

# Headlines



NORTHAMPTON  
HIGH SCHOOL

Termly Parent Newsletter  
April 2021



## Welcome back!

Whilst writing words for this summer edition of Headlines, I cannot help but reflect upon the enormous challenges that we faced so far this academic year...

a continuing global pandemic and repeat national lockdown, and all of the wide-ranging and far-reaching implications that this had for us as individuals and as families - and I doubt many of us remain completely unaffected by the impact that COVID has had on our own mental and physical health.

Since this time last year, we have physically been together as an entire community in term time for fewer days than we have been apart. We are not alone in this, of course, and we have certainly made the best of a challenging situation for all, but as the country starts to open up again I feel cautiously optimistic that there is a light at the end of this tunnel now.

I am optimistic, too, that the final weeks of the 2020/2021 academic year will bring some joy and good times for our whole school community as we continue to teach, learn and be together as a community. We will celebrate the school's 143rd birthday on 4 May, create special memories for those U5 and 6.2 students completing milestone points within their educational journeys and share the excitement of all those preparing to transition to different sections of the school.

Mrs Bing, our Nursery Manager, talks about this below, as her Pre-school students prepare to transition to Reception after their 'graduation' from Nursery, and she shares with us the joy of learning for all in Kipper Room, Elmer Room and Pre-school.

Mrs Davis and Miss Milne highlight and celebrate our membership of the GDST in their article 'Collaboration, Collaboration, Collaboration', speaking of the many Trust-wide initiatives that Junior School students took part in during lockdown, from Junior Techathon to Opera, and of the in-school and wider collaborations, too. They also speak of the resilience of the students over the past months - a theme that applies to all sections of the school and each member of our community and is picked up in Mrs O'Doherty's piece on pupil support and wellbeing. Mrs Cantwell celebrates the achievements and future plans of our Sixth Form students whilst Mr Rickman reflects on the outcomes of a survey on the impact of Guided Home Learning - both academically and emotionally - and of the wider work of Mrs Debbie Hill, Teacher of German and Trust Consultant Teacher for Educational Research.

These articles are reflective and forward thinking in equal measure and fill me with a sense of pride for all that students and staff have achieved over the past few months. It has (as we all know and I have said numerous times) been an extraordinary year, but it is time to look to the future now, to take strength from these achievements and all that we have learnt about ourselves and to move forwards.

If the road out of lockdown keeps to its promised route we may well end the academic year with four weeks of 'normality', and I very much hope that this is the case for the sake of all. We have a busy and exciting term ahead of us and to celebrate this - and all that we have achieved during this unprecedented year - in person would be wonderful.

Here's hoping! In the meantime I wish parents, guardians, staff and students a happy and successful term.

**Caroline Petryszak**  
Headmistress

## School Birthday

The school's 143rd birthday falls on the early May bank holiday this year so we will celebrate it on Tuesday 4 May 2021 with the usual cutting and eating of cake!



## Collaboration, Collaboration, Collaboration

There is always so much to share about the exciting learning programme that the girls embrace in Junior School and the Spring Term is no exception, both during the Guided Home Learning and the exciting, physical return to school during the last three weeks of term.

A particular thread throughout the term was the strength of collaboration, in our school, within the GDST family, and outward-looking to the wider world.

In school, a notable feature was seeing how brilliantly our Year 6 girls worked together and used their leadership skills in their Captain roles, from setting challenges to judging competitions. These in-school collaborations were wonderful and our Captains did a great job, for example in helping to judge the Singing Competition and setting and judging an Eco Poster competition during Science Week. There were also shared activities on Safer Internet Day to World Book Day events, during which there was a wonderful sharing of stories and much dressing up as favourite characters, of course! This is to name just a few!

