



Magazine 2021



Croydon High School

for girls aged 3-18

GDST
GIRLS' DAY SCHOOL TRUST

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Acknowledgements

We hope you enjoy this sample of the year 2021 at Croydon High!

This edition of the magazine was written by our wonderfully talented pupils in both the Junior and Senior Schools. They’ve written about the events and activities they’ve enjoyed and the things that matter to them – whether that’s a favourite subject, club or book. Through their words, the Croydon High spirit is really brought to life within these pages.

Thank you so much to all the pupils who contributed to this magazine and to *Miss Larissa Scotting* and *Mrs Fran Cook* for coordinating the fantastic contributions to *The Perspective 2021*.

The artwork on the cover is by *Anna W* in Year 11, titled “Seascape” – a GCSE mixed media piece.





Thoughts from Mrs Pattison

It has been another extraordinary year to conclude my tenure of six years at Croydon High. We started the year in a transmuted state of lockdown, unable to socialise but able to be together in some form on the school site, before transitioning into an effervescent summer, with all restrictions on socialising lifted, before finishing, finally in an anxious winter, with infections rising rapidly at Christmas. Another dizzying year with ever-changing circumstances!

Reflecting on yet another year of strategising at galloping pace and operationally delivering the unthinkable at breakneck speed led me to reflect on the last six years since I started at Croydon High. Things are naturally always changing in a school – new pupils and staff joining at every stage, older pupils leaving to embark on their exciting next chapters, staff retiring after years in our midst...change is built into the very fabric of school life.

Six year groups have taken GCSEs and A levels and we have introduced subjects such as Sociology or our bespoke Enterprise Technology curriculum. New events such as Arts Week and Fit February have inspired and challenged us and new facilities such as our beautiful Holt Hall, our recording studio, podcast studio, fitness suite and enterprise technology suites have enabled our girls to explore their talents and creativity with even more ambition and energy. While the world around us has presented such challenges to our everyday existence, I have been incredibly proud of how much we have achieved – together.

That sense of togetherness, the Croydon High spirit – that family feeling that makes our community so unique – has endured through throughout and carried us beyond the challenge and hardship.

When I look back at the school Dorinda Neligan left behind when she retired as Croydon High Headmistress in 1901 and compare it with the school I will leave behind in August 2022, it is evident that these two schools, though 100 years apart, are very much one and the same; united in vision, values, and spirit.

This touching parallel jumps from the pages of this magazine as I read from Freya in Year 10 about our school's founder and founding; from Bea in Year 8 and Chloe in Year 9 who discuss our charity work and fundraising endeavours; from Leila in Year 8 who reports on our newly founded Discussion and Action Groups; from our Juniors who tell us what they love about Croydon High. At the turn of every page, I see that Croydon High spirit reflected back, transcending world wars, the pandemic and everything in between. And as the school approaches its 150th anniversary in 2024, I know that its star will continue to blaze brightly in the GDST firmament, as it always has done.

I leave this summer with a mixture of excitement for the future and nostalgia for the last six years because I know I shall miss Croydon High, its community and its 'spirit' very much indeed. But I leave unwaveringly confident of its future success because its vision and values are so steadfast and our community is as tightly knit today as it ever has been. Under the leadership of a fantastic new Head, Annabel Davies, Croydon High, like its pupils, is ready for the future and anything the future throws its way.

With very best wishes,

Mrs Emma Pattison, Headmistress



Message from Mrs Raja



Looking back at 2021, I find myself struggling to find the right words of wisdom to share with you all. Instead of turning to Google for inspiration, though, I've looked to the Junior School's newest celebrity and asked myself: "What can we learn from Otto?" And as crazy as it may seem, I've deduced plenty of wisdom from our school pooch to share with you in our 2021 school magazine.

As humans, we tend to be overwhelmed by a myriad of thoughts rattling around our minds. "Where did I leave my P.E. kit?" "What did my friend mean when she said that?" "Why didn't I get full marks on my spelling test?" It's so easy to work ourselves into such a frenzy with so many dizzying thoughts that we stop noticing the world around us.

Dogs, meanwhile, purely live in the moment. "I am walking with my wonderful human." "I have picked up an excellent stick." "Look, grass! Grass is so beautiful." "Squirrel!!!" Dogs live every moment to their fullest – they are true masters in the art of mindfulness, and they can inspire us to take every moment as it comes as well. Otto doesn't think about yesterday or tomorrow. He only thinks of his main needs as and when they occur to him. Whether it is to play ball, sleep or eat, he simply enjoys the now and makes it count. Humans certainly can learn a lot about living in this way – let's try to let go a little and enjoy the moment. Look up from your phone. Notice the way nature alters as the seasons change. Observe your surroundings. People watch.

Applying this simplest of lessons can have such a far-reaching impact on everything we do. It can teach us to practise gratitude – living in the moment means you're no longer thinking about what's missing, but instead focusing on what you've got to enjoy right then and there, just as Otto does in his life. Every time he receives a treat, he reacts as though it's the first time he's ever seen food. Every time he sees me grab his lead to take him out for a walk, he zooms around in a flurry of excitement (unless it's raining, of course!). And every time I walk in the door, he bursts with joy – no matter how long I've been away, five minutes or five hours.

It can also teach us to practise forgiveness. Holding on to the past and holding onto grudges can become burdensome in our present and for our future. Otto is an exemplary model in being forgiving. Being so low to the ground means he's constantly getting underfoot, and it breaks my heart to hear him yelp because I've accidentally trodden on his tail or paw! Yet he's always quick to forgive – I may suffer through a puppy-eyed dog for a moment or two, but it's not long before he's happily wagging his tail again. He knows there's no satisfaction in holding grudges because it takes away from his time to enjoy life.

So many lessons to be learned from a dog's life! And it gives me so much joy to see them put into practice in this year's magazine. Remembering Fit February and how many pupils, parents, staff and pooches got active and took Croydon High to the top of the GDST leader board; reading about pupils' rehearsing the Senior School production of Calamity Jane and how they threw themselves wholeheartedly every day into the experience; discovering what it is our Junior School pupils love about their daily lives at Croydon High – whether it's Drama, Sport or Enterprise Technology... I see evidence of our community practising mindfulness and truly living in the moment, enjoying this special period of their lives and taking advantage of every opportunity thrown their way. They truly embody the Otto spirit, and I can't wait for you to experience it for yourselves in the pages of this magazine.

With very best wishes,

Mrs Sarah Raja,
Junior School Headmistress



News Reports



The Shakespeare Literary Tour and Globe Theatre Trip

In October of 2021, Croydon High was able to take, for the first time, a select group of its Drama, History and English Literature A-level students on a tour of Shakespeare's London.



Organised by the Heads of the English and Drama departments, the tour was led by retired history teacher David Lloyd, who, after working for many years as the Head of History at Langley Park School for Boys in Beckenham, is now an active member of the City of London Guide Lecturers Association. His tour was tailored specifically to educate students on the significance of London – as it was in Elizabethan Times – as a backdrop to Shakespeare's plays and how the city shaped what he wrote.

Although the journey covered a range of locations, it ended on the most culturally significant: Shakespeare's Globe, a modern construction of the theatre that was frequently used by the poet as a showcase for his work until its 1642 closure by Cromwell's Puritans. Whilst there, students were treated to a modernised performance of what is arguably Shakespeare's most iconic play: *Romeo and Juliet*.

However, this modern iteration (starring Alfred Enoch and Rebekah Murrell) was unlike others – such as Baz

Luhrmanns' 1996 rom-tragedy – as it took the opportunity to modernise the play in a manner which helped, according to Head of English, Ms. Cotton, 'highlight themes relating to the challenges that teens face today'.

This was done through the use of on-stage television screens that, at corresponding moments of tension, displayed recent statistics and facts that starkly highlight just how the play's depiction of its characters' issues and mistakes has relevance today. For example, when *Romeo and Juliet* are married, a moment which is supposed to be joyful, the audience is told 'The rational part of the young person's brain is not really developed until age 25' – an age that the two leads are far from reaching. This focus on the damage that society has on a person's adolescence deliberately undercuts the play's romantic themes, a bold decision that provided Croydon High students with a perspective of the play that they may have not seen before.

In one review, *The Guardian* describes this production as 'a high-stakes rewiring [...] with so much energy and cleverness at play that the romance is barely missed at all', whilst another by *The Evening Standard* describes the play's depiction of violence as 'almost too close to current headlines for comfort'. After seeing first-hand the exciting experience this tour provided, Croydon High's teachers of English, History and Drama are looking forward to similar events in the future.

Freya in Year 10



AUTUMN TERM 2021 HOUSE CHALLENGES



The autumn term of 2021 was filled with many great house challenges at Croydon High School. Here are just some of the highlights...

The Paper Chain

During house assembly, each year group in the senior school was split into their houses (Curie, Evans, Garrett and Seacole). Everyone worked together to try to construct the longest paper chain in return for valuable house points. Pieces of house-coloured paper and card were cut into strips, glued or taped into a ring shape and finally chained together. Then, each year group carried their paper chain to their house base where each chain was connected together. The paper chains were impressively long considering the short amount of time assigned to make them. They towered in four large groups in the hall ready for measurement. The lengths of the paper chains were very close, however Garrett won.

Desert Island Discs

A whole school assembly was held by Mrs Webb with a fascinating concept: you are stuck on a desert island with only eight songs, a book and a luxury item (no electricity, internet or people). This is the theme of *Desert Island Discs*, a radio programme that began in 1942. We learnt about staff's choices and from this inspiration our house challenge was to think of our own eight songs, book and luxury item.

Upcycled Christmas Tree Decorations

Every year, each house creates decorations for a house Christmas tree displayed at the PTA Winter Fair. The theme for 2021's Christmas tree decorations was upcycling. In house assembly, each year group was split into houses and given materials such as cardboard and bottle tops in house colours (Curie-blue; Evans-green; Garrett-red; Seacole-yellow). These items were given a new life as decorations on a Winter Fair Christmas tree. Sixth Form students in Curie house were given the task of creating an upcycled Christmas tree topper. Below are the fantastic final results.

Penelope in Year 9



Discussion & Action GROUPS

Last year in the summer term, our school founded discussion and action groups. There are four different groups, each with its own topic. The topics are LGBTQ+, eco, mental health and wellbeing, and diversity and inclusion. All these groups are run by sixth formers who are passionate about the subjects.

We are highly encouraged to join one of these groups, especially groups that we are interested in. The meetings are held on Tuesday mornings during form times. This makes them accessible since most people don't have clubs at this time and as it's during form time most people are in school.

During the meetings, the sixth formers ask us questions on what we think about certain issues. We then discuss the matter with the people around us and think of any solutions for it or any additional problems. During this discussion time, the sixth formers will walk around and join in with our conversations adding additional comments. We then tell the sixth formers about our ideas, and they respond to them with their own adaptations.

After they have heard all our suggestions, the sixth formers then try and implement them in real life and make it happen. For example, some year groups are having exams now and other year groups have not had any proper exams yet. To help us, some sixth formers suggested that people from the older years should talk to people from the younger years and advise them on the best ways to revise and how to manage your time so you can get the most out of your revision. This could be very beneficial because some people might be struggling to find the best revision method for them.

Overall, the discussion and action groups have been very useful. They provide a space for pupils to talk about issues that they have noticed in school and for those issues to be solved.

Leila in Year 8



Oxford University Trip for Lower Sixth Form

On Monday 22nd November, 12 Lower Sixth Form students found themselves on a trip to visit the University of Oxford and one of its colleges – St. Edmund Hall, the last surviving mediaeval academic hall of the university.

