in making your own luck and not relying on others to do it for you.

Stuart Townend – In Christ Alone. My faith is a real cornerstone for me and this song reminds me of what I believe in and that God is my anchor.

**If you were a brand, what would your motto be?**

Have a go; you never know until you try!

**At the age of 11, how would the phrase “when I grow up, I want to be ...” have ended for you?**

A writer – I love stories and when I was younger, I would spend a lot of time making up my own either in my imagination or writing stories.

**What is your favourite guilty pleasure?**

Peanut butter (as well as honey and banana sandwiches).

**If you won the lottery, how would you spend the money?**

Others need it more than me. I would invest it into research into alternative food sources. We are too reliant on the sources of food stuffs and when these are put at risk, the poorest suffer. By investing in alternatives, we will make our world a more sustainable place to live for those who have very little.

**And finally, have you any ambitions you would still like to achieve?**

Learning to fly – this would be my superpower (if I had one) and it would be amazing to learn how to fly a plane. Also, gaining a doctorate in education. I received a distinction in my MED recently and I would like to study further when I have the time.



# TEN TORS 2021-2

After a couple of years of false starts and last-minute cancellations, it was wonderful to see four Maynard teams back on the start line of the Ten Tors Challenge. After eight long months of preparation and training in conditions that ranged from “look, it’s brightening up...” to “...surely we’re not going out in that?”, our four teams were as ready as they would ever be for the event on 6-8 May this year.

For those not familiar with Ten Tors, this is the annual expedition across Dartmoor, organised by the Army. Each team of six is given a different combination of checkpoints over the moor, covering either 35+ miles, 45+ miles or 55+ miles of wilderness. Whilst the distances and conditions are the real challenge, the teams must also race against the clock and the dreaded cut-off times to cross the finish line before it closes at 5pm on Sunday.

Nearly a year’s worth of preparations culminated with our four teams travelling down to their basecamp at Okehampton Army Camp on that Friday morning. A full day of route-planning, checking and rechecking kit and equipment – and a little partying, too – ensured the girls were then ready for their early start on Saturday. The staff at basecamp began to stir\* at 4am (\*literally stirring vast saucepans of porridge and pans of frying bacon for the teams) and by 7 o’clock everyone was ready on the start line. Speeches were made, ‘Happy Birthday’ was sung for

Erin, and then the big guns were fired and 2400 young people were on their way out across the wilderness of Dartmoor.

The conditions were unusually challenging this year with significant numbers of students and teams having to ‘fall out’, many because of the heat - something none of ours had experienced in their training!

So it was with some relief that only two of our students had to come off the moor over the weekend (a huge thank you to all those involved in ensuring they were okay). Whilst this was desperately frustrating for the girls, it was wonderful that they were both able to join us again for Sunday’s finish, cheering our four teams across the line in front of thousands of family and friends.

Well done, once again, to all of our Ten Tors students, each of them has accomplished something genuinely extraordinary – and it may take a little while for that to sink in! What I’m perhaps most surprised by is that some of them are already beginning to talk about ‘next time’...

Can we finally say a huge thank you to all the volunteers, parents and staff that have tirelessly supported the girls’ efforts along the way – it really couldn’t have happened without you!

Mr Tabb



“Look, it’s brightening up...”



“Surely we’re not going out in that?”





# Duke of Edinburgh Awards

After the disruption of the Covid years it has been a pleasure to get back to 'normal' with our Duke of Edinburgh award program at The Maynard School. There have still been a few differences which will be in place until the end of 2022 to allow our girls to complete those awards started in the last two years. This they have done with gusto and so many students have been awarded their Certificates of Achievement with their full award and badge of honour, well done all!

A certificate of achievement is given when all sections, apart from the expedition, have been completed. Although expeditions have been organised and held this year, some students have unfortunately been ill or injured and it is so good that they are able to receive a certificate to show just how much they have achieved in the other sections of the award.

This Summer Term has busy with expeditions; both Silver and Gold girls completed their practice expeditions on Dartmoor. This was able to be counted as the qualifying expedition for the previous level of award, if they were unable to complete their expedition last year - so congratulations to all the girls who achieved that. Both routes were gruelling and tested endurance and teamwork, especially as many of the girls had not experienced any expeditions previously.

