



– NEWS FROM –
**Prep to
Sixth Form**



**Bringing the Farm
to the Screen:
A Reception Class's
Virtual Adventure**

**The Vital Importance
of Girls' Education**

**Spotlight on Physics
Year 7 through to Sixth Form**

High Flyer

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High Flyer

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Welcome

Welcome to the 64th edition of Manchester High School for Girls' High Flyer Magazine.

As always, in this Winter edition, we are celebrating our students' achievements both inside and outside of the classroom. We are also recognising the hard work and accomplishments of our dedicated staff, extensive alumnae network, friends of the School, governors and the wider school community.

In this issue, we look back at our School's Celebration & Awards Evening 2023 and look forward with excitement to our 150th anniversary in 2024. We will hear for the first time from our new Head Girl Team for 2023-24, celebrate our Class of 2023's fantastic results success, find out about an exciting new partnership between our Reception class and a Welsh farmer, and catch up with our newly appointed Director of Sixth Form, following his first term in post.

We will also share a snapshot of the other events from the Autumn Term so far, including sporting successes, trips and excursions and more.

The theme of this issue is Innovation. One of MHSG's core values, Innovation, is incredibly important to how we operate as a school. We empower our pupils to think for themselves and to experiment, express opinions, develop new ideas and

Indeed, one of our aims as a school is to deliver a pioneering, innovative and dynamic learning experience by embedding an aspirational and innovative research-based approach to teaching and learning.



challenge stereotypes. We encourage them to be 'risk-takers', embracing the importance of failure and viewing challenges as stepping-stones to future progress, enabling them to be self-confident agents of change.

Indeed, one of our objectives as a school is to deliver a pioneering, innovative and dynamic learning experience by embedding an aspirational and innovative research-based approach to teaching and learning. We also aim to respond to technological advancements so that pupils receive a dynamic learning experience and are prepared for their future world. We consistently review our curriculum to ensure that the learning experience is both balanced and pioneering, and we ensure that each pupil makes excellent progress. We also provide academic societies and competitions that encourage scholarship and learning as an end in itself.

The stories, news and photographs shared in this issue are shining examples of each member of our community's dedication to challenging stereotypes, breaking through barriers, and making a change in the world.

I hope you enjoy this edition!

Mrs Helen F Jeys
Head Mistress

The Vital Importance of Girls' Education

Manchester High School for Girls at 150

Mrs Helen F Jeys - Head Mistress

Our pupils know by now that in my first assembly in September, I tell them about my summer reading. The summer break gives me some time to read, to reflect and consider how the writings of leaders, educationalists and other professional peers impact my own thinking and, therefore, potentially the future strategy of Manchester High.

I was delighted therefore that, this September, I returned to my Deputy Head (Teaching & Learning) enthusing over a book that I had encouraged her to read – *'The Authority Gap'* by Mary Ann Sieghart.

I had seen Sieghart speak at a conference and was incredibly impressed with her research-based conclusions and her passion for girls having the opportunities to achieve their potential. Her conclusions are many, but fundamentally, the so-called 'authority gap' refers to the way women continue to be undermined and not taken seriously in public and professional life.

Sieghart notes that so much of the authority gap is due to unconscious bias and that, as Stephanie Merritt summarises in her Guardian article on the same book: "Even more depressingly, women can be just as guilty of this bias in favour of male authority, because it is ingrained from what we see modelled to us in our own families and the prevailing culture from childhood." Depressing, indeed.

In her book, Sieghart refers to some fascinating research taken from the US, on the classroom. One such study found that elementary and middle-school boys were given eight times as much attention by teachers. Boys were rewarded for pushing themselves forward and calling out, girls for being neat and quiet. "Little wonder that so many girls lose their voice, confidence and ambition," Sieghart concludes.

Sieghart is, nevertheless, far from pessimistic in her conclusions. Greater representation and being careful with the language we use around young people are just two examples of how change can come about, and quickly. But her references to the classroom encouraged me to reflect – once again – on the importance of girls' and single-sex education.

I talk to prospective pupils' parents about the benefit of girls' education all the time. Questions relating to the benefits of single-sex girls' education are possibly the most frequently asked questions posed to me by parents in interviews and at Open Events. In response, I often point to my own anecdotes from the classroom, but also to the statistics that the Girls' Schools Association, of which we are a proud member, issue.

All of this leads me to the firm conclusion that girls simply learn better with girls, in an unselfconscious environment. Seeing how our fantastic teachers encourage our pupils to develop the self-confidence and self-belief to leave school, knowing that they can achieve, is a source of huge pride.

As the Girls' Schools Association states: "Girls' schools minimise stereotyped, gender-weighted expectations. There is no such thing as a girl's subject or a boy's subject. With only girls in the classroom and on the sports field, both intellectual and physical confidence can grow. Every girl has every opportunity to become a leader, to shoulder responsibility, but also to take risks, inspire and lead others; developing resilience and self-confidence to stand them in good stead when they go on to encounter university, work and life."

And the evidence stacks up. Independent research by the Institute of Physics, for example, has found that girls who attended girls' schools are significantly more likely to study Physics to A-Level than girls in co-ed schools. Girls are more likely to participate in sport in single-sex contexts, and girls who attend GSA girls' schools tend to achieve a disproportionately large share of the top grades. For example, in 2019, the proportion of top A*-A grades at A-Level achieved by GSA students (53.1%) was more than twice the national average (25.2%) for England. Girls in all GSA schools combined can, also, be twice as likely as other girls to take French or Spanish at A-level.

So, as you can see, I am an advocate for single sex girls' schools. And this is why the possibility of the proposed increase of 20% VAT to independent school fees, proposed by the Labour Party, is a source of huge concern.

This increase, which may result in some girls having to leave their independent girls' schools and enter state co-educational environments, will affect girls' schools more than co-educational and boys' schools across the country. Dr Helen Wright wrote a fantastic article about the fact that this policy could "set back the feminist cause."

I do not intend to examine the policy or debate whether the money raised will actually serve the purpose the Labour Party would want it to; that is something for another time and for politicians to discuss. However, the impact of this policy will be considerable for girls across the country and will only exacerbate the issues Dr Sieghart summarises so eloquently in her book. Inequalities, most specifically gender inequalities, will continue to pervade our society.

Independent schools, as our parents are aware, are reliant in the most part on the fees that parents pay. Most girls' schools, like MHSG, have no magic pots of funds, huge benefactors or large legacies from which to draw; unlike many (though not all) boys' schools that have existed for centuries. Indeed, the IDPE Fundraising Benchmarking Survey of 2016 noted that boys' boarding schools raise the largest amount from philanthropic income, and schools founded before 1600 received 53% of the total philanthropic income reported.

Manchester High was set up for a very simple reason: "To provide for Manchester's daughters what has been provided without stint for Manchester's sons." Girls' schools, like Manchester High, have less extensive histories and cultures of alumnae who can be called on to sustain their alma mater in times of need. Indeed, many girls' schools – like us – are at the very start of their journey in engaging with their alumnae in this way. And, we are fortunate in that we have amazing support and incredible alumnae who help and will continue to help us with providing financial support for many of our families, both current and future.

Many girls' schools are not so lucky. Indeed, the last 150 years of Manchester High has seen some of the most brilliant women, real agents of change, come from within our walls - women who have gone onto be brilliant mothers, teachers, doctors, lawyers, politicians, journalists and more. They have helped to improve the lives of people across the globe, and I worry hugely that this policy will set girls' education back and will prevent girls from reaching their real potential.

Helen Wright urges us to "forget the lazy, sexualised images of a St Trinian's type institution" and to remember that girls' schools make a difference. You only need walk around the corridors of Manchester High to see and hear engaged pupils, excited by opportunities both within and outside

of the classroom, who will go on to achieve their potential and career dreams.

My dream is that Manchester High School for Girls will go onto flourish and continue to offer girls the opportunities they deserve for the next 150 years and beyond. I just hope that all girls across the country who wish to, will be able to access those schools that will help them to thrive.

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Celebration & Awards Evening

2023

This year's Celebration & Awards Evening was an incredible night of live musical and dance performances at the prestigious Bridgewater Hall and a celebration of academic and extra-curricular achievement.

The event is the jewel in the School's crown – an amazing showcase of all of things that make Manchester High School for Girls' students, staff and community so remarkable.

With a theme of 'Empowering the Individual', this year's event showed MHSG at its absolute best, celebrating each and every member of our richly diverse community.

We were joined by esteemed guests, including His Majesty's Lord-Lieutenant of Greater Manchester Mrs Diane Hawkins JP, LLB and Guest of Honour and MHSG alumna Dr Laura Ajram, PhD, FBPhS.

