

Grey Coat

THE NEWSLETTER OF THE GREY COAT HOSPITAL COMMUNITY



Issue 80: January/February 2021

'Old Grey' Mariam showcases her voice on TV



Mariam performs on The Voice and poses for a photo

Grey Coat Gospel Choir superstar Mariam Davina raised the roof on 2021 with a blistering rendition of Demi Lovato's hit *Anyone*. Her performance on ITV's *The Voice* saw her smash through the Blind Auditions and snare Tom Jones as a coach.

Here Mariam tells Claudine Astles how the whole experience has been:

MD: It's been amazing. The love and support have been crazy and just amazing. And really beautiful to see so many people supporting you and everything that they're doing, so it's just been great. It's been beautiful.

CA: It's hard to imagine anyone responding in any other way after your performance, but it's great to hear that your experiencing such positive feedback. What happens next, are you able to tell us?

MD: Sorry! I can't tell you too much. I can only really talk about the audition.

CA: OK. So, we know you're through to the next round, The Battles, so we will see you on TV again, when will that be?

MD: I'm, not exactly sure, but a couple of weeks, I think.

CA: But you can assure us that even though you're not on our screens right now, you are still very much in it?

MD: Yeah!

CA: So, you left Grey Coat in 2018 and went to East London Arts and Music.

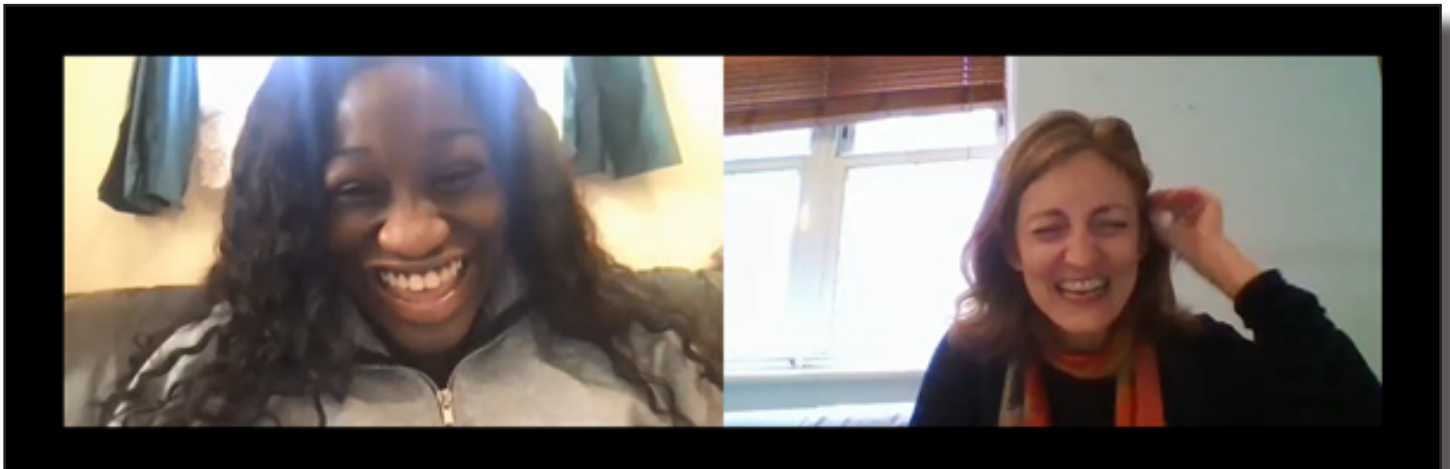
MD: Yes! And that was great. It was great. It really opened my eyes to different parts of the industry because we didn't only learn about the performance side, but also the business side which is crucial if you're doing music. I've met so many incredible people and great teachers and it was just an amazing way to collaborate

and network with other artists and people who also love music, so it was great.

CA: Any advice Mariam, because that all sounds fantastic, but to even get a place at a school like that, that's the first challenge, right?

MD: Well, I would say hard work does pay off. Sorry! But it really does. When you want to do something, for example when you're really passionate about something, so for me it's music, you're going to work hard to get to the place where you want to be. The process for the application, well you have an interview as well, but also, and most importantly you have to be yourself and just really show the passion you have for the subject you would like to study which for me was music. And that was really what it was all

Continued on page 2



Mariam chats with Claudine on Zoom

about, so it was an amazing opportunity to be able to go to that college.

CA: I'm really interested in what you're saying there because you're talking a lot about hard work. It can often appear as though there's this thing called "overnight success" and yes, you're on Saturday Night Prime Time TV with internationally famous recording stars, but it follows years of hard work, dedication, sacrifice and commitment.

MD: Right. For me, in music, there are so many talented people that it's not an easy field. But if I can just keep the mindset of being determined, knowing that it's hard and just keep working at it. And for me, I know that my talent is to sing and so working at that and making sure that I can be the best that I can be in my craft is important. Really nurturing your craft and making sure that's your priority is key to getting where you want to be in anything. Like if you have a particular love of something, to be the best you can be in that field, you have to make sure that you work at it. That's what it's really been for me. And just making sure that I didn't give up when things got hard, because it is hard. Nothing comes easy. But just keeping that determined heart really helps. And also having your family around you that supports you and people around you that support you, and believing in yourself as well, because so many people are going to believe in you, but until you believe in yourself you will always have that doubt pushing back, so believing in yourself, supporting yourself and having people

around you that love and support you and support what you're doing And just keep on going.

CA: And I imagine the better you get, the harder it becomes to keep making those improvements, to keep growing and to stand out

MD: Yes. That's true but it also pushes you to be better.

CA: So, can I take you back to school for a moment?

MD: (Giggling) Yes!

CA: What do you remember about singing at The Grey Coat Hospital?

MD: I was in the Gospel Choir. So, when I was in lower School I was in the Gospel Choir led by Mr Walton and I often got solos and things like that and I was able to work with and teach the other choirs. Then when I got to Upper School, I was in Senior Gospel Choir and we did lots of little performances, we did VOCES 8 and performed at ceremonies within school and I remember on our Celebration of Achievement Day, me and some other girls came together to sing for our time at GCH and it was a great experience. I loved singing at Grey Coat! I remember my first performance was the Year 7 Showcase and Mr Walton gave me a big solo and it was the first time that anyone had really heard me sing and everyone was like "Oh My Gosh, Mariam! You can sing!" Yeah, that was great. I loved singing there, I took music GCSE and also had Miss Whittlesea who was my vocal coach at the time. She helped me to improve my vocals by picking difficult songs and pushing me to work hard. So,

it was great and I learnt a lot from those sessions on how to just continue going for it and really developing my craft.

CA: The power, control and range you showed in that performance of Anyone, have you always had that?

MD: I've always had "the voice", it's just that when your craft is your voice, you're just constantly working on it and getting better and stronger. So because I've been singing from such a young age, because I've grown and literally never stopped, it's literally been a constant thing and so I've grown in the way I sing, my range has grown, everything has grown about my singing voice and it's going to keep growing as I keep working on it and building my craft.

CA: That feels like a good place to ask, "What's next?" I know you can't talk about what happens next on ITV, so let's put that in brackets for now, but in your heart, your mind, dreams, fantasies about what the future might hold, what's next?

MD: For me, what's next is, I'm currently in university at ACM (London's Academy of Contemporary Music) so I'm going to keep on studying and keep on working on my voice and hopefully when the time comes I'll be able to release my own stuff too.

CA: We're living in unprecedented times at the moment and seeing you on TV has been a huge boost for everyone at GCH. You seem to have achieved so much when many people are struggling to achieve anything much at all. How has this whole lockdown experience been for you?

MD: I think COVID has been hard for

everyone, but in terms of my doing this and my music, because everyone's on ZOOM and studying online, I've been able to use this time to study and work on myself and my voice. I do think it's been hard for everyone and you can lose motivation being constantly at home and it's not been great especially for those who have suffered with COVID itself, but waking up every day and seeing positivity in that day and continuing to do what you can do, to make sure that you're still doing what you need to be doing. Because it has been hard for everyone. It's been difficult and we're still in lockdown now, so it's like

CA: Well, you're certainly a beacon of light in these rather desolate times and seeing you up there certainly gave us all a lift, but what about you? How was the whole experience for you?

MD: OH. MY. GOSH. I love singing and this was a big deal for me. As I said in my VT (video tape), singing in school and in church and stuff like that, it's nothing compared to singing in front of coaches and on live TV. It was a great experience and I do believe that, because I'd always been singing in front of crowds, it did prepare me for that moment. So, I just had to make sure that my mind set was "Right. This is what I want to do, so I have to go out there and give it my all." Because, whatever happens when I come off stage, I have to know that I've gone there, I've done my best and I would want to look back and be proud. So yeah, I felt great! I was just so excited!

CA: In your performance it did feel as though you'd reached a place of "You like me, or you don't like me, but here's what I've got". It really felt as though you just doing you and weren't trying to impress anyone, but you must have a favourite coach?

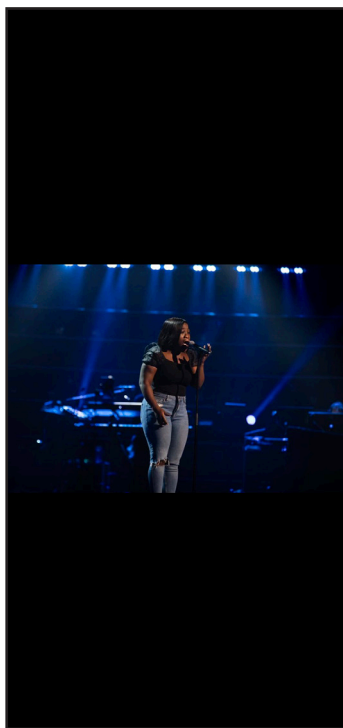
MD: (Laughs) Do you know what? I love all of them!

CA: Are you paid to say that now?

MD: No! They're all great in their own way. It's true!

CA: So, messages for students at GCH and looking for guidance: can you help?

MD: If you have a goal, a vision,



anything you want to do, you can do it. No matter what comes up you CAN do it. And I know that in this time especially with all these difficulties and lockdown you can make sure that even though things have been put on hold, make sure you're using this time to plan and plan and make sure that when we come out of lockdown you are then able to execute those plans that you have. Believe in yourself, never give up, I know it's hard and you'll have days when you don't feel motivated, but it's really important to believe in yourself because others can believe in you but until you believe in yourself, you'll never find the urge to keep going in tough times. I would also say write down your goals and the things you want to do and achieve. Make them plain. Write them down. Write them down and look at them every day, and that will encourage you to get up and be like, "O.K. This is what I want to do. Even though I might not see the end goal now, making steps towards it right now, will help me in the future." And believe you can do it, because you can do it. I believe whatever we put our mind to, we can do it, even if it may take a long time we will get there. Just keep going. You guys are all amazing, so just keep working hard

as well. Hard work does pay off. I know people say that all the time, but it really does because nothing comes easy. So work hard, believe in yourself, write your visions down, write your goals down, look at them every day and surround yourself with people who support and encourage you as well. I'm rooting for all of you guys and just hope that me being on The Voice, and you seeing me, might be inspiring for you so that when you have a dream you will follow it no matter what and keep your head focussed on what you want to do and put steps in place towards achieving those things. I hope I encourage at least one student from Grey Coat.

CA: Mariam, you've inspired all of us. And never mind Anyone, everyone is listening!

MD: Ahh! Thank you for all your support and love! Please keep watching and supporting. Thank you, and I hope I've been an encouragement to you!

You can see the entire episode of The Voice in which Mariam appears here: <https://www.itv.com/hub/the-voice/2a4394a013>

Or you can watch a clip of her performance here: <https://www.youtube.com/watch?v=FYg00AT2EG8>



Medicine in Action webinar

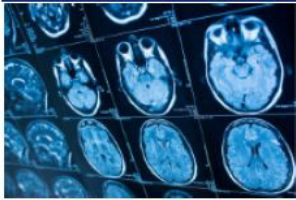





On 26th January 2021, our Year 11 and Year 12 students had the opportunity to attend the online seminar called "Medicine In Action", a special half-day online programme for aspiring medics. The speakers had a range of specialities, all with incredible personal and professional stories to tell. Our students were able to uncover the science and technology driving medicine, discuss the societal implications and find out what life is really like as a medic, and ask questions in the "I'm a medic, ask me anything" panel session. It was a wonderful experience for our wannabe medics! *Ms Brunelli, Head of Chemistry*

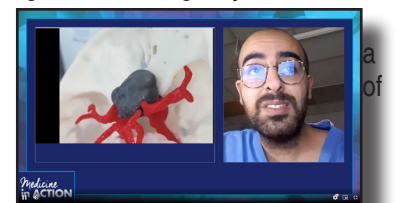
Student Feedback:

"This was definitely an enriching experience! I enjoyed every minute of it. Hearing each aspect of medicine and each speaker having different experiences really opened my mind to the idea that medicine opens so many doors and that dedication is key. Hearing advice from these doctors and their experiences in university and medical school and their most challenging experiences allowed me to understand that you have to be prepared for it and you have to make sure you love the work and definitely know it's for you, and you're prepared for the worst that could happen as well. Dr Ed Hope, a junior doctor, stood out to me as he spoke about his experiences of going from being in advertisement to a Junior Doctor. He spoke a lot about what it is like working in a hospital which I found really informative and he was also very engaging in general.

