



## Spring Concert

Caroline Watts

A capacity audience gathered at St Barnabas Church for the Spring Term Concert featuring the Senior Choir and Symphony Orchestra.

In the opening half the Symphony Orchestra played the first movement of Mozart's *Prague Symphony*, which was executed with panache, and Maya Caskie gave a beautiful performance of the slow movement of Mozart's *Piano Concerto No 20*, better known as the theme from *Elvira Madigan*. Hinako Suzuki gave a very musical performance of the slow movement of Mendelssohn's *Violin Concerto* and Ellen Coleman and Marie Claire de Voil sang Vivaldi's *Domine Deus* and *Laudamus Te* with great style, and with their voices perfectly matched in these famous duets.

We then moved on to an exhilarating performance of the first movement of Poulenc's *Sonata for Flute*, orchestrated by Lennox Berkeley, and played by Hanna Pietrzycki.

A performance of Fauré's *Requiem* made a rousing end to the evening; Ellen Coleman sang the *Pie Jesu* sublimely, a challenge not to be underestimated by any singer, and the choir, made up of girls, staff, parents and members of the St Barnabas Choir, sang with real precision and musicality.

A wonderful evening of music and a showcase for the outstanding musical talent of everyone involved.



More pictures on page 3 and at [www.nhehs.gdst.net/Spring-concrt](http://www.nhehs.gdst.net/Spring-concrt)

## NHEHS Parents' Guild

### Fundraising

*We are hugely grateful to the NHEHS Parents' Guild for their continued fabulous fundraising efforts.*

*Their generosity has just enabled us to buy a camera, flip camera and video camera for the Junior School and a 3D Printer and cleaning bath for the Senior School Design Technology Department.*

### The Printing Revolution

*Andrew Kerrison*

The 3D printer is causing quite a stir and both girls and staff are intrigued. We recently left it running in the Atrium for a whole day and it stimulated much conversation about the possibilities it will open up in the future. Members of the Parents' Guild Committee were equally fascinated when we laid on a demonstration at their meeting in May.

3D Printing has been around since 1984 and until recently was called rapid prototyping (RP) but the appearance of consumer devices and increasing use for



production components has prompted the name change. 3D printing works by exporting the part or assembly of a product from a 3D modelling software (CAD) such as Solidworks as an STL (stereolithography) file.

Software that comes with the 3D printer then slices the computer model into horizontal

slices (G Code). The 3D printer then builds the model slice by slice, much like getting a hot melt glue gun and building up a shape.

The printer is already in use in DT lessons and now if the girls can dream it and draw it in CAD, we can make it. It could be something simple such as a plastic handle or a phone cover, or something much more complex such as an architectural model or the casings for consumer products such as phones or MP3 docking stations. This week a Year 8 student has even printed a copy of an Oscar for her project!

### Parents' Guild Quizzes

*Tracey Newman*

The Parents' Guild has hosted three Quizzes this year, two for parents and one for Junior School girls. Over 300 parents attended the Quiz Evenings in the Autumn and Summer Term and we were delighted to have raised in excess of £2500. Many thanks to Selina Chadha for her fine organisation of those events. Alan Brown created a wonderful picture and music extravaganza for the Junior School Quiz and our thanks go to him for his time and wonderful creativity.

*Girls learning to use the trampolines paid for by Parents' Guild fundraising in 2012 / 2013*



## The Real Game

Christine Maynard



At the end of April, Year 8 students embarked on the first step of their official NHEHS Careers Department 'journey' by taking part in the Real Game.

Here at NHEHS we play the game in two PSHE lessons and have one whole day out of normal classes to really get to grips with some important basic issues related to careers decision making.

On the main day of the game the whole of Year 8 was installed in the Hall and this became their working community for the day. Girls thought about their dreams and aspirations and then were allocated a job. This was followed by exercises on budgeting and time management, all separated by tea breaks and lunch as in the 'real' workplace.

In the follow up the girls were encouraged to think about the implications of the Real Game for their decision making, and they completed a folder as a useful reminder of some of the issues raised.