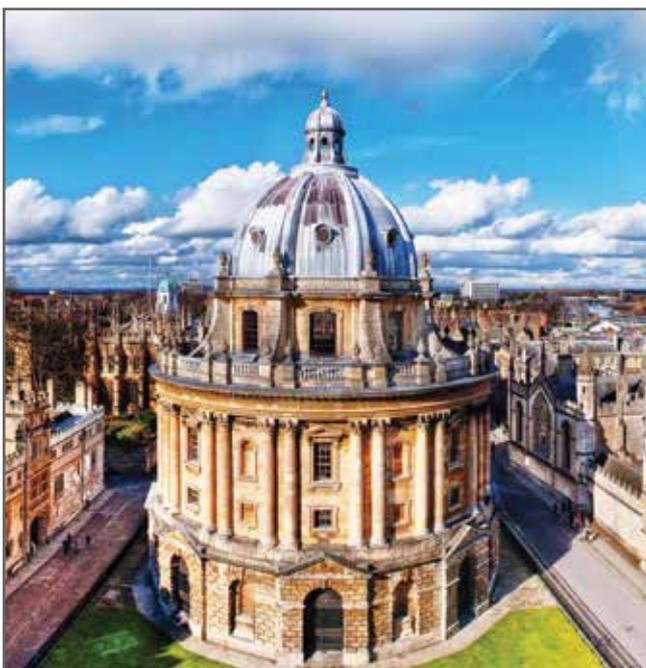
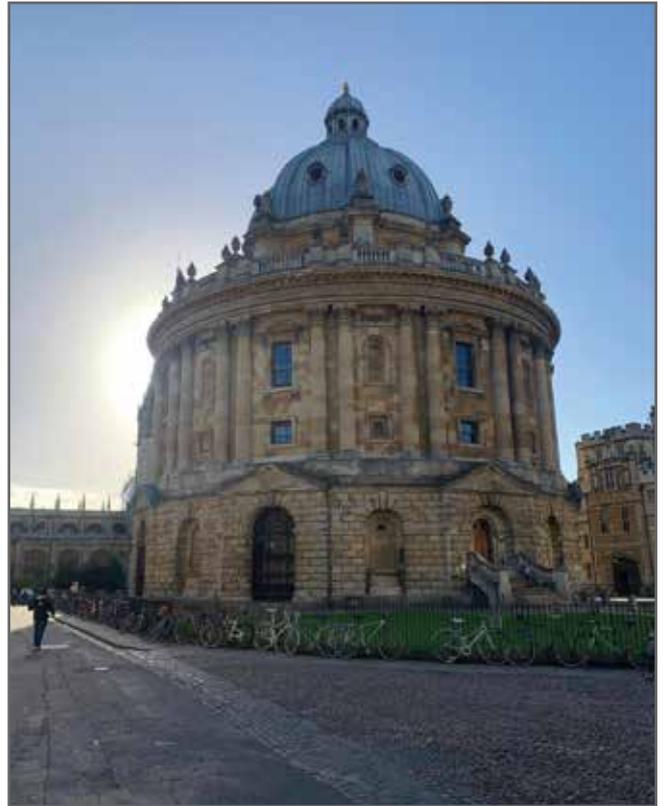
They arrived just after 11, ready to be toured by Mrs Humphrey (Head of Progression and Futures)! During the walk, they saw iconic sights – including the Radcliffe Camera, a still-working library built in 1737. Then, the students were given some time to become acquainted with the city of Oxford, seeing sights and finding local amenities that could be useful in their time at university.

After a quick lunch, the group was invited to tour St. Edmund Hall, also known as ‘Teddy Hall’, which was adorned with festive lights – although no Christmas tree yet! It is one of the 45 colleges of Oxford, including six permanent private halls, which are similar to colleges.

Our Croydon High Sixth Form were fortunate enough to experience both the sights and atmosphere in-person of the working college, as due to Covid restrictions, there are very few opportunities to view the university in this way.

After a long day, I’m sure Sixth Form were glad to be heading home - hopefully inspired by the trip.

Chloe in Year 9



Co-Curricular Clubs

There are a huge range of clubs and co-curricular activities at Croydon High School including drama club, STEM club, and many types of orchestra and art clubs. Many teachers run clubs, including Mr Loudon, who runs Greek Club. I interviewed him about the process of making and running a club, especially about the joys and challenges of running a more academic one.

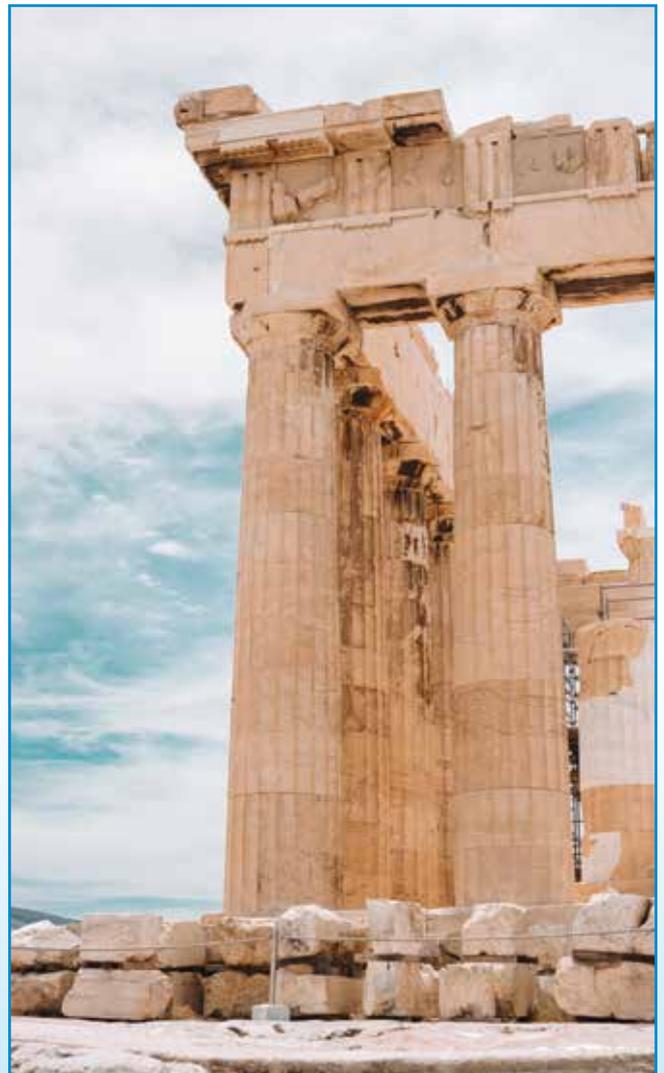
He told me that there is a lot of demand for Greek and other Classical Civilisations clubs, and a group of sixth formers have even started their own club for Year 7s called Aspasia. The process of making a club is quite simple – first, you think of a topic you want to base the club on and make sure no one else is doing it. Next, you talk to Mrs Webb about it and pitch your idea. If she agrees, the club is ready to go!

I also asked Mr Loudon about how he makes his clubs engaging so people keep coming back. He said that it is hard, as people want different things from the club, and for the example of Greek Club, some people may want to learn the language, but others want to know about the culture and mythology. He tries to incorporate both in the club, which makes it fun and interesting.

There are many music groups and clubs at Croydon High, which happen before and after school and at lunch times. It's hugely beneficial to be in these, whether it's the Orchestra, Choir or Ukelele, as you learn a lot more about music than just how to use your instrument or voice.

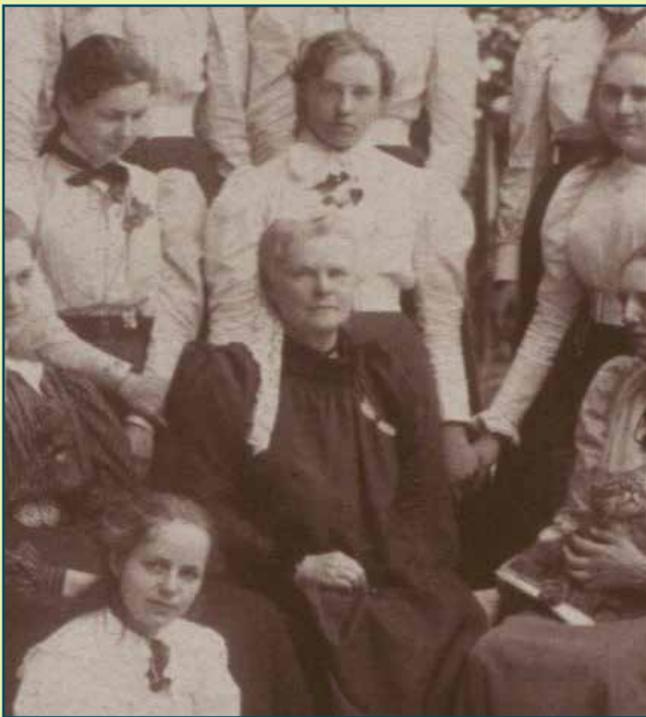
Thank you to all the teachers who run clubs, and especially to Mr Loudon for the interview!

Lucia in Year 9



The Founding of Croydon High School

In 2024, Croydon High School will celebrate its 150th anniversary – yet not many of its students know anything about the historic and social significance behind its opening or about the school's founder, Dorinda Neligan, beyond her name.



Born on the 6th of June 1833 in Cork, Ireland, Neligan was the fifth child of wealthy Army Lieutenant Thomas Neligan, who, in a manner uncommon for the time, chose to have his daughter educated in Europe (namely Germany and France), where she would later find work as a governess. Between 1870 and 1871, she would serve as a head nurse with the Red Cross as the Franco-German war brought many casualties to her home region of Metz.

The result of these fruitful years spent abroad was Neligan gaining a talent for languages and staying effective in positions of authority – two skills which would be key when she would eventually accept the position of headmistress at a new day school in Croydon.

Even from its opening in the autumn of 1874, Croydon High School was revolutionary for its time. It was just the third school to be opened as part of the Girls' Day School Trust, a pioneering foundation created by four suffragists two years prior (sisters Maria Georgina Grey and Emily Shirreff, Miss Mary Gurney and Henrietta Stanley, Baroness Stanley of Alderley) as part of the ongoing fight for women to receive the same education as their male counterparts.

Maria Grey, in particular, took a keen interest in the small school, despite its few pupils and lack of proper premises, and made sure that the 88 girls who did enrol had access to a range of resources that made their education as worthwhile as possible.

This was clearly effective, as by 1880, not only had Neligan had premises built specifically for her school on Wellesley Road in Croydon, she had 230 students to accompany her there, two of which were Henderina Klaassen Scott (1862-1929), a German-English botanist who helped pioneer time-lapse photography and (Dame) Lilian Braithwaite (1873-1948), an iconic actress who performed both on the stage and in early films.

This success with the school's growth was just one of many more victories to come, with a key example being that by 1885, Neligan had introduced Chemistry, a subject that was rarely taught in boys' schools – let alone girls' – and Physical Education to the curriculum. Despite the fact that Miss Neligan retired in 1901 (although her battle for the suffragist cause did not halt here), replaced by educationalist Marion Leahy, Croydon High School's development continued, with a new science demonstration room being built the year after.

Although Croydon High School is now based on new grounds (since 1966) – a result of the old premises being unsuited for proper education as the school grew – the principles of resilience and determination that Dorinda Neligan brought with her as she began teaching still hold strong, and, hopefully, will for many years to come.

Freya in Year 10





Features



Black History Month

Black History Month is a global event that runs throughout the month of October. In 2021, it ran from Friday 1st October till Sunday 31st October. It is also known as African American History Month. You will have watched videos in class, had class discussions and more. It involves emotional, mind-blowing, shocking, and incredible stories to read and listen to.