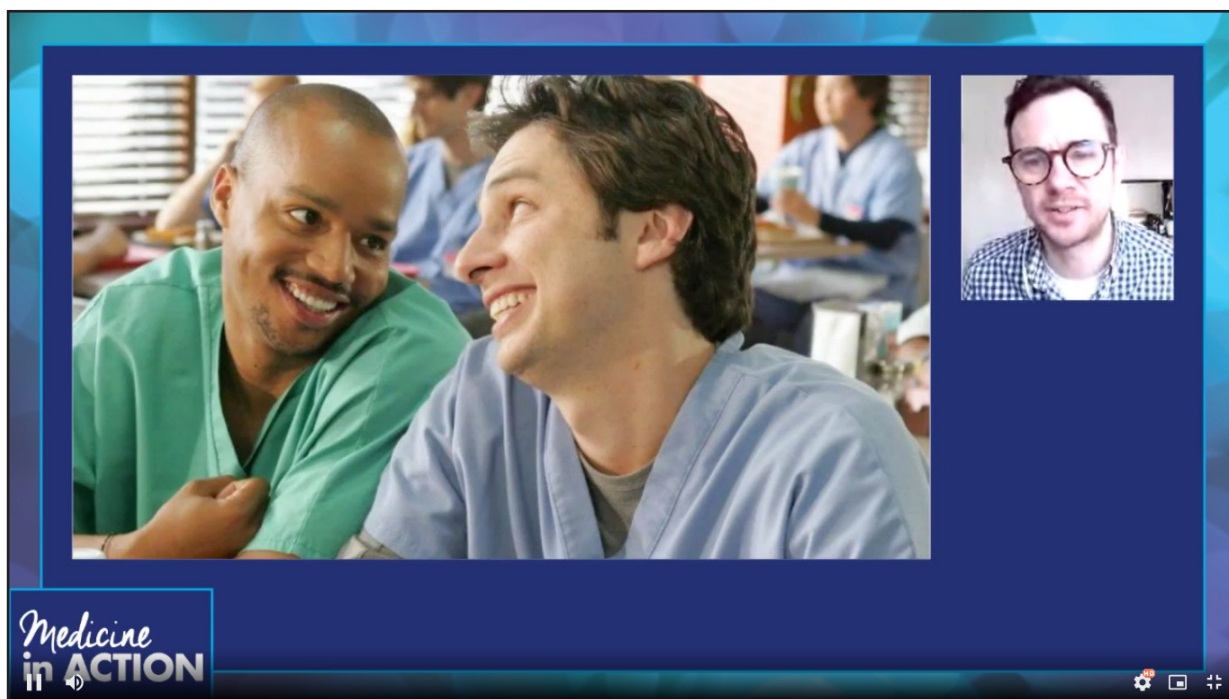
Overall it was an amazing experience and I would recommend anyone, even slightly interested, in any aspects of Medicine, Biomedical Sciences etc. to take part in these seminars, courses, or whatever they may be, whenever you can, you won't regret it! *Aven A Year 12*

"I loved listening to the 'Medicine in Action' event. The panel was made up of 4 doctors, a neurosurgeon, an emergency doctor, a paediatrician, and a facial reconstructive surgeon. They each talked about their speciality and career path separately and then came together for Q&A session at the end. They were all fascinating, and their breadth and depth knowledge was amazing. The facial reconstructive surgeon Felicity Mehendale was my favourite. She performs cleft palate surgery on babies both in the UK and abroad and spent half of her life studying and practising medicine in India. Among other things, she talked about the importance of an intact and functioning palate, showed us pictures of how the cleft lip develops in the womb and short videos of parts of cleft lip surgeries she's performed. She was clearly amazing at her job and really loved what she did, and it was inspiring. It was a great experience!" *May L Year 12*

	<p>Seeing inside the brain - a surgeon's eye view / Alex Alamri</p> <p>Join Alex as we cover all the latest technological advancements that allow brain surgeons to look inside the brain before, during and after complex and (often) life-changing surgery.</p>	<p>Alex Alamri is a Neurosurgery trainee in London with an interest in medical education. He is also a YouTuber (Brainbook) exploring all things brain and spine surgery.</p> 
	<p>24 minutes in A&E / Ed Hope</p> <p>Your first patient as a junior doctor in A&E, you read the triage note: 70M HI + LOC GCS 14/15, PMHx AF, DH NOAC NKDA, NEWS 7, RR24, Sats 94%RA, Temp 38.8, HR 110 (irreg), BP 90/35. What do you [...]</p>	<p>Ed Hope is an emergency medicine doctor junior doctor. For the last 3 year he has been the Senior Clinical Teaching Fellow training medical students from Barts and The London [...]</p> 
	<p>Making Faces / Felicity Mehendale</p> <p>Globally, every 3 minutes, 1 baby is born with a cleft (lip or palate). If untreated, babies can face difficulty in feeding, breathing and speaking. We will follow their journey from antenatal diagnosis to adulthood and the care needed from [...]</p>	<p>Felicity is a Plastic, Reconstructive and Cleft Surgeon and leads the Global Cleft Lip and Palate Research Programme at The University of Edinburgh. She is president of the International Confederation [...]</p> 



“Throughout the whole seminar, I thought that it was engaging and well-structured. I really enjoyed Ed Hope’s 24 minutes in the A&E as many of the medicine talks I have attended have not covered this type of scenario. I found it very interesting to ‘experience’ the different



procedures an A&E doctor must go through; it has also widened my perspective of the different sectors in medicine. One of my favourite speakers was also Felicity Mehendale. She talked about making faces for babies as a plastic surgeon, which I did not expect as I only imagined her to talk about cosmetic plastic surgery. Therefore, her talk about helping babies so that they could breathe and live properly was really refreshing and I was drawn in by her type of work because she is able to work with babies. I am interested in neurosurgery, which is why Alex Alamri’s talk about seeing inside the brain was especially informative. The photos shown intrigued me and the technology they use is very new to me, but I am happy that I was able to learn more about life in the medical field.”

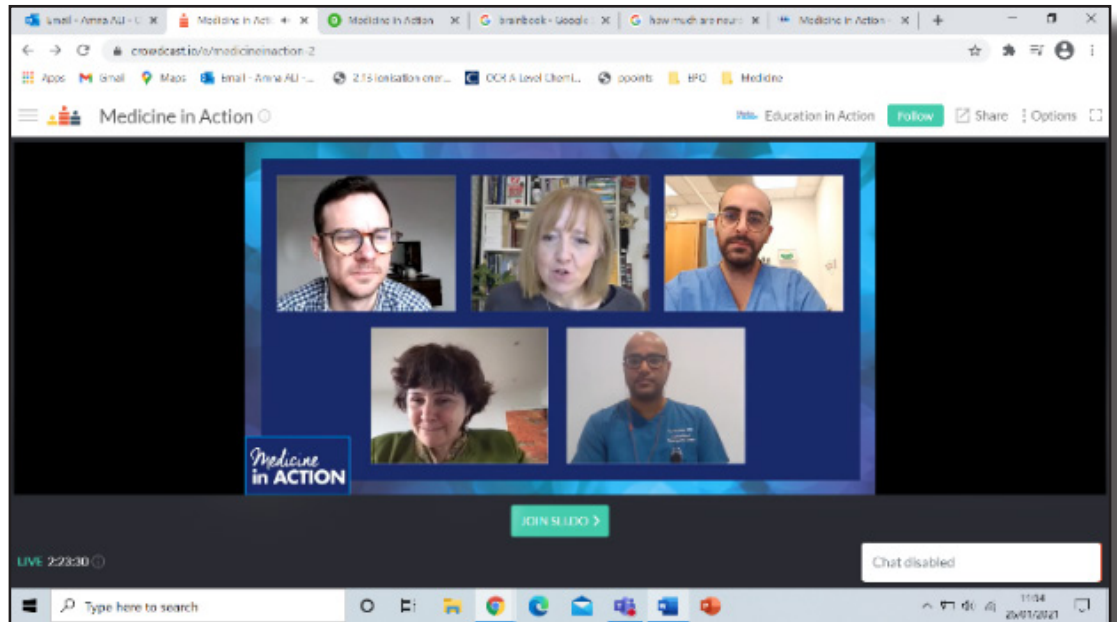
Nicole X Year 12

“I really enjoyed the seminar. It was very insightful, and they answered all the questions I was apprehensive about. Their jobs and roles are all so interesting and I loved hearing about their different experiences and different aspects and views towards medicine. My favourite speaker was Lalith. This is because he exemplified and went into detail about how we should also take time in doing extracurricular activities we enjoy doing, and not just activities that are purely STEM based as many students do. In addition, Lalith is a Paediatrician - which I want to become in the future. I enjoyed Doctor Alex going through the history of brain surgery and his experiences with clients he’s worked with, and how their surgeries differ. Felicity’s story on plastic surgery was very fascinating. It gave us an insight on medical roles that are not widely spoken about compared to other roles in medicine. The speakers, as a whole, taught me that having skills from different fields will help you in a lot of unique places in Medicine, as Medicine requires many abilities. Thank you, Ms Brunelli, for sending us this event.” *Mary A Year 12*

“The webinar was an interesting one, and I gained some useful information that I will use further down the line. My favourite part was where we watched videos on the brain and spinal cord, and we learned about surgery and how it involves inputs from many different practitioners as lots of many different things in the patient could be affected. I also greatly enjoyed the introduction to how x-rays came about and how they started off being used for recreational purposes. It amazed me that people would pay to have their x-rays done at a fayre ground back then, but now, people avoid x-rays and would rather not have one. Another part of the webinar that really stood out was where we had a talk from Ed Hope and he told us about the day in the life as a doctor, where they actually come across patients. Overall, it was an impressive webinar.” *Victorious O Year 12*

“The event was a very interesting and informative insight into the life of a doctor. I was most intrigued by the third speaker who introduced the idea of ‘a new language’ as it is something I have never heard about before. Although what the written information may suggest about the patient is easy to understand, only a doctor would be able to essentially decode the information, which is what interested me the most. Moreover, the Q&A at the end of the event equipped me with useful information about the process of applying to university as well as the interview. Overall, it was a very enjoyable experience and I highly recommend that others should apply to similar events to gain a clear insight into a future career that they might want to consider.” *Zainab M Year 12*

“The Medicine in Action Webinar was a really insightful experience where professionals across all branches of medicine spoke to us and told us about their careers and what it entails. We learnt about the technology behind neurosurgery, how to read a triage note and procedures in plastic surgery. After the lectures, we were joined by a clinical teacher and a Q&A session was held by all the speakers, which I found particularly interesting. Overall, the experience was pretty enjoyable and I took away lots of useful advice from the panel of speakers.”
Wanna M Year 12

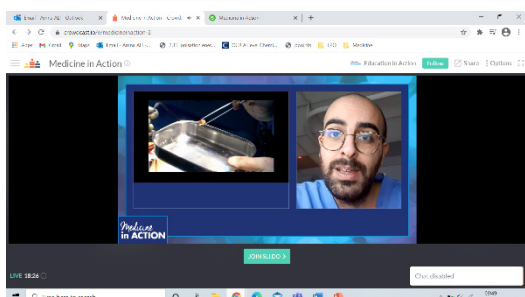
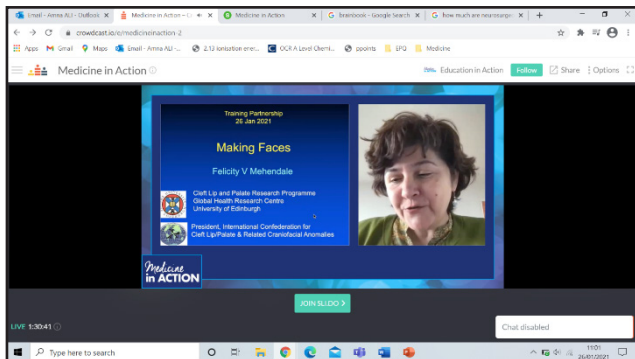


“Medicine in action was an eye-opening experience; it was especially interesting and fun to hear stories, experiences and advice from actual surgeons and medics. It made me have an urge to get up and finish my chemistry revision, as it assured me that a future in medicine is for me. Learning the key skills of a neurosurgeon, history of medicine and how the brain can be affected was engrossing and compelled me to look further into becoming a neurosurgeon and the challenges they face. Learning the coded language for an A&E and how investigating the cause of injuries, fascinated me as I got an insight of the intriguing things you can discover from a single injury like a hit to the head. And finally, it was heartwarming to learn about bringing a literal smile to face, and excitement of working with children as young as newborns. Overall, this opportunity was by far an amazing experience that will help me a lot in the future.”