This programme, originally devised in Canada and reformulated for UK schools, has been found to be an excellent tool for promoting effective learning on many aspects of real life including career decision making. At NHEHS it is part of our programme of activities delivered throughout a girl's time here to help her think about herself and what she would like to achieve in terms of Higher Education and Careers. Judging by their enthusiasm and engagement in the activities Year 8 have made a good start!



## Spring Concert



## The Orchestra and Choir



## The Choir

Rehearsing Fauré's *Requiem*



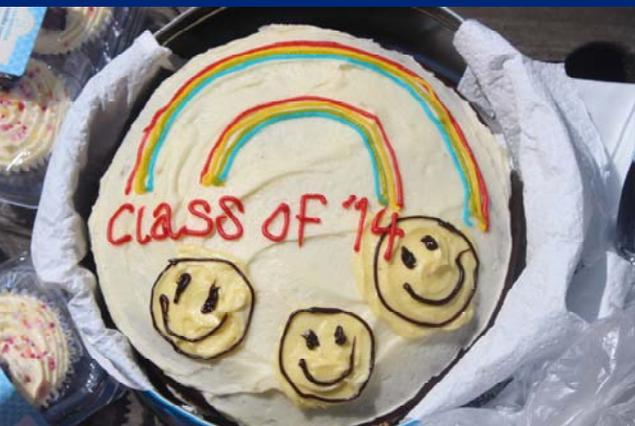
A quiet moment on the beach!



Beach Life!



There were selfies .....



..and of course there was cake

## Goodbye Girls

Rebecca Irwin



Year 13 began their final day at NHEHS by appearing in school uniform (how young they suddenly looked!) and joined their tutors and other staff for a special breakfast. During the morning they set up an imaginative and balloon festooned beach in the garden, an excellent backdrop for lots of photos, and where they could be seen at break enjoying the sunshine.



In the afternoon the catering staff provided a delicious tea and the Head Girl Team produced a superb Leavers' Tea Programme. Girls performed songs, poems

and stories for each other. There were films and photo – montages and some memorable staff performances. There was a lot of laughter and some tears, of the happy variety, but we know the girls are leaving with many, many fond memories of 'The Hill', as they call it.

We wish them every happiness and success! The class of 2014 will always hold a special place in our hearts, as NHEHS will in theirs. They know they will always be welcome and we look forward to seeing them and hearing their news when they come back to visit.



## Pi Club

*Helen Critcher*

Pi Club, a Year 7 maths club, meets every Wednesday at lunchtime and this year I have had the pleasure of the company of a wonderfully enthusiastic group of students as they make lots of beautiful mathematical solids using origami.



## Charity Award Winners

*Sarah Davies*



A number of NHEHS students from Years 10 and 12 were at the House of Lords at the end of April for the semi-finals of the national Wings of Hope Achievement Award (WOHAA).

Team Mini Monets, made up of Asha Dave, Naomi Lefroy and

Hannah Lefroy, and Team Fuchsia, made up of Emelia Newton Jones, Annabel Roderick, Bethan Hall-Jones, Joanne Vale, Alice Ward and Iasmine Ward, were among the 35 teams from all over the UK making presentations to a panel of judges led by Sir David Jason.

Over the last six months they organised some wonderful events to help support the charity's work with underprivileged children in India and Malawi. Team Mini Monets used their artistic skills and auctioned off their beautiful hand-painted masterpieces, whilst Team Fuchsia's efforts included a climb up Pen Y Fan, South Wales's highest peak

Team Mini Monets (pictured here with the Malawian High Commissioner) won the Runners Up Award for Most Funds Raised and were presented with their award at a ceremony held at the Royal College of Surgeons.

# Sicily

Felicity Marsden



Twenty three students of Latin and Greek from Years 10 to 13 spent the beginning of their Easter holiday in Sicily for a mix of Greek temples, Roman mosaics, Norman churches, Baroque palazzos and plenty of excellent gelato.

We began with a guided tour of Palermo and then in Monreale, just south of Palermo, visited the famous Duomo, built in the twelfth century and one of the most magnificent cathedrals in Italy. On day two we headed south to Piazza Armerina and Agrigento. Piazza Armerina is famous for its third century AD Roman mosaics at the Villa Casale which depict scantily clad women (Romans in bikinis!) working-out in third-century style.