The girls across the year groups also joined other girls from the GDST family for large collaboration events - from Junior Techathon (Years 1 and 2) where the girls learnt about Eco Coding. It was amazing to see the creativity, both within school and across our sister schools when the girls were asked to program a robot by selecting the least or most environmentally friendly packaging. Other exciting GDST collaborations included the Shakespeare storytelling workshops, which were run for girls across the age ranges from the Globe Theatre, and the Opera project that our Year 5 girls loved. These really inspiring events opened doors, enabling the girls to skip into different worlds of opportunities.

Maths continued to rock at Northampton High School and the participation in the GDST Times Table Rockstar competition was such a motivating way for the girls to improve their times tables. Girls in Years 3 and 4 took part in a weekly Art Collaboration project with four other GDST schools. Girls and teachers benefited from the high-quality teaching offered by different art specialists leading each session, where they learnt about local female artists and sculptors from around the country before creating their own interpretations. It was fantastic to see how the girls talked confidently about their work to girls in other schools and how well they were able to critique one another's work.

With a global perspective, the Year 6 girls and teachers were pioneers in the GDST for the 'Across the Pond' collaboration, where older girls from a school in San Diego joined our girls for dialogue, quizzes and learning about each other's lifestyles. The level of insightful questions our girls asked and the comprehensive answers they gave to questions from the older students is a tribute to the education they have received and the confidence they have gained.

We could go on, but hope this summary provides a flavour of our collaborations which have literally made a world of difference, by enriching our learning programme for the girls in a variety of ways and giving them a wealth of additional, new experiences to relish and enjoy.

**Mrs Davis, Acting Head of Junior School**  
**Miss Milne, Consultant Head of Junior School**

## Preparing the women leaders of tomorrow – views from the Sixth Form

6.2 returned this week focused on revision for the assessments in May which will contribute to the “basket of evidence” that will be used by subject teachers to award their A Level grades. They have ambitious offers from a range of universities, some following other NHS Alumnae to study, for example, International Business Management and Spanish at Bristol, Mathematics at Edinburgh, Medicine at Nottingham, Chemistry at York, Natural Sciences at UCL, Classics at Durham and Theology, Religion and Philosophy at Cambridge. Others are breaking new ground studying English and Film Studies at UEA, Rural Entrepreneurship and Enterprise at the Royal Agricultural University, Sports and Exercise Science at Loughborough and Paramedic Science at Oxford Brookes. Lia H has secured a very competitive degree apprenticeship in Business Management with Tesco, successfully negotiating the virtual assessment process and being made an offer from a field of 16,000.

Many students are planning to spend a year studying abroad as part of their degree inspired by participation in the 2019 Sixth Form visit to California, exchanges to France and Germany or their recent experience of the Erasmus projects with schools across Europe. We are looking forward to restarting our extensive programme of trips and visits as soon as we can as they make such a huge impact on all the students who take part, inspiring them and giving them the confidence and skills to embark on their own unique and independent adventures.

We are delighted that Sophie C, our applicant for the coveted GDST Minerva Award has reached the final shortlist this year. This prize is awarded to one outstanding student each year from the students nominated by each of the 25 Trust schools and we wish her every success as she progresses to the final interview.

We look forward to celebrating the achievements and contribution to the school of our Class of 2021 at the Leavers’ Reception in May when the NHS Laureates will be awarded.

The 6.1 students have embraced all the opportunities available to them with great enthusiasm and positivity this year. In addition to their A Level subjects they have had the time and flexibility to explore other areas of interest through the Sixth Form Electives programme and the cross Trust GDST Life platform, building an individual portfolio that will open doors in the future. Many have chosen an EPQ, Extended Project Qualification, allowing them to research an area of interest and develop skills which will be greatly beneficial once at university. Others have chosen from a range of MOOCs, Massive Open Online Courses, offered by universities across the world, or taken the Politics and International Relations, Film, Computer Science or History of Art programmes. Following our Higher Education Evening in February, 6.1 have been exploring options for Higher Education and Careers by participating in virtual university masterclasses and open days and the Careers Insight Days organised by GDST. We are looking forward to welcoming Professor Sasha Roseneil, alumna and Dean of Social and Historical Sciences at UCL who will deliver our World Class Universities Seminar next week sharing her expertise to ensure our students know what is expected of a successful applicant to these institutions.