Faith E Year 11

“I really enjoyed the Medicine in Action seminar! Its speakers were engaging in their topics and I thoroughly enjoyed all of them, although I did particularly enjoy the A&E response talk. The questions answered were informative and I got a good look at the inside life of doctors. I loved it and would 100% recommend to any person interested in any field of medicine!” *Emma A Year 11*

“I attended the Medicine in Action event and found it extremely informative on not only certain medical specialities eg. Neurosurgery, A&E and facial reconstruction, but also on how to handle the hardships of being a doctor and the importance of looking after yourself as one. All the doctors stressed the amount of hard work you would put in but also mentioned how having other interests and hobbies would help to alleviate some of that.” *Denait A, Year 12*



Appointment of STEM prefects

The beginning of the Spring Term has seen the appointment of our STEM prefects and the creation of the school's first Natural History Society.

Providing leadership opportunities for our students is of huge importance to the science department.

We are therefore delighted that the following KS5 students have been elected as STEM prefects and now join the ranks of our KS3 and KS4 science ambassadors: Grace Humphreys (Senior STEM prefect), Amna Ali, May Lyster, Ella Man, Kalin Mihaylov and Nicole Xu.



Their manifesto is:

- To let girls know that STEM is for them
- To help develop STEM literacy/confidence for all at The Grey Coat Hospital
- To enable the school community to appreciate, value and celebrate STEM
- Bring more awareness of different careers in STEM
- To become STEM role models and mentors

The STEM prefects have already shared some exciting opportunities with the school community, such as joining STEMettes to learn more about related careers, getting involved in the More than Weeds project to learn about the plant species found in London or entering a poetry competition organised by the Newcastle Centre for Literary Arts and the Human Cell Atlas. Two of the entrants are below. We wish Eva and Olivia the very best of luck in this competition. *Mr Evans, Head of Science*

Cell City

First we reach the Membrane gate,
Brainless members are not invited,
Such as glucose because it's overweight,
But gases like oxygen will be united.

New Queen Leus rules Cell City,
Splicing speckled spectacles she wears,
She is protected by a Membrane committee,
And for the DNA she cares.

Gondolier Golgi steers the golden boat,
Bulging with lipids and protein
She glides across the cytoplasm moat,
And builds a complex scene.

Skeletal arms surround the site,
Cytoskeleton holds up the city wall,
Intertwining his arms holding protein tight,
Outside white blood cells crawl.

by Olivia Osbourne

The Mineral Lace

Coarse caterpillar villi,
it wafts and wades the chalky drops which fall upon its back.
From one to the next, the drops roll and travel.
Like cases holding wholesome and detailed messages within.
It tumbles further, thither, cold, and clean.
Absorbed by the walls and crevasses surrounding the little body.
Nutritious and mineralising, the pocket is loaded onto a vessel.
Vessels that are not fit for carrying loads across a coastal passes,
But they do transport goods, fitting a more complex, chemical agenda.
Load leans against the inner wall of a house,
With circled wallpaper which remains a semi-permeable feature.
Unchanging, just like the cell's path.
A network of caterpillars, social some say.
Within their complex, green shells
Petrol hydrated cars speed along the tunnels.
Reaching the blissful tune of the mechanical instrument,
Played within the depths of a chapel of some sort.
Droplets act as blocks to build a cloud.
Clouds which fill the interior of honeycomb bones.
With muscles as their embroidered cloth.
Tethered by tendons to hold in place.
Ligaments, the skeletal lace.

by Eva Moradi

Natural History Society

“Children need nature and nature needs children” is a mantra that a driving force behind the creation of our first Natural History Society for KS3 students. Its aims are to foster an appreciation of our fauna and flora, to raise awareness of issues affecting the natural world and to encourage participation in activities, projects and events related to the natural world. Our new naturalists have shared their views on the government’s proposal to use oral contraceptives to manage England’s population of grey squirrels (*Sciurus carolinensis*) – an invasive species from North America. Some have also participated in the RSPB’s Big Garden Birdwatch and reported sightings of robins, blue tits, long-tailed tits, magpies, parakeets and feral pigeons (of course). We hope to transition from a virtual society to a face-to-face group that can explore the species on our doorstep and discuss the issues of rewilding, climate change and conservation together.



Rosalind Franklin Science Prize 2021

On Wednesday 3rd February, we launched the 2021 **Rosalind Franklin Science Prize** (RFSP). We were delighted that Simon Hughes (Professor of Developmental Cell Biology) and Brian Sutton (Professor of Molecular Biophysics) and a whole host of PhD students from King’s College London could join us for this year’s virtual event. Our year 12 students received fascinating talks about Rosalind Franklin and how X-ray crystallography was used to discover the double-helix nature of DNA. A particular highlight was observing the fluorescent beating heart of a zebrafish embryo. Students also received advice on how to prepare themselves for studying STEM subjects at university. The following students will now begin to explore opportunities to complete work experience, work shadowing or volunteer work in a hospital, laboratory or related environment in anticipation of pursuing a career in Medicine, Biomedicine, Medicine-related or any other scientific field: Mary Abay, Amna Ali, Aven Alqadhi, Aya Alshaalan, Sarah Asmeron, Gabriella Beckman, Soraya Chaudhari, Grace Humphreys, May Lyster, Laura Matilla Gutierrez, Wanna Magadi, Zainab Matoq, Victorious-Benedicta Olamona, Jemima Miller, Aubrey-Rose Permison, Ellie Regan and Chloe Sanni.

Chemistry Olympiad 2021

Finally, we would like to say huge congratulations to the following year 13 students who have participated in the Chemistry Olympiad 2021. They have completed a challenging, two-hour examination that required them to think outside the box and apply the chemistry knowledge and skills: Beatrice Chaves, Rhianna Goodyear, Michael Adjie-Mensah, Tina Huynh, Katie Knotts, Beatriz Makinen-Mendez, Sabiha Malik, Jerry Oloke, Susannah Scott, Charlotte Watson and Francesca West.

Science department

Women and Girls in Science

The International Day of Women and Girls in Science promotes celebrating women's excellence and their critical role in the scientific community. It reminds us that to address major global challenges, valuing contributions from all genders is needed at every stage. Bridging the gender gap in STEM is pivotal to achieving the Sustainable Development Goals that strive for peace and prosperity for people and our planet.

Women can provide fresh perspectives, talent, and creativity which are vital to designing solutions that work for everyone. This could not be achieved with a solely male-dominated demographic. To be able to solve the myriad of 21st century personal, local, and global problems that we face, we need to have a broad and diverse STEM workforce, as we would then have the diversity of thought and experience needed to be able to solve these diverse, complex and interdependent problems.

The history of Nobel laureates highlights the unfortunate gender disparity that still exists in STEM today. For more than 600 prizes awarded in physiology (medicine), chemistry and physics, only 23 of the laureates have been female. As of 2019 women accounted for just 24% of the UK's core STEM workforce, it is evident change is needed.

February 11th emphasizes how women's contributions should be empowered. Through achieving more inclusive workplaces and mindsets, women scientists can focus on realizing their full potential, as innovators for a better tomorrow. In celebration of the day, the STEM prefect team will be publishing a newsletter for all students to advocate girls in science and we look forward to welcoming some amazing guest speakers in the coming year to share their STEM journeys and experiences with us.

Grace Humphreys, Senior STEM Prefect

Volunteers featured in Oxfam video

We are extremely proud to note that some of our Year 10 students, who have been volunteering at Oxfam since the start of the academic year, have been featured in an Oxfam promotional video!

Congratulations girls, you are wonderful ambassadors for The Grey Coat Hospital! *Ms Thompson, Head of Year 10*

Please click on the link to the Oxfam video below which features the Year 10 student volunteers:

Lola Osbourne

Aby Inyundo

Reem Girmai

Lucy Barker

Elizabeth Greeney

Alice Gelosi

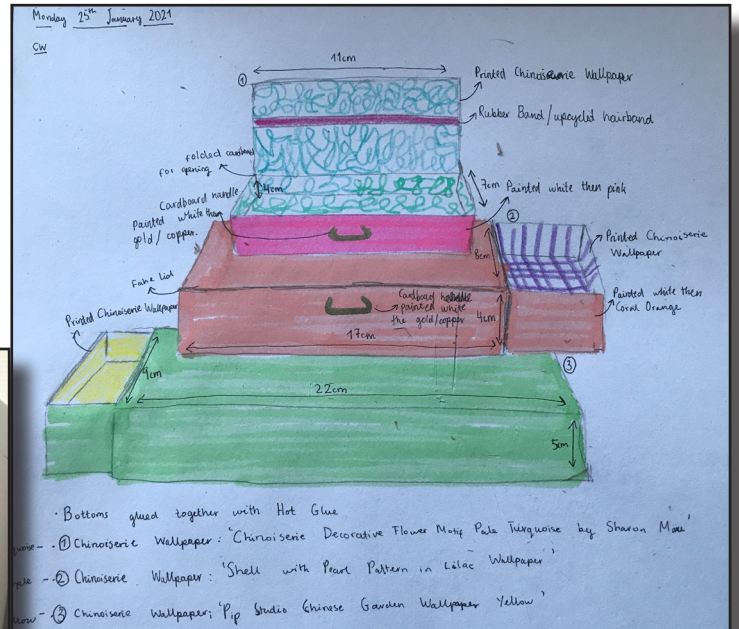
<https://www.youtube.com/watch?v=JqQCSnqeq-U&feature=youtu.be>

DT department news

Key Stage 3

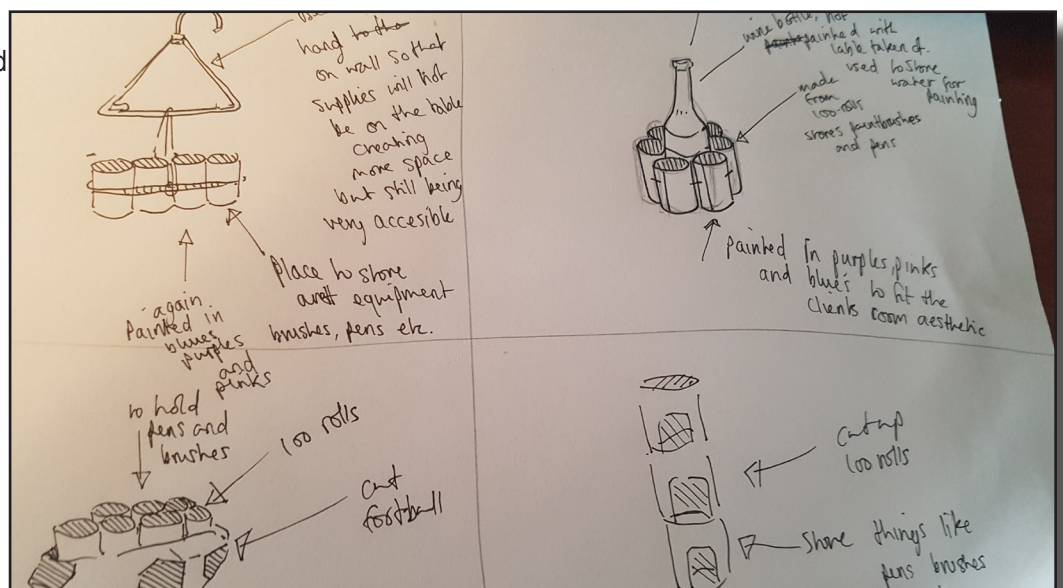
Key stage three Design and Technology students have all been busy, continuing with their individual design-and-make projects. Classes have been focussing on ergonomics; the advantages of repairing versus replacing products and also seeing how some everyday objects found at home are sometimes hidden marvels of design engineering.