Agrigento was founded by Greeks in the fifth century BC and under Roman control by 210 BC. Just south of the modern city is the Valley of the Temples where ancient temples of Concordia, Hercules, Demeter and Jove were built of tufa and face east so that all the statues would be illuminated by the rising sun.

On the morning of day three we conquered Mount Etna (well we took the cable car!), and spent the afternoon and overnight in the seaside town of



Giardini–Naxos. The following day we visited the archaeological park in Syracuse and the heart of the old city, the island of Ortigia. We then headed down the coast to Taormina, famous for its spectacular cliffside setting and Greco-Roman amphitheatre.

This was packed five-day trip with some very early starts (our outward departure time from NHEHS was 02.00am!) and activity packed days but the girls seemed to thrive on it. They were good-humoured and approached everything from learning about archaeological treasures to pizza, ice cream, and evenings of Greek and Roman myths and quizzes, with equal enthusiasm. Thank you to Mr Smith and Miss Romero for coming with us and to all the girls for being such good fun.

# Sicily



## Valley of the Temples

*"...our guide looked and dressed a little bit like Al Pacino. He informed us we were on a cultural pilgrimage and NOT a holiday as well as relentlessly questioning us on Doric, Ionic and Corinthian columns"*





## Year 9 Study Skills

Alex Smith



In early May, Year 9 gathered in the Hall ready for a workshop to help them gain some vital insights into developing their revision techniques and strategies for now and for the future. The sessions were run by *Learning Performance*, the UK's largest study skills company. Their trainers visit over 1,000 schools every year so they have plenty of expertise to share, and they did not disappoint.

Presenters, Steve and Laura, gave us an insightful and entertaining day. We explored how the brain works and how people can be categorised into left-brain thinkers and right-brain thinkers. They tackled the stigma associated with words such as 'exam' or 'revision' and discussed ways to get into a more positive mind-set and to remove the negative connotations of such terms.

After lunch, they moved onto practical ideas of summarising notes, mind-maps and mnemonics. The sessions were very enjoyable and very useful as feedback written by the Year 9 girls indicates:

***"I learnt a lot of new revision techniques and will definitely use them"***

***"It has been eye-opening and thought-provoking. I will use these tips in future revision"***

***"I really enjoyed today and I feel like I have learnt ways to ensure that I don't panic and freak out in exams"***

***"Simply wonderful"***

## GCSE Drama Exam

Photographs from the GCSE drama examination performances (see page 9)

## GCSE Drama—Examination Performances

Debbie Whitmarsh



High tension, nervous laughter and the consumption of large quantities of cake are often the hallmark of the GCSE Drama exam day, and this year was no exception. However, the added frisson to the evening was the visit not only an Examiner, but the visit of the Chief Examiner! It was a fairly daunting prospect for the girls to have not one but two formidable figures seated at desks scrutinising their every move. However, as was expected they rose to the occasion and the Drama Department were immensely proud of them all.

The standard of work was incredibly high and the audience were treated to a huge variety of styles and theatrical conventions. The stimulus this year was 'Contrast' and each group had created a piece that interpreted this title with great imagination.

The evening started with *Project CET*, a dystopian piece that gave us a glimpse into the horror of a human experiment and an understanding of the contrast of

human nature and how we might address isolation, the monotony of repetitive work and increasing self-doubt, all under the glare of an audience who were viewing real human struggle as entertainment; chilling stuff! The second piece dealt with the contrasting experience of four women during the holocaust; a harrowing quartet of stories based on the experiences of those in hiding, those who fled on the kindertransport, women who were incarcerated in concentration camps and the story of a woman who could save only one of her children.

*Hannah's Story*, on the face of it, was a bleak tale of a teenage girl's response to the pressures of life. However, the use of humour and naturalistic characterisation gave the audience moments of laughter, indeed many of us who were parents recognised key lines of dialogue having spoken them ourselves many times!