Who are the most famous Black people in history that you have heard of? What are their stories? You've probably heard of Dr Martin Luther King Jr, Rosa Parks, Maya Angelou, James Baldwin and Muhammad Ali. They are quite popular, but what about not-so-commonly-known Black people? Here are some unexplored stories that you may want to read.



Wangari Maathai became the first Black woman to win the 2004 Nobel Peace Prize for her environmental work in Kenya. She even had the idea of the largest tree-planting campaign in Africa. The campaign is also known as the Green Belt Movement.

Marsha P. Johnson was a Black trans activist who campaigned for the LGBTQ+ movement. She was one of the first drag queens to walk into the Stonewall Inn. She also founded the Street Transvestite Action Revolutionaries organisation with Sylvia Rivera. The organisation fed and housed homeless youths that identified as part of the LGBTQ+.



Dorothy Dandridge was the first African American to be nominated for an Academy Award for Best Actress. She was then recognised in the 1954 film *Carmen Jones*.



Jane Bolin was the first United States Black female judge in 1939; she graduated from Yale Law School and performed duties in New York's Family Court for over 20 years.



We have discussions about Black History Month because it helps us to remember these people and their stories. Racism and stereotypes still exist today – that is why it's important to talk about less well-known individuals, so we know how valuable their help was in the evolution of Black people's rights and freedom, while also remembering the famous ones.

Alara in Year 7



NEXT STOP

Formula One is one of the world's most followed sports and one of the most male-dominated. The recent signing of the W Series' (all-female single-seater racing championship) Jessica Hawkins as a 2021 Aston Martin F1 driver ambassador, shows an important change may be on the horizon.

However, karting (a step on the driver's ladder to reaching F1) is perhaps where such generational progress is already happening. I was lucky enough to interview one karting driver, Sienna, who has her ambitions set on being a part of that very change.

HOW DID YOU GET STARTED IN KARTING?

'I heard about my cousin's motor-racing and, since I wasn't old enough, I looked into Go Karting and ever since my 8th birthday party I have loved it.'

WHAT ARE YOUR BIGGEST HIGHLIGHTS FROM YOUR KARTING JOURNEY SO FAR?

'My biggest highlights are being the only girl to qualify for the BIKC local finals (for south London) and coming 2nd in a later competition with the U16s.'

WHAT IS TRAINING LIKE?

'Training is every other Sunday for 2.5 hours, and every Thursday for 2 hours. Training in the mornings is harder since the track hasn't warmed up yet and we are the first to get on track. In the mornings it is normally very busy with a lot of kids aged from 10-16. There are three groups: beginner, intermediate and elite. I am currently in the elite group and there are normally 7 of us, but the other two groups are a lot more crowded. On Thursday nights it's a lot more tiring, since it's the best of the best. It's the last practice/race of the day which means the track is hot and so are the wheels. If we don't improve on a Sunday,

we must improve on Thursday, even if it's by a tenth of a second. On Thursdays we have mini competitions between us. This is also when we are able to use things such as blue flags and rolling starts.'

WHAT IS THE MOST DIFFICULT PART ABOUT ACTUALLY DRIVING/KARTING?

'Keeping a good mindset. You could be the best driver in the world but if you don't believe in yourself or if you have no confidence then you won't be able to go anywhere. Since this is one of the most dangerous sports and the most expensive, you must be confident in yourself and know your surroundings.'

WHO IS YOUR FAVOURITE FORMULA ONE DRIVER IN 2021, AND WHY?

'My favourite driver is Lewis Hamilton. He is a big mentor for me, and he is very inspiring, since he came from nothing but has come so far.'

WHAT ARE YOUR FUTURE AMBITIONS IN THE SPORT?

'For now, I am preparing to get my single seaters licence to get into the W series for when I am 18. Then I would like to get a contract with Mercedes or McLaren, and to come first place in next year's BIKC championship.'

TO OTHER YOUNG, AMBITIOUS DRIVERS OUT THERE, WHAT WOULD BE YOUR ADVICE?

'To take risks and to do what you love. If you see a gap to overtake even if it is tiny take it, because it can push you to your next dream. If not, you will be able to say I took a risk and I showed that I'm not playing around. Some things take a second or third try.'

With the resilience, hard-work, and passion Sienna has, the future of motorsport looks in capable and exciting hands.

Anna in Upper Sixth



F1!

AN INTERVIEW WITH A FUTURE WORLD CHAMPION



This article was first published in This Is Local London. Scan the QR code to read the original article.



BBC Young Reporter



On Monday 4th October, Year 8 took part in the BBC Young Reporter Scheme. The day began with a Zoom call from Natalie Hancock who works at the BBC.

Natalie told us about her job as a news reporter and how much preparation is needed to film the news. Natalie also described in detail how to record good quality news videos only using our phones. We learnt that the best way to take videos on our phone was landscape because it could be much more easily adapted to fit many different screen sizes. We also learnt that you could put a grid on your phone while filming to make sure the people on camera were on the right level. This would help you get the perfect shot. Another tip we were given was 'bum to the sun.' This means whoever is filming should have their back facing the source of light so the people getting interviewed don't have shadows cast onto their faces. These were just a few of the tips we learnt from the call.

In our next English lesson, we formed groups and then started to discuss what the video was going to be like. First, we had to think of a topic for the video. The topics ranged from the Sarah Everard case to the petrol crisis. When deciding what to make our video about, we were told to choose a topic that we felt strongly about. After we had chosen our topic, it was completely up to us to decide what we wanted to have in our video. However, we were highly encouraged to interview people so we could get different viewpoints on the topic. For the next couple of days, all of Year 8 were busy trying to film and edit their video – making sure it would be done by the due date of Friday 8th.

After we submitted our work, the following Monday we had another Zoom call with Natalie. This time we were getting advice on our videos. We went through most of the videos

and after each video, Natalie would give us very detailed feedback and let us know which areas we could improve on. This was extremely helpful for us.

Overall, this experience was great, and I would love to do it again. We learnt so many things from it including teamwork, organisation, and a lot of patience, but it was all worth it in the end when we were able to watch our completed videos. One Year 8 student has said, "It was an incredible experience through which I gained knowledge and support."

Leila in Year 9



Chess Club

This year, Chess Club has participated in many tournaments and events. One of these was the Delancey UK Chess Challenge!

We took part in the first stage of the tournament during the Chess Club meetings every week, which involved everyone who wanted to participate playing a game against someone and recording the outcome of each of these games. We used a points-based scoring system, where you would earn three points for a win, two for a draw, and one for a loss. After seven rounds, if you had reached a certain number of points, you were able to go through to the second of four rounds. This was called the Megafinals. Depending on how well you did in the Megafinals, you may have been able to go through to the Gigafinals, and then finally the Terafinals. During the first stage, you were able to win prizes such as certificates, badges, and stationery. Many people participated, and it was great fun. One person even reached the Gigafinals, an amazing achievement!

We also competed in many online tournaments with a project called 'She Plays to Win', led by England Women's Coach Lorin D'Costa, who wants to encourage more girls to participate in chess. In February this year, the 300th girl joined She Plays to Win, and the organisation is still growing! D'Costa says, "Every girl in the UK should play and learn chess. The benefits are huge." We have participated in She Plays to Win tournaments on lichess.org, a website for playing chess online. We often played in a team against people from other schools, which was fun and a great way to learn and discover new techniques!

In Chess Club, everyone is welcome to learn and play chess. We are taught tactics and strategies, as well as how to do various kinds of checkmate, and play games against each other in a fun and friendly environment.

Ellie in Year 9



NHS HEROES



The last couple of years have been one of the toughest ever periods in the history of the NHS. Doctors, nurses, healthcare assistants, paramedics and all the people that help in the health service came together under very dangerous circumstances and took many risks.

Do you ever wonder how these frontline staff are feeling and how they cope? Mostly, I imagine, they are thinking about how to make their patients better, but maybe they are also thinking about their busy work schedules and how they are going to cope every day. Many people who work in healthcare have been working very long days for 23 months in a row and have also had to work overtime to help manage the number of unwell people they need to look after.

When I was doing my research, I came across quite a few different videos and articles that tell stories of what it is like to work as a doctor or a nurse in the pandemic. This made me quite interested in how frontline workers manage long and stressful days of work, while having to take care of their family and their health, mentally and physically. For example, if they were a parent, they would need to make time for their children. It would be the same situation if they had a pet.

I was surprised at how much work these frontline staff can do in 12 hours! It must take a lot of concentration and

determination to work well together as a team and still have a smile on your face at the end of the day!

This made me imagine how much more work they have because of Covid-19 and how much busier hospitals, ambulance services and doctor's surgeries might be. They have to deal with cases of Covid-19 on top of their usual appointments, while keeping themselves safe.

We were clapping every Thursday for a while, but maybe that wasn't enough. Sometimes we may take doctors and nurses for granted without even realizing. Tragically, many healthcare workers, including local GPs, have lost their lives to Covid-19 because they looked after people with the deadly virus. I feel that it is really important to continue to respect and value the NHS and those who dedicate their lives to helping all of us.

I think that if you want to have a career in healthcare, you have to be committed and determined, because you need to be prepared to work hard for long periods of time without much recognition. However, having this job can also be extremely satisfying when you help people recover and get better from physical and mental health problems. In my opinion, working in healthcare is a very thoughtful and gratifying job to have.

A big thank you to all NHS staff for working so hard every day!

I asked a few frontline doctors the question: "In one sentence, describe how you felt about all of the work during Covid-19." Here are a some of their replies:

"These have been the busiest two years of my life; the work is relentless and exhausting."

"It has been extremely hard work but a very rewarding time in my career as I feel I have really made a difference in the pandemic."

"I need a holiday!"

Áhaana in Year 7



Overcoming Mathematics Anxiety

It's safe to say, mathematics might just be one of the most intimidating subjects. Why does it conjure fear so much more readily than English, for example?

Firstly, what exactly is Mathematics Anxiety?

Kumon, a leading tutoring provider, states, based on decades of educational experience: "Mathematics Anxiety is experienced by more than 2 million schoolchildren in England, and can cause feelings of apprehension, tension or discomfort when performing mathematical problems in both academic situations and everyday life."

I hope to explain what causes this trepidation and suggest solutions that will allow students to overcome this anxiety.

The first aspect which makes it alarming to many is the emphasis on accuracy and rigidity. When mathematics is taught, students are instructed that there is only one way of arriving at an answer and that arriving at an accurate answer is very important. There is not enough concentration on whether a student has learnt the concept and too much focus on arriving at the correct answer. When this occurs, students begin to negatively associate mathematics with rigidity, when in reality, mathematics contains several possibilities in the broadest sense.

A solution to this problem is to allow students to devise their own unique way of solving problems. This can foster mathematical originality and stimulate a fascination for the subject.

The second instigator of Mathematics Anxiety is the fact it is often taught through memorisation, rather than fluid problem solving. Being good at mathematics is strongly associated with having a good memory. Within traditional methods of teaching, numerous mathematical concepts are taught through rote memorisation, without reasoning or logic to fortify them. However, a child becomes good at mathematics when they can solve problems by applying reason and logic, not simply by remembering formulae for which they don't understand the rationale.

To mitigate this, we can avoid memorisation and explain the logic behind these formulae. We should not give the student an answer but rather a starting point, so they themselves can use problem solving and existing knowledge to find innovative solutions.