We are currently in the process of appointing the new Sixth Form House Leadership teams having appointed the new Sixth Form School Leadership team before Easter and have had a record number of superbly qualified applicants for all the posts available, reflecting the high level of commitment to our community and the pleasure the students get from leading projects and activities across the School. The recent virtual hustings demonstrated the confidence and poise of each candidate, skills developed through debating and other opportunities for performing and public speaking that occur regularly in school. We are looking forward to seeing their creative ideas in action this term.

**Mrs Cantwell, Director of Sixth Form**

## Nursery and Pre-school

We would like to send our congratulations to Miss Emily Treverrow and her partner Sam, on the safe arrival of their little boy, Alfie. We are looking forward to seeing them all and for Emily to be able to bring Alfie into school to show him off.

As we enter the summer term, Pre-school pupils are beginning to get excited about the move to 'big school'. We have a programme that will support the transition to Reception, with plans that include sharing some special activities with the Reception teachers and the current Reception class (once we are allowed to join bubbles).

We are continuing to develop the girls' independence, phonics knowledge and mathematical skills, ensuring that all the foundation knowledge is strongly embedded.

Throughout the Nursery and Pre-school, we are encouraging the girls with their phonics, practising the letter sounds along with the letter names. We are looking at the local environment to find sounds in different fonts, initially looking for special sounds, such as the ones in our names then adding more. We are also practising our listening; if we listen really hard we can hear lots of sounds - these could be animals, types of transport, or an ice cream van. Focusing on listening helps your child with her communication, such as to hear how letter sounds join together to make words, to develop concentration and focus - all skills that will help throughout their school career.

Plans are underway for the Pre-school Graduation, more details to follow shortly.

All of the Nursery and Pre-school pupils joined with the school in Science Week at the end of last term. One of the activities was to watch a runner bean seed grow; we extended the activity with the story of Jack and the Beanstalk. The girls have returned ready to plant the seedlings and to then wait to see if we get broad beans in the next few months. There has already been lots of discussion about how the seeds have changed, which has grown the most, which has the tallest stalk, and how we can continue to look after them to help them grow.

We have adapted the story of 'Going on a Bear Hunt' to going on a shape hunt, looking for shapes in everyday objects. Some of the children have been focusing on specific shapes, such as finding circles on vehicles, buildings and clothing.

We have been developing our imagination and role play skills, using everyday objects and making them into something else. We have been gifted some tubes which the children have been unitising to extend their storylines within their play. One day, a group of girls took the tubes and stood them all on end to create a house, after some discussion they decided that they needed to create a bed to be able to share some stories. Together they took the tubes and laid them side by side within one of the nooks until the floor was covered, taking a selection of their favourite stories with them. The girls then got comfortable and read to each other. They encouraged other children to join them, some taking on an adult role, while others were tucked in with a bedtime story.



As the summer months approach, we are hoping to be able to invite parents back into the Nursery and Pre-school to join us for some stay and play sessions. Whilst we have been very lucky within Early Years to be able to make the days as 'normal' as possible, we are looking forward to sharing experiences with all of our parents.

**Mrs Bing, Nursery Manager**

## Junior School

Our key reflection from the Spring Term is that whatever challenges this world pandemic has given us, the girls and staff at Northampton High School have acted with extraordinary fortitude. This has been hugely uplifting on a daily basis.

As educationalists, we often talk about the attributes or key characteristics that we seek to help the girls develop and, indeed, further develop in ourselves. It is inspiring that we have observed so many of these for real during this last term, and over time, in the context of the learning journey we have all been through, children and adults together.