*The Tale of Helen Duncan* was a piece based on the real story of

the last woman convicted of witchcraft. Using a Brechtian style and moving swiftly from character to character this also used humour to tell a compelling tale. Our final performance was the dark depiction of a serial killer. Again the mixing of naturalistic and non-naturalistic styles was both engaging and moving.

This year was the first year of GCSE performances in our new facilities and it was so nice to see the girls work in this new environment, particularly as two girls were able to offer Performance Support for this unit of the exam. One student offered sound, and one lighting. They both used the new equipment with professionalism and contributed greatly to the success of the groups with whom they were working.

All the girls involved deserve huge congratulations; as the first GCSE group to christen the Studio Theatre they acquitted themselves magnificently. Well done!

## Netball: Staff vs Sixth Form

*Alex Smith*



The students couldn't match the sheer determination of the staff to win after our string of humiliating defeats over the past few years. The staff team certainly lacked skill and coordination, as well as a clear understanding of the rules; however, after a hard fought match, and rallied by the support of the PE staff, the staff won a 'well-deserved' 7-4 victory.

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## New Head Girl Team

*Rebecca Irwin*

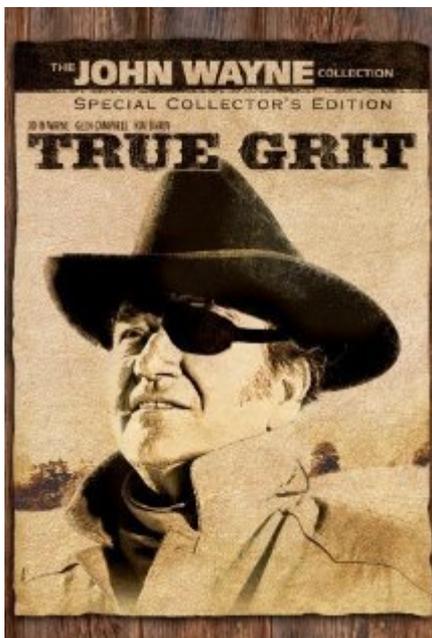


After a very successful year for our outgoing Head Girl Team we are delighted to announce our new team for 2014/15. The new team is lead by Antonia Mathias (Head Girl), with Julia Lechler, Rhinnon Miller, Annabel Minkova and Saphia Youssef as Deputies.

They are looking forward to their new roles and responsibilities as they involve themselves in all aspects of school life.

## True Grit Week

*Sarah Davies*



“Try your hardest”, “just do your best” – parents and teachers often tell students, and at this particular time of year, with exams much on everyone’s minds, I’m sure many are getting fed up with this repeated aphorism. This however also makes it the perfect time to explore and celebrate the idea of “grit” – that very doggedness essential for success.

We began the week with an Assembly to explore how we can all learn to bounce back when things go wrong, and discussed how everyone has the capacity to change how they see challenges and consequently respond to them positively.

During the week both students and staff got a chance to take Duckworth’s “Grit Test” to get

a sense of how “gritty” they were, and then shared strategies and techniques for perhaps getting a little more resilient. Following the success of last year’s “Happiness” Assembly, the Heads of Year and I presented another Assembly about our own experiences (and hopefully growth!) on this same theme. It was lovely to see how many staff and students found these ideas empowering and inspiring (as well as highly amusing!)

The idea behind the week was to encourage everyone to show their own “True Grit” and maybe cultivate a little more. It was about being brave, about picking yourself up and dusting yourself off if things didn’t go quite to plan. Most importantly, the week was about being willing to try and keep on trying. Personally speaking, I found the whole week a total delight, and will not forget in a hurry the sight of Mr Petty demonstrating “The Plank” to the whole school, and I don’t think I have laughed so hard nor been so proud of all the girls (and the Heads of Year!) for sharing their stories of grit and responding positively to potential failure.

## The Ideas Behind True Grit

While our cultural history may brim with teachers and parents who insist on repeating the importance of doggedness in success, it wasn’t until recently that psychologists were able to ascertain the science behind this intuitive observation. That’s right. What parents and teachers have been telling students for generations is RIGHT, and we’ve got the science and the psychological studies to prove it!