Naushka Kanevsky (8H) has been working hard this term to design and manufacture her own desk tidy while working at home. Having carried out user and market research Naushka created a well thought out, vibrant design. She has worked hard to translate this excellent design into a 3D outcome using only materials she could find around her house. Her outcome is fully functional, with a lid that opens and working drawers for stationery storage.



Above and Left: Naushka Kanevsky's design for her desk tidy

Myrtle Pollock (9Y) has worked hard to design this range of organisation product. She has used her design knowledge and drawing skills to translate her ideas onto paper. The next stage for Myrtle is to choose a design to develop and then manufacture it using only materials she can find at home.



Right: Myrtle Pollock's design

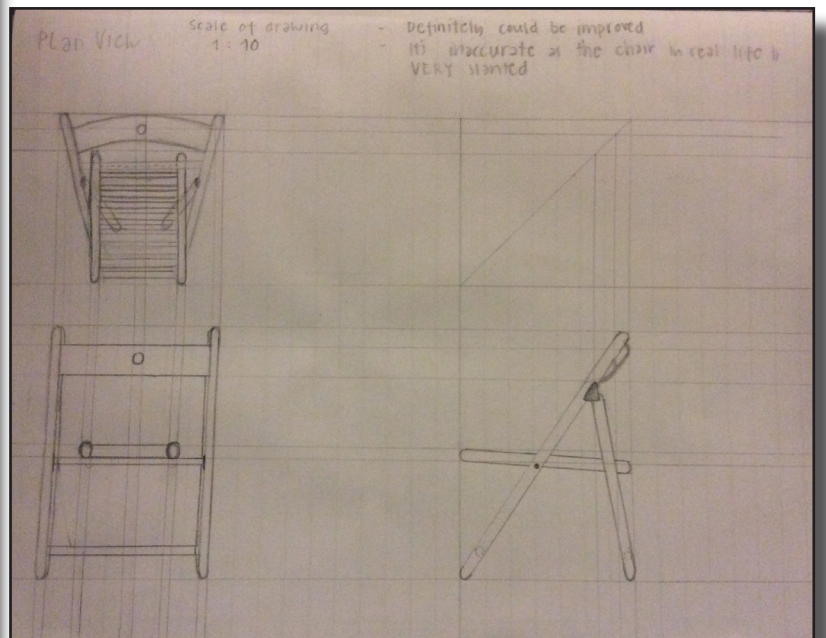
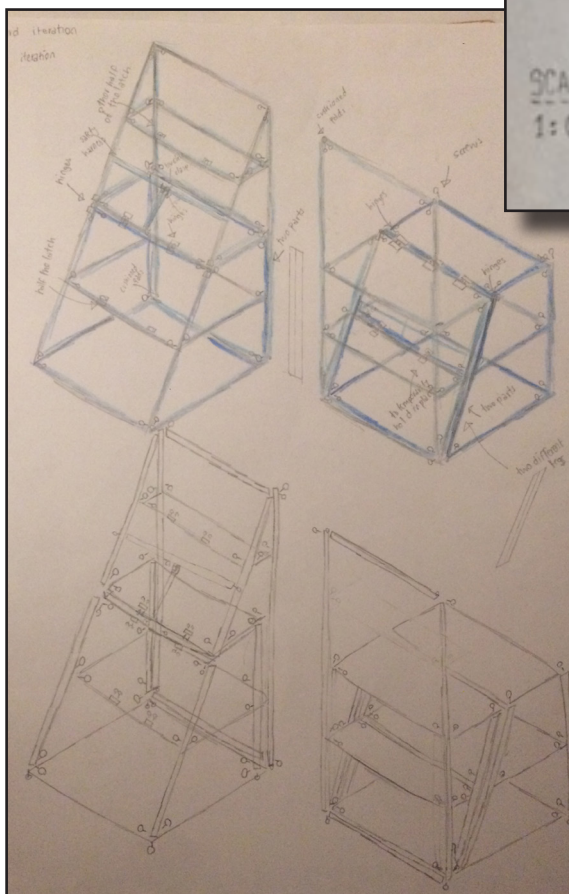
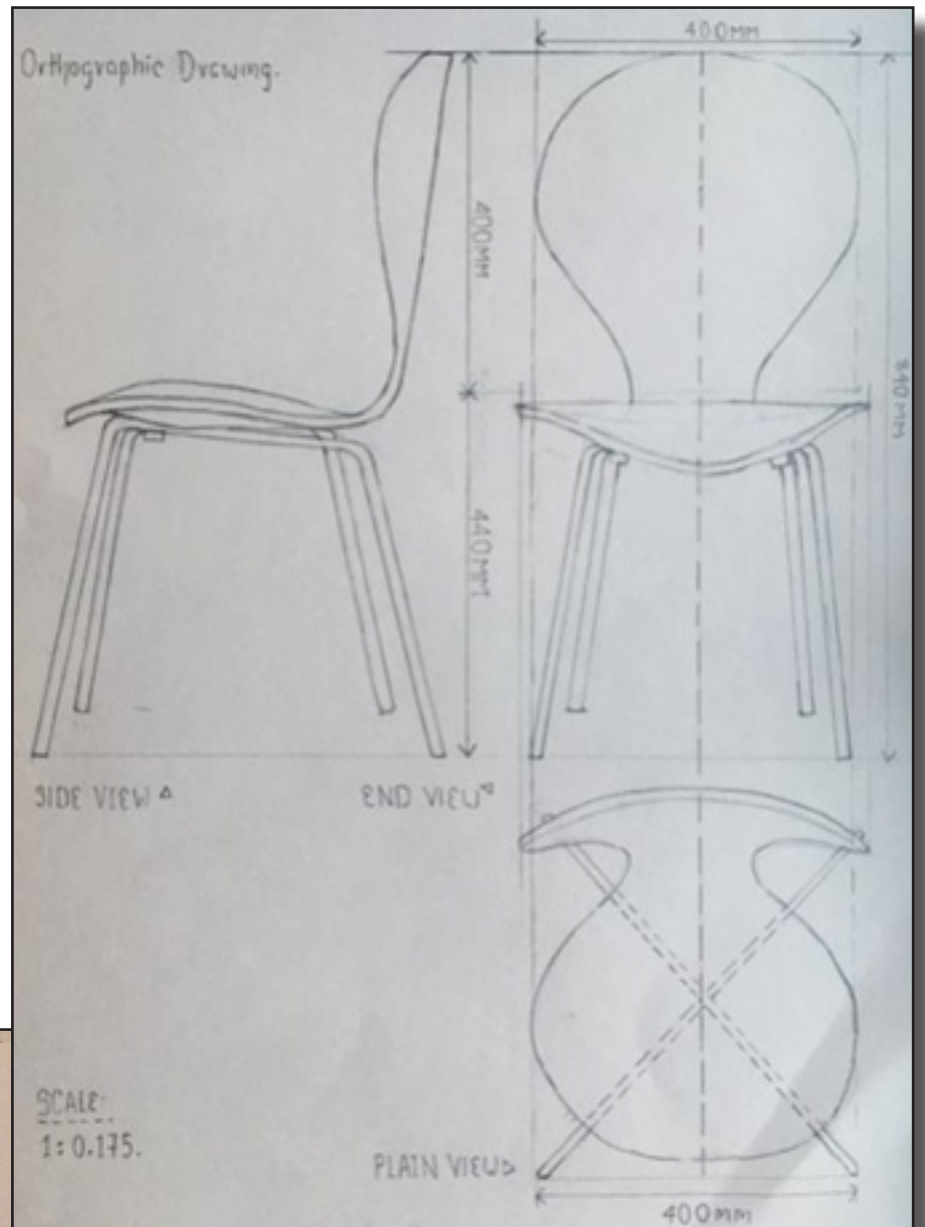
Year 9 D&T students

Year 9 D&T students have all been working on a variety of remote activities (all intended to get students away from their screens!) Sophie Wright (9H) and Ameera Santos (9T) have both produced beautifully detailed scaled orthographic drawings of their lockdown office chairs. These incredibly detailed engineering drawings are all based on first hand analysis and include construction details.

Top Right: Sophie Wright (9H)
Orthographic drawing of her lockdown chair.

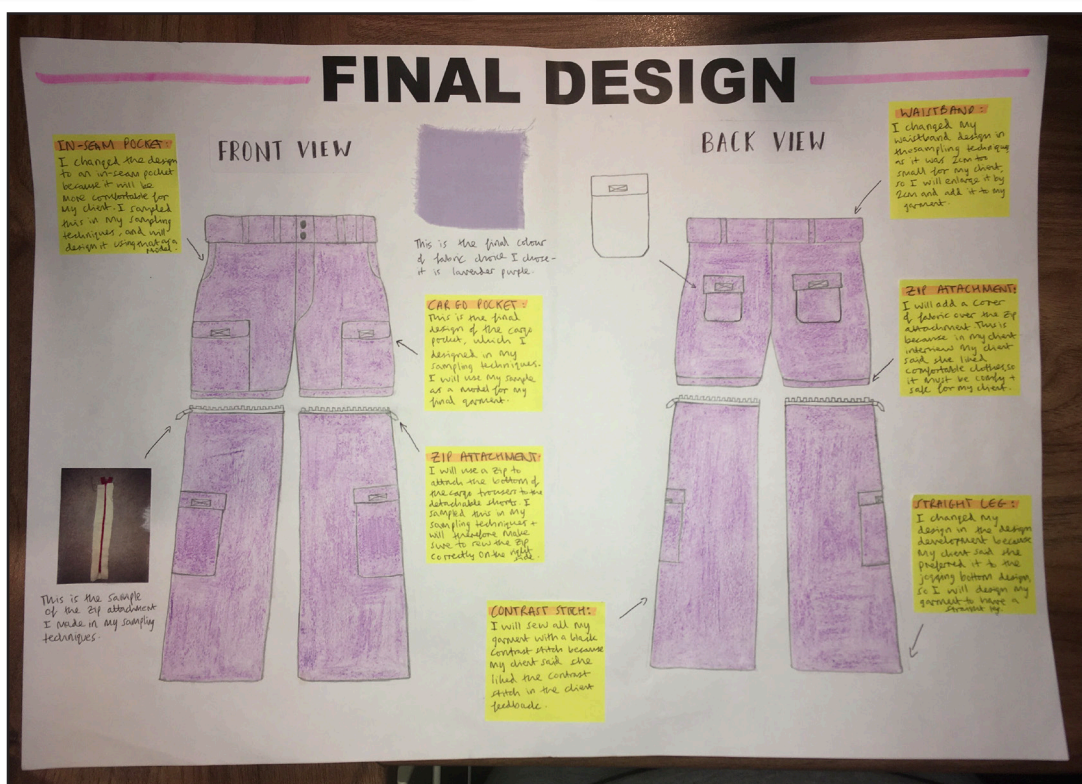
Bottom Right: Ameera Santos (9T)
Orthographic drawing of her lockdown chair.

Emily Dovero (10Y) below is a natural engineer and has been busy doing her maths calculations to ensure that her aluminium framed collapsible child's high chair will be as space-saving as possible!



Year 10 GCSE Textiles.

Students have been busy progressing the design of their independent GCSE projects. Here we see three professionally produced pages of final design ideas. Left to right: Scarlett Casalotti-Lochore, is making cycling trousers with built in movement activated 'SMART' LCD lighting; Alethea Williams, is designing a jacket for a teenage activist and Marina Eden's is looking into multifunctional shorts/trousers.



Maths news - Pythagorean triples

There has been some excellent work going on in Maths lessons and beyond this month, one piece of which I would like to share with you. Mr Jarvis set an optional extension task for his Year 10 class following an introduction to Pythagoras' Theorem. The task asked students to investigate Pythagorean triples. Louise Berthier produced a superb piece of work which is shown below. This really goes above and beyond, well done Louise! Ms Wilkey, Head of Mathematics

PYTHAGOREAN TRIPLES
based on the work I did on this in Year 4

n	n ²	
1	1	
2	4	> 3
3	9	> 5
4	16	> 7
5	25	> 9
6	36	> 13
7	49	> 15
8	64	> 17
9	81	> 19
10	100	> 21
11	121	> 23
12	144	> 25
13	169	> 27
14	196	> 29
15	225	> 31
16	256	> 33
17	289	> 35
18	324	> 37
19	361	> 39
20	400	> 41
21	441	> 43
22	484	> 45
23	529	> 47
24	576	> 49
25	625	> 51
26	676	> 53
27	729	> 55
28	784	> 57
29	841	> 59
30	900	> 61
31	961	> 63
32	1024	> 65
33	1089	> 67
34	1156	> 69
35	1225	> 71
36	1296	> 73
37	1369	> 75
38	1444	> 77
39	1521	> 79
40	1600	> 81
41	1681	> 83
42	1764	> 85
43	1849	> 87
44	1936	> 89
45	2025	> 91
46	2116	> 93
47	2209	> 95
48	2304	> 97
49	2401	> 99

Probably 40
(next multiple of 8)

There is a Pythagorean triple where the hyp is 1 longer than a side every time the difference between two squares is an odd square.