Dr Ajram discussed the importance of celebrating all students, not just those who walked across the Bridgewater Hall's stage to receive awards. Addressing students, she said: "By definition, to empower is to give power to somebody else. It's something that we do to others, or that's done to us. But it doesn't have to be something that just happens to you – since when do Manchester High pupils wait passively for something to happen to them?"

"You can empower yourself by keeping that cycle going and empowering others, by always bringing your unique talents to the table, knowing your value and celebrating your successes and those of your friends.

"Tonight is so important for that very reason, it's an evening dedicated to celebrating you, and empowering you. So, for those of you who are receiving an award tonight – congratulations, it is a huge achievement to stand out in a crowd of incredibly talented young students. If you didn't receive an award –that's ok, celebrate those who did and try again next year.

"And if, like me, you never won an award at school, that's totally fine too, you've got a whole lifetime to realise your potential, and maybe one day they'll invite you back to speak at an Awards' night, and that in itself is a wonderful prize."



All of our prize winners and the students who celebrated their examination successes that evening are a real credit to the School.

Our Warburton Prize winner, Maysa, gave a stunning solo performance of Elégie in E Flat Minor, Op.3, No. 1, by Rachmaninoff. Our orchestras, choirs and dancers performed incredible pieces on stage and our Head Girl Team delivered moving and insightful speeches, and were remarkable ambassadors for the School's student body.

Celebration & Awards Evening 2023, as it is every year, was so moving and such a resounding success, thanks to all of the invaluable contributions continually made to MHSG – from the students, staff, governors, alumnae, friends and our wider whole school community.



"By definition, to empower is to give power to somebody else. It's something that we do to others, or that's done to us."



Results' Day

2023

A-Levels

MHSG Sixth Formers are looking forward to degrees in Medicine, Engineering, Graphics, Music and Medieval Studies, as well as global company apprenticeships, following success in their A-level examinations.

The School's staff are incredibly proud of everything the Class of 2023 have achieved.

Mrs Helen Jeys, Head Mistress, said: "The grades our students have achieved, after these turbulent few years, are the consequence of their fantastic work ethic and positive approach to study as well as the care, support and superb teaching of the staff here. I could not be prouder of our Class of 2023.

"The sheer breadth of subjects and destinations our students are going on to demonstrates their individuality, which is one of our values and something we nurture in all of our students. Our Senior Sixth students are a talented, conscientious, inspiring and resilient group of young people who will, I am sure, continue to challenge and excel in their chosen fields. We look forward to seeing them continue to flourish as they progress beyond the school gates."

Students have travelled to a wide range of universities; to study subjects from Computer Science, to Music, French & Portuguese and more.



On Results' Day in August, Eve Pessagno, MHSG's former Head Girl, achieved A*AA and secured a place at Lady Margaret Hall, Oxford, to study Music.

She said: "It's just been fab. I joined MHSG in the Sixth Form and I slotted straight in, everyone's been so supportive."

Catrin Barrowcliff, another former member of the Head Girl Team, achieved A*AA and is now studying History and Spanish at King's College, London.

She said: "The teachers always go the extra mile, they've been amazing. I'm so happy!"

Parents accompanying their children to collect results in person were also incredibly proud.

Professor Lynne Bianchi, mum of former Head Girl Eve, said: "The support from MHSG has been exceptional. There was never a 'no'. The support has been unremitting for her and for me as a parent, and that's why my other two children will definitely be coming to MHSG."



GCSEs

This year's GCSE examination cohort at MHSG had equal reason to celebrate.

In Music and Religious Studies, 100pc of all grades were 7-9s, and 65 students achieved seven or more GCSEs at Grades 7 to 9.

Mrs Helen Jeys said: "These fantastic results are testament to our pupils' determination and drive, as well as their ability to overcome the difficult circumstances of the last few years with resilience and grace. This, combined with the superb support and teaching at Manchester High, have ensured these well-deserved grades."

A total of 93% of grades awarded in Geography, 92% in Drama, 91% in English Language, 90% in Biology, 88% in Maths and 86% of grades in Latin were Grades 9 to 6.



On Results Day, then Year 11, now Sixth Form student, Eva Ellis, said: "The support has been amazing. I've had help with my subjects, and it's been a nice atmosphere to learn in. MHSG has been really motivating."

For parents, the pride they felt for their daughters and the school was palpable.

One Manchester High parent, whose daughter achieved all Grades 7 to 9, said: "Our daughter has had everything she needed from MHSG, she's done really well. She has been encouraged to proactively take advantage of all of the opportunities on offer and we're really pleased."

Mrs Jeys added: "I am incredibly proud of our Year 11s, who are an inspiring, diligent and talented group of young people who I have no doubt will continue to thrive. As a school, we look forward to seeing them continue to flourish as they continue with life in the Sixth Form."



School News

Sport

Athletics Champions

Congratulations to our Year 10 and 11 athletes, who are now Manchester Schools' Indoor Athletics Competition.

Well done to Lola for winning the 300m, Georgia the 60m hurdles, and the 4x200m relay team for their trouncing victory.



Irish Dancing Star

Congratulations to Mattie, in Year 7, who competed in an Irish Dancing Feis and did incredibly well across multiple categories; coming 1st once, 2nd three times & 3rd once.

The judge also said she would have won another trophy for her manners alone!

Well done, Mattie!



Karate Nationals

Congratulations to Zara in Year 11, who recently participated in the national AMA Northern Karate Open Competition, and was placed first in her category.

We are incredibly proud; well done!



Music

Congratulations to our Warburton Prize winner, Maysa, who played a stunning solo performance of Elégie in E Flat Minor, Op.3, No. 1, by Rachmaninoff at this year's Celebration & Awards Evening.



Performing Arts

Our Senior students put on a performance of 'Legally Blonde the Musical', before the Christmas holidays. Well done, all!



Trips

Our teaching staff had as much fun as our students on a recent trip to Italy.

Everyone enjoyed a tour around both Herculaneum and Pompeii, as well as some winter sunshine.



Our Librarians' Recommendations

For our pupils from Reception to Year 2 we recommend:



NING AND THE NIGHT SPIRITS

by Adriana Fong

Ning has always heard tales of the night spirits that used to terrorise the little village where he lives. So, each night, he helps his parents light bright orange lanterns to frighten them away. Secretly, he wonders if they're really as bad as everyone says – but is much too shy to ask anyone.

When Ning finds himself in the forest by night, he meets a creature who introduces him to the spirits' secret world, and he discovers that all is not as it seems...

This book is a beautiful and magical story about confronting fears, confidence and a little boy who finds his voice. Incorporating East Asian folklore into a story about dispelling night-time fears, this book holds a wonderful message of acceptance and of getting to understand the unknown by learning about it. It also has beautiful illustrations that form an integral part of the book, telling much of the story.

For our pupils in Years 3-6 we recommend:



ONYEKA AND THE ACADEMY OF THE SUN

by Tolá Okogwu

Onyeka has a lot of hair – the kind that makes strangers stop in the street. When she makes the important discovery that she can control her hair with her mind, she's whisked off to the Academy of the Sun, a school in Nigeria where Solari – children with superpowers – are trained.

Onyeka and her new friends at the Academy soon have to put their powers to the test, as they find themselves caught up in an epic battle that puts the future of all Solari at risk.

This is the first book in an action-packed superhero series about a British-Nigerian girl, who learns that her wonderful Afro hair has psychokinetic powers. The series (currently two books, with book three due out in March 2024) only gets better as you read on.

It is perfect for fans of the Marvel and DC universes, featuring a superpower which, although fantastical, has its roots in technology – as well as characters readers can totally relate to.

The book offers a wonderful portrayal of a realistic, positive, strong and loving mother-daughter relationship, even though they don't always see eye-to-eye.

It has also been shortlisted for the British Book Awards, longlisted for the Jhalak Prize, has a movie in production and a special World Book Day book due for 2024.

For students in Years 7-11 we recommend:



BAD INFLUENCE

by Tamsin Winter

Amelia Bright wants to be the best at everything. But when it comes to popularity, she is dead last. No matter what she tries, she can't shake her reputation as a maggoty nobody. When she meets cute new boy Evan, Amelia wonders if he can help her lose her loser status. And in a moment of hope, she agrees to something she quickly regrets – something that goes viral at school. Now she's not just called 'maggot,' she is a 'bad influence' – and worse.

Amelia is determined not to let one mistake define her and knows she is so much more than the image everyone sees online.

This novel deals with the realities of peer pressure and social media on teens and sensitively portrays the desperate need to fit in. Set in a world our students will most definitely relate to, it features a likeable and well-written main character.