We now know that genius-level excellence takes enormous dedication and that the impetus to reboot from autopilot is crucial to reaching such a level. Arguably the most significant work in the field comes from pioneering psychologist Angela Duckworth, who came up with the notion of “grit” and the part it plays in success, not just in school, but in life generally. Her research suggested that sticking with things over the long term, working hard at achieving your goals and crafting your passions, really did pay off.

The work of Dr Carole Dweck, another psychologist and an expert on motivation, introduced the concept of a “growth mindset” - the idea that your basic qualities are things you can cultivate through your efforts. Although people may differ in every which way — in their initial talents and aptitudes, interests, or temperaments — everyone can change and grow through application and experience. People who have a growth mindset believe that a person’s true potential is unknown (and unknowable); that it’s impossible to foresee what can be accomplished with years of passion, toil, and training.

*Sarah Davies*



## Relaxing

In the run up to their departure for Study Leave and the start of public examinations, girls in the Sixth Form have been tempering the intensity of exam preparation with a bit of fun.

Year 12 and 13 shared a couple of hours relaxation with a movie afternoon to celebrate the tenth anniversary of *Mean Girls*. The common room has never been so quiet with girls melting seamlessly into the sofas.

There was also a lovely, relaxed atmosphere at our now traditional May Day Party. Girls smothered 150 scones with clotted cream and strawberry jam and swathed the Sixth Form Centre with bunting to wish Year 12 good luck as they went off on Study Leave ahead of their AS examinations.

*Rebecca Irwin*

## Personal Best



- Mr Petty successfully completed the Bob Graham Round, a long-distance run in the Lake District, 106k/66 miles over 42 peaks with 8,000m of ascent and descent to be done in less than 24 hours. He made it in 23 hours and 49 minutes

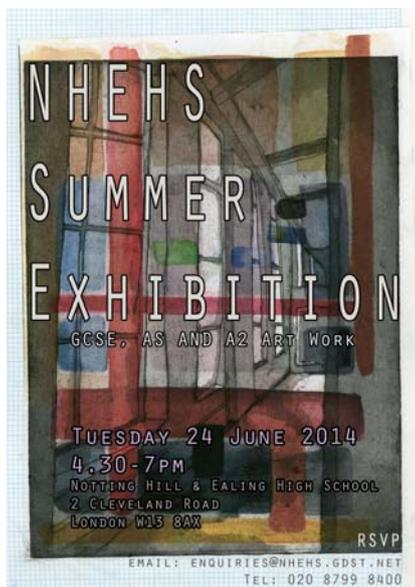
- Nearer to home Mr Edwards successfully completed the London Moonwalk Marathon (raising funds to fight Breast Cancer) setting off at 11.40 pm and crossing the finish line at 7.29am on Sunday morning

- Mr Adams has completed the Three Peaks Challenge in support of Guy's and Thomas' Cancer Centre, hiking up and down the three highest peaks in the UK within 24 hours (Ben Nevis, then Scarfell Pike at night and finally Snowdon).

As Mr Petty explains " ..events such as these have very high failure rates ...you have to countenance the possibility of failing, and of wondering what you'll still have achieved even if you don't pull it off." True Grit indeed!

## Private View

*Sophie Plowden*



The exhibition of this year's GCSE, AS and A2 artwork will take place on Tuesday, 24 June from 4.30pm to 7.00pm.

Please join us for a glass of wine and enjoy the original and stimulating works on show.

Everyone is welcome, whether or not your daughter has work in the exhibition

## “You’re not like the other girls Chrissy”

*Maya Coomerasamy and Millie Boyse*



On the 14th May, an audience of parents, students and staff were waiting in the Studio Theatre for the performance to begin. The door swung open and a lady ran in shouting in French. We all looked a bit flabbergasted but we were soon reassured that this was not the start of an extra French lesson!

This heart warming play is about Chrissy and her amazing life as she tries to keep her relationship strong through the War.

The simplicity of the staging meant that we were able to concentrate on the story and the only props were four old-fashioned suitcases. Each

contained something which added to the story, for example an intricate model of the Parisian skyline or a retro radio playing BBC broadcasts.