Why → $(n+1)^2 - n^2 = n^2 + 2n + 1$

$n^2 + 2n + 1 - n^2 = 2n + 1$ ← so it is always odd.

To find the next pythagorean triple ...

$\begin{pmatrix} 3 \\ 4 \\ 5 \end{pmatrix}$	$\begin{pmatrix} 5 \\ 12 \\ 13 \end{pmatrix}$	$\begin{pmatrix} 7 \\ 24 \\ 25 \end{pmatrix}$	$\begin{pmatrix} 9 \\ 40 \\ 41 \end{pmatrix}$	$\begin{pmatrix} 11 \\ 60 \\ 61 \end{pmatrix}$	$\begin{pmatrix} 13 \\ 84 \\ 85 \end{pmatrix}$
---	---	---	---	--	--

N 1 2 3 4 5 6
Term 4 12 24 40 60 84 (quadratic sequence)

8	12	16	20	24
4	4	4	4	4

so $2n^2 + 2n + 1$

4	12	24	40	60	84	
-	2	8	18	32	50	72
	2	4	6	8	10	12
		2	2	2	2	2

$2n + 0$ so just $2n$

So the ~~exp~~ expression to find the middle number of each triple is $2n^2 + 2n$

From there to find the hypotenuse you do $2n^2 + 2n + 1$

And we've already established that to find the smallest side, you just do $2n + 1$

Example $n = 13$

$2n + 1 =$	$\begin{pmatrix} 27 \\ 364 \\ 365 \end{pmatrix}$
$2n^2 + 2n =$	
$2n^2 + 2n + 1 =$	

Try it - $27^2 + 364^2 = 133225$

$\sqrt{133225} = 365$

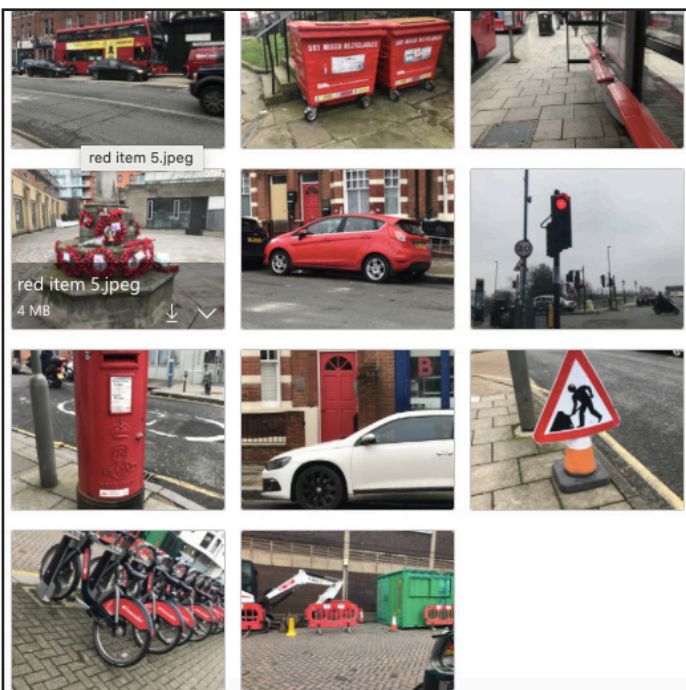
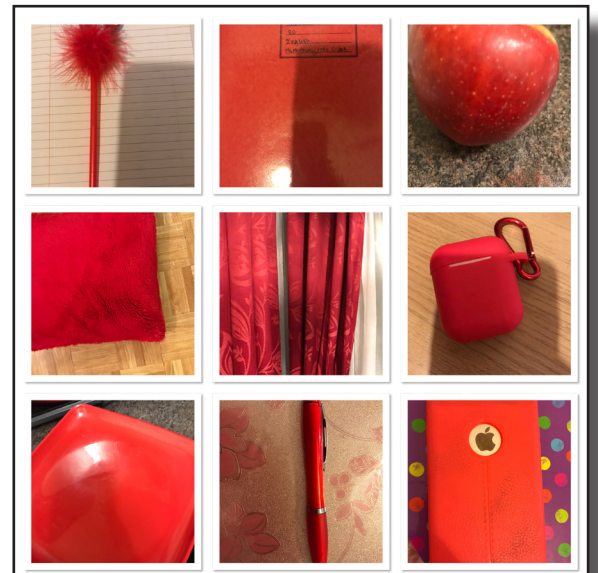
so it works.

Geography students see red

We have recently been encouraging students to have fresh perspectives and be more observant of their surroundings when out and about by providing them with a prompt for their daily ramble. The first theme was based around the colour red. Almost immediately after setting the challenge, we received some lovely collages of a wide variety of red items and are pleased to see students making the most of a different focus when they leave home. Even when students were unable to leave home due to isolation, they were able to find lots of red around their homes.

We look forward to receiving submissions for future themes and welcome suggestions to add to our list of prompts.

Ms Langton, Head of Geography



Debating competition - triumph all round

At the beginning of February, both our Year 9 and two Year 10 debate teams took part in the first rounds of the very first virtual Urban Debate League, organised by Debate Mate. It was a privilege to watch our Grey Coat girls work as a team in preparing their speeches; all teams were witty, articulate and spoke with real conviction in these extraordinary circumstances. It was a truly stunning victory, where all three of our teams won and are now through to the next rounds in April.

The Year 9 team were:

- Ruby Ager
- Giulia De Vivo
- Aelwen Hamley
- Eva Moradi
- Phoebe Korsell

The Year 10 teams were:

- Rosie Warren
- Ava Doherty
- Ava Montgomery
- Alice Gelosi
- Lucy Barker
- Sammah Fadalla
- Shola Meghoma
- Tiwe Sachikonye

Well done, Grey Coat Debaters! Here's to round 2. *Mr Knifton and Ms Gubb*

Duke of Edinburgh awards

Students in Year 10 are currently taking part in weekly physical, skill and volunteering activities as part of their Bronze Award, even during lockdown. We are very proud of all the different ways in which our students are giving up their own time to help others. These are some of the ways that students are helping out in their communities every week:

- Cooking /delivering food for neighbours in need
- Supporting elderly people who are isolated, e.g. through volunteering for the charity 'Kissing it Better'
- Helping with online church groups / Sunday school for younger children
- Helping with online church services
- Litter picking on Clapham Common
- Tutoring younger students
- Coaching younger children in sport / keeping active online. *Mr Wellby*

News from the Art department

The buzzword in the art department this half term has been "Innovation". Creativity has sprung from adversity! Every year group's project work was re-planned as we moved to remote learning. The intended ceramics and printmaking are on hold until we meet again. Meanwhile, we've been working with re-purposed materials, learning new skills in digital photography with our phones and modelling with packaging and cereal boxes. We are proud of the ingenuity (not to mention resilience) of our students, working with and on whatever is available. There has been a wealth of stunning and enjoyable artistic output. The girls have inspired us with their enthusiasm for weird and wonderful creations, demonstrating skills that we may likely have never discovered, had we been in school.



Karina Hovhannissyan 7C

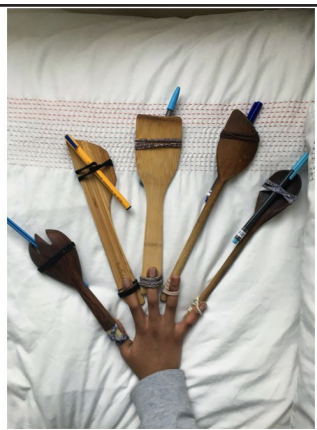
Since Christmas, Year 13 have been working on their Art School/University applications for Foundation Diplomas – the next step towards their degrees in Art and Design. Portfolios for applications and interviews take an enormous amount of time in addition to A level study. Each university has a different requirement. Well done Year 13. Your portfolios look fantastic!

Ms Bucknall, Head of Art

Ms Bucknall, Head of Art



Katy Roberts-Wayling 8C



Arsema (Gelila) Takea 8R

Year 8 work



Eva Thomas Daly - Body extension drawing



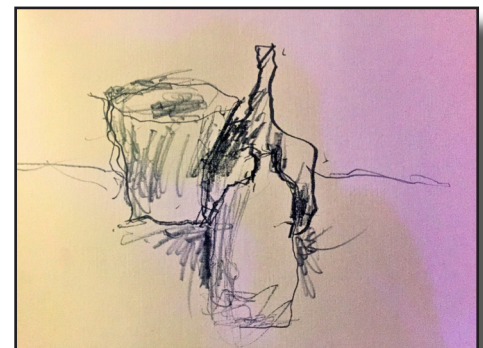
Lily Regan 9G

Eden McCartney 9G

Ruby Ager 9Y

Hannah Fontaine 9Y

Year 9 work



Phoebe Putnum, Year 10 - Toe drawing



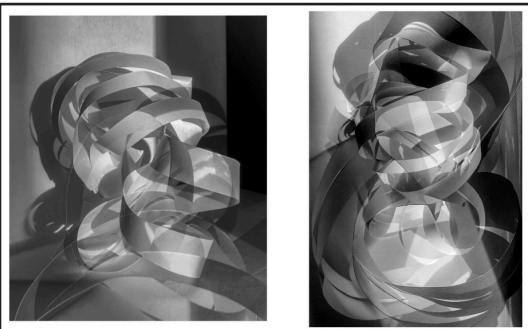
Esme Sturgess-Durden, Year 12 - Drawing



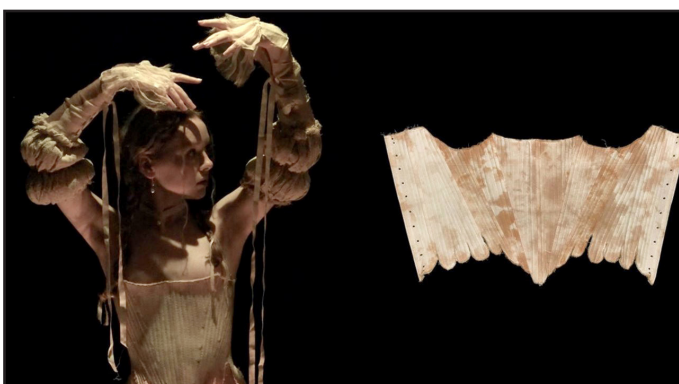
Emma Schofield, Year 12 - Teabag Pillow



Amelie Steele, Year 12
Undone Light and Coat Hanger



Scarlett Casalotti Lochore



Sass Thomas, Year 13

ARTiculation Prize 2021

February 8th marked the Autograph ABP Heat, of the National ARTiculation Prize for Public Speaking in Art. Violet McKinney in Year 12 represented



GCH, having won the three heats in school by speaking in assemblies. The competition took place as a live webinar in which the seven competitors gave a 7-10 minute speech to an esteemed audience of about sixty people.

Violet delivered her speech with confidence and poise. Over the last few months, her journey has been a joy to witness, as she developed her speech on the subject of "The Ugly Duchess", a painting by Quinten Matsys. Her first reaction to the work was to find it amusing – prompting her to buy the postcard! Over time, Violet came to reflect on how relevant this 500 year old satirist painting is today, with particular relevance to 21st Century sexism: in the treatment of older women in particular in the media and film. Her speech evolved into a mature and thought-provoking piece. We are so impressed by how hard Violet has worked and in her development of greater confidence and effectiveness as a speaker.

Professor Dorothy Price, the Adjudicator, praised Violet for "an incredibly thought-provoking and sensitive reflection." She stated how she particularly loved hearing how Violet's response had changed and developed, the more she had questioned and researched the artwork. Of the seven speakers, Violet was sadly not selected for the next round. However, this in no way diminishes what she has achieved. Violet was – and is – a credit to our School and has developed as a sensitive, thoughtful, engaging and impactful public speaker.

Ms Bucknall, Head of Art

Languages department news

The spring term has been an enriching one in the Languages department. Mr Moreno has led discussion groups with Year 12 and Ms García with Year 13 Spanish students which have been very well attended, thank you to them for this great opportunity. Ms Morales has been busily preparing a remote exchange for our Spanish students in lieu of our wonderful exchange to Pamplona. Students in Year 8, Year 10, Year 12 and Year 13 will be undertaking their first interaction at the start of February: more news to follow! Ms Morales also continues to run the Current Affairs Club, The Internationalist and Mandarin Club for students. Many thanks Ms Morales!