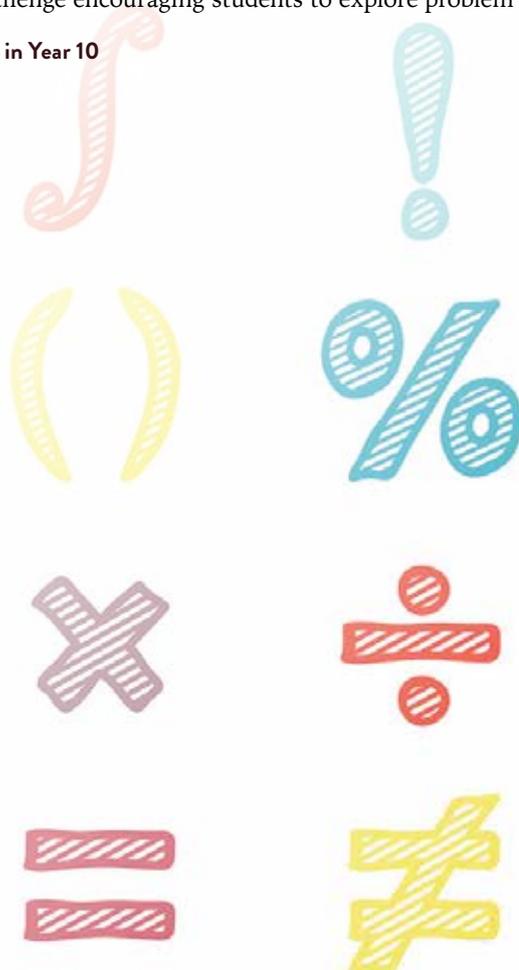
Another and more fundamental reason behind mathematics anxiety is a lack of understanding. Mathematics is made up

of a number of steps, many of which are minute in nature. A failure to learn or understand even a single step has far-reaching consequences. Students begin to fall behind and if that step is fundamental to learning other concepts, then they are unable to learn those concepts and slowly, this inability to go beyond a step builds up and the child becomes frustrated and decides that mathematics is no longer something that is accessible to them.

The final reason I will explore is the fact that mathematics seems like an abstract concept, rather than something connected to real life. Perhaps if students knew about mathematics concepts and how they apply to everything around us (the Fibonacci sequence, symmetry, the weather, money, fuel mileage, etc.), then mathematics would seem a lot more approachable and understandable.

The reasons and solutions I have stated here are only the surface level of understanding anxiety. More psychological studies must be completed, and accessible solutions need to be developed. I am optimistic about the future of mathematical education, with the UKMT Mathematical Challenge encouraging students to explore problem solving.

Tara in Year 10



FIT FEBRUARY

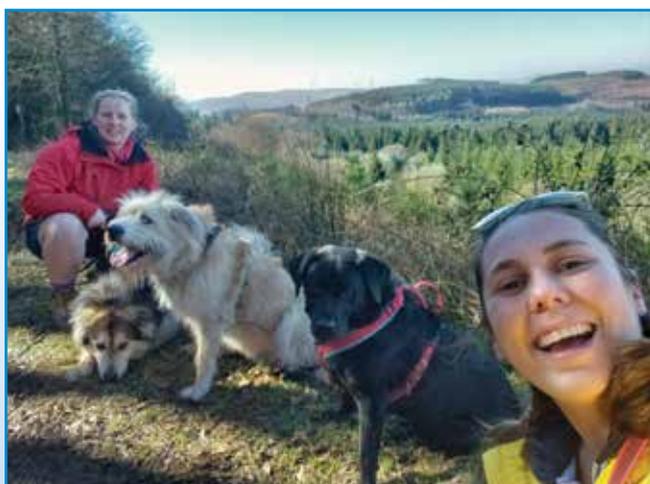
Fit February was the perfect time to get outside and get active. As we were all still stuck in lockdown and the weather was miserable, this gave everyone the chance to do some exercise. Fit February was led by the PE department, who all did an amazing job of keeping track of who did what – the aim being to travel as far as possible.

In the Junior School, a competition between houses made the challenge even tougher and encouraged the girls to get as active as possible. Curie House took the win in the end, so congratulations to all the Junior Curie pupils!

As a school, we all participated against other schools to travel as far as possible, and we ended up doing very well. Chloé in Year 9 ran around her neighbourhood every day in February, and she said it kept her fit and healthy. She told me, “It was very beneficial to both my mental and physical health, and I really enjoyed the opportunity given!”

So many people did exercise, including cycling, netball, running, hockey, walking and much more. I’m sure everyone enjoyed Fit February, and a huge thank you to the PE department for making it happen!

Lucia in Year 9





 **Alexis Williamson-Jones @GD...** · 2h ...
@GDST GET ACTIVE LEADERBOARD.
 Congratulations to **@CroydonHigh** - you are the GDSTs most active school! Well done for leading from start to finish. Congratulations also to Portsmouth HS and RHS Bath for 2nd and 3rd Place.
#GDSTGetActive 1/

GDST GETS ACTIVE	1. CROYDON HIGH SCHOOL (146.55km)
	Average Total KM per person
2 Portsmouth High School (127.29km)	10. South Hampstead High School (87.31km)
3 Royal High School Bath (99.11km)	11. Salford High School (85.79km)
4 Oxford High School (79.21km)	12. Northwood College for Girls (85.27km)
5 Norwich High School for Girls (88.03km)	13. Bucklebury High School (83.27km)
6 Esherham High School (88.91km)	14. Bromley High School (83.12km)
7 Bellenden Academy (85.24km)	15. Kington Priory School (81.13km)
8 Nottingham Girls' High School (81.98km)	16. Blandford Academy (80.28km)
9 Trust Office (80.38km)	17. Penryn High School (87.43km)
	18. Newcastle High School for Girls (87.05km)
	19. Sheffield Girls' (84.16km)
	20. Stonebury High School (82.46km)
	21. Brighton Girls (78.76km)
	22. Streatham and Clapham (83.74km)
	23. Northampton High School (74.46km)
	24. Howells School, Llandaff (8.88km)
	25. (87.43km)



Charity Work at Croydon High

Croydon High School is amazing when it comes to charity work. It's so inspiring that everyone wants to participate – it definitely makes me proud to be a part of the Croydon High community.

In the autumn term, we had a Christmas jumper day, a pyjama day and a mufti day as some ways to raise money. Some of the other fundraisers were very original, like a colour run supporting the ARC centre, which gives young people animal therapy and education surrounding the animals, as well as Mind, a charity which helps to break the stigma of mental health issues and help those affected by these to overcome their loneliness.

For our mufti day, the Croydon High team decided to support children in hospitals who struggle to get pyjamas when suddenly admitted to hospital. It will give them and their family much needed comfort in these hard times. We also held a Christmas jumper day to support NHS causes. I would like to thank Mrs Beck for all her wonderful fundraising work and organisation of these events!

These are just a few of our amazing fundraisers – only made possible by every Croydon High student and teacher that helps raise money for these causes!

Chloe in Year 9



Pyjama Day - £865 raised
Charity Colour Run





188 pairs of pyjamas donated
- £1870.58 raised



Feminism and International Women's Day



As an all-girls school we at Croydon High attend to discuss women's rights and equality frequently in assembly and lessons. International Women's Day (8th March) is where we really focussed on these issues, as we all came together to champion the advancement of women's rights and gender equality as a community.

International Women's Day is a global holiday, which derived from the Labour Movement in 1908 when 15,000 incredible women marched through New York City demanding shorter working hours, better pay and the right to vote. The holiday was made official in 1975 by the UN as a day to celebrate women's achievements as well as raising awareness of gender divides in society. This year the theme for International Women's Day was 'Choose to Challenge'. The slogan was chosen to remind us that we are all responsible for our own thoughts and actions – highlighting how we must all play a role in correcting issues in our world and how we all have a choice in how we approach supporting this change.

Sadly, during this year's International Women's Day, we were all online, unable to celebrate physically together... but this did not stop us. As a school and as a community we came together virtually to show our support by raising a hand. This gesture showed we CHOSE TO CHALLENGE and call out inequalities in our society. Staff, students, women, men and even pets got involved to stand in solidarity.

As a school community, after our commemorations of International Women's Day, we have been focusing on feminism more than ever. The importance of the movement has been even more prevalent in recent times with the tragic murder of Sarah Everard.

In classrooms across our senior school, pupils engaged in a thought-provoking assembly, fuelled by the passion to combat injustice. In this assembly we discussed the case, looking at the details and the severity of the situation. And Croydon High didn't just stop there, we wanted to make sure every girl felt comfortable and happy as a woman in our school environment. In an allocated section of the assembly, we were given time to express any concerns that we had with the school's treatment and rules towards us that directly affected us as women.

As a school we have continued to promote these values, with Mrs Pattinson's recent piece in our weekly newsletter on positive period talk echoing our sentiments, "So, I make no apology, I will be talking openly about periods in the months to come and hope to do so in detail with a working party who will help me understand what our pupils are going through and how they are coping.

We will work together as a school community to ensure every pupil has the support she needs and will invite in expert voices to create a shared language with training for staff and pupils to help everyone feel comfortable talking about what is, let's face it, a biological routine that probably just under half the population experience – every, single, month."

The fight against misogyny and crimes against females is not yet over, but at Croydon High we are here to make a difference and challenge these ideologies, to make a brighter future for girls and women in the future ahead.

Bea and Fitnet in Year 8



IVY LETTERS PROJECT 2021

In the summer term, Year 9 had the opportunity to get advice and hear experiences from Croydon High alumnae. Each student received a name of an alumnae and the year they left from various decades. In the first session, we began by writing a first draft of our letter – with letter writing becoming less common these days, it was something that initially seemed quite hard. Next, students came up with a list of questions to include in the letter; common ones were: “What were your favourite subjects?” “Can you play any musical instruments?” and “What university did you go to after you left?”

When interviewed, Alisha (now in Year 10) said, “I wrote to my alumna about my GCSE choices and I asked her what she chose. She chose the same subjects as me which I thought was really weird!” It’s fantastic that so many of us are still in contact with our alumnae and I myself am planning on sending a Christmas card to my alumna over the winter break.

When I asked what she thought about this, Alisha said, “The first reply I received was really sweet, I replied to that one and got another which was just as thoughtful, then she told me her email and phone number and I still keep in touch.”

Within a week, replies were arriving every form time, some only a few sentences, others up to five pages. Some spoke of World War two, friendships at Croydon High, piano playing, the school choir, how popular gymnastics was at school or even a move to Scotland. Personally, my favourite advice I received from my alumna was, “It is never too late to achieve what you want.” Although all very different, every response has been an inspiration and will be remembered long after we have left Croydon High.

I then interviewed Rebecca in Year 10 to hear her personal experience of writing to her alumna. I was pleased to hear she is still in contact with her alumna and has sent her a Christmas card this year. When asked whether she enjoyed the Ivy Letter project, she replied, “I have really enjoyed doing the project and being able to learn about what it was like at Croydon High sixty years ago; it is a great opportunity for all of us.”

The Ivy Letters Project has been a brilliant chance to strengthen our writing skills and to understand what Croydon High was like in the past and even though some things change, Croydon High’s spirit remains the same.

Hollyann in Year 10



No. Mow. Let It Grow

During the summer term, members of Year 10 (now Year 11) took part in the Pollinators Project as part of their climate change elective. After consulting a Surrey Wildlife Trust member, it was agreed to create a 'No Mow' bank adjacent to the swimming pool block to encourage biodiversity.

The grass was left to grow long, and signage was displayed to remind the school grounds team not to mow the grass. Year 10 then researched biodiversity, which highlighted the importance of pollinators within an ecosystem.

Pollinators are vital in the transfer of pollen between plants, allowing plants to produce fruit and set seed. Over £690 million worth of crops are pollinated in the UK every year. However, pollinator populations are declining globally, highlighting the importance of wildflower meadows to provide a food source for them. Year 10 worked together as a group researching and consulting experts about different plants and their benefits to the environment, whilst at the same time keeping to their budget.