The book normalises Amelia's family situation, one of co-parenting between divorced parents and shows Amelia having built a very caring and positive relationship with her dad's girlfriend. The tale will hopefully spark many family conversations about issues that today's teenagers face up to on a daily basis.

While heartbreaking, this is ultimately an uplifting and empowering story about how Amelia refuses to let one mistake define her.

For our Sixth Formers we recommend:



THE BLACK AIR

by Jennifer Lane

In a remote village overshadowed by a gruesome legend and ancient superstitions, who can say what's real, what's not, and what should stay buried deep inside your head?

This is a spellbinding contemporary novel with a dark mystery at its heart. Set in the depths of rural Lancashire, as a community marks the 400th anniversary of the Long Byrne witches' deaths, this is a story about obsession, mental health, disordered eating, the supernatural, and the lengths that teenage girls will go to for the sake of all-consuming female friendships.

Inspired by the local story of the Pendle witches and set in a recognisable Lancashire landscape creating a dark, haunting and oppressive atmosphere, this book delves into the often ignored issue of toxic and obsessive friendships.

Skilfully written to combine complex characters, an intricate plot and several dark themes that are hugely relevant to our oldest students, this still results in a very enjoyable read.

Packed full of emotional intensity and powerfully delivered, this novel will stay with the reader for a long time after it is finished.

Introducing, our new Director of Sixth Form Studies, Mr Robert Crumpton

Born and raised in Manchester, Robert was educated at The Manchester Grammar School, before attaining a First Class Degree in Modern History and English at Jesus College, University of Oxford.

He went on to obtain a Master's in English from King's College London, and trained as an actor at Webber Douglas Academy of Dramatic Art.

After teaching in London and Manchester, Robert moved to Madrid in 2011 to become Head of Drama at Runnymede College, the highest-achieving British school in Spain.

He was Co-Head of Sixth Form at Runnymede, as well as Deputy Head for Co-Curriculum & Outreach from 2020.

We caught up with him, after his first half term at MHSG.



How has your first half term at MHSG been?

It's been enjoyable, intense and rewarding all at once. It has been great to know students, staff and parents and good to be thrown in at the deep end with university applications.

We submitted 47 early applications before half term, and received three offers back immediately before the break.

It has also been really good to be involved in lots of different aspects of school life, including our 'Insight Into...' careers talks, Open Events, Drama visits and the 6th form book group. It's given me a real flavour of the vibrant life of MHSG.

I've truly enjoyed working with the students applying to Oxbridge, monitoring their progress, giving them additional support and ensuring they have the best possible chance.

I have also been enjoying teaching. I teach KS3 Drama, Yr9 English Literature and 6th form English Literature, so it's been great to have a range of subjects and age groups. Working with the Head Girl Team has also been lovely. They are fantastic role models for the rest of the school.

I have enjoyed the information events at the beginning of term, and it was lovely to meet parents and I look forward to building stronger links with them going forward. I have an open-door policy, that goes for students and equally their parents.

What appealed to you about a job at MHSG?

I know Manchester well; I'm a Mancunian born and bred, and I know MHSG through being at MGS. We had shared extracurricular activities with MHSG, including DramSoc and debating clubs, and some of my very good friends, even now, were girls at MHSG.

I always knew MHSG for its fantastic reputation and the girls who came out of it as brilliant, interesting young women.

A big part of the appeal was MHSG is a school with a great reputation, an incredible history and brilliant team. And Mrs Jeys won't thank me for this, but she did teach me GCSE Religious Studies at MGS and she was one of the most impressive and inspirational teachers I ever had. I still struggle calling her by her first name! The thought of working as part of her Senior Leadership Team and school was an amazing opportunity.

What are your ambitions within your role?

When I applied, I gave a presentation to Mrs Jeys entitled 'Building on Excellence' and I stand by that.

MHSG does a great job for its Sixth Formers. Everyone works together to make sure students are academically successful and fulfilled, while ensuring they are well rounded, they aspire to top university places. We already do our best to get them all where they want to go, in higher education and beyond. I want to make sure that continues.

I'm very proud to introduce the Sixth Form Enrichment Programme, which is a massive differentiator between us and other schools, who can't offer time and resources for that. Not only does it have the EPQ, there are multiple five-week courses, from photography to ancient history, to build on the curriculum and go beyond it. I want to continue and develop that.

I also want to ensure students receive as much support as they need, offering them my individual support and years of experience getting students into the top universities.

I think it's important that we continue building on links with MGS, for social and intellectual reasons, so we can challenge stereotypes on all sides and create a broader intellectual, mutually supportive community across the independent education sector of Manchester.

I look forward to using my experience to speak to students about opportunities for studying abroad, whether that be in the USA or Europe, and open doors for them that they may not have known were there. This is something I'm very experienced in and have understanding of, as it was something I worked hard on in my previous school in Madrid.

I also look forward to building on our careers provision and working with Mrs Norton as well as the Development Department, to ensure we are offering the very best support and guidance going into the future.



Introducing Our New Head Girl Team

Congratulations to our Head Girl Team for 2023-24!

Head Girl Natalie and her team of Deputy Head Girls; Arwa, India, Aishah, Tanatswa and Emilia have chosen to focus their work on the theme of 'Empowerment' in the lead-up to and throughout MHSG's 150th year.

The Head Girl Team are also looking forward to getting involved, making suggestions and acting as student ambassadors for MHSG throughout their term of office.

High Flyer asked the team what they would like to achieve through their roles.

Natalie said: "We are enjoying making assemblies more interactive. It takes a lot of courage to put yourself forward and it can be intimidating, but once you've done it once, it becomes a lot easier.

"And to celebrate everyone's individuality, we created a short film, shown at Celebration & Awards Evening, with excerpts from every single form in school."

Arwa added: "We want to encourage people's personal individuality and be able to celebrate them for what makes them unique."

Tanatswa said: "We want to make sure everyone can be proud of their achievements and be able to shout about what they've done. It's all about encouraging that confidence and supporting everyone to do that."

Aishah added: "We'd like to get staff members involved and show the fun side of Manchester High too. We know our staff like a bit of competition, so we'd love to introduce something to make the most of that."

India said: "We saw how much staff and students enjoyed the Harry Potter quiz, so we'd love to do more things like that to get everyone joining in and bringing everyone together!"

Good luck to all of you!



Leadership Opportunities for Pupils at MHSG

At MHSG, we are passionate about developing leadership skills in our pupils.

Our extra-curricular activities provide opportunities to build these skills, work effectively as part of a team and, most importantly, have fun.

In addition, there are opportunities for students to take on leadership roles with our Head Girl Team and House System.

The following list highlights just a handful of leadership roles available to our Sixth Formers:

- Assembly leaders
- House Captains and Deputy House Captains
- Head Girl Team
- Lower School subject clinic helpers
- Library supervisors
- Literacy leaders
- Mentors
- Form prefects
- Preparatory Department reading assistants
- The Primary School Partnership Scheme
- Preparatory Department Science Club
- Swimming Assistant



Head Girl, Natalie, said: "Within the confines of our school, it is vital to create a culture of self-belief: one that places achievement and the celebration of our achievements on an equal standing. I overcame my immense fear of public speaking at Manchester High, I feel empowered - and the opportunity to do so should be extended to every Manchester High pupil.

"For 150 years, Manchester High has been empowering its students, we want to see the continuation of self empowerment beyond the school gates, so that every student can make their mark on the world.

"Theodore Roosevelt famously said: 'Believe that you can, and you're already halfway there.' This captures the very essence of our theme of Empowerment and what we hope to continue to achieve as we celebrate 150 years of Empowering girls since 1874."

In Senior School, pupils can take on positions including Form Representative, School Council Representative, Library Monitor, Sports Team Captain & Vice Captain and more. All encourage a sense of ownership, responsibility and build vital team-work skills.

Lower down the School, our Year 6 pupils take part in a buddy system, where they take charge of looking out for a Reception pupil. The Big Sister Scheme supports newcomers finding their feet, and gives our older Preparatory Department pupils an important position of responsibility, while simultaneously encouraging kindness and compassion.

Celebrating Diversity at MHSG

One of our School Values is Individuality. It has been a busy time for our students and staff celebrating this across the whole School community.

This academic year's Diversity, Equity and Inclusion (DEI) captains have now been appointed and are busy planning events and discussions for everybody to get involved with.

Congratulations to our Diversity and Inclusion School Captains for 2023-24; Dua, Joanna, Maddy, Iqra, Nikki, Ayesha, Ayesha and Muskan.