In January, fifteen Spanish A-Level students at The Grey Coat Hospital had the opportunity to take part in a webinar entitled *Análisis del espacio en La Casa de Bernarda Alba* (Analysis of the space in The House of Bernarda Alba). This seminar-style webinar was organised by Radley College and hosted by Dr. Luis Martínez-Falero, from the Universidad Complutense de Madrid. This series of webinars on the prescribed literary texts and some of the films from the A-Level Spanish syllabus draw on the expertise of leading universities around the world to enhance the cultural aspect of their language learning journey. Additionally, these webinars provide students with a unique opportunity to develop and master critical thinking, a skill that will ensure a smooth transition from their A-Level studies into University.



Dr. Luis Martínez-Falero

Students had an enriching experience and were able to test in real conditions the language and skills that they have been developing in lessons:

“This webinar was definitely the perfect way for me to start thinking about a play which I am yet to read and study. The fact that a professional knew so much about the play ‘La Casa de Bernarda Alba’ and had so many things to say about it opened my imagination and made me realise the depth in which you need to study the play to really understand it, in order to be able to express every theme you can about it. Having taken this opportunity, it allowed me to expand my opinions and understand the depth in which I must go to be able to form

justified opinions and ideas which is definitely the way anyone analyses and really studies any form of literature to acknowledge as much as you can. It was great to hear it from someone who has found this great interest in the play and has a professional view on it and I would recommend this experience to anyone wishing to study A-level Spanish in the future.” *Aven A. Spanish A-level student*

Dr Ames has been liaising with our Oxnet partners to offer the Oxnet Global Film Discussion Group to KS4 and KS5. The discussion group kicked off with Ousmane Sembène's "La Noire De...", the first Senegalese movie to find international success and we look forward to discussing foreign-language films from around the world. Dr Ames and Ms Morales are currently planning a French and Spanish reading group for students across our Oxnet network so watch this space!



The annual St Paul's Girls' School French debating competition took place on line this year and Emma Leggio (Year 12), Susannah Scott (Year 13), Lauren Sutherland (Year 13) and Tilda Huscroft (Year 13) took part and did the school proud. There were 3 motions to prepare both for and against:

- 1 En période de crise sanitaire, les gouvernements doivent avoir toute latitude de restreindre les libertés individuelles.
- 2 L'intelligence artificielle est une menace pour l'humanité.
- 3 La croissance verte est un leurre.

The girls had prepared thoroughly in advance by themselves and as a team. They smashed their way through the debates and the opposition which included some of the top independent and grammar schools in the country. Thrashing Dulwich College and Tiffin School, they kept Henrietta Barnett and Bede's on their toes and gave Winchester School a run for their money in a debate which ended in a draw. On some debates they scored a magisterial 9/10 and the judges were heartily impressed across the board with the sophistication of their argument, their mastery of the French language and their inimitable sang-froid.



Finally, far from being a gloomy time of the year, the end of January saw students participate in the Night of Ideas led by the Institut français, including a talk by internationally renowned historian Theodore Zeldin. Most enlightening. *Dr Ames, Head of Languages*

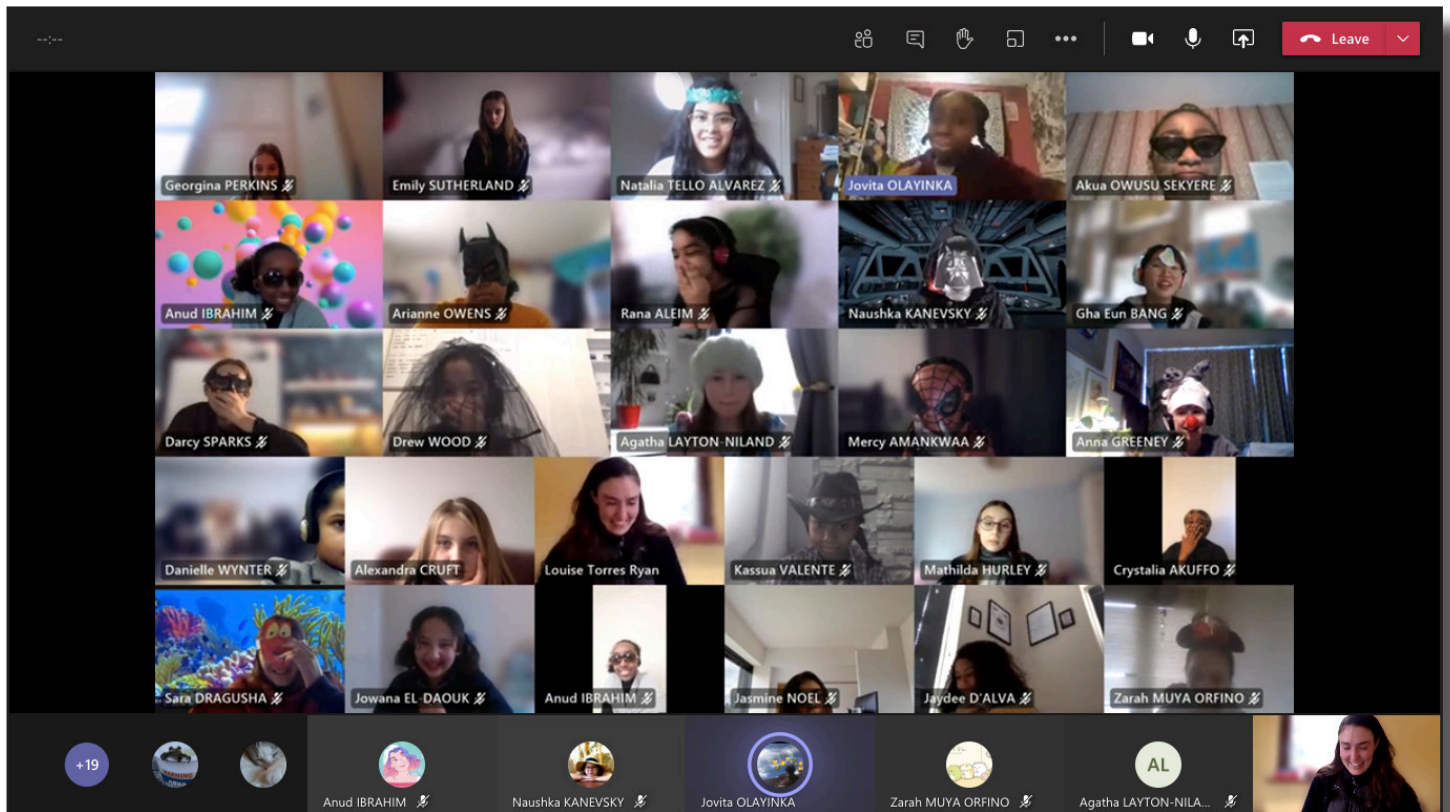
Year 10 - university outreach assemblies

This half term, Year 10 have been very busy with their TEAMS assembly programme and have recently had very special live sessions with University of Sussex and University of Oxford!

To support with the move to online learning, on Wednesday, 13th January, Year 10 had an interactive workshop with Sussex University to help them investigate how they learn best and to equip them with a set of skills to maximise their potential. During the session, the girls investigated a range of areas relating to study skills, such as revision styles, how the brain works and how to structure their time. The students enjoyed hearing advice from young people who have recently finished secondary education/ college and left with some great tips.

To follow on from this, Year 10 had the opportunity to meet virtually with two students from the University of Oxford, who gave them an overview of higher education, discussing everything from subject choices to student finance. They were also introduced to the "Oxpire" website, which is an innovative digital outreach portal and the 'Home of Big Questions' which aims to engage students with debates and ideas that go beyond what is covered in the classroom. We hope the session has inspired some Year 10 students to attend the Oxford University Virtual Taster Day during half term on Wednesday 17th February! *Ms Thompson, Head of Year 10*

Drama department news



8H getting ready for their Microsoft Teams Drama lesson with Ms Torres-Ryan

Key Stage 3

This term Key Stage 3 students are focusing on production elements to develop an understanding of the theatre world. We have been impressed with the fantastic ideas for staging, sound and lighting that have been shared in lessons, and some students have seized the opportunity to experiment in spite of the restrictions imposed this term. Here are some members of 8H getting ready for their lesson with Ms Torres-Ryan, focusing on costume.

A Level Drama

A Level Drama students are working with the Donmar Warehouse to create their own piece of online theatre, inspired by the Donmar's lockdown production of *Blindness*. A piece written by Simon Stephens that focuses on a world in chaos after a pandemic which leaves its inhabitants blind. The students will create their own response to our pandemic, focusing on the idea of resetting and initiating change. They are seeking a light at the end of this long tunnel! Watch this space.

Ms Cunningham, Head of Drama




Shared darkness - Simon Stephen's *Blindness*

Drama news contd.


Last term, Rosanna Heffernan was inspired by our work on the Titanic to create her own costumes for the production.

Characters on board the Titanic
(make up)


Rosanna H
8C



1st Class




Name: Margaret Elvora Louise Smith
Age: 36
Class: 1st Class
Occupation: Banker's wife
Travelling because: Husband's job requires going to America
Nationality: English (London)
Relative travelling with him/her: -husband
-5 children
-14 maids




Name: Joan Alice Barbara Bickaly
Age: 26
Class: 1st Class
Occupation: N/A (Full-time traveller)
Travelling because: Travelling home after long voyage around Europe
Nationality: American (New York)
Relative travelling with him/her: -A friend
-one maid

3rd Class



Name: Marie Winters
Age: 14
Class: 3rd Class
Occupation: None
Travelling because: Picked to go into service in America
Nationality: Irish (Dublin)
Relative travelling with him/her: None

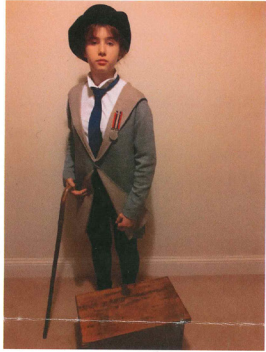


Name: Charlie Dent
Age: 21
Class: 3rd Class
Occupation: Factory worker for metal
Travelling because: He won 2 tickets through gambling.
Nationality: English (Leam)
Relative travelling with him/her: -sister


Here is Rosanna's account:

In our Year 8 Drama lessons, we have been learning about the Titanic and exploring what life would have been like on board this magnificent ship. We have used various drama techniques, such as slow motion, exaggeration, freeze frames and spotlighting characters. We were 1st, 2nd and 3rd class passengers, all in a matter of weeks! As well as that, we were stow-aways, men working in the boiler room and dainty ladies in their grand cabins. It was fun to create different settings on board the Titanic, such as the Dining Room, the Ballroom and many more. We also learned how life was very different if you were 3rd class compared to 1st class and how you were treated. Overall, Year 8 has learned a lot from this drama project, and we have developed some good new performance skills.

2nd Class



Name: Robert Francis Matthews
Age: 66
Class: 2nd Class
Occupation: Ex-soldier
Travelling because: A new life/retirement
Nationality: Scottish (Glasgow)
Relative travelling with him/her: -wife
-grandson



Name: Lucy Jane Walker
Age: 10
Class: 2nd Class
Occupation: N/A schoolgirl
Travelling because: Mother has been offered a job in America.
Nationality: Welsh (Gwent)
Relative travelling with him/her: -Mother
-Sister
-Brother

English department news

Inspiring creativity

“Think of someone you really like. Now think of the worst possible thing that could happen to them.” This was how Dr Adam Baron, bestselling novelist and creative writing professor at Kingston University, inspired Year 8G English students to think up some creative opening ideas for stories in an entertaining and informative remote session. Students were then challenged by Adam to “stretch” out their ideas and consider how these could have even greater impact on their chosen characters.

During the session, which took place during our usual remote English lesson on 28th January, Adam also shared lots of insights with the class into being an author and the writing process. When asked how he started writing children’s books, Adam said he had his three children to thank - Viola Baron (Year 8) included - for “nagging” him to write stories for their age, as he’d previously only written adult fiction.

We also discussed how he comes up with such original names for his characters - the main character in his children’s novel, *Boy Underneath*, is called Cymbeline Igloo, for example. Adam said there was something “magical” about how a character’s name just “appears out of nowhere” and it fits them straight away. Finally, Adam shared his belief in the role stories can play in telling us about the world and big issues affecting us all.