The Gold girls have also had two days of water-based training for those girls choosing to spend part of their expedition in the summer paddling the length of Windermere, as well as scaling the peaks of the Lake District! All 30 girls are really looking forward to this expedition and have been working on improving their fitness levels during the year so that they are well prepared for their four-day trek in this glorious part of the world. Good luck, girls, and I hope the weather is kind.

The Bronze girls have trained all year during their Wednesday lunchtime to hone their navigational skills, route planning, expedition nourishment and practising how to walk safely as a team. They put their team work skills to good use at the start of the May half term, by camping on



school premises. The aim of this camp was to learn basic campcraft, how to care for the equipment and to prepare and cook a two-course meal. They thoroughly enjoyed their night, learning the most important lesson that sleep is required if they are to function the next day!

The girls continued their training during their Activities Week, planning routes, completing risk assessments and putting their navigational skills to the test for real. The final two days of the week were spent on 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 involve a great deal of organisation from the expedition leaders; myself, Jim Lodge and Katie Rymer (née Parsons), a small team of parental volunteers who happily step in and fill in staffing gaps as they arise, 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 program at Maynard could not run without the help of our highly trained volunteers. This year Nick Silver and Nick Bruce-Jones 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. Dynamic Adventures have helped organise, train and run the Gold Expedition and we thank them for their calm, professional manner in which they conduct this aspect of our award, the girls really appreciate it!

The Duke of Edinburgh Manager role although daunting and an extremely steep learning curve, I have thoroughly enjoyed. Seeing what the girls are getting up to in their sections, from car maintenance to learning sign language and even saving our oceans from plastic waste, has been a joy and an aspect of my role as manager which has been a great privilege. As Katie Rymer will be returning in September, the responsibility of the Silver and Gold Awards will go back to her capable hands, leaving me to focus on the Bronze Award once again. However, watch out next year's cohort, as I plan on watching the progress of all your sections closely, now I know how!

Well done to the more than 100 participants involved in the program this year! It's great to see the unending commitment to all of their activities and the determination to get to the end of a long walk. I have had the pleasure of awarding 44 Bronze and 16 Silver awards so far this academic year. A further six girls will be receiving their invitation to Buckingham Palace to receive their

Gold award and I know there are many more of these just finishing off the final sections of the prestigious award.

I am delighted that we have been able to return to a form of normal this year, and the variety of activities explored in the many aspects of the awards I am sure will help the students maintain a positive attitude which, in turn, improves mental health and well-being.

**Wendy Dersley**





# CAREERS

We have been busy again this year with Careers education, as things have slowly started to return to normal after Covid. We have enjoyed listening to a wide range of speakers within school, particularly as part of our Careers Club, Biz Whizz. Talks have ranged from construction project managers, the Armed Forces, concert managers, marine conservationists, app developers, neuroscientists and AI specialists to studio owners, engineers and podcasters. Some are Old Maynardians, who were super excited about being back in school!