As the play unfolds we see how Chrissy meets Cyril in England. They get engaged but then war breaks out and Cyril leaves Chrissy alone in Paris. Finally, the war ends and we see an excited Chrissy desperate to get to England and marry Cyril.

But what is this? The British Embassy has other plans and as the lights go down everyone is left in confusion. After all of that, she isn't going to see Cyril?

But then a video started playing. There was a collective intake of breath from the audience as they realised that Caroline Horton, who had played Chrissy and wrote the play, was in fact telling the story of her own grandmother and that Chrissy and Cyril did indeed meet again!

The show was a truly touching and an incredibly enjoyable piece of theatre. Half the audience came out with huge grins on their faces, and half came out trying to hide their tears

We also had the unique experience of being able to ask Caroline questions after the performance in an informal discussion in the Atrium. Being able to hear how she discovered the letters which were the inspiration for the show and how she created the piece through workshops was very interesting. She also told us that although her grandmother was not well enough to go to the theatre to see a performance, Caroline had taken the play to her and performed it in the residential home where her grandmother now lives.

Overall, a wonderful night of interesting and exciting theatre and a great finale to this year's NHEHS Theatre Club season.

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## GDST Classics Prize Winner

*Alex Smith*

Congratulations to Florence Bell (Year 12) who is one of the winners of this year's GDST Pearson and Silver Awards. These prizes are awarded to sixthformers at GDST schools who show academic excellence in classical subjects, a commitment to study a classical subject at university and an all round contribution to school life. Prize winners use their award to help finance a course (usually a residential summer course) in a classical subject.

## Oxbridge Visits

*Christine Maynard*

Girls in Year 10 enjoyed a day visiting Oxford and Cambridge. 10CFC and 10VM headed to Oxford and 10ST and 10LO to Cambridge. These chances to visit world class universities are designed to help each girl think further about her future plans, raise horizons and encourage them to think further about what might await them in a few years' time.

Quite by coincidence we were visiting Jesus College at both Oxford and Cambridge. The programme for the day was similar at each. Students attended a lecture on university life and the application process given by an Admissions Tutor. This was followed by a tour of the college and an opportunity to talk to current students and ask questions. Both sessions were excellent and all our girls were impressed by the friendliness and hospitality of the colleges.

During each visit there was also the chance to visit other colleges and see a little more of these university towns. The Oxford group went to St Catherine's and the Cambridge group went to Queens'. Our students also met up with some NHEHS 'Old Girls' studying at the respective universities and were able to hear



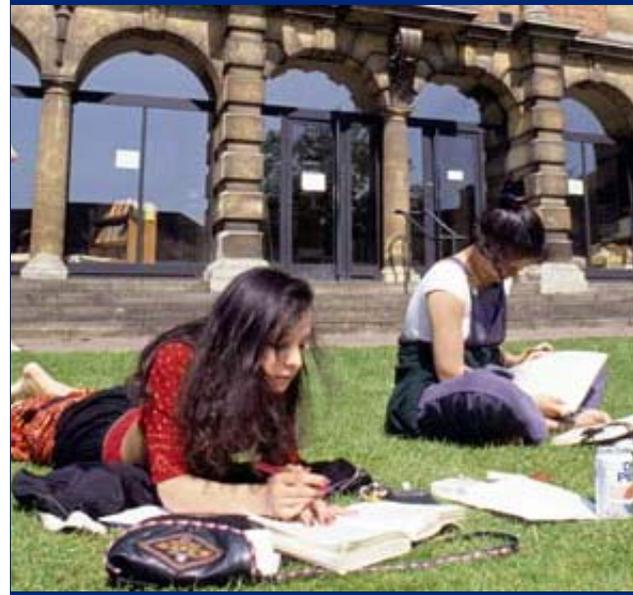
about their experiences and to ask lots of questions about life after A Levels and what studying at Oxbridge is really like. As you can see from the Oxbridge Advice column on page 10 the girls particularly enjoyed these sessions and found them really valuable.