They used the grant they received from Surrey Wildlife Trust to buy the plants to encourage a variety of pollinating insects. They planted oxeye daisies, scabious and a planter of lavender outside the science block. By the end of term, the plants became established, and the grass bank had become

330 square metres of meadow, full of bees, butterflies and grasshoppers. When interviewed, Anya, Safa and Eesha explained the involvement of the Surrey Wildlife Trust in the project: "We were extremely lucky that their member, Louise Shorthose, gave us useful tips on how we can make our school eco-friendly. The Surrey Wildlife Trust additionally gave us a grant of £500 which we could spend on the pollinator friendly plants."

Talking of the future of their project they went on to say, "We look forward to expanding and continuing this project as we hopefully move onto the next steps in the plan of planting fruit trees in the pavilion of our school." It's excellent that they are already planning more ways to encourage biodiversity at school and to become more environmentally conscious.

It is a clear reminder that we all need to do our bit to protect our environment as we hope for a greener and cleaner future.

Hollyann in Year 10



Columns



Year 7 TRIP TO SKERN

On Monday 13 September, Year 7 set out on a 5:45 AM trip to Skern. Although the journey was quite long, it was all worth the sleepless morning and waking up at 3 AM! The range of activities on offer at Skern was so exciting. From rock climbing to rafting and pushing teachers in the water, it was a fun trip for us all.

I'm here with Elise from Year 7 who has a lot to tell us about the Skern trip!

Hadassah: Hello Elise!

Elise: Hi Hadassah!

Hadassah: What was your favourite thing at Skern?

Elise: All the different activities and meeting new people.

Hadassah: If you had the chance to give advice to a new Year 7 going to Skern, what would it be?

Elise: Just throw yourself in and don't hold back.

Hadassah: How did you feel sharing a room with other Year 7s?

Elise: Quite nervous, but excited to get to know new people.

Hadassah: How did you feel about waking up at 3 AM to get to school at 5:00 AM?

Elise: Tired. That's all I can say!

Hadassah: How was the journey to Devon?

Elise: I did feel a bit travel sick but had a great time chatting with my friends and playing Uno.

Hadassah: What was the funniest thing a teacher did at Skern?

Elise: Mr Baker's dancing and singing.

Hadassah: Finally, what was the thing you missed the most?

Elise: The thing that I really missed the most was my family.

Hadassah: Thank you for your time, Elise.

Elise: Thank you!

"Skern was one of the most amazing trips I've ever been on. It helped me form new friendships."



"Thank you so much to all the teachers and instructors who helped make Skern possible. They made it amazing!"



"I liked the water activities such as surfing and rafting. I also liked the teamwork activities."



"I loved surfing! I had a fun time sharing a room with different people!"



"My personal favourite activity in Skern was surfing. I enjoyed this because it was a great chance to try something I had never done before and learn something new."





"I loved staying up late and the surfing."



"I loved rock climbing because it was a fun activity to do with my friends. But my favourite was the Hartland walk since I love being out in nature and I loved finding a seal in the ocean."



"I enjoyed surfing, the weather was incredible, and it was great fun. It was lovely to meet all the girls in my year properly and get to know each other better."



"I liked the Hartland walk as it was one of the only times we got out of the campsite to get some fresh air. It was also a great experience. My favourite, though, was surfing and rafting as the feel when the water hits your face is refreshing and it was just a great activity to end the day."



I'm here with Mr. Cowie, the head of Year 7. He has a lot to tell us as well about Skern and his experience as a teacher.

Hadassah: Hello Mr. Cowie!

Mr. Cowie: Hello Hadassah.

Hadassah: What was your favourite thing about Skern?

Mr. Cowie: I really enjoyed doing fun challenging activities and getting to know new people. Pupils and colleagues.

Hadassah: What activity do you think we bonded in the most?

Mr. Cowie: I think the zip line because it was a little bit scary and you all had to trust each other, and the crate stacking because you had to work as a team, with people you haven't met before.

Hadassah: What was the most exciting thing that happened at Skern?

Mr. Cowie: I think it was doing all those different sports and activities. I really enjoyed the rafting and being in the water was really cool.

Hadassah: Do you think we got to know each other more?

Mr. Cowie: Definitely, you wouldn't have been able to get to know each other so well if you'd been in a maths lesson or in your tutor room. I think the chance to meet new people in a different environment is really cool.

Hadassah: What was your favourite activity?

Mr. Cowie: Rafting, definitely rafting. I loved the rafting. Super fun, super chill. Really enjoyed it.

Hadassah: What was the funniest thing that happened at Skern?

Mr. Cowie: Probably when I got pushed in the river, but I didn't think it was funny at the time.

Hadassah: Thank you Mr. Cowie!

Mr. Cowie: Alright. No worries.

I really enjoyed every single activity that was on offer and really enjoyed interacting with pupils and staff to work together to achieve a team goal.

Thank you so much to the teachers and instructors for making it possible to go to Skern. They made it not only an amazing experience but a great opportunity to get to know each other. Thank you so much for the trip!



YEAR 7 AT CROYDON HIGH

On the 1st of September 2021, Croydon High's Senior School opened its doors to new Year 7s for a new year. Being introduced to Year 7 rules and socialising with new friends and being introduced to new teachers was a great experience for us all.

I'm here with Ishanvi from Year 7 to talk about her experience in Year 7 so far.

Hadassah: Hi Ishanvi!

Ishanvi: Hi Hadassah.

Hadassah: What did you think Year 7 would be like?

Ishanvi: I thought it would be boring and intense because of detentions.

Hadassah: How are you finding Year 7 so far?

Ishanvi: I quite like it, but I don't like having to go up K-Block every day.

Hadassah: How did you feel about transitioning from Year 6 to Year 7?

Ishanvi: The transition was quite big and captivating!

Hadassah: What was one of the biggest changes for you?

Ishanvi: The biggest change for me were friends and friend groups because many of my friends had left for other Senior Schools.

Hadassah: How do you feel about PREP and subjects in Year 7?

Ishanvi: There's a lot more PREP than there used to be, and it is starting to get a bit harder, but I am managing well.

Hadassah: What is the change you are most proud of?

Ishanvi: I am proud that we've been given the opportunity to be more responsible.

Hadassah: Thank you Ishanvi!

Ishanvi: You're welcome.

I also interviewed Ms. Howie, one of the form tutors in Year 7.

"I liked it when we went surfing in Skern and definitely rock climbing."

"I like all the new opportunities."

"I liked Skern as it was so much fun!"

"I really enjoyed staying up late at Skern."

"I've really enjoyed the new friends I've mad so far and seeing the new science lab!"

"I liked Skern, the science practical experiments and being introduced to new friends."

"I enjoy the independence that we have and the range of new people in our year group."

"I like that everyone is kind, and if I need help or support, there are loads of people I can go to!"

"I loved Skern – that was my favourite part so far. In our groups, in Skern we all had so much fun, and I wish we could redo it every year!"

Hadassah: Hello Ms. Howie!

Ms. Howie: Hi Hadassah!

Hadassah: How do you feel about being a form tutor in Year 7?

Ms. Howie: I absolutely love the privilege that being a Year 7 form tutor brings. It's very satisfying seeing the journey that each student goes on from the beginning of the academic year until the end. I really enjoy creating a cohesive community.

Hadassah: What do you enjoy the most about being a form tutor?

Ms. Howie: One of my favourite parts of being a tutor is being able to see students in all different lights celebrating all the different things that make them unique and special. Whether it's eating delicious food at Diwali, or taking group Christmas photos by the Christmas tree, there's always something different which keeps us busy. A massive highlight is obviously the Skern trip too... Give me any opportunity to hone my surfing skills or do some walking in the countryside, and I'll be enthusiastic!

Hadassah: How did you feel as a Year 7 in Croydon High?

Ms. Howie: I remember feeling cautiously optimistic. It took me a little while to come out of my shell, so I am grateful I persevered. My very best friend of all time was in my Year 7 form (which was also based in Room 12!) but we didn't make friends until the summer term. That's the great thing about Year 7: there are always new adventures and new opportunities around the corner.

Hadassah: Thank you Ms. Howie.

Ms. Howie: You're welcome!

By Hadassah in Year 7





The Power of Writing

I have been writing, in some form at least, since the age of three. I filled endless notebooks with short poems and mystical stories inspired by my favourite fantasy novels. Yet I only began to truly explore this passion aged 10, writing short stories that were more complex in nature and forging my identity as a writer.

But the truth is, I was never much of a reader. I didn't read day and night, devouring every book I laid eyes on. I much preferred to listen to people speak, whether this was in a TED talk or documentary. I found it more intuitive. This approach led me to write my first major short story in 2020, titled Ivory Boy. It was inspired by various documentaries I had watched on elephant poaching and how impassioned conservationists were on the topic.

So, I crafted the tale of a young boy who was born into a family of poachers, and how the killing of his brother by an elephant spurred him to become more involved in this crime. I wanted to explore the perspective of a young poacher and how it can be so easy to blame without understanding the situation these young people are in.

Once I had written the story, I submitted it to the "Author of Tomorrow" competition, led by the author Wilbur Smith. The prize was dedicated to young adventure writers. Up till this point, I had never seen Ivory Boy as an adventure story, but when I looked deeper into the character's motives and journey, I realised it could be defined as one. I waited months for the results to arrive and realised I had been shortlisted in my age category (13-16) with two other talented authors. I had the opportunity to work with an editor, who helped me improve my work's clarity and amplify my character's voice to better convey my message. My experience allowed me to strengthen my presence as a writer and meet other young authors passionate about the literary arts.

Becoming skilled at writing comes with time and practice and asking for help from teachers and family allowed me to slowly but surely improve. Never believe that this comes naturally – we all have a unique voice waiting to be shared with the world. I hope my experience and background has inspired you to write, because it can open doors to so many opportunities.

Tara in Year 10

What makes a model Croydon High student?

At Croydon High we often discuss what is expected of us as students and what we can achieve as students in our school, but we don't often discuss what makes a model Croydon High student. To be a model student at Croydon High, your attributes may vary from bravery and perseverance, to having the ability to work in a team and lead a team.

I asked Mrs Bradshaw, Head of Sixth Form and a member of the Senior Leadership Team, what her thoughts were on this topic. She stated, "A good Croydon High student must be engaged, academically curious and companionate". These are all positive attributes of a model student but, to add to a teacher's opinion, I also wanted to discover students' opinions. I asked a few of my peers what characteristics they believe a model Croydon High student should possess and received answers varying from "being enthusiastic" and "striving to succeed in all that you do" to "standing up for what you believe in" and "fighting to get your opinion across to others." I was also told, "having the ability to deal with failure" and "being able to reach attainable goals."

Our school motto is, "May her character and talents inspire others". Not only does this mean we should celebrate the successes of our peers, but it also means we should aim to inspire and galvanise one another to thrive and flourish, increasing each other's potential and heightening their spirit and attitude.

Therefore, the characteristics that our teachers and pupils believe constitute a model Croydon High student shouldn't just be self-serving – to be a 'Model Croydon High student' you must also further another student's greatness and champion their achievements.

Looking around at each student in our school, you can see that trait in everyone, whether it be in celebrating another peer's high-test result or consoling a peer when they're down to ensure they rise above their challenges later.

This distinction in personality makes every student at Croydon High a model student and an unequivocally remarkable member of our school community.