Their role is to lead on Diversity, Equity and Inclusion events within school, liaise with form groups, listen to feedback and ideas, attend form DEI forums and to help shape the School's direction on all things DEI, from a student perspective.

Diversity, Equity & Inclusion Alumnae Committee

These meetings allowing alumnae and senior staff to discuss important DEI issues and are open to MHSG alumnae, former staff and friends of the School.

The dates and times for our upcoming DEI alumnae committee meetings are as follows:

Wednesday 31st January 2024, 5pm (Virtual)

Wednesday 3rd July 2024, 5pm (Virtual)

All meetings will be held on Microsoft Teams. To take part, please contact development@mhsg.manchester.sch.uk.



Pride 2023

Diversity, Equity & Inclusion Charter

Our School has produced a DEI Charter, with the input of all key stakeholders - including students, staff and alumnae. This can be viewed in full on our website.

Events

In the first half term of this academic year alone, we have enjoyed visits from a Rabbi, for Rosh Hashanah and Sukkot, celebrated Black History Month with an assembly featuring guest speaker and alumna Tiffany Agbobu, and more.

Our DEI captains will lead a number of events across the rest of the academic year.

Last year, we celebrated Lunar New Year, Eid, Diwali, International Women's Day, Pride and LGBTQ+ History Month and many more as a School community, and we look forward to celebrating many more festivals and events.



Black History Month

The Role of Happiness in Empowering Young Girls

Mrs Samantha Gibbons – Head of Preparatory Department

Empowering young girls is crucial for creating a more inclusive and equal society. By providing girls with the necessary tools, opportunities and support, we can help them overcome societal barriers and achieve their full potential. A high aspiration, no doubt, but one that all educators, particularly those involved in girls only schools, seek to create.

If, at the start of their educational journey with us at MHSG, I was to ask the parents of the girls in our Preparatory Department what they hoped the School would provide for their daughters, very few would talk of 'equality' or 'societal barriers' at this point, but the word 'happiness' would appear almost universally in their description of the ideal school. Of course, they would talk of realising academic potential, excellent pastoral care and a comprehensive programme of extra-curricular opportunities, but the notion of their daughters being happy in school would feature very highly.

Some may argue, therefore, that 'happiness' is an overused word, with diluted significance. Some, too, may believe it to be a superficial term describing a more fleeting than sustained emotion. That said, I believe that if we stop and think carefully about the term and its role as an antecedent to education, ultimately, we will all reach the conclusion that happy girls flourish. The question for us as educators is, why do happy pupils flourish and how can we provide an environment that fosters 'happiness'?

Research has shown that happiness is a precursor to academic achievement. When pupils are happy, their cognitive functioning is improved. This leads to better focus, comprehension, and retention of information. Happiness can fuel intrinsic motivation and a genuine interest in learning. When students are happy, they are more likely to 'think outside the box' and generate

creative solutions to problems. Happy pupils tend to have healthier relationships and have higher self-esteem. When pupils are happy, they are better equipped to handle setbacks, challenges, and academic stress. In other words, they are more likely to bounce back from failures, seek help when needed, and maintain a positive attitude towards their academic journey. This resilience can help them persevere through difficulties and ultimately achieve academic success.

At MHSG, we are mindful of this, and we actively build an environment with 'happiness' and human flourishing at its core. Our Pupil Voice Leaders work within peer focus groups, to ascertain our pupils' attitudes to learning and establish how they feel they learn best. These sessions have revealed our pupils derive the most enjoyment in their learning when it is hands-on and practical. They mention their Design and Technology weeks, during which they design and create something purposeful, as particularly engaging. They enjoy Art when it is related to another curriculum area, such as linking the study of Shakespeare's 'A Midsummer Night's Dream' to abstract art and creating impressionist images of Uluru when studying Australia. One child said of their outdoor learning sessions: "It's the best time of the week."

They use the word 'fusion' (their word, not ours) to describe these cross-curricular links, and whilst this is nothing new in education, actively canvassing the views of the girls in this way is instrumental in designing schemes of work and activities and has led to them feeling that they are part of this process. They talk positively about the support and guidance they receive from their teachers and how they benefit when a teacher breaks problems down into smaller parts or finds alternative explanations. This can include creating a more collaborative and interactive learning environment, incorporating more visual and verbal learning techniques, and providing opportunities for girls to excel academically; all of which contribute to a feeling of happiness.

Leadership opportunities are another example of how we can enhance self-confidence, self-esteem and therefore happiness. MHSG girls can be involved in the School Council, the Eco-Council, the Charities Council, the Diversity Council, become a 'Happiness Hero,' a House Captain or a Pupil Voice Leader. Within a supportive and nurturing environment, we aim to encourage girls to take risks, express themselves and develop a strong sense of self-worth. A trip around the Prep on any working day will reveal girls actively participating in class discussions and engaging in extra-curricular activities, all of which contribute to their personal growth, confidence and happiness. Furthermore, without them realising, this empowers them to challenge societal expectations and pursue their passions, without fear of judgement or bias.

Achievement and therefore empowerment cannot be realised in their fullest sense without 'happiness'. That does not mean to imply that a child will not suffer periods of sadness or other negative emotions, but it is their ability to process these negative emotions independently and return to the state of being happy that measures their overall wellbeing. Schools have a responsibility in this regard too. We cannot shield pupils from the negativities around them, rather we must prepare them for these times, so that they can truly enjoy being happy when the period of challenge passes.

Empowering young girls is a collective responsibility that requires a multifaceted approach. By investing in education and promoting happiness and self-worth, we can create an environment where young girls can thrive and reach their full potential. It is essential to break down societal barriers, challenge gender stereotypes, and provide equal opportunities for girls to succeed. Empowered young girls will not only transform their own lives, but also contribute to building a more inclusive and equal society for all.

"When students are happy, they are more likely to 'think outside the box' and generate creative solutions to problems. Happy pupils tend to have healthier relationships and have higher self-esteem."





Bringing the Farm to the Screen

A Reception Class's Virtual Adventure

Mrs Esther Garbutt, Reception Teacher

In today's rapidly changing educational landscape, the Reception classes at Manchester High School for Girls have embarked on a truly unique and enriching learning adventure. The pupils have experienced an interactive sequence of lessons about farming from a dairy farm in Powys, Wales.

The lessons feature a live stream from their linked farmer, Rhodri Jones, to Reception's interactive whiteboard - enabling them to see and learn about farming in real time. This innovative approach not only bridged the physical gap, but also allowed these budding minds to connect with nature and the world of agriculture from the comfort of their classroom.

The first lesson began with a virtual tour of a real working farm, where students could meet the farmers and see cows up close. The class then had the opportunity to watch cows being milked, see how crops were harvested, and even witness the birth of a lamb on a neighbouring farm. The pupils were so excited about hearing how many more calves had been born each week and watching them grow over time.

Rhodri went above and beyond, giving each pupil the opportunity to name their own calf, and this has hugely increased the population of Disney princess calves in Powys!

The pupils loved being able to interact with Rhodri and to ask their varied, and sometimes comical questions in real-time. A definite highlight was going on a 'virtual' quadbike ride across to the other side of the farm - but don't worry we made sure they were all buckled in first!

As the lessons progressed, pupils got involved in activities that simulated farming experiences. They planted seeds in small pots back in the classroom and learned about the growth of plants. They were thrilled to observe their little plants sprout and grow, connecting with the idea of nurturing life and the environment. One of the highlights of this virtual farm adventure was the food-related activities. Pupils learned about the journey of milk from the cow to the table. After the session, this prompted

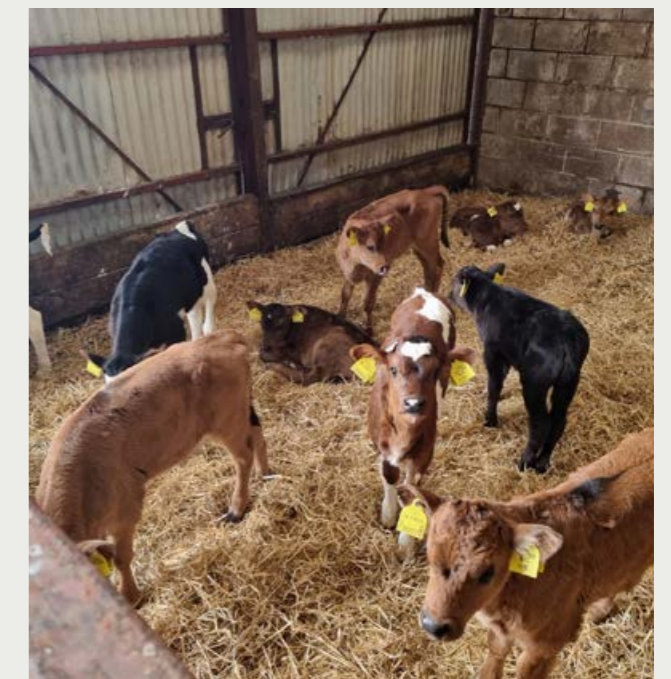
many conversations about the foods we eat and where they actually come from.