These were successful and informative days which have inspired and excited the Year 10 girls. We would like to extend our thanks to our hosts at Jesus Cambridge and Jesus Oxford, to

Mr Trickett, Ms O'Leary and Ms Crothers for accompanying the parties, and to Ms Bushell and Mr Smith who through their personal contacts helped make the college visits so special. And finally, very special thanks to our Old Girls; to Isabel Diez Sevilla, Beata Kabiri, Grace Richardson Banks, Genevieve Hayes, Achieng Ajulu Bushell, Abigail Thompson, Caitlin Farrar and Camilla Rees in Oxford and to Olivia Stamp, Hannah Williamson, Miranda Bain and Alina Khakoo in Cambridge.

## Year 11 Sports Leaders

Sonia Vao and Beth Lowen



The NHEHS High 5 Netball Tournament is an annual event organised by girls in Year 11 taking their Sports Leadership Awards. The girls run this tournament for local primary schools. They set up the games, organise the shooting competition, keep score and umpire as well as taking responsibility for keeping the day running smoothly. This year U10 teams from North Ealing Primary, Mount Carmel, Christchurch, Harvington, Little Ealing Primary, St Josephs and Hobbayne Primary were joined by two teams from the NHEHS Junior School.

The tournament was played in warm sunshine and everyone was in good spirits. The structure of High Five netball is different from the 7-a-side game that our girls usually play. There are only five girls on the court

and everyone rotates positions during the course of the matches. Between matches all the teams also take part in a shooting competition with the results announced at the end of the day.

This year saw some strong competition. Both NHEHS teams made it through to the semi-final stages where they won their respective matches and the afternoon was rounded off with a thrilling, all-NHEHS final. The NHEHS A team (left above) just got the better of the NHEHS B team (pictured right) to win 3 – 1.

Our Sports Leaders ran the afternoon beautifully. The teachers who accompanied the visiting schools praised both their organisational skills and the warmth of the welcome they provided.

## Oxbridge Advice

“For me the most important piece of advice that we received on the Cambridge Trip was “plan ahead.” Start doing things out of school now that supplement the subject you think you might apply for at university to show that you are engaged and enthusiastic and have read around it. The Old Girls recommended podcasts and lectures as a good source of enrichment for topics.”

*Milli*

“The day was packed full of brilliant tips. The most important piece of advice for me personally was “Remember everyone else is working. You are not missing out” At Oxford, there is a lot of work, and no-one tries to cover it up- it’s a fact. But knowing that lots of people stick to an 8-4 working schedule in order to get the work done, and knowing that everyone is in the same boat was probably the most honest and useful tip I got. Everyone is passionate about what they’re studying and is there because they love it. The work can be done, and so can everything else you might associate with going to university. Oxford and Cambridge are universities for everything else as well as studies- but just happen to be world renowned as well!”

*Natasha*

## AS Level Drama Exam Performances

Debbie Whitmarsh

The AS performance exam is one of the highlights of the department calendar; a chance for the students to demonstrate their skills through the performance of monologues and a staff directed piece. The monologues are performed to the examiner only and then she returns the following week to mark the two shows that we have been rehearsing for a number of weeks.

As usual, our students like to challenge themselves and their choice of monologues demonstrated a phenomenal range of styles. From the caricature of 'Skryker' to the naturalistic power of 'Miss Julie' the examiner was treated to an outstanding array of talent. The intense atmosphere of a solo performance to one person can often reveal weakness and doubts, but the genuine commitment to their work and the support of each student for the others was palpable and it was a thrilling evening.

There was no time to savour the moment, final rehearsals for the two Section B plays began immediately.



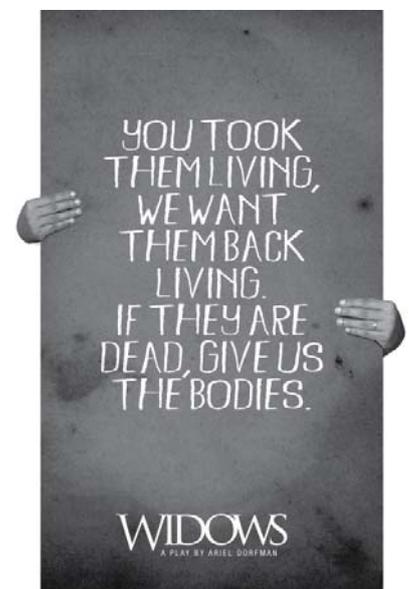
### 'Widows' by Ariel Dorfman.