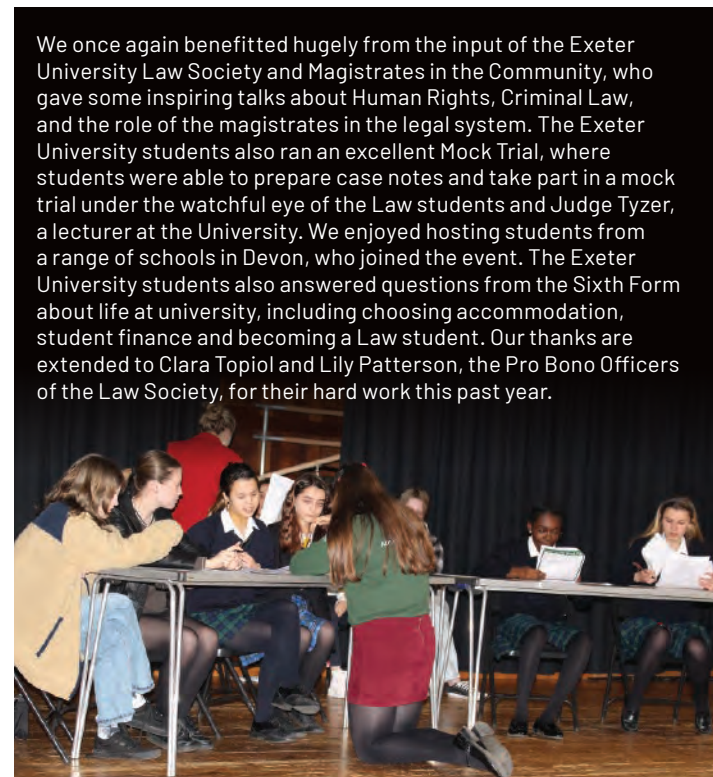
Each year group has had plenty of Career input in tutorial time, including the Lower 5 who have recently taken the Careers Morrisby Psychometric test, which helps them to identify the careers that might be most suited to their abilities, interests and personality. This will be in preparation for their personal career's interview taking place at the start of the Upper 5. The Lower 4 took part in the 'Real Game' during activities week, which proved lots of fun, as well as showing them how your choice of career influences the decisions that are made daily about



Speakers at the Real Game with Miss Dunn

spending money, choosing where to live and which holiday you can afford. The Sixth Form have been busy visiting the UCAS Fair at Westpoint and we have some budding medics attending the RD&E Hospital for work experience week.

Work experience for the Upper 5 went ahead this year, with many students spending time with a range of employers in Devon, London and further afield, during the last few weeks of term and into the summer. Interesting online opportunities are available, too, and the Careers & UCAS page on the school website is a good place to search for links to online courses, events, and work experience. It is updated regularly and worth taking a look!



We once again benefitted hugely from the input of the Exeter University Law Society and Magistrates in the Community, who gave some inspiring talks about Human Rights, Criminal Law, and the role of the magistrates in the legal system. The Exeter University students also ran an excellent Mock Trial, where students were able to prepare case notes and take part in a mock trial under the watchful eye of the Law students and Judge Tyzer, a lecturer at the University. We enjoyed hosting students from a range of schools in Devon, who joined the event. The Exeter University students also answered questions from the Sixth Form about life at university, including choosing accommodation, student finance and becoming a Law student. Our thanks are extended to Clara Topiol and Lily Patterson, the Pro Bono Officers of the Law Society, for their hard work this past year.



# SENIOR SCHOOL SPORTS DAY

**OUR SPORTING CALENDAR** always ends the academic year in climactic style with the annual Senior School Sport Day, held at the Exeter Arena. This year's event saw perfect, sunny (but not too hot) conditions and an enormous participation from so many of our students in both field and track events.

The support shown by spectators and fellow competitors is always tremendous – proving that it's not all about the winning, but much more so the taking part. And hats off to absolutely everyone for their enormous efforts and some stunning results! There were two notable victories; the Sixth Formers wrestled back the staff versus student relay crown (much to the delight of the crowd) and Goldsmiths scored a convincing House win for overall points scored. Congratulations, everyone!





# House Song

**THE ANNUAL HOUSE SONG COMPETITION** returned with a vengeance at the end of the Summer Term, more than making up for a couple of years of this much-loved contest being lost to covid. The Lower 6 House Captains were put in charge of the whole of the Senior School, tasked with choosing, choreographing and rehearsing a song to perform to a packed Main School Hall only a matter of hours later. Under their leadership and creativity, each of the four Houses produced brilliant final performances and the hall rang out with enormous laughter, wonderful singing and some extraordinarily exuberant cheering.

This time it was Armourers' turn to shine and lift the annual trophy with their superb version of 'When I Grow Up' from Matilda!





# OLD MAYNARDIANS SMASH EUROPEAN FUNDRAISING RECORDS

**Huge congratulations to Old Maynardians and former Head Girls, Daisy and Chloe, who were integral members of the extraordinary team from Durham University who raised over £205,000 for the Teenage Cancer Trust via their annual Charity Fashion Show earlier this year – making this the largest student-led fundraising event in the whole of Europe ever!**

As Chloe reflects:

"I had been to the Fashion Show both years previously and it is the most incredible event and so much fun. But it was Daisy, who was appointed Vice-President

of the whole thing this year, who eventually encouraged me to go for an executive role. Thanks to her, I did apply and landed the Charity Director position.