Rhodri is an excellent communicator and pitched his sessions at exactly the right level to engage each and every one of the class. He clearly put a lot of effort into sequencing his sessions and what topics to cover throughout in the year.

Our Year Two classes are very excited to be 'borrowing' him from Reception for a few months to help to enhance areas of their own Science curriculum.

Our virtual farming adventure has taught the Reception class much more than just facts about animal growth, reproduction, food production and agriculture. The experience served as a reminder that learning can happen in the most unexpected places, and with the right guidance, young minds can explore the world from their very own classroom screens. This unique experience undoubtedly left a lasting impression on our youngest pupils, and we are extremely grateful to both Rhodri and Farmertime for providing us with such an incredible experience.

“The class had the opportunity to watch cows being milked, see how crops were harvested, and even witness the birth of a lamb on a neighbouring farm.”



Prep Adventures

Our Preparatory Department has had a busy start to the academic year. Across all of the year groups, there have been some fantastic activities that enable the pupils to explore their creativity and individuality as well as learning a lot along the way. Here are just a few highlights of what our Prep pupils have been getting up to.

New Starters

Our youngest pupils have been settling into life at MHSG nicely. They've been enjoying outdoor learning and play sessions and getting to know their classmates. Welcome to MHSG!



Harvest Festival

Our Preparatory pupils collected a wonderful array of donations for foodbank charity, Emmeline's Pantry, as part of their Harvest Festival celebrations once again this year.

Thank you to Suzanne Markham from Emmeline's Pantry, who came along to speak at and enjoy our Harvest Assembly.



Bread Week

In the spirit of the Great British Bake Off, our youngest pupils have had a wonderful time learning how to make bread with Peter, our Head of Catering.

Thank you, Peter, for a fun & interactive lesson.



Space Day

Our Prep pupils had a fantastic time during their Space Day activities.

They learned all about the solar system, planets and stars and had a great time dressing up as aliens and astronauts.



Hockey Success

Well done to our Prep pupils who played Withington Girls' School across four hockey games and came out the winners - scoring 7-2 overall.

Congratulations to Bella, Mia, Zahra and Charlotte, who were all players of the match.



New Playground Equipment

Our younger pupils have been enjoying their brand new playground equipment over the last few weeks.

It has supported their outdoor learning and play sessions and has helped them to find balance, in every sense of the word!



In the Spotlight: Physics at MHSG

Mr Paul McDaid, Head of Department



The Physics Department is dedicated to creating an enriching and supportive environment for the study of Physics. Students develop a solid foundation of knowledge and understanding that will serve them through their lives, both academically and in their everyday experiences. The curriculum is designed to instil an understanding of how Physics shapes the world around us, allowing students to connect classroom knowledge with real-world scenarios.

Each teacher brings their own unique style to lessons. The Department's meetings always include teaching and learning items where best practice is shared. Teachers are research-informed and regularly attend conferences that share good practice, such as ResearchEd or Cognitive Science in Science Education (CogSciSci) events.

Retrieval practice on core knowledge questions is embedded within lessons and this serves as an effective recall mechanism for previously learned content. Feedback is used to address misconceptions or to reteach where necessary. The introduction of new material is enriched with a variety of teaching techniques, such as analogies, narratives, and concrete examples, often illustrated through live diagrams and demonstrations. This ensures that challenging concepts are comprehensible and tangible for students. Practice is carefully scaffolded, with students initially guided through support systems, like worked examples, and eventually progressing on to independent practice.

Practical work is strategically integrated to supplement instruction, and the decision to incorporate practicals is made thoughtfully, considering the timing in relation to the understanding of underlying theory. Students actively participate in self-assessment which cultivates their metacognitive skills. This approach not only fosters a deeper understanding of Physics, but also encourages students to take ownership of their learning, leading to significant strides in their academic progress.

The Department is committed to inspiring and empowering its students by showcasing the significant contributions of female role models. Examples include Marie Curie, Rosalind Franklin and Dame Jocelyn Bell, as well as our own MHSG alumna - Theoretical Physicist, Professor Fay Dowker. These remarkable women have shattered gender barriers and provide invaluable motivation and inspiration for our students.

Year 7: Forces, Light and Sound

In Year 7, our students dive headfirst into the thrilling world of Physics, where we explore the captivating realms of Forces, Light, and Sound. These topics may seem like every-day phenomena, but they are anything but ordinary when you begin to unravel their mysteries.

The topic of Forces, the invisible pushes and pulls in the universe, has students questioning everything from a bouncing ball to the orbits of planets. The topic of Light will open their eyes to the dazzling spectrum of colours and the secrets of optics, while the topic of Sound will take them on a journey into the unseen vibrations that create the symphonies around us.

Year 8: Energy, Electricity, Magnetism and Space

In Year 8, our students take a journey through the realms of Energy, Electricity, Magnetism, and Space.

The topic of Energy introduces them to the hidden sources of power that drive our modern lives, while Electricity and

Magnetism lessons will reveal the electrifying secrets behind everyday technologies.

To add an extra layer of excitement, our Year 8 students have the opportunity to explore the mysteries of the cosmos through a visit from a portable planetarium. Students will be transported to distant galaxies and witness the stars and planets like never before.

Key Stage 3 Science Club

Students are able to join us at our Key Stage Three Science Club, which runs throughout the year and offers a wide range of engaging experiments. These weekly sessions provide students with a chance to dive deeper into the captivating world of science.

GCSE Physics

GCSE Physics allows students to develop their knowledge and understanding of Physics. Students particularly enjoy investigating topics like waves and their behaviours, understanding the mechanics of forces and motion, and exploring the origins of our universe. Students gain the ability to analyse and explain natural phenomena, fostering a sense of curiosity about the world around them. Additionally, GCSE Physics lays solid groundwork for further studies in science related subjects and opens doors to various STEM-related careers.

A-level Physics

Studying A-level Physics deepens students' understanding of the fundamental laws that govern the universe, fosters critical thinking, problem-solving skills, and develops a deep appreciation for the scientific method.

A-level Physics not only opens doors to STEM-related careers, but also encourages analytical thinking, mathematical proficiency, practical skills and the ability to apply scientific principles to real-world challenges. Highlights include delving into the intriguing concept of wave-particle duality, which challenges our understanding of the nature of matter and energy.

The course also explores the mysterious world of Particle Physics; delving into the subatomic realm and introducing students to the fundamental particles that make up the universe.

Beyond these, A-level Physics covers a range of fascinating topics such as electromagnetism, fields and forces.



Sixth Form Enrichment

Physics Olympics

Every year, we enter two teams in the Liverpool University Physics Olympics. This allows students to deepen their understanding of Physics concepts, fosters critical thinking and problem-solving skills, and encourages teamwork and collaboration with peers in a fun environment.

Industrial Cadets Gold Project

We were delighted to win the North West Region's Project of the Year for the 2023 Industrial Cadets Gold project.

This nationally recognised program, led by the Engineering Development Trust (EDT), gives students valuable skills and knowledge in STEM-related careers.

The MHSG team's project focused on developing a remote monitoring system, for engineering giants Siemens, to track the health of their office bees - using Raspberry Pi and Python programming.

Our students' report and presentation were both outstanding and testament to the dedication and hard work of those involved. They also had invaluable experiences visiting Siemens' Manchester offices and working in a university laboratory.

Our current student team has just commenced a project with Network Rail, which will improve safety at level crossings.

Study Day at Jodrell Bank

During this study day students engage with real scientific data and learn about the incredible history of astronomical discoveries. This enhances their understanding for our final topic of the A-level specification - Astrophysics. This is often our students' favourite topic and brings together much of the knowledge and understanding gained throughout the A-level course.

“Students gain the ability to analyse and explain natural phenomena, fostering a sense of curiosity about the world around them.”

Sixth Form Enrichment Programme Courses

Science Beyond the Boundaries

This five-week course, offered as part of MHSG's brand new Sixth Form Enrichment Programme, delves into the integration of various disciplines to tackle global challenges. It emphasises the significance of considering social, political, and economic realities alongside scientific knowledge.

By exploring the intersection of science, politics, philosophy and psychology, students gain a wider perspective and acquire skills to navigate emerging fields. Possible topics to research include geoengineering, fracking, AI, climate change, ultrasound scanning and space exploration.