Take resilience for example; we observed how the girls adapted to and maintained, every school day, tremendous 'stickability' to their learning. Creativity was at the forefront of how they presented ideas to set tasks and it was incredible to see, as time went on, how their individuality really shone through. Given the importance of being a 'lifetime learner', just think of the skills which a seven-year-old can now bring to the learning process, and the resulting confidence and competence gained in accessing information, in a variety of ways and at a very tender age. The return to school brought yet another change; some routines had to be re-established while others had to be learnt afresh, and yet the girls showed tremendous thoughtfulness and kindness in helping and supporting each other, both during their lessons and in their outside play - this was a joy to see.

This all applies to us, as adults, as well. There has never been such a huge shift and step up in education and, indeed, in our lives. The Junior School staff have demonstrated the most amazing

capacity for change and have developed incredible skills in teaching and learning, and at such a rapid pace. They have also demonstrated great understanding and compassion in their support of the whole school family, in so many different ways. We celebrate the many qualities that colleagues have shown, from working tirelessly to embracing totally new ideas and learning together. Above all they are to be commended for always holding to their hearts our dedication to 'Girls First'. Our thanks are sincere and deep.

Last, but by no means least, we recognise the fantastic work you have done as parents, how you have had to juggle often conflicting demands whilst helping your daughter(s). We appreciate the warmth and utter support you unstintingly give to our school community.

Without doubt this is another wonderful illustration of the special nature of our girls and staff, as well as you, our parents, at Northampton High School. Has it always been easy? Of course not, but the genuine camaraderie, along with thoughtfulness and care for the girls and for each other, is exceptional and we are so looking forward to an exciting time ahead during the summer term; one we intend will be bursting at the seams with fun, laughter and learning together.

We look forward to welcoming you all back into school at the earliest opportunity - it will be a magical moment for sure.

**Mrs Davis, Acting Head of Junior School**  
**Miss Milne, Consultant Head of Junior School**

## Senior School

As we reflect on the impact this incredibly difficult year has had on society generally, we are mindful of our responsibility to learn from the situation to make our school a better place for our pupils. For this reason we have been designing programmes to investigate how students and families across the school community experienced Guided Home Learning (GHL) over the two lockdowns.

Debbie Hill, as Trust Consultant Teacher for Educational Research, has already written in High News about her work, which will also include surveys and interviews of staff members as well as families and pupils. As a formal piece of peer-reviewed research, Mrs Hill will be working with the wider GDST community to develop detailed evidence of the extent to which GHL impacted on progress and innovation in teaching and learning.

## Senior School

Her research will continue over the next few months to include focus groups and work with selected students and teachers in school.

At the end of last term, I also ran a shorter research programme with alternate year groups (Years 5, 7 and 9) to gather more experiential information about GHL from both students and families. This, less detailed work, will inform our thinking in the coming weeks and will give an insight into the ways we can improve the learning experience of anyone who has to work from home because of the pandemic. It will also help us understand the wellbeing implications of GHL so that we are better able to plan for remote learning if this should be necessary again on a wider scale.

Initial findings from my surveys show some very pleasing views about the GHL programme we put in place across the school over the last year. The surveys were anonymous and were designed to match parent/guardian and pupil views in a number of areas. The most positive responses from all groups related to the enjoyment of lessons, with a high proportion of respondents saying they found them enjoyable or very enjoyable. Lessons were also seen as positively challenging and the majority of pupils said they looked forward to GHL sessions. These positive findings will be appreciated by teachers who worked extremely hard to develop interesting and vibrant lessons online. Perhaps unexpectedly, respondents were also positive about the amount of exercise they had taken during the GHL periods. This is testament, at least in part, to the excellent work of colleagues in the Sport faculty whose online lessons were appreciated by many and received positive feedback in written comments.