Fitnet in Year 8



AMNESTY FUNDRAISER for Afghan Girls

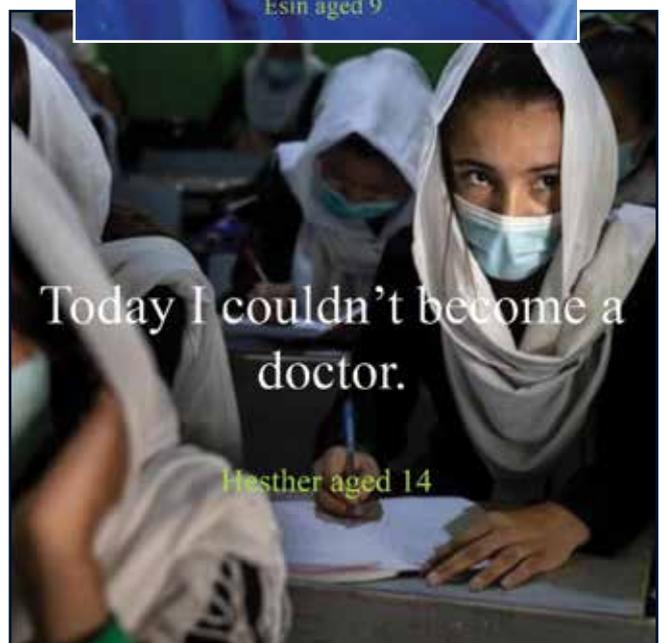
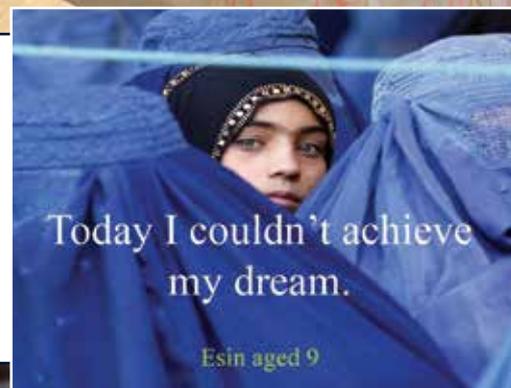
Since the beginning of the new academic year (2021-2022), Croydon High's Amnesty International club – a group run by Ms Tooke aiming to bring positive change, big or small, to our local communities and educating us as a school on current world events where we can make an impact – has been focusing on the tragic events that happened last summer in Afghanistan.

Specifically, the damage it has caused to Afghan women with their education coming to a halt and the journeys of female refugees simply seeking a home.

In aid of the situation the group has paired with Young Roots, an incredible charity providing help for young refugees settling into their new life here in London. The charity specifically targets the age range 11-25 by holding youth groups, taking them on trips and even dealing with complicated legal matters. Depina, from Young Roots, recently visited the Amnesty Group in one of their weekly Tuesday lunchtime sessions highlighting their job and seeing how they can make an impact in the future, especially with the girls' group.

The group created a poster campaign announcing a fundraiser which was held on November 19th. The fundraiser was a massive success, raising over £400 in just one lunch. The atmosphere in the hall while the event was being held was filled with positivity for such a great cause. There were stalls for everyone: cookies, temporary tattoos, a competition whoever guessed the number of sweets inside a sweet jar, a place to decorate your own tote bag and a raffle! The fundraiser was a hit and the group is planning to do similar events in the near future.

Bea in Year 8



Lockdown 2021

Despite the UK entering a third lockdown just before the 2021 new year, schools were fortunate enough to be exempt from certain restrictions – which meant our community was able to be together in person on the school site.

However, things were not “back to normal”. There were plenty of restrictions and provisions in place to protect our pupils and staff as much as possible – bubbles, 2m distance, one-way systems... etc. Here, some of our pupils reflect on that third lockdown.

Hadassah

“It was sad that we were in bubbles because it made it hard to interact with each other and even though we were in school, I still felt quite lonely because we couldn’t hug.”

Arwa

“I felt upset because I’m very social and not being able to interact with my friends made me feel quite lonely.”

Mahathi

“Troublesome technology. I hated being online, without the proper experience of a classroom environment. Having to social distance was hardest.”

Lorelei

“I couldn’t interact with any of my friends off-line which made me upset. I couldn’t travel and the holidays that I was meant to go on were cancelled so I couldn’t travel as well; it made me feel like I was trapped inside.”



Why I Love Creating Writing

Writing is a fantastic opportunity to express yourself. Whether it is sports, history, or geography, anything goes! This activity is so enjoyable and relaxing. When someone reads, they want to feel intrigued. A well-written story grips you right from the introduction and leaves you hungry for more.

I love writing because it's more than just words. In fact, it is endless paragraphs sprinting across the page, incredible descriptions streaming across every sentence, personification, verbs and nouns screaming aloud in your story. Writing makes me travel into another universe. A universe where I get to choose who I want to be and what happens next...

Fortunately, we have all the opportunities we need to

practise creative writing. If you have not tried yet, diaries and letters would be a great start. Even a short chronicle would get you started. The aim of every piece of writing is to get ideas out of your head before your thoughts disappear. Engage every part of yourself. Just let your imagination run wild and be proud of it.

It might be that you do not fancy writing, it might be that you never gave it a go. But there are different genres like comedy, horror, fantasy and even more than I can mention. Perhaps the reason you don't enjoy writing is that you haven't found your genre yet.

To be honest, how on earth are you meant to know what you love to write about if you don't even try? Be brave and give it a go!

Nina in Year 6

Why I Love Enterprise Technology

At Croydon High School, our Enterprise Technology classes are always fun and exciting. And in my opinion, Mrs Krishnamurthy (our teacher) is kind and makes all our lessons fun.

In Year 5, we are using microbits. We made a rock, paper, scissors game on the microbit so when you shake it, it chooses rock, paper or scissors. We also made a compass that says what direction you have turned it to. Soon, there will be a Year 5 competition with microbits. In pairs, everyone will make something to make the microbit look good.

Enterprise Technology lessons are cross-curriculum. For example, in one lesson when we were using microbits, we were making circuits, and for that we had to learn about circuits, which connects it to our Science lessons.

A while ago, the whole school took part in the Bebras challenge. In the Bebras challenge, all children had to answer logical questions from their age group, which was done in our Enterprise Technology lessons. Children then were given a

Anahira in Year 5



Why I Love Drama



Every Tuesday afternoon, our class 5W, really likes to do Drama with Mrs Broyd.

What is drama?

Drama is a lesson where you learn how to speak up! We do this by putting on plays and learning interesting poems. It not only teaches you to use your voice, but also how to use your facial expressions, your body and your imagination too.

Mrs Broyd helps us bring the words to life and gives everyone a part to play. She always gives us lots of helpful tips and advice along the way. She is a lovely teacher who is very expressive; she is enthusiastic about our learning and her lessons are always fun. She runs a Speech and Drama club at lunchtime too.

Christmas Poems

At the end of last year, we did a school concert. For the drama part, 5W performed a poem called 'Reindeer Rap' by Sue Cowling. It was a funky rap with a rhythmic beat and cool actions. 5B performed a funny poem called 'Christmas at Their House' that, in the poem, didn't sound fun at all! It had great actions related to the words they were saying. Everyone really enjoyed learning and reciting these poems.

What do other students and teachers think?

"Drama is really good and it also teaches me to face my fear, performing in front of other people."

Tani in 5W

"It helps me be brave, I really enjoy Drama!"

Zaynah in 5W

"Drama is an amazing subject as we get to pretend to be different people and characters!"

Mr Wilks

Drama is something that I look forward to every week, for the opportunity to learn and try new things. One of my favourite parts of the lesson is when we get to do improvisation. It's always really entertaining to see what everyone comes up with, in such a short space of time! Mrs Broyd is very encouraging and gives great feedback on what we did well and what we can improve upon. Overall, I think Drama is a wonderful and exciting subject.

Diya in Year 5



Why I Love Teachers

Croydon High is a brilliant school for girls aged from 3-18 years. It provides lots of opportunities to develop a child's personality academically and non-academically, ensuring that when the pupils graduate or finish their education they settle well with their community. The school has strong leadership and a very structured plan to develop a person.

The teachers are qualified and trained to teach the year groups according to their skills and knowledge. From my perspective, the teachers are kind-hearted and supportive. They encourage pupils to achieve their goals and work with them. The year groups are split into two classes, which gives them time to spend with their students individually and helps them to set realistic goals for their scholars. The people who find the subjects a bit more challenging than other pupils are offered support in specialist groups led by specialist teachers. The teachers explain the method to solve the questions clearly and make sure no one misunderstands the problem.

The school has a well organised sports department which offers a wide range of different sports including netball, cricket, hockey, football, swimming, etc. In the Junior School, P.E. is run by Mrs Botham and three gappies, who help around the school with daily tasks. The gappies leave the school after their gap year is finished.

Drama is run by Mrs Broyd in the Junior School. We have a club that runs from 8:00-9:00 which is called 'Speech and Drama', where pupils from Year 3-Year 6 do poems and pieces for their LAMDA exams. Kids who do 'Speech and Drama' are relied upon to take on any role in any production. Mrs Broyd also manages the productions and nativities. Reception, Nursery, Year 1 and Year 2 do a nativity explaining the story of the birth of Jesus Christ. All of KS2 does a production which takes place in the Senior School Hall about Christmas and Jesus. Then, Year 4 and 5 do a production based on a book or something else. The last production we had was the Wind in the Willows which I'm sure you parents may have heard of. Finally, we have an end of year production for Year 6 which would be their last show in the Junior School.

In the Junior school, our music teacher is called Mrs Delany who runs orchestra and choir for the pupils who know how to play other instruments apart from piano and who are above Grade 1. Choir is for anyone who enjoys or wants to

sing with a group of children in their year group. The people in choir are often relied on to sing harmonies or solos but Mrs Delany gives everyone a chance to sing a harmony or solo. If you find it uncomfortable to sing or act by yourself, the teachers will understand and will make sure that you will be with another person, so you'll feel more comfortable.

In Croydon High School, we have a code of conduct which lists all the expectations the teachers want from everyone. The teachers expect pupils to try their best at everything they do. Mainly, we aim to be kind and respect each other. This year, teachers also decided for the pupils to mark their books during lesson time so they can understand where they messed up during any questions and it's actually very helpful. It helps us learn how to recover from failure and show resilience.

Croydon High School is a brilliant centre of learning providing excellent education and extracurricular activities making sure the girls grow up as proud, confident and independent individuals ready to take on any challenges in life.

Sara in Year 6



Why I Love Sport



Physical activities are important within the school curriculum and their value cannot be under-estimated. This article explores how sport has been incorporated into everyday life for Junior School pupils at Croydon High School and the advantages of sports in education which benefits both the physical and mental self.

As well as sports lessons which form part of the curriculum, before school, lunchtime, and after-school sports clubs are provided to give further opportunities to any pupil who wishes to participate in the sporting life at Croydon High School.

At Croydon High Juniors, there are 31 sports clubs organised for the pupils in the Junior School, with clubs available from Reception to Year 6. Most are available to anyone who wishes to join, and a handful are invitation only. Some clubs are non-competitive, and some are competitive. This spring term will focus on 12 different sports: hockey, cross country, swimming, tennis, ballet, football, tag rugby, netball, cricket, Bollywood, gymnastics and taekwondo.



All students have to take part in the school curriculum sports activities, but you will be surprised to know that nearly all the students in Junior School undertake at least one extracurricular sports activity. In Year 6, approximately 1.5 hours each week are spent within school time on sport, and many more on average each week in extracurricular sports clubs. Most pupils from Year 4 – Year 6 elect to participate in multiple sports clubs as the number of opportunities



increase, and their understanding of the sport and skill level develops. Many Year 6 pupils take on responsibility roles, e.g. captaining their team in the weekly Year 5 – Year 6 netball league sessions in which 79 pupils participate, or by assisting in clubs for the younger pupils, e.g. Reception – Year 3 tennis clubs. This gives them a sense of responsibility towards nurturing their younger peers who often look up to their older role models, but also encourages friendships across year groups.

Croydon High School is part of the GDST network, which has enabled pupils playing in competitive teams to take part in many competitions against other GDST schools and local primary schools.