Students engage in research, present their findings, and cultivate critical thinking abilities to make well-informed decisions in an evolving world.

From Black Holes to Alien Worlds

In another five-week course offering, students take a captivating journey through the cosmos, exploring the mysteries of black holes, dark matter and dark energy, while tracing the Universe's epic history from the Big Bang to the possible heat death of the Universe.

Students unravel the process of star formation and evolution, engage in the search for extraterrestrial intelligence, and dive into the future of space exploration, including Mars missions and space tourism.

Summary

In their Physics lessons, students will immerse themselves in captivating topics and enjoy an enriching educational experience. The Department takes pride in fostering a supportive environment where students can truly thrive.

Just as great minds throughout history have cherished the wonder of Physics, students are encouraged to embrace the limitlessness of this field and uncover both knowledge and inspiration in their exploration.



Meet the Staff

Mr Paul McDaid
Head of Department

Mrs Corina Bennett
Physics Teacher

Mr Ben Eaton
Physics Teacher

Mrs Emma Nicholls
Physics Teacher

Mr Toan Nguyen
Physics Technician

Out and About With the Archivists

Mrs Gwen Hobson and Mrs Pamela Roberts

As we approach the 150th anniversary of the opening of Manchester High on 19th January 1874, we have continued our research into the background of the School's foundation using the original documents in the School Archive.

It was a very bold step in the 1870s even to consider opening an academic high school for girls with a curriculum equal in terms of breadth and depth to that found in leading boys' schools of the day.

At the time, middle-class girls were either educated at home by governesses or they went to small unregulated schools for girls with a very narrow curriculum. Their governesses and teachers themselves lacked the sound education which was required to teach others because a university education was not open to them.

Yet a movement was stirring to improve the educational prospects for girls. The Founders of Manchester High wanted to establish a 'model girls' school of the highest type' to provide for Manchester's daughters what had been provided 'without stint' for Manchester's sons.

By 1873 a draft scheme for a model girls' school had been drawn up and an initial public appeal for £3000 was launched. The list of the initial donors held in the Archive shows that over 125 Manchester citizens gave amounts that ranged from 1 guinea to £100.

Reading the early Governors' Minutes, it is clear that in the planning stages for the School many more people were involved than those listed on our Founders' Board. They gave generously of their time and expertise and came from all backgrounds – clergymen, academics, lawyers, businessmen, politicians, educational experts, intellectuals, men and women eager to fight for women's rights and to promote educational opportunities for girls.

We, in common with many major Manchester institutions established in this period, are sensitive to the fact that much of the city's prosperity was based on cotton and cotton-related industries with historical links to transatlantic slavery.

We have therefore been asked to explore the issue in relation to Manchester High. Using the UCL Legacies of British Slavery database we have started our research by looking at the list of people who are traditionally accepted as our Founders and whose names are read out on Founders' Day. We can report that we have found no direct links with slavery for anyone on the list. We are now looking into their antecedents and, where appropriate, the company activity of those involved in business. We are also looking at the wider list of subscribers. This ongoing research is very complex, however, and it extends beyond the documents held in our Archive. It is also complicated by the fact that so many people donated money to set up the School. There is much more work to be done before we can reach any firm conclusions, but we will continue to publish the results of our research.

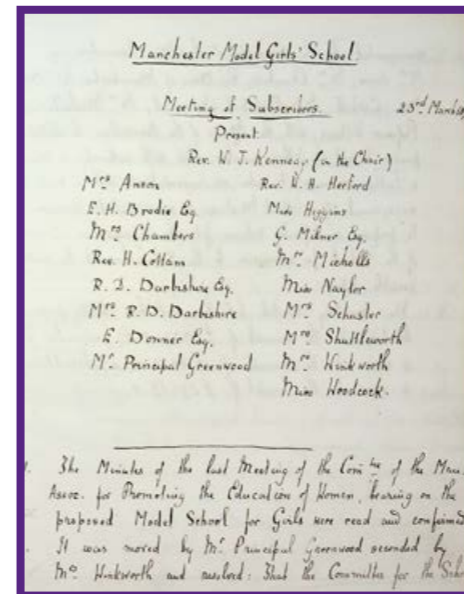
We remain proud of the fact that the Founders' vision for Manchester High was remarkably enlightened and forward-looking. In addition to offering a ground-breaking academic education to girls, they were determined that the School should be for all Manchester girls, without distinction of class or creed.

Mary Tout, née Johnstone, pupil from 1886 -1892 and later a governor of the School, was a distinguished historian, educationalist and suffragist. She wrote in 1906:

'This broad-minded policy has always been pursued.... Nothing but good to the girls themselves has come from their daily contact with many varied types, and it has proved itself to be one of the best preparations for life. A girl so educated from childhood can hardly be narrow-minded or intolerant when grown up. She has learnt that it takes all sorts to make a school; it is but another step

for her to realise that it takes all sorts to make a world. She learns to judge her fellows by the standard, not of what they possess nor of what they profess, but of what they are.' (Misc 1906 O 1 School: A Monthly Record of Educational Progress and Thought, p. 128 'The Manchester High School for Girls' by Mary Tout.)

We are indebted to our Founders, not only for the wisdom, energy and drive which enabled them to plan for and open the School in just over a year, but also for their vision in establishing the guiding principles which underpin the diverse community we celebrate today.



Minutes from a
'Meeting of
Subscribers'
23rd March 1873



Mary Tout's article from 1906



MHSG
Founders'
Board



Mary Tout, née
Johnstone, pupil from
1886 -1892

If you have any questions about the history of MHSG, or if you have any memories, photographs or mementos of your time at the School that you would like to share, please contact the Archivists by emailing archives@mhsg.manchester.sch.uk.

MHSG at 150:

Celebrating Empowering Girls since 1874 to 2024



We are absolutely delighted to present our MHSG Events' Calendar 2024, for our 150th Birthday celebrations.

With plenty to choose from, we cannot wait to welcome our alumnae, former staff, governors, trustees, parents and friends of MHSG to any and all of our events in 2024.

Let the celebrations begin!

Celebrations, Events and How to Get Involved

Founders' Day Ceremony & Lunch

Date: Friday 19th January 2024

Time: 10.30am (Ceremony) & 12.45pm (Lunch)

Format: In Person & Virtual

Venue: The Bridgewater Hall (Ceremony) & MHSG

Address: Lower Mosley St, Manchester, M2 3WS (Ceremony) & Grangethorpe Road, Manchester, M14 6HS

Price: Free

The iconic Bridgewater Hall will set the stage for a day of celebrations of nostalgia and pride, and anticipation for the major milestone of our 150th Anniversary. The highlight of the day will be a thought-provoking and inspiring address by our guest speaker, former BBC Dragon and MHSG alumna, Jenny Campbell.

Attendees are invited to continue the celebration with a special lunch at the School; an opportunity to network, reconnect with old friends, and share memories of school life with staff.



Founders' Lecture with Emma Barnett

Date: Thursday 29th February 2024

Time: 6.30pm

Format: In Person & Virtual

Venue: MHSG

Address: Grangethorpe Road, Manchester, M14 6HS

Price: Free

We are thrilled to present the Founders' Lecture featuring MHSG alumna and renowned BBC journalist and broadcaster, Emma Barnett. This remarkable event promises to be a cornerstone of our year-long celebration, offering a unique opportunity to engage with thought-provoking ideas and extraordinary individuals.

This event is a unique opportunity for our school community, friends, and well-wishers to come together and engage in a conversation that transcends time and connects our illustrious past to the present and future.



An Evening with the Archivists

Date: Tuesday 5th March 2024

Time: 6.00pm to 7.30pm

Format: In Person & Virtual

Venue: MHSG & Online

Address: Grangethorpe Road, Manchester, M14 6HS

Price: Free

After three popular 'An Evening with the Archivists' events in May 2021 and March 2022/23, join us for the next instalment of this series. Mrs Gwen Hobson and Mrs Pam Roberts delve deeper into the Archives of our ground-breaking School, hosted by our Head Mistress, Mrs Helen Jeys. This year, we will delve deeper into the momentous occasions over the last 150 years that have impacted MHSG and made it what it is today.



Joint Reunion with Manchester Grammar School & Withington Girls' School

Date: Thursday 7th March 2024

Time: 6.30pm

Format: In Person

Venue: Madhu's of Mayfair

Address: The Dilly Hotel, 21 Piccadilly, London W1J 0BH

Price: Free

Join your fellow Manchester High School for Girls, Manchester Grammar School & Withington Girls' School alumni on Thursday 7th March 2024, for a very special joint reunion at Madhu's. This free drinks event has kindly been funded by an anonymous sponsor.