## Pupil support and wellbeing

Children and teenagers are incredibly resilient and, as Mr Rickman's piece above indicates, the last 12 months have certainly been a powerful test of this. Resilience is often seen as the ability to deal with difficult situations and 'bounce back' from them and no doubt you have all read or heard media reports that suggest the current generation of young people are not at all resilient - an opinion I tend to disagree with! What is overlooked is that in order to be resilient in the longer term, young people need to be supported through difficult situations to which

The least positive responses came in the questions about pupil tiredness and concentration levels in the online learning environment. This evidence backs up anecdotal experiences from teachers, who were aware that working online for extended periods could lead to reduced concentration levels. In some comments in the survey, it was clear this had been addressed in part by teachers, however, this is certainly an area for further discussion. Distractions in the home environment were also an area which caused concern for both parents/guardians and pupils. This response is backed up by research from other sources and one of the reasons why we asked pupils to keep cameras switched on in GHL, as it improves communication between teachers and pupils, and builds a better sense of community.

Finally, on the question of mental health and wellbeing, while anxiety levels among pupils was a less positive area in the survey, learning from home in lockdown was seen by the majority of respondents as having a neutral effect overall. Some individuals were clearly more affected by this than others and it will be an area for further research and discussion, not just following this research, but as part of our ongoing commitment to supporting our pupils' wellbeing in and out of school.

I would like to thank all the participants in these surveys for the insight you have afforded us. If you have any questions about our research-engaged programmes, I warmly invite you to get in touch.

**Henry Rickman - Deputy Head Academic**

they have not before been exposed. How else could they know how to deal with a situation if they have never met it before? The technology explosion, the pandemic, the fast-paced and image conscious society in which they are growing up is new to all of us and so the need to help our children through this is even more important. 'Twas ever thus that teenagers did not feel their elders understood what they were going through, but it has never been more true than now.

## Pupil support and wellbeing

I consider our pupils exceptionally lucky to have a team of knowledgeable, supportive, well-read and well-trained staff to help them navigate these difficult times. Our focus is on being proactive in our care and wellbeing work in order to equip our pupils for the challenges they may face before they reach them. Our 'spiral' approach to PSHEE, which involves covering a range of personal, social, health and economic topics annually in an age appropriate way, building the toolkit from Reception through to Sixth Form is just one way in which this happens.

The summer term will see the launch of another proactive strand in the form of our Wellbeing Workshops, run by our Wellbeing Assistant, Mrs Humphrey. The purpose of these workshops will be for small groups of pupils from Year 4 upwards (grouped by age) to work on understanding how to overcome anxiety, trauma, to turn around negative thoughts and build resilience. Several staff have also had recent training on supporting pupils through bereavement and all teaching staff have participated in training on supporting teenagers with disordered attachment to get the most out of their time in school.

I have recently been reflecting upon the changing role of school teachers over recent years. Whilst the profession has never 'just' been about teaching one's subject, increasingly teachers are required to meet the needs of all pupils in their classroom, both

educational and emotional, managing challenging behaviours that sometimes comes with those needs, as well as ensuring all pupils learn well. Support for teachers in meeting these needs is, as a result, vital and during the next academic year I am delighted that we will be able to offer 'supervision' for staff.

Supervision is well known in the medical and clinical fields of work but I am delighted that GDST have seen the importance of offering this support to teachers too. In brief, supervision provides a bounded environment in which a person can discuss difficult and challenging matters which arise in their day-to-day work. It combines mentoring and emotional support to enable the person to manage situations and work towards effective outcomes, ensuring that the person does not carry around emotional baggage of emotionally challenging experiences.

This may sound very focused on staff, but this piece is very much about pupil wellbeing. It is my strong belief that our staff can only effectively support our pupils if they are well trained, well supported and given the opportunity to leave difficult situations aside at the end of the working day.