How Sport Can Help Us

There are numerous ways in which sports and physical activity help us and below are a few:

- Improving fitness, leading to a stronger heart, stronger bones, healthier muscles, better balance etc
- Increasing concentration levels, which often helps to improve performance in other subjects within the classroom
- Developing greater resilience as they face the inevitable ups and downs that sport brings
- Increasing levels of self-confidence and self-esteem
- Understanding the importance of commitment and self-discipline



- Learning to work cooperatively with others to achieve shared goals
- Making new friends (often from different year groups)
- Developing team collaboration and leadership skills as they move up the school
- Having fun in a structured environment - perhaps the most important aspect of all!

My Experience of Sport at Croydon High

I am currently in Year 6, and I joined Croydon High Juniors in Year 5. The sporting community made me feel very welcome. I have recently become a Sports Prefect, which is one of the Year 6 Roles and Responsibilities. Sports Prefects check team lists for fixtures and assist Mrs Botham with small errands. I love the sports clubs because they are inclusive, and the internal matches are fun and enjoyable. I feel that the encouragement and great coaching has definitely helped to improve my sports ability.

There is such a wide range of clubs to join. This term I am doing sports clubs at 7:30am twice a week at school and stay after school at least three times weekly to participate in matches or training. I enjoy the team bonding that we have, even travelling in the minibuses together to fixtures is fun. Last year I helped with the Year 1 Tennis Club at lunchtime, and it was lovely to chat and play with the younger pupils and even now we say hello and stop for a chat when we see each other.

Furthermore, the sports lessons have covered a wide range of activities. For example, in the Autumn Term: Football and Dance/Netball; in the Spring Term: Tag Rugby, Gymnastics. These are all fun to participate in and it is great that the opportunity exists to try out different sports each term.

I am very much enjoying Sports at Juniors and looking forward to what the rest of Year 6 has to offer!

Daisy in Year 6

With thanks to Mrs Botham for sports information at Juniors.



I have chosen to write about sport because it is a subject that I absolutely love and am extremely passionate about. The reason I enjoy it so much is because of the feeling I get when I exercise. Whether I am running or swimming, playing netball or hockey, tennis or cricket, I always get this amazing sense of freedom and happiness. I especially like team sports, because it can be fun working with others and learning from them.

At Croydon High, doing sport with other girls is incredibly fun as everyone works together so well. It creates a happy environment to be in when we all pull together, encouraging and helping our peers. I think that more people should do more sport more often because it is greatly beneficial to our mental and physical health. When you have put all your effort into a physical activity, you feel particularly good about yourself.

I did a little bit of research and found out some interesting facts about sport, which have made me love it even more. As I have said, sport not only helps your physical health, but also your mental health. Firstly, sport lowers anxiety and stress because it gives your brain something, other than worries, to focus on. Secondly, it tires you out, so you can get a deep sleep. Having a good night's rest can help your mood and create a positive outlook for the day ahead. Lastly, but most importantly, it makes you happy! When doing a physical activity, your body sends a chemical called endorphins to your brain, improving your mood. What's not to love?!

Another thing that is great about sport is the people! When going to competitions, you always get the chance to meet other competitors. Talking to others can make you feel less nervous, especially if you feel like you know a little bit about the people you are competing against. If you go to several events, you may even bump into someone you met previously and make friends with people from all over the country.

I also love the fact that there are so many ways to exercise. If you want to do something that is peaceful, you may choose to go on a run or a hike. If you want company, you could play a team sport, like netball, hockey or cricket. If you want to be on a team but do something individually, you could choose to do tennis, swimming or gymnastics. Whichever category your need falls under, there is a sport for you!

Tabitha in Year 6



Why I Love...Open Morning

Every year in October our school has something called open morning. Open morning usually falls on a Saturday. It's the only Saturday where some students come into their classes, wearing full school uniform, and do fun activities – in my class we built towers out of spaghetti and marshmallows.

Open morning is for new parents to come and visit the school, look at our work and decide whether this would be the right school for their daughter(s). Some students get to take the parents on a tour around the school, showing them our school facilities, like the classrooms.

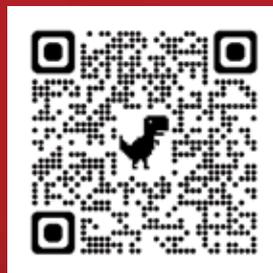
This year I got the opportunity to do that. I got to go with one of the parents and showed him the Holt Hall Foyer and the classrooms, at the end we went back to the office.

When we went back to the office a funny incident took place – the school dog Otto surprised us with a bark, which made me jump. It seemed like he wanted to be part of the tour! I personally like open morning; it is a chance for me to see new people join our school community and show them our brilliant culture. It's a very fun Saturday in school, although you wouldn't expect a Saturday in school to be fun! Like this year we got to have biscuits for a snack, and we did fun activities, like a maths game.

Unfortunately, in 2020 we couldn't have this event due to covid so instead there were virtual tours with Mrs Raja, Mr Wilks and many more teachers. Some teachers were featured in an uplifting video (scan the QR code to watch!), it really shows off the Croydon High spirit!

This was a great experience and I'm looking forward to being a part of this next time.

Samaira in Year 5



Reviews





Arts Week 2021 – Annie Production

In Arts Week in July 2021, a production of *Annie* was performed by Years 7, 8 and 9. This production was meant to take place in 2020, however, unfortunately it was not performed due to Covid-19 and instead re-scheduled to 2021. Here Chloé, who perfectly played Grace Farrell – the kind secretary of Oliver Warbucks – reflects on the three days in Arts Week when members of Key Stage 3 auditioned, collaborated, self-directed, rehearsed and finally performed a live-streamed performance.

Why did you want to be involved in *Annie*?

I wanted to get involved because the school productions always inspire me as a lot of effort is put in.

What was the audition process like?

We had to perform 'It's The Hard Knock Life' [a song from *Annie*] in a group of five. We then performed a short extract from a script.

How did the production take place to keep to year group bubbles due to Covid-19?

Each year group did a different section. There were four scenes per year (Years 7, 8 and 9.)

What skills have you learnt from taking part in *Annie*?

I have improved my skills of learning lines and working in a group.

Unfortunately, some actors were transferred to guided home learning on the day of the performance. Therefore, other members of their year group bubble had to learn a new role in only one day. Huge congratulations to those who did this.

Everyone who took part in *Annie* thoroughly enjoyed the experience and performed to a very high standard.

I would like to thank Mrs Webb and some of the sixth-form students for their fabulous directing. I would also like to thank Mr Suranyi and Mr Ting for their musical leadership. Additionally, I would like to thank Mr Bishop and some of the lower-sixth students for operating the lighting, cameras and sound.

Penelope in Year 9



Review: *Shadow Jumper* by J. M Forster

Shadow Jumper by J M Forster is an astonishing book with a fantastic storyline. If you enjoy reading adventure, mystery, danger, and jaw-dropping stories, I recommend reading this book. It hooks you right at the start when you meet the main character, Jack. He has a horrible skin condition that sees him massaging oil onto his skin for protection, he struggles in school because of this.

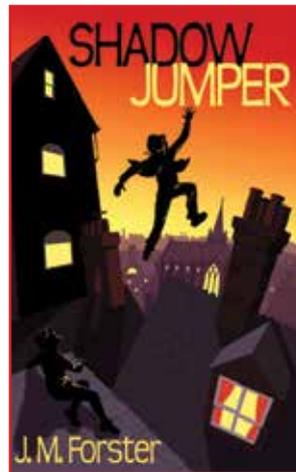
Jack's mum is always busy stressing that he needs to find friends but it's hard, so to get away from this pressure, he shadow jumps – this is where you leap across rooftops doing different jumps. For instance, you may twist off chimneys or railings. That's where he meets his soon-to-be best friend. Before long Jack and his friend find out his dad was a scientist, and they begin to make assumptions that his dad could have been experimenting on him as a baby and that is why he has a skin condition.

“Could this be the reason Dad was kicked out? Did Dad experiment on me? Is that why I have a skin condition because he experimented on me...”

Jack and his friend begin to question reality – was his dad the reason he has a rare skin condition? And if so, why did he do this?

This book was so enjoyable that I couldn't put it down. J M Forster has a unique writing style and a creative way of making it a pleasant read; she is a very descriptive writer and her books always meet the highest standards.

By Alara in Year 7



Winter Concert

On Thursday the 25th of November, the school organised a Winter Concert. Many relatives attended the concert, and some relatives also attended virtually! Unfortunately, the virtual showing was interrupted due to technical issues, although thankfully a link was sent out to a recording of the show, so that everyone could still view and hear it.

The Winter Concert was held in the evening and lasted a couple of hours with an intermission in the middle. Many thanks to the School's Music Department and Head of Music, Mr. Suranyi, who all worked hard to organise the evening. The concert was held in the main hall and it was made sure that the audience was socially distanced, to keep people safe yet still allow them to enjoy the music.

There was a great mixture of seasonal songs from various groups of people, such as the Year 7 and 8 Choir, Concert Orchestra, the Croydon High Ukulele Group, and many more amazing groups! A great range of music was played and sung, and everyone had a great time. So many talented

musicians and singers took part and were able to showcase their incredible music. There was a lovely atmosphere! Many kinds of music were played, such as winter themed songs, Christmas carols, secular Christmas music, classical pieces, and many other great types of music. Lots of hard work and preparation was put into the concert and the evening went really well! There were plenty of pieces of music for everyone to participate in and it must have been such a fun experience for everyone involved.

Ellie in Year 9



Whip-Crack-Away! Behind

Croydon High's annual, whole-school production is always a highlight of the school year for both those taking part and those watching in the audience. That is why it was so exciting to get a glimpse behind the scenes at the 2022 production of *Calamity Jane*!

The musical is loosely based on the real-life American frontierswoman and sharpshooter Martha Jane Canary, better known as Calamity Jane. Our rough and tough heroine "Calam" ventures from her remote home of Deadwood, Dakota to the bustling city of Chicago in the hope of bringing back renowned singer and actress Adelaide Adams, who is pined after by every man in Deadwood.

However, when she gets to Chicago, Jane mistakenly brings back Adelaide's maid, Katie Brown. Jane is heartbroken when her love Lt. Danny Gilmartin falls for newly arrived Katie. Chaos ensues...!

The production included over 80 cast members from Years 7-13, not to mention all the members of the amazing show band and backstage crew. The school production always shows the fantastic community that we have at Croydon High, with the Drama, Music and Art departments all working tirelessly to make this show as of high a standard as people have come to expect.

Rehearsals began on the 24th of September 2021 and every week at Friday evening rehearsals the world-famous songs of the show were brought to life! Each of the cast members, armed with a fitted costume and *Calamity Jane* cast hoodie, were so excited to bring this classic musical to the stage at Croydon High.

The pride that comes from being part of this production was put into words by lead cast member Fallon Vargerson, who plays Bill Hickok, when she said, "It's such a great opportunity to be one of the lead roles whilst in Year 10, I get to work alongside Mrs Webb, Mr Suranyi, Mr Ting, Mrs Grimshaw and all of the other cast and crew members to create a production we can be proud of."

Other cast members talk about how being part of the show is "fun, builds confidence and makes you feel as though you are part of a community."