Thank you very much, Dr Baron, for your virtual visit! *Ms Schischa*

Creative writing - the Wallace Collection

In December, twenty-five girls from the Key Stage 3 Creative Writing club attended a Zoom workshop facilitated by the Wallace Collection. During the workshop, the girls were shown treasure from the collection that are not normally on display. They were introduced to the history of the Collection and its collectors and discussed the idea of looking ‘with fresh eyes’. There were a series of short writing exercises that encouraged them to explore 18th century Venice, a 17th century Dutch house, and even imagine a conversation between Voltaire and Émilie du Châtelet! It was an enlightening experience that gave the girls an opportunity to learn new techniques and approaches which they have incorporated into their writing since. *Ms Vainker*

Students’ creative writing in response to the workshop

Camille Ferrand 8G

The man came from the tower. He had slipped inside when the night was at its darkest. Hidden in the bell itself, he had waited for his time in the cold, gloomy night. Waiting for the hours to pass. Waiting, planning, waiting.

And finally, as the sun settled high in the sky, the time came. Everyone’s attention was turned towards the boat, its golden ornaments glistening in the sunlight, blinding. No one noticed a masked man dressed in black, hiding in the crowd. But if anyone had noticed him, they might have seen the gleam of a silver blade clutched tightly in his hands.

Tabitha Tinsley Y9

On Thursday the 3rd December 2020, 25 girls from Years 7-9, who are involved in Creative Writing Club, took part in a very exciting Creative Writing Workshop, one of which was me. This workshop was called ‘Fresh Eyes’. The Wallace Collection is a museum named after Sir Richard Wallace, who had created this collection in the 18th and 19th century, full of beautiful decorative arts from the 15th to 19th century! Lynda, our host, showed us some beautiful artwork, including a painting of Venice. This painting was part of the collection, and we explored and came up with creative ideas and imaginative thoughts in regard to the many different aspects of which it held. This gave us all an opportunity to think outside the box and was indeed very eye-opening to new areas in our creative writing that we would not have necessarily turned to originally. As well as this, we studied a stunning box used to hold tobacco (a very high status object in the 19th century) and created some extremely thoughtful and detailed ideas as to what could have been hidden in a small pocket, that was found in this box. After doing some lovely writing, we shared among the class. Finally, we examined and produced some work around a 16th century painting of a woman, diving into the depths of analysis of her thoughts and feelings surrounding the given moment. This opportunity has been very enjoyable as well as valuable and one I, and the others who took part, would love to put to good use in our future creative writing pieces.

Library Leafings



GCH Library is open - in your home...

Don't forget to open the Library app every morning to have links to great content at your fingers' ends!

<https://uk.accessit.online/tgr00/#!dashboard>

On the home page you'll find the latest news, reviews, booklists, a link to the Library Blog [and the Kitten Cabana live feed]

Login by clicking on Guest, and then on the blue 'Login via SSO' line to use all the features of the app.

Use the search box to find the Library resources - obviously, you can't read our paper books just now, but you can make lists of items you want to remember to read later using 'my list'.

You'll find PDFs, websites, and podcasts all tagged with the subject-specific words that your teachers use in lessons.

And if you open One Search (at the bottom left) you will have access to our wide selection of databases and linked websites including:

Britannica

Massolit

History Today

New Scientist

Connell Guides

The Day

Newspapers for schools

and now - JSTOR - the leading supplier of peer-reviewed journal articles.

Ebooks

To read our ebooks, please go ePlatform

<https://gch.eplatform.co/> and sign in there with your school email and password.

Or you can download the ePlatform by Wheelers app to your phone or tablet (but not Kindle)

You then have to search for The Grey Coat Hospital, and login with your school email and password.

If you need help to find or use any of our resources, please contact me by email. *Ms Swan, Senior Librarian*

pswan@gch.org.uk

<https://greycoatlibrary.blogspot.com/>

Commemorating Holocaust Memorial Day

The 27th of January marked Holocaust Memorial Day. On this day, people from around the world came together to pay their respects to the six million Jewish men, women and children who lost their lives at the hands of the Nazis and their collaborators. Last week, I spoke to the sixth form about the importance of this day, and the significance of Holocaust remembrance in all of our lives.

In February of last year, I was chosen by the Holocaust Educational Trust to be their regional ambassador for London. After having taken part in their 'Lessons from Auschwitz' project, I was inspired by the things I had seen and learned to share my awareness with the rest of the school community.



During the project, we heard from Holocaust survivor Eve Krugler, an experience I will never forget. Listening to her reminded me of the trust's belief that young people are the witnesses of tomorrow, as we sadly lose more eyewitnesses to the Holocaust with each passing year. The sights I saw when visiting Auschwitz are still strong in my mind. Understanding the extent of the suffering which occurred there has made me more determined to raise awareness of the Holocaust than I could ever have imagined.

The Coronavirus pandemic has undoubtedly made it much harder to do so. This past year has been one in which our world has shrunk immeasurably. More so than ever, it's increasingly hard to feel connected to people in other towns, let alone on the other side of the world. In an age of growing division, the aim of the Holocaust Educational Trust is to be a reminder that we all must defend one another from hardship.

As an ambassador, my goal is to advocate for this message within the Grey Coat community and remind us all that we can make a difference. All it takes is being aware of what is happening around the world, doing whatever you can to raise awareness, and to speak up when you feel something isn't right. Our impacts may be small on their own, but – together – we can fight against hatred.

Eda Hamilton 13T

RE department update

The RE department has been well aware that while religious gatherings have been reduced or prevented in recent months, the importance of worldviews and religious beliefs in so many people's lives has been more important than ever. In Year 7 and 8 we've explored how world faiths claim that there is meaning in life, even in the face of a global pandemic. Year 8 have gone on to reflect philosophically on the very nature of reality, in a time when what we expect of life is being reshaped. Students in every year should be proud whenever they step over the potential barriers raised by technology and enter into the discussions that are the lifeblood of good RE! In the sixth-form the RE contribution to the PSHCE programme has seen students considering carefully how we recognise authoritative sources of information in the pursuit of truth. As we hear so many attempts to make sense of science, to discern our moral duty in facing the pandemic and to distinguish misinformation from facts, I hope that Grey Coat students will use their learning in RE to return to the classroom a little wiser and stronger. *Mr James, Head of RE*

Sixth Form news

Super-Curriculum Opportunities

Even whilst working remotely the students have had numerous, wonderful super-curriculum opportunities made available to them in order to enrich their subject knowledge outside of the taught curriculum.

Programmes our students have applied for include:

- mA*ths online, STEM potential and Pathway's to Medicine at Imperial University
- In2scienceUK Programme
- Realising opportunities
- SOAS online masterclasses
- OxNet
- The Social Mobility Foundation
- UCL target medicine
- Great Ormond Street NHS volunteers
- The Sutton Trust Foundation US Study Abroad Programme
- Virtual Work Experience – Sandhurst Army Event
- Virtual Work Experience - Francis Crick Institute
- National Apprenticeship week events
- Mastering my Future programme

Other events that have taken place in the Sixth Form include:

- ARTiculation Final on Monday 8th Feb - Violet McKinney
- Chemistry Olympiad 2021
- Horizon Events speakers through Westminster school
- Volunteers for education charity 'schoolreaders'
- The Rosalind Franklin Science prize with Kings College London
- Foundation Essay Competition



Prefect team 2021 announced

As in each year the competition for places is very strong, each prefect had to complete an application form and have an interview with Mr McCartney or Ms Lennie. For the senior positions applicants also had to record a 5 minute video message for the whole school community about why they should be selected, as well as having a Teams interview with Ms Staab, Mr McCartney, a school Governor and the outgoing Head Girl, Abigail Omotosho. The students selected have certainly earned their places! As well as being part of the wider Prefect team, each student is allocated to an area linked to key facets of the school's ethos.

The new prefect team (names overleaf) have wasted no time in being creative and getting up and running. 'Teams' fitness sessions are running on Tuesday lunchtimes, the Christian Union are in the process of setting up virtual meetings, plans are afoot for regular podcasts from the Prefect team on all manner of issues affecting the school community, a group of students are working with Mr Cini-O'Dwyer to set up a Diversity Forum, the STEM prefects are working on a regular newsletter with the first edition on International Women and Girls in Science Day.

I'd also like to take this opportunity to thank Abigail and the outgoing Prefect Team. Their tenure coincided with quite an unusual year to say the least! Many of the events and activities that they would normally be involved in were unable to happen. However, they conducted themselves impeccably throughout, demonstrating great resilience and creativity – helping in online interviews, putting out the Coatrack Newspaper online for the first time, recording messages for the new sixth form students for the Sixth Form Orientation Day and a helping to make a promotional film for the Sixth Form website for example. Thank you to the Prefect Team of 2020!

Mr McCartney, Deputy Headteacher

AAGAARD	Clementine	Head Girl
ADANE	Christina	Deputy to the Head Girl
AIKEN	Georgia	Senior Prefect (Environment & Extra Curricular)
HUMPHREYS	Grace	Senior Prefect (STEM)
ELLIOTT	Manon	Senior Prefect (Humanities/Charity)
ADENIRAN	Racheal	Senior Prefect (Pastoral/Chair of school council)
GOGO DEDI	Angela	Service
GREEN	Temi	Service
OLAIFA	Ayisat	Service
ABDIAN	Anastasia	Service
XU	Nicole	STEM
MAN	Ella	STEM
LYSTER	May	STEM
ALI	Amna	STEM
MIHAYLOV	Kalin	STEM
REGAN	Ellie	Arts (Music)
SPIRING	Benjamin	Arts (Music)
WILLIAMS	Liliane	Arts (Art)
BYAMBASUREN	Udval	Arts (Art)
SHIELDS	Phoebe	Arts (Drama)
EL BOUSSAKI	Shehab	Extra Curricular
CHAUDHARI	Soraya	Extra Curricular
FORBES-WRIGHT	Abigail	Debating
MILLER	Jemima	Worship (CU)
MCCARTNEY MCLOUGHLIN	Elsa	Worship - School Chaplain
SUTHERLAND	Jessie	Worship (CU)
SCOTT	Lilla	Communications (Librarian)
FARRELLY	Ciara	Communications (Coatrack)
KONADU-ASANTE	Nana	Communications (Coatrack)
FREEMAN	Saskia	Communications (Paired Reading)
GODDARD	Kayley	Communications (Book Club)
SUTTON	Tamara-Leigh	Humanities
PRASCEVICIUTE	Gabriele	Humanities
RONDAL RUSSELL	Iris	Humanities
DRAGUSHA	Arianna	Humanities
NANGLEGAN	Fatima	Humanities
MCKINNEY	Violet	MFL (German)
SAHIN	Yasemin	MFL (Cultural awareness/international ethos)
CARSLAKE	Francesca	MFL (French)
LEGGIO	Emma	MFL (Cultural awareness/international ethos)
ALQADHI	Aven	MFL (Spanish)

Prefect Corner

Building on the work of previous years, the new prefect team have set out to think of creative ways to serve the GCH community, albeit from a distance! The team really benefits from having a broad range of interests and talents, which have allowed us to explore quite varied initiatives in an attempt to impact on as many students as possible.

Georgia Aiken's weekly zoomed exercise class has already proved to be a great way for students to connect and keep fit!

The STEM prefects have embarked on a dedicated newsletter to further enhance interest in those subjects and have many exciting plans.

The senior prefects are working on a series of podcasts, exploring subjects suggested by the wider student body and we are so lucky to have an experienced podcaster in our Deputy Head Girl, Christina Adane. Now more than ever we feel that it is important to have a platform that promotes student conversation in a supportive and inclusive environment.

February is, of course, LGBTQ+ awareness month and in recognition of this we are collaborating with Mr Cini O'Dwyer in his Diversity and Inclusion Forum, acknowledging that many social minorities struggle to find a voice. As a prefect body our main aim is to be a vehicle for our collective student voice, allowing everyone to be heard. We look forward to an exciting year ahead! *The prefect team*

Speakers' News

Speakers is a weekly event immensely appreciated by the diverse community of the school that addresses social, personal, and historical affairs in the rapidly evolving world. Several weeks ago, Mr Cini-O'Dwyer presented an informative LGBTQ+ assembly and shared vital facts about the LGBTQ+ community that frequently go unknown or unspoken about, which opened minds and enticed curiosity.



The week after, there was an amazing presentation by the *Anthony Nolan Trust*, which redefined the concept of being a hero by explaining how organ donation can save many lives.