"It was a mad nine months, especially for Daisy who literally ate, slept and breathed the Fashion Show in that time. I just don't know how she did it, but it was great fun working together. I have to say the whole show was so incredibly slick. And for it all to be for charity as well just feels like the icing on top of the cake."

Featuring 50 students as models and a vast team in charge of logistics, marketing, graphics & design, finances and sales (to mention just a few), the event was a sell-out success attracting 1000 guests to each show held over three consecutive nights.

"Smashing the previous fundraising record of any student-led initiative is just amazing and it's even more special as £50,000 of the total has been ringfenced to fund the lead teenage cancer nurse at the Freeman Hospital in Newcastle. This funding had previously been cut during covid so it's a real tangible difference that the event has made," added Chloe.

Our huge congratulations to all those involved and especially to Daisy and Chloe who were so influential in the entire operation – we couldn't be prouder of them both!





# RESIDENTIALS

Our wonderful residential trips are always the highlight of the school year for many and what better way to celebrate the end of the Summer Term than with sun, fun and friendships!

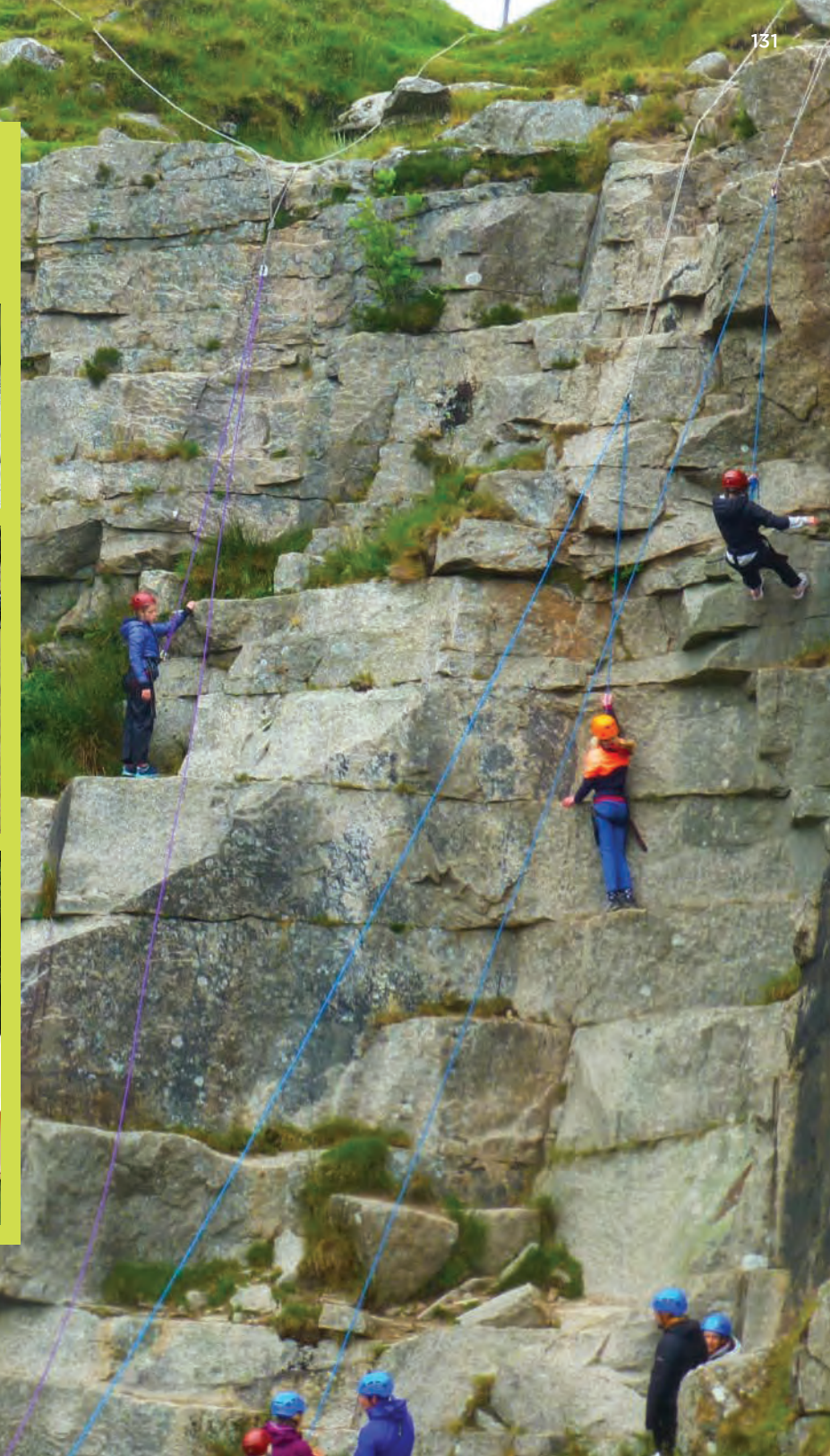
## YEAR 6

The annual trip to the Mill on the Brue is always hugely anticipated and, as ever, the girls had an absolute blast, throwing themselves into an abundance of thrilling activities!



## UPPER 3 & LOWER 4

Our Upper 3 and Lower 4 students enjoyed back-to-back residentials at Mount Kelly again this year, with each enjoying three nights of camping and fun on this most memorable Dartmoor adventure!





# BORNEO

After a long delay due to covid, we finally made it to Borneo in the summer of 2022. Such was the popularity of this long-awaited expedition, we ended up sending not just one team of eager explorers but two over staggered intervals, all vaccinated to the hilt and ready to take on what, for most, was the biggest adventure of their lives so far! And nor did it disappoint. Orangutans galore, an abundance of wildlife, lush (if slightly sweaty) rainforests, mountains to climb, idyllic bays to snorkel and an environmental conservation programme to get stuck into ... these were two extraordinary and utterly memorable weeks for both groups of lucky students to savour forever!