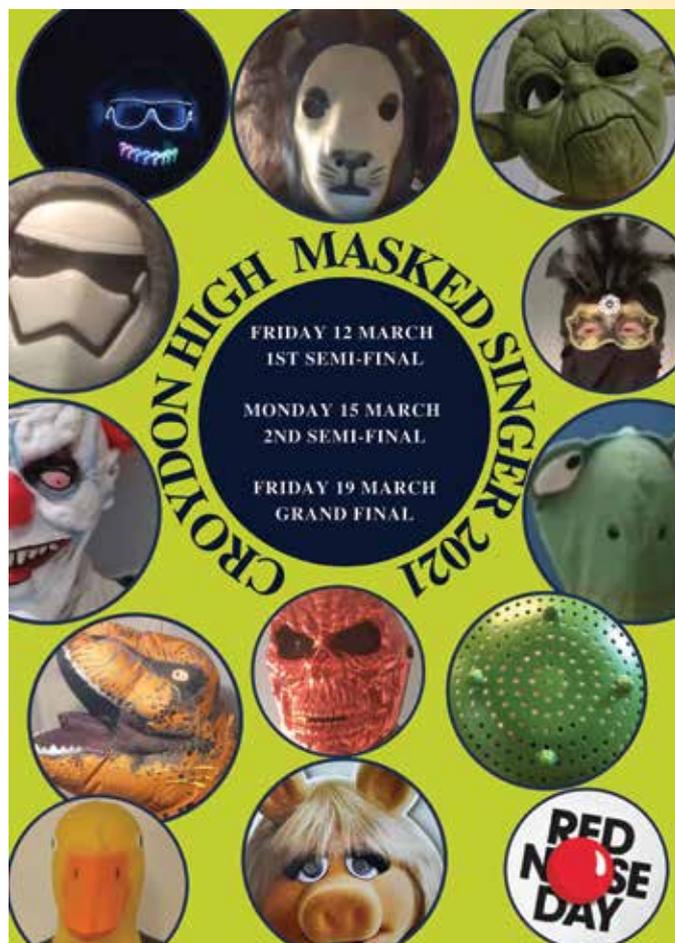
"I figure if a girl wants to be a legend, she should just go ahead and be one." – Calamity Jane



and the Scenes of *Calamity Jane*



Frogs, Pigs and Bejewelled Blackbirds



In the midst of the winter term of 2020, students and teachers alike were in and out of lockdown due to the Coronavirus pandemic. Spirits were down at the thought of Christmas 2020 being strange and different. And then the wonderful members of staff at Croydon High decided to group together to make a much-needed Christmas treat.

The students of Croydon High were treated to a unique version of *The Masked Singer*. For those not acquainted with the TV talent show, it involves celebrities dressing in elaborate costumes to disguise their identity, singing to popular songs, and leaving the audience to guess who is behind the disguise. Staff from all areas of Croydon High took up the challenge, disguised themselves in creative costumes – from frogs to Miss Piggy to bedazzled blackbirds – and lip-synced to a variety of classics from decades gone by.

The students watched as some of their favourite members of staff secretly took part in multiple rounds, competing for the all-important winning title. Students used Google Forms to guess which staff member was behind each disguise, choose

their favourite acts and ultimately pick the winner of the competition.

It is important to give thanks and recognition to the amazing staff members who chose to take part and give everyone a boost that helped improve a difficult year for so many people.

Having spoken to a number of students who were lucky enough to see the competition, it became apparent that students felt closer to their teachers after watching them, and it helped strengthen the sense of community at Croydon High between teachers and students in lockdown.

One student said that “it was an enjoyable and fun experience for everyone in a time where many were unable to see their friends and family.” It was certainly an experience that people are still talking about one year on!

No better example can be found of the undeniable team spirit and fun at Croydon High. Heading into 2022, another year of uncertainty, it is important to remember the small but all-important beacons of fun that the school has given us.

Alice in Year 10



Croydon Minster

In December, Croydon High celebrates the Christmas season in many ways, but one of the most important events is the Croydon Minster concert. Rehearsals took place all day on Thursday 9th December, so that we could make sure that the concert would be amazing! We were all so sad that we had to miss lessons...

All of Croydon High's choral groups took part in the concert. This included a choir featuring all of the students in Years 7 and 8, the Senior Choir, Chamber Choir, Years 7 and 8 Chamber Choir, the acapella group Blended, and the Junior Choir. The performance also included soloists and a string performance of Bach's *Christmas Concerto*.

Because of Covid-19 and the effects of the pandemic, we haven't been able to have a Minster concert in two years. So this year's concert was quite important because it's such an important musical tradition to the school.

I asked Mr Suranyi (the Head of Music at Croydon High Seniors) two questions about the Croydon Minster concert. These were his responses:

What are your personal highlights of the concert over the years?

"For me, it is the whole school community coming together at this special time of year."

When was the first Croydon Minster concert?

"The first Croydon Minster concert was in 2017, but before the Minster concerts, we had concerts at All Saints Church in Sanderstead."



Everyone performed absolutely brilliantly, which made the audience extremely impressed. I think that we made up for the two years missed with this year's amazing concert! Hopefully the next concert will be just as amazing as this one.

A special thank you to Mr Suranyi and other staff in the music department for putting so much effort into all of these concerts.

By Ahaana in Year 7



A Leaver's



Upper Sixth Art Exhibition 2021

...the exhibition will be held in the school hall...

...the exhibition will be held in the school hall...



Upper Sixth Art Exhibition 2021

...the exhibition will be held in the school hall...



Upper Sixth Art Exhibition 2021

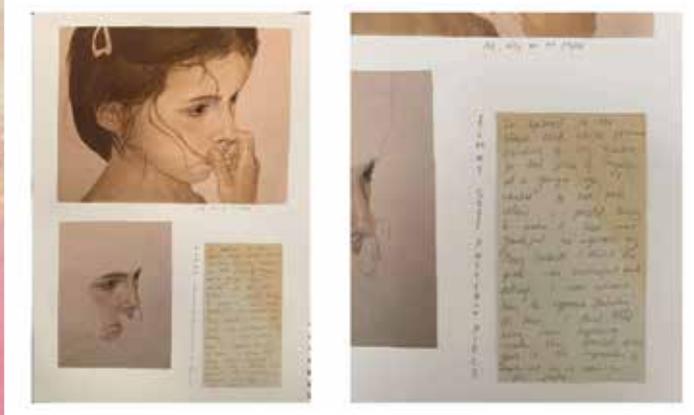
Friday 9 July 2021

7.00 - 5.30pm

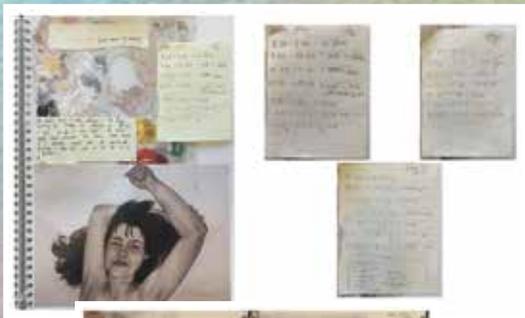
You are mainly invited to your daughter's A Level Art exhibition and we look forward to sharing a glass of something nice and celebrating her amazing work and fantastic achievements.

Please come to the main Sussex School reception on the day and I will meet you there.

RSVP - 01889 541 000 x11



Journey...



Leaver Isabella tells us how she got to where she is today, reading History of Art at the University of York.

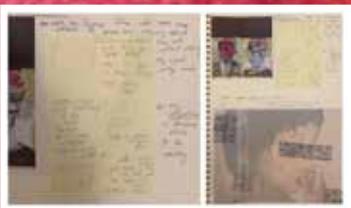
I first realised my interest in Art in Year 9 and from there decided to study it at GCSE and A level. Although I learnt a lot at GCSE level, I learnt even more through A levels, and even though it was a challenging two years, I also really enjoyed it.

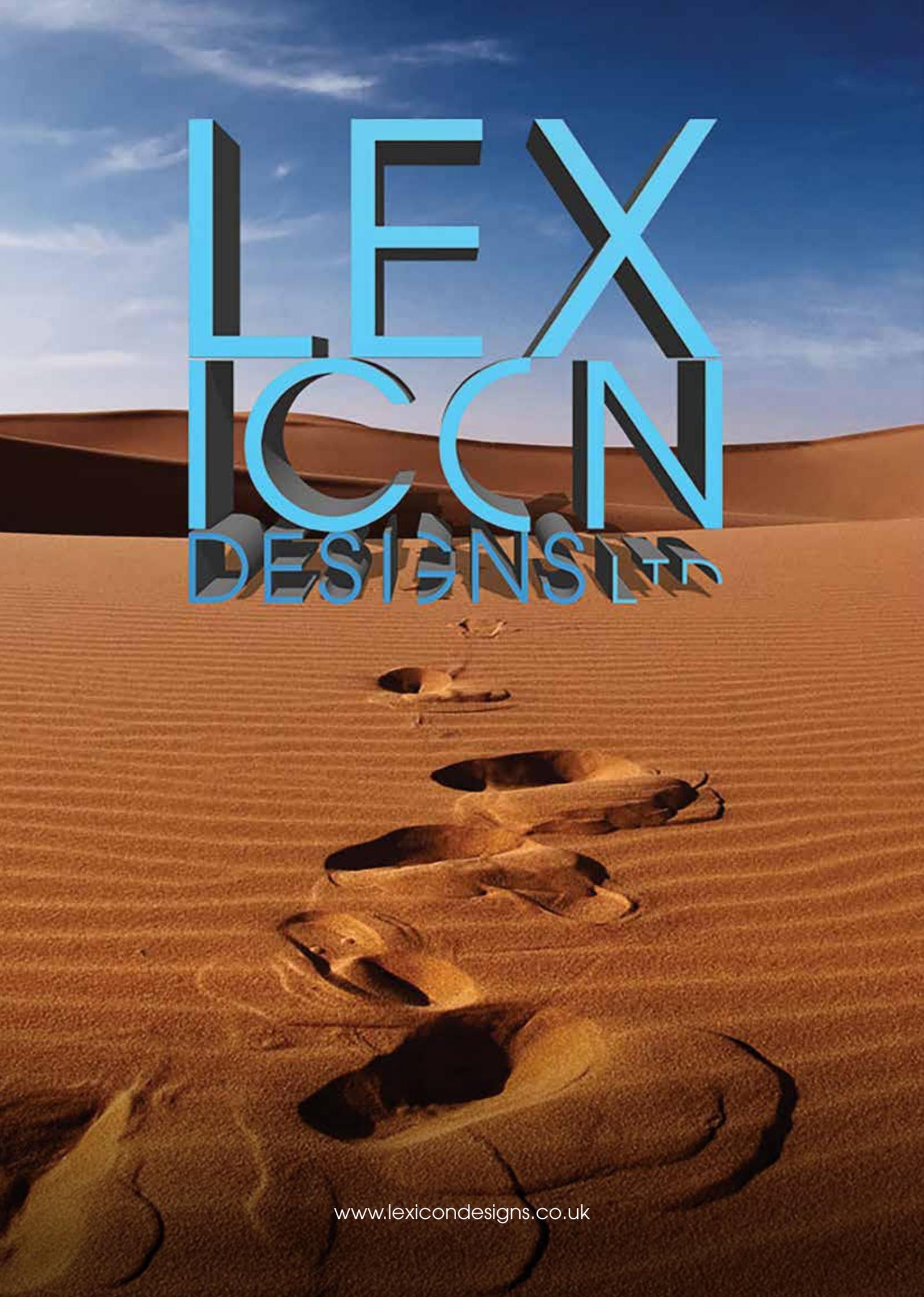
The freedom at A level to create art which reflects personal thoughts and experiences has made finishing the course even more rewarding and made me even more passionate about the subject.

I mostly create portraiture, primarily using oil paints, as it was the genre that sparked my love for art. Throughout my A level I painted myself and my family, which led to my final pieces being focused on portraying these people as accurately as possible.

My love for Art has brought me to where I am today... studying History of Art at the University of York!

By Isabella P, 2021 Leaver





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Whilst every effort has been made to ensure accuracy throughout the magazine, we hope you will forgive any minor errors.