MHSG Iftari

Date: Thursday 14th March 2024

Time: TBC

Format: In Person

Venue: MHSG

Address: Grangethorpe Road, Manchester, M14 6HS

Price: TBC

Join us for a wonderful evening of food, conversation and celebration. Those of all faiths and none are welcome.



Spring Concert

Date: Tuesday 26th March 2024

Time: 6.30pm to 8.00pm

Format: In Person

Venue: Royal Northern College of Music

Address: 124 Oxford Rd, Manchester M13 9RD

Price: TBC

We are thrilled to invite you to the much-anticipated School Spring Concert; a dazzling showcase of musical talent and a true testament to our School's enduring excellence.



MHSG 150th Birthday Ball

Date: Saturday 29th June 2024

Time: 8.00pm until late

Format: In Person

Venue: The Lowry Hotel

Address: 50 Dearmans Place, Salford, M3 5LH

Price: £70, Table of 10 £650

Join us for an evening of pure magic as we mark a historic milestone – the 150th Birthday Ball of Manchester High School for Girls. This grand event promises to be a magnificent celebration that will go down in history, and we invite our entire school community to be a part of it.



Back in Time Walking Tour

Date: Sunday 30th June 2024

Time: TBC

Format: In Person

Venue: MHSG

Address: Grangethorpe Road, Manchester, M14 6HS

Price: TBC

Join our wonderful Archivists, Mrs Gwen Hobson and Mrs Pam Roberts, for a very special tour of MHSG and a trip down memory lane.

Summer Extravaganza

Date: Saturday 6th July 2024

Time: TBC

Format: In Person

Venue: MHSG

Address: Grangethorpe Road, Manchester, M14 6HS

Price: TBC

Join us for a fun-filled family day jam-packed with summer stalls, activities, games, food and beverages. We can't wait to enjoy a brilliant day in the Manchester sunshine!

The BIG Reunion

Date: Sunday 29th September 2024

Time: 11.00am to 3.00pm

Format: In Person

Venue: MHSG

Address: Grangethorpe Road, Manchester, M14 6HS

Price: TBC

Join us for a day filled with nostalgia, laughter, and the chance to catch up with old friends. This event promises to be an unforgettable journey down memory lane, celebrating our 150th year anniversary, whilst reconnecting with old friends and teachers.

Spread the word and invite your fellow alumnae to join us for this unforgettable gathering. We look forward to seeing you at the School's Biggest Annual Alumnae Reunion 2024!

London Supper Club at the House of Lords

Date: Thursday 16th May 2024

Time: 7.30pm to 10.30pm

Format: In Person

Venue: House of Lords

Address: Palace of Westminster, Houses of Parliament, Parliament Sq, London SW1A 0PW

Price: £80

An exclusive London Supper Club will be hosted at the historic House of Lords. We invite you to join us for a captivating evening of fine dining, socialising, and reconnection with fellow alumnae. Mrs. Helen Jeys, our Head Mistress, will be there to share this extraordinary experience with you.

Spaces are limited, so book quickly.



'In Conversation With...' Panel Event & Charlotte Newson 150th Birthday Artwork Unveiling

Date: TBC November 2024

Time: TBC

Format: In Person

Venue: MHSG

Address: Grangethorpe Road, Manchester, M14 6HS

Price: TBC

Join us for a wonderful evening of insightful conversation with the heavy hitters of girls' education in Manchester.

This panel discussion event will be followed by our grand unveiling of the long-anticipated 'MHSG at 150' photograph collage from renowned artist, Charlotte Newson.

Finale Concert

Date: Tuesday 17th December 2024

Time: TBC

Format: In Person

Venue: TBC

Address: TBC

Price: TBC

Join us for a wonderful music showcase event, to round-up our 2024 celebratory events' calendar.

A perfect ending to our 150th Birthday celebrations, prepare for an intimate evening of talent, spell-binding performance and moving music.



Tickets for all events, including those that are free of charge, must be booked in advance by visiting www.ticketsource.co.uk/MHSG

Alternatively, please contact the Development Team:
development@mhsg.manchester.sch.uk or 0161 224 0447



Scan to book



Interview with Mrs Ann Goddard, Outgoing Deputy Head, Pastoral

By Mrs Helen F Jeys

Mrs Goddard has worked at MHSG for just over seven years as Deputy Head in charge of Pastoral Care. Before Mrs Goddard was in post, Mrs Jeys herself had the same role at Manchester High, and in this piece, she asks Mrs Goddard for her thoughts upon leaving Manchester High.

How would you summarise your experience at MHSG?

I would describe my experience as rewarding, enjoyable and a real privilege. I have had a very varied career, working in many different types of schools and I didn't fully understand what an all girls' school would be like, until I started working here. I have discovered that the Manchester High student is a very special person. She has confidence to speak out when it is required, she knows herself. It is a joy to watch students develop and flourish in a safe environment.

The main part of your job at Manchester High has been as Designated Safeguarding Lead. What does this mean and what have been the best and most challenging aspects of holding such a position?

It is a position that relates to ensuring the safety of pupils at the School, and comes with the responsibility of talking to pupils and parents who may be facing very challenging circumstances. It requires the need to have conversations that people may not want and, therefore, developing relationships of trust is really important. I have enjoyed some fantastic relationships with both pupils and parents.

You are passionate about pastoral work. What makes the pastoral side of life at MHSG so very important?

Everything we do, pastorally, at the School has the best interests of the child at its centre. We aim to support and nurture students so that they can be happy in school – this is incredibly important. We want pupils to know that they are cared for and, therefore, can face the circumstances that may have been thrust upon them!

What would you say about your pastoral team?

I am blessed with the team that I have. The pupils come first, we all work to the same premise and believe that the outcome has to be the best for the child, even if the child cannot always see it at the time! Getting that balance right between supporting pupils through their mistakes, while allowing them to grow and develop is really important, but can be tricky. We believe that children have to be allowed to make mistakes and to move forwards in an environment where their behaviour is tackled and not their character.

Who have been your biggest influences?

Over a 30-year career, I have worked alongside some amazing people and role-models. Karen Booth was my first Head of Department in my first school and she was everything you would want as a teacher. I also worked alongside the late Dr Pat Squires at MGS, who taught me everything I needed to know about doing the job of a Designated Safeguarding Lead. She taught me that you imagine the worst and act on the facts and always have the child at the centre of everything you do. Without people like this, I wouldn't have had the confidence or skills to do this job. They believed in me and I will always be grateful to them for their influence.

How do you feel about leaving MHSG?

It is a very special place and it is a very difficult place to leave. I have genuinely loved my job, the opportunities that I have enjoyed as a result and the people I have worked with. Although I know that it is the right thing to do – to move on to pastures new – it will always have a very special place in my heart.

Do you have any funny memories?

Too many to mention! I will always remember the occasions when I have really 'belly laughed' on my drive home; the students can be incredibly humorous. I will miss walking down the corridor, saying 'hello' to students and seeing the smile you get back, knowing that the pupils care too.

If you had one piece of advice for MHSG students – what would it be?

Develop your skills so that when opportunities arise, you can take advantage of them, and be open and flexible to new ideas that take you out of your comfort zone. Having an open mind and the capacity to constantly grow and develop is where real freedom lies.

What is your favourite quote?

"The privilege of a lifetime is to become who you truly are." - Carl Jung.

What are you most looking forward to in the future?

Having more time to practise my guitar and spending time with my family.

Thank you, Mrs Goddard, for everything that you have done for both staff and pupils at Manchester High School for Girls. You will be missed!



Alumnae Interview with Mrs Rachel Peynado (*née Hardy*)

Class of 2008

“Don't let anyone tell you that you are not ready for something. Women achieve incredible things when faced with adversity and challenge, teachers included!”

What A-level subjects did you study?

Maths, Physics and PE; we were the first year to take GCSE and A-level PE.

Was your career journey to get to where you are today as you expected, or did you find yourself redirected in unexpected ways?

It is absolutely not the path I thought I would follow. However, once I'd decided I wanted to teach I've taken each step as the opportunity has arisen. I have taken leadership roles both pastorally and within the curriculum; it makes it hard to decide on my next step as I have enjoyed both thoroughly and they offer a completely different challenge. The decision to return to Manchester High as a teacher was an easy one and one I always saw myself doing during my career.

What advice would you give to any budding teacher?

Don't let anyone tell you that you are not ready for something. Women achieve incredible things when faced with adversity and challenge, teachers included!

What is your fondest memory of your time at Manchester High?