More recently a very thoughtful Holocaust remembrance presentation was brought to us by Grey Coat's very own Eda Hamilton, a well-informed year 13 student, which shone light on the heart-rending history of the Jewish genocide during the early 1930s to mid-1940s, and the importance of remembering those who are still recovering from the trauma.

By providing continuous insight and understanding about the world around us, the school not only prepares students for the now, but also for the tomorrow. The community grows together in knowledge and compassion, which strengthens us all as worldly individuals, and offers the aspect of education that many ignore; the aspect that builds the foundation for pioneers of the future, as opposed to an information reciting robot who is incapable of offering true fruit to the world. We look forward in the weeks to come for more marvellous Speakers assemblies in the future, and we thank Grey Coat for providing this opportunity to all its members.



Nana Konadu-Asante

LGBTQ+ history month



February is the global LGBTQ+ History Month, a time where people all over the world come together to celebrate LGBTQ history and important people who fought to make the world a more equal place for all sexualities and gender identities. It is also a time for us to remember those who stood in the way of equality and how we overcame the obstacles that tried to keep LGBTQ+ people oppressed.

“However, this bright young man’s future was ripped away from him when he was brutally convicted for ‘gross indecency’ after admitting to being in a relationship with a man.”

We take this month as an opportunity to bring to light the figures of our past that were quietened, to acknowledge and celebrate their achievements, something long overdue. For example, Alan Turing. Turing was revolutionary mathematician and computer scientist who played a pivotal role in defeating the Nazi’s during WW2. However, this bright young man’s future was ripped away from him when he was brutally convicted for ‘gross indecency’ after admitting to being in a relationship with a man. Turing was forced to go through chemical castration and was affected so badly (mentally and physically) that he took his own life, just one year later. The raw barbarity and cruelty of Alan Turing’s story was only officially recognised in 2013, when, after years of campaigning, he was given a posthumous royal pardon. It took 60 years, but by righting this long-standing wrong and pardoning Turing, it honours a man whose intellect and imagination should have made him legendary a long time ago.

Turing’s story is one of the more famous nowadays, but there are still countless people who fought for LGBTQ+ equality, who were persecuted and abused for their identity and whose stories are yet to be properly commemorated. This month is a time where we can focus on making each other aware of their stories and be inspired to follow in their bravery, so that one day, we can create a world safe and equal for people of all sexualities and genders.

The Diversity and Inclusion Club aims to provide a platform for students to come together and discuss social issues, in an open environment. We debate topical issues, exchange ideas and opinions and learn about our society from different perspectives and experiences. Our ultimate goal is to keep campaigning for diversity and inclusion until it is woven into the fabric of society.

Samara Benjamin 10Y



Welcome to 2021

2020 ended with one of our most innovative fundraising initiatives – production and sales of the handmade 'Bear With It' bears. We sold a total of 93 bears which raised £2,010.00 for the Guild. This campaign was the brainchild of Guild Treasurer, Nadine de Keyser. A very special

heartfelt thanks to all who supported this initiative and to the School and Guild members who worked hard to ensure that as many orders as possible were fulfilled in time for Christmas!

Please note the 'Bear With It' Bears are not just for Christmas. As well as being a powerful bespoke GCH memento they also make cute gifts for any occasion!

These bespoke Bears are made to celebrate the ways in which our amazing community has found new outlets for creativity and grown together through this unique lockdown experience. You can watch a short video of the Bears at play here:

<https://video214.com/play/2Dm80QWqXx6gTYe0kPDiPw/s/dark>

To order one of these adorable 'Bear With It' Bears please send an email to The Guild at The Grey Coat Hospital thegreycoatguild@gmail.com

Distribution of the Bears has been made more complicated thanks to the restrictions put in place due to the Coronavirus pandemic. If you have paid for your Bear and would like it to be posted to you, please email Claudine Astles at castles@gch.org.uk stating the address to which you would like it to be sent. We really do appreciate your patience in these unprecedented times.

The Guild's AGM was held on Wednesday 13th January 2021 to elect The Guild Committee officers.

Election of Officers to The Guild

We are pleased to confirm that the following members of the Guild were elected as Officers, at the AGM. Congratulations to all.

Chair: Sandra Thomas

Vice Chair: Glenda Fontaine, Co-Vice Chair: Lola Aleyideino

Treasurer: Nadine de Keyser, Assistant Treasurer: Ange Spencer

Secretary: Saija Singer-Seidenfaden. Assistant Secretary: Jackie Long

Staff Representative: Claudine Astles, Rev. Myles Owen

President: Susanne Staab

The Guild accounts will be finalised and published in due course and made available to all members.

Important Forthcoming 2021 Guild Dates/Events For Your Diary:

Meetings - **Wednesday 3rd March, Wednesday 28th April and Wednesday 9th June at 7pm.**

Guild meetings will be held virtually via Zoom until further notice. Details will be published and circulated with the minutes of the last meeting. All are welcome to join.

Many thanks to all who are accessing the [easyfundraising.org](https://www.easyfundraising.org) web link below, from which The Guild receives free funds.

<https://www.easyfundraising.org.uk/causes/the-guild---the-grey-coat-hospital/>

For further information on the above, the work of The Grey Coat Guild Hospital, to sign up, help at one of our fundraising events, have suggestions, to be added to our Minutes mail out, please email: thegreycoatguild@gmail.com

THE GREY COAT GIFT

Update for The Grey Coat Hospital community February 2021



WHAT'S NEW WITH THE GREY COAT GIFT:

- Connecting with our Alumni
- Donations towards St Andrew's Building
- Opportunity to create a Legacy with the school



Picture shows: Hand swiping on interactive laptop. These are the Microsoft Surface laptops that will be used by teaching staff. Image use: Microsoft, 2017

By Rosy Cooley, Development Officer

The Grey Coat Gift, launched in September is a really simple way for current parents and past parents and students to donate to the school. We have had donations varying between £4 per month to one donation amounting to £2500. All donations go towards helping the school and some will give an immediate boost during this unprecedentedly difficult time.

Throughout the pandemic your donations have provided the school with the funds to do everything it can to support the students and staff. From providing laptops, to facilitate learning from home to counselling support for our students. Isolation, by its very nature, has meant that this can also be quite a lonely time, particularly as we have been unable to meet together to enjoy our usual celebratory events.

Thank you to all of you who have supported The Grey Coat Gift so far, but we still do have to raise that slice of funding that the annual government grants do not cover. Some of the projects for which we are raising money include urgent repairs to the St Andrew's building, as well as providing Microsoft surface laptops for teaching staff to enable them to complete marking and feedback online, which has become an absolute necessity during this period of remote learning.

We sent out a brochure introducing The Grey Coat Gift not so long ago, and since then we have had an encouraging response from current parents among many others connected to the school. If you can, please do consider making a donation, your support matters. For more information about the work that has been done, and will continue to do, please visit our website, found under the 'Support Us' tab on our main website, or [using this link](#) where you also make a pledge to donate or even create a legacy with the school.

PE department news

Last week, London Youth Games set up a weekly fitness challenge for all 32 London boroughs to go head to head in remote activity. We jumped at the chance to get involved and support the Westminster Team!

The first challenge of this initiative was the Speed Bounce challenge- how many speed bounce jumps can you complete within 30 seconds?

Due to the fantastic effort of our jumping students, at the end of the week, Westminster was placed at number 7 in London! The PE Department's aim is to help Westminster climb up the leader board to reach first place.

Along with this, we are also running a school competition between the form groups. The form with the most entries for each weekly challenge will win a prize when we return to school! The winners from last week's challenge were 7T/8Y/9T/10G/10Y/11G/11Y.

The first week got off to a great start and we hope that this continues throughout the lockdown period. Please continue to take part in all the challenges and share your attempts using the #ThisIsLYG and by sharing pictures and scores with your PE Teachers!

Position	Borough	Points
1	Wandsworth	33
2	Kingston	32
3	Bromley	31
4	Kensington & Chelsea	30
5	Tower Hamlets	29
6	Richmond	28
7	Westminster	27
8	Redbridge	26
9	Sutton	25
10	Camden	24

GCH students selected for the London Sports Leadership & Coaching Academy!

The PE Department would like to praise Polly Dean and Amy Knotts for gaining a place in the London Sports Leadership & Coaching Academy. Despite hundreds of applications from across London and the selection process being extremely tough, these two PE superstars stood out.

The programme develops leadership and coaching skills and gives insight into the requirements of being an outstanding female coach. The girls will attend four virtual training sessions followed by a period of deployment which will enable them to put their knowledge and learning into practice. The programme could lead to gaining a place on the Active Coaches Camp at Loughborough University.

We wish them the best of luck! Ms Thompson, Head of PE

Step into Dance ambassadors named

I am pleased to announce that the following students have been selected as Royal Academy of Dance Step into Dance Ambassadors!

The Step into Dance Ambassador scheme provides young people who have a passion and commitment for dance with the opportunity to learn new skills that will equip them to support a range of events, projects and performances throughout the academic year. The girls will begin their online training during half term!

We wish them the best of luck! *Ms Thompson, Head of PE*

Amarissa Kigozi; Ava Doherty; Dara Mendez Guerrero; Faith Nutt; Isabel Andrews; Honor Casalotti-Lochore; Kamina Afolabi; Leena Ahmed; Tamina Afolabi; Tolu Alouoke –Oladosu.

Active Westminster Awards 2020

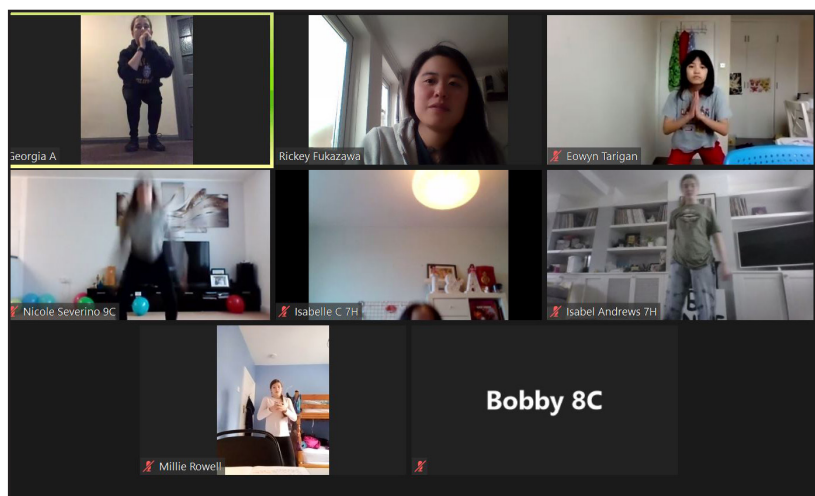
We are delighted to announce that The Grey Coat Hospital was 'Highly Commended' for PE & SCHOOL SPORT in the Active Westminster Awards 2020! Well done to all students for their efforts at home with remote physical activity! *Ms Thompson*

Fitness Club goes live! – with Ms Fukazawa & Sixth Form Stars

We are very proud of the Sixth Form Students Georgia Aiken and Manon Elliot of Year 12 who have continued to demonstrate great leadership and motivation to support the Grey Coat Hospital Community through starting up an online fitness club.

Each week, the girls take their peers through a fitness circuit with exciting exercises and great enthusiasm. The classes that run every Tuesday (12:15-12:45), have successfully provided students with the opportunity to not only stay physically active but also to feel connected with their peers. Many of the participants finish out of breath and sweating but wanting more! Now, in its third week, we have had many participants return to join again. We look forward to seeing more of you sweat with us!

Ms Thompson



Fitness Club participants

DATES FOR YOUR DIARY



FEBRUARY

15th	HALF TERM
22nd	START OF TERM
23rd	Govs' Strategy Committee Meeting, 5.30pm
25th	Year 9 Parents' Evening

MARCH

3rd	Parents' Guild Meeting, 6.30pm
9th	Year 12 Parents' Evening (TBC)
22nd	Governing Body Meeting, 5pm
30th	Holy Week Service, St Margaret's (TBC)
31st	CPD Day - school closed to students
	END OF TERM

APRIL

19th	START OF TERM
27th	Govs' Personnel Committee Meeting, 8am
28th	Parents' Guild Meeting, 6.30pm
29th	Year 8 Parents' Evening

MAY

3rd	May Day Bank Holiday
7th	Govs' Curriculum Committee Meeting, 8am
8th	International Fair, St Michael's 11am (TBC)
11th	Year 7 Parents' Evening, (TBC)
13th	Ascension Day Service 2.15pm, St Margaret's (TBC)
26th	Govs' Strategy Committee Meeting, 5pm
28th	END OF TERM
31st	Spring Bank Holiday