The immediate context of *Widows* is August Pinochet's militarisation of Chile between 1973 and 1990. The Pinochet dictatorship resorted to extrajudicial killings, enforced disappearances, and other brutal human rights violations against all social movements, peoples' organisations, and any other perceived enemies. Almost 9,000 people were officially recorded to have disappeared during this period of military rule while it is estimated that as many as 30,000 people actually died or are still missing.

The setting for *Widows* is the peasant town of Camacho which has lost all of its men after an eight-year war. The protagonists, the Fuentes family, symbolise the horror of how the armed conflict has decimated the community. In an act of defiance, the women assert the right to burial and mourning as a form of resis-

against state terrorism. There are moments when the women become the chorus. Always on stage they tell details of the story even when they are not in the action of the scene.

The cast realised this emotional narrative sensitively and with great maturity. This was a lyrical piece using Chilean music to weave the story of the struggle of these women and their desire for closure. The skill of the students in their ability to show huge respect for compassion for these women was incredible.



## AS Level Drama Exam Performances



### 'Mad Forest' by Carol Churchill

A change of pace and style, and a new despot, was the backdrop to the second piece. Romania 1989. Revolution is coming, as the feared and hated Nicolae Ceausescu slowly loses his grip on power after almost 25 years of dictatorship. But who is behind the revolution? The people? The army? Or the notorious Securitate – Ceausescu's secret police?

Churchill's own production notes for *Mad Forest* set the tone: "Since the play goes from the difficulty of saying anything to everyone talking, don't be afraid of long silences." We drew inspiration from the physical theatre of *Frantic Assembly*. The use of the ensemble to 'frame' the action and remind the audience of the ever present danger of being overheard was pivotal. The cast become walls, trees, patients, whatever was needed to add

texture to each scene. There was a strong need for the 'energetic focus' that *Frantic* believes needs to be present in this type of physical vocabulary.

As can be imagined, the challenges were huge and the risk of engaging with this sophisticated style should not be underestimated. All credit to the students that they not only pulled it off, but through rigorous rehearsal and a huge empathy for the characters' plight they communicated the themes of this fast paced text. The continued relevance of this play is inestimable as we continue to look from one revolution to another. The micro-politics of *Mad Forest*, revealed in ethnic hatreds and lost hopes, still resonate today.

These were two very important performances; a profoundly good example of how theatre can highlight and provoke important discussion on the plight of humans worldwide.



### Junior School

It's lovely to welcome Junior School girls to the new Hall where they are staging some of their performances, shows and concerts for their parents. The Year 5 show was amazing!



### New York

A group of 15 sixthform students of economics and geography accompanied by Mr Adams and Miss Cohen spent five days in New York at Easter. More in the next Newsletter



### LAMDA

Good luck to all the 76 girls taking part in the LAMDA examinations at the end of June. This is our biggest group of candidates ever.

## Sports Reports

Nicola Evans, Beth Lowen, Diane Dunkley



### Athletics

Combined teams from Years 7 and 8 and Years 9 and 10 headed out to Lea Valley Athletics Stadium this term to compete in the English Schools Athletics Association Cup.

This is a team event, with each individual gaining points for the team depending on their times and distances.

The weather was beautiful throughout the day and the

girls put in excellent team performances.

Notable on the track for the Year 7 and 8 team were Rosie Glenn in the 100m and Cameron Thomas in the 800m, while their relay team stormed in with a first place and an outstandingly fast time.

For the Year 9 and 10 team, Daisy Hill-Norton posted a very respectable high jump score of 1 metre 30cm on her return from injury.



### Netball

On Saturday 17 May the U13 netball team joined teams from St Augustine's and St Benedict's for a netball fun session organised by Sports Arabia (a specialist sports tour group) and held at St Augustine's School.

The teams played against each other and then all mixed together to play High 5 matches. The morning was full of good play, strong competition and lots fun for the girls before they returned to revision for exam week!

A special thanks to all the parents who came along to support the teams.



Year 7 put on the gloves!