These were two extraordinary and utterly memorable weeks for both groups of lucky students to savour forever!





# Summer Celebration



This year's Summer Celebration found a new home at Sandy Park (courtesy of our Exeter Chiefs' sponsorship) and, wow, what an event it turned out to be! Parents attended in their droves, keen to experience for themselves an event that had been off-limits for the past couple of years due to the covid restrictions.

We were treated to some exquisitely beautiful performances dotted between batches of prizes being awarded to the worthiest of recipients ... and it's nigh-on impossible to describe that wholehearted sense of relief, not just that the summer holidays were finally here but that an event such as this signalled so fully a complete return to Maynard normality. Our very many congratulations to all our prize winners and many thanks to the performers for sprinkling that extra sparkle into such a wow factor event!





# EXAM RESULTS 2022

Huge congratulations to our GCSE and A-level students who were both sitting their first-ever public examinations following the disruption of the previous two years! It's certainly fair to say that they absolutely smashed it with the GCSE cohort even posting our finest set of results since the new grading system began – higher even than the Centre Assessed Grades of 2020 and last year's Teacher Assessed Grades.

Quick to credit their teachers for all the help and support they were given, our brilliant A-level students collectively announced that “our remote learning provision definitely saved the day” and that “at no point did we feel left behind during the pandemic.” That said, we must turn this back on the girls, all of whom have proven themselves to be exceptional students with very, very bright futures ahead of them! We applaud you all!

GCSEs 2022	
Pass Rate	100%
Grade 9 and above	33.4%
Grade 8 and above	60.3%
Grade 7 and above	81.2%

A-levels 2022	
Pass Rate	100%
Grade A*	32%
Grade A* and A	70.4%
Grade A*, A and B	84%





**The 2021-2022 academic year ended with the handing over of keys from Sarah Dunn to Liz Gregory as our new Head.**

**And so, a new chapter in the history of The Maynard School begins!**







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