### **Adèle O'Doherty, Deputy Head Pastoral Care & Guidance**

## Staff News

### **Mr Christopher Bailey**

As I said in the newsletter at the end of last term, I have been fortunate to work with many inspiring colleagues over the years, but Mr Chris Bailey was a giant amongst them: a force of energy, a brilliant teacher, a great leader and - above all - a wonderful human being. He will be missed by all of us, but particular by Junior School and Nursery pupils and parents and all those who had the pleasure of working with him during his all-too-brief time at the High School.

Mr Bailey spent his last days in the Cynthia Spencer Hospice where he was made to feel as comfortable as possible and from where he sent his final message to me - and no doubt many others -



stating how much they cared. His family would like to give something back to the hospice, so if you would like to donate in memory of Mr Bailey, please do so through our JustGiving page here:

<https://www.justgiving.com/fundraising/northamptonhigh-cs>

In time, we will find a way to commemorate Mr Bailey's time with us and more information will follow.

## Staff News

### Staff Welcomes

Since the start of the Spring Term, we have welcomed the following colleagues to our team:

- Mr Dominic Burrows - Cleaner
- Ms Carlota Larrosa - Teacher of Spanish
- Miss Katie Milne - Consultant Head of Junior School
- Dr. Shelia Thomas - Subject Leader, Psychology
- Mr Robert Walker - Teacher of Classics (starts 28 April 2021)

### Director of Finance and Operations vacancy

Further to my emails to staff, parents and guardians, our Director of Finance and Operations (DFO), Mrs Agnes Chiano, made the difficult decision to step down from her position from Friday 16 April. Mrs Chiano has loved working for the GDST and stated that she would recommend Northampton High School wholeheartedly.

We are now looking for her successor so, if you are interested in the role, or know somebody who may be, please see further details via the GDST website: <https://www.gdst.net/careers/vacancies/>

### Governors

Mrs Karen Holland, School Governor, resigned from her role during the Autumn Term to focus on career commitments and we thank her sincerely for all that she gave in service to the school. We are delighted to welcome Mrs Sharn Nandhra to the governing body. Sharn is a current parent and brings valuable skills and experience to the team. She has kindly agreed to work with Mrs Amanda Wilmot to support the delivery of the GDST Charter for Action - Undivided, alongside Mr Nick Allen, Governor and our own staff volunteers.

May I extend sincere thanks to Mrs Deirdre Newham, Chair of Governors, and all members of the High School's governing body for their sustained commitment, continued support and incredible compassion during what has been such a challenging year.

### Staff Farewells

We also said goodbye to the following colleagues during the spring term, thanking them for all that they have done during their time at the High School:

- Mrs Natalie Anderson - Cleaner
- Mrs Agnes Chiano - Director of Finance and Operations
- Mrs Amanda Cox - Office Manager
- Mrs Jean Graham - Cleaner
- Mrs Linda Leadbetter - Classics Teacher
- Mrs Zita Monterio - Cleaner
- Miss Sam Morgan - Cleaner

### Staff congratulations and thanks

Miss Sandy Orvoen steps into the role of Head of Faculty for Languages, initially until August 2022.

Sandy is looking forward to building on the excellent work of Mrs Debbie Hill who stepped down from the role at the end of 2020. Priorities will be to maintain the international focus within the faculty and to develop the new course of Global Outlook in U4.

### Baby news!

We congratulated Miss Anna Chapman, Head of Year 7 and Subject Leader of Psychology on the birth of her baby boy, Louis James (below left) on 20 January 2021, weighing 7lb 7oz, and Miss Emily Trevorrow, Nursery Nurse, on the birth of her son Alfie (below right) on 30 March 2021, weighing 5lbs 3oz.



# Undivided

The road to true equality and equity in opportunity is, of course, a journey and one that organisations across the world are at differing stages. As schools within the GDST, we are all on this road, and are working in similar and different ways to reach a common goal.

At the GDST level, the programme 'Undivided' was established in the summer of 2020, committed to forming a steering committee to work on a GDST Charter for Action. This committee is drawn from across the GDST and involves students and alumnae as well as staff. The Charter for Action was published just before Easter, and can be found below.

As a school, we have a staff inclusion working group comprising 15 members of staff from across the school. A programme of initiatives is being rolled out and more information about these plans will be shared soon. We are also working with our students, governors and other stakeholders to ensure that the Undivided Inclusion thread is robustly integrated in all that we do as a school. We look forward to sharing progress so far with parents in due course.

# UNDIVIDED

THE GDST IS COMMITTED TO DIVERSITY,  
INCLUSION, AND REAL CHANGE

## GDST Undivided Charter for Action

The GDST is **Undivided**.

Undivided in our commitment to putting our pupils first.

Undivided in our fearlessness.

Undivided in our sense of family, where every individual is valued, respected, and included.

In our mission to continually grow and improve, we set out the following Charter for Action.

We recognise the work that has been done to date and we acknowledge the steps that need to be taken to further improve the experience of everyone in our community. These are our commitments:

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### 1. A culture of inclusion

- The GDST will continue to embed a culture of inclusion. A family of schools where everyone feels that they belong and where every person is valued and supported. This will encompass what and how we teach, the role models we elevate, the voices we amplify, and the cultures and faiths we celebrate.

### 2. Pupils – education and the school experience

- The GDST will support schools to create opportunities for pupils to share feedback, discuss ideas and contribute to their whole-school diversity and inclusion strategies, as well as that of the GDST.

- Every school will provide a representative to a new GDST Student Diversity Council which will feed into organisation-wide action plans for increased diversity and inclusion.

- The GDST will ensure that school policies are clear, visible, and inclusive of every pupil.

- The GDST will regularly survey our pupils so that their experiences can be channelled to make measurable improvements.

### 3. Schools

- The GDST will support each of its 25 schools to work with their school governors and other stakeholders in developing their own pledges on diversity and inclusion; the GDST will assess progress annually.

- The GDST will expect senior school leaders to engage with families regularly, to ensure everyone feels listened to and represented.

- The GDST will expect schools to share resources to help their wider school community to educate themselves on issues of diversity and inclusion.

- The GDST will encourage schools to share resources and work collaboratively with local schools in activities and subjects that support a diverse and inclusive education, as part of ongoing outreach work.

#### 4. Staff, trustees and governors – representation, recruitment, training, and progression

- The GDST will regularly review its recruitment policies and practices, and ensure those engaged in recruitment are equipped to draw candidates from as wide and varied a pool as possible.
- The GDST will provide a robust programme of training for all staff on issues of bias, beliefs, and behaviours.
- The GDST will further enhance our continuing professional development programme to support the career progression of all staff.
- The GDST will commit to appointing candidates to leadership and governance positions that better reflect the diversity of our students and of society.

#### 5. Alumnae – empowering our girls and alumnae through the power of our network

- The GDST will share progress against our Charter for Action with our alumnae and seek their input into our Undivided programme, to learn from their lived experiences and harness their expertise.
- The GDST will engage with our alumnae to provide inspirational role models for the younger generation through talks, interviews, and mentoring, sharing their stories and celebrating their journeys, especially those from under-represented groups.

**We will set meaningful and challenging targets for our work in all these areas, and share progress with the GDST community regularly.**

### Term Dates

<b>Summer Term 2021</b>	
Monday 12 to Wednesday 14 April	Foundation + Holiday Club
Thursday 15 April	First day of term starts
Monday 31 May	Half term (1 week duration)
Tuesday 1 to Friday 4 June	Foundation + Holiday Club
Friday 16 July	Term ends (day finishes at 12 noon)
Monday 19 July to Tuesday 31 August	Foundation + Holiday Club

<b>Autumn Term 2021</b>	
Monday 6 September	First day of term starts
w.c Monday 18 October	Half term (2 week duration)
Friday 17 December	Term ends