I had the best send off after sitting my A-levels with a three-week hockey tour of South Africa. We had an incredible trip and I'm so grateful to the staff who organised it for us. I was lucky enough to be the tour captain and, whilst the sightseeing and tourism was fantastic, some of our other experiences were very humbling and put into perspective how fortunate I am.

What are you most looking forward to as part of MHS's 150th Birthday celebrations?

As a big lover of Art, I'm looking forward to seeing the MHS at 150 birthday artwork, as well as attending the Birthday Ball. Occasions like this are so few and far between that I am planning on making the most of it and hoping to help raise lots of money for the School's bursary fund.

You are the youngest member of our Ivy Leaf Society (legacy donors, leaving a gift to MHS in their wills). What prompted you to make that decision and what would you say to anyone else about legacy donation?

I had such a great time at school that I wanted to be able to give someone who may not be able to the same experience and opportunities. When the Head Mistress talks about the School aiming towards eventually being 'needs blind,' I think it's so important to be able to give back and ensure that the very best and brightest young pupils can excel and be empowered by a school like Manchester High.

Meet the Governors

Two brand new Governors have joined MHS in 2023.



Mrs Sarah Ramsbottom LLB is a former parent at the school. She qualified as a solicitor in 1997 and practised at Hammond Suddards and Pinsent Masons in London and Manchester as a Restructuring lawyer.

She has been Managing Director of Castlefield Estates since 2010 and has extensive experience of asset and property management as well as development of commercial and hospitality property.

Sarah sits on the Estates Committee.



Mrs Susheila Cox FCA is a second-generation MHS alumna and trained as a Chartered Accountant with KPMG in Manchester, before going onto work for United Utilities and AstraZeneca.

She is currently CFO for a fast-growing IT company responsible for Finance, HR and corporate governance.

Susheila sits on the Finance and Personnel committees.

"I loved my time at MHS. It provided a safe environment where learning was encouraged for learning's sake. We were always able to explore topics outside our main curricular studies, as well as aiming to achieve our best in our chosen subjects; and independent thought was actively encouraged"- Susheila

What drew you to becoming a governor at MHS?

Sarah: "I have been a parent at MHS for 10 years and during that time have seen how the exceptional education that MHS provides has a transformative effect on the lives of the girls that attend the School.

"The School is full of the very best teachers and staff and students that are passionate about achieving their potential. It really is an inspirational place and this was an opportunity to give something back to the School that has done so much, not only for my daughters whose lives have been shaped by their time here, but also countless other girls that have been fortunate to study here."

Susheila: "I loved my time at MHS. It provided a safe environment where learning was encouraged for learning's sake. We were always able to explore topics outside our main curricular studies, as well as aiming to achieve our best in our chosen subjects; and independent thought was actively encouraged.

"When the governor role was advertised, I felt it was a perfect opportunity to give something back to the School, using the skills and experience I have gained throughout my career but also as the mother of a teenage girl."

What are your links with MHS?

Sarah: "My daughters attended the School for 10 years, my four sisters in law all attended, as did many of their daughters. I was also chair of the PTA for three years."

Susheila: "I am a second-generation alumna of MHS and have always felt a strong link to the School since I first arrived here in January 1975. When I left in 1987 I became a life member of the Old Girls' Federation, which no longer exists as a separate entity from the School."

What do you do as a day job?

Sarah: "I am Managing Director of a Commercial Property company that manages a wide range of property assets across the North of England, from hotels and leisure property, to offices. A school is a new one for me, but the principles are the same!"

Susheila: "I am currently Chief Financial Officer at a fast-growing multi-national IT company. I am responsible for Finance and HR, but my role also involves chairing the Senior Leadership Team meetings.

"Finance and HR impact everything in a business and vice versa, so my role also involves driving the business forward through business change initiatives, by making sure that we have efficient and effective processes and governance structures. In other words, I poke my nose into many different areas of the business and have fingers in lots of pies!"

How are you looking forward to contributing to MHS's future?

Sarah: "My knowledge and skills are based in Property and the Legal Profession. I contribute to the Estates Committee, which doesn't sound very exciting, but a high quality, well maintained built environment at MHS is an essential component of an exceptional learning experience, so I am happy I can use my knowledge and experience to benefit the School."

Susheila: "I am a Chartered Accountant with over 30 years' post qualification experience, which has spanned Finance, Corporate Governance, Human Resources, Risk Management and IT Security, amongst other areas.

"I have worked in and with both large multi-national organisations and smaller businesses and have seen many examples of exemplary best practice risk management and governance across the different areas of business, as well as examples of things that have gone wrong because risks were not being effectively managed.

"I am looking forward to being able to use my experience to help guide MHS along its journey in the coming years."

Support the MHSG Bursary Fund

Every year we are faced with more applications for bursary places than we can offer. As an increasing number of families face financial difficulty, the Bursary Fund is more crucial than ever.

Our vision is excellence: to deliver a pioneering, innovative, and dynamic learning experience within a compassionate and caring environment for a needs blind, diverse community where the wellbeing and happiness of every individual and the fulfilment of their potential are our priority.

As the School of choice for girls in the North-West, our pupils - like those who have attended the School before them - will go on to be global citizens and courageous motivators of change.

Our Bursary Fund honours the intentions of MHSG's founders – to enrol the brightest pupils regardless of their financial circumstances.

By donating a small amount each month to the Bursary Fund, you can help us ensure that we fulfil our ambition to support any child who would benefit from an MHSG education.

£10
a month

will buy PE kit for
a bursary student

£15
a month

will pay for a bursary
student's first
residential trip

£25
a month

will cover a term of
lessons on a musical
instrument

Support us



You can set up a monthly donation online by visiting www.manchesterhigh.co.uk/support-us/support-manchester-high or email development@mhsg.manchester.sch.uk

Why They Give

"I feel privileged to have had the opportunity to attend the school (especially as I got an assisted place) and wish to contribute to helping another girl have this opportunity through the Ivy Leaf Society."

"I have no children of my own and through the MHSG Bursary Fund I can provide by virtue of a legacy for a number of children to have a free MHSG education, just as I was lucky enough to benefit from one through a Foundation Scholarship."

"In 1958 I was fortunate to receive a Direct Grant, which enabled me to attend Manchester High School for Girls. The excellent academic education that I was given was my springboard to University, graduate studies, a stimulating career and an interesting life."

"The Direct Grant system no longer exists, so I am leaving a legacy to the MHSG Bursary Fund to help other young women enjoy the opportunities that were made available to me."

"I never want to feel that an able girl had to miss the opportunities offered by MHSG simply on the grounds of cost. Someone donated funds to help me and it is my turn to help a future pupil."

The Difference It Makes

Recent leaver and former bursary recipient, Orla, said:

"MHSG has given me more opportunities than I could ever have imagined. I have found my family and my home and I couldn't have wished for a safer place to grow up."

"I am so fortunate and so aware of the impact it's had on my life; I wouldn't be the person I am today without the care and support from the School."

"This couldn't have happened without the support of the Bursary Fund. I think it's so important that we offer students from all kinds of backgrounds the opportunities that this school can give you."

"I couldn't be more grateful to anyone who donates even the smallest amount to the Bursary Fund. It makes such an impact."

Recent leaver and former bursary recipient, Hawa, said:

"I'm now studying Medicine at Cambridge. My time at Manchester High has helped me to do what I want to do in the future."

"I want to say thank you again and again, because it means so much to me. I hope that you all continue to donate, because it puts a smile on your face knowing that people care enough to donate."



Giving back to MHSG

We recognise that not everyone has the means to give financially, and we value those who can give their time just as highly as those who contribute financially.

There are numerous non-financial ways of giving back to MHSG.

Our alumnae community is an invaluable asset in terms of career knowledge and advice, so we regularly ask our alumnae to speak to current students about their journey. From showcasing your job or field at our biennial **Futures Fair**, sharing your journey in one of our industry-specific **Insight Into...** careers talks, or supporting a current Sixth Form student through the **Project Pankhurst** mentoring scheme, your unique experiences give our students an unparalleled insight into life beyond Grangethorpe Road and the opportunities open to them.

Our students learn how to develop their work-life balance through weekly Well Being lessons. External speakers are welcomed into School to support students in developing the knowledge, understanding, skills and characteristics needed to thrive personally and in their relationships with others.

You could also help to shape our current and future students' experiences at school through being part of the **Alumnae Equality, Diversity and Inclusivity Group**. This group has provided valuable input into the School's DEI Charter and meets online termly to discuss relevant topics and the School's approaches and solutions.

If you are interested in volunteering your time in any of these ways, please contact the Development Team on development@mhsg.manchester.sch.uk or call 0161 224 0447.



Our Values

Manchester High School for Girls nurtures...



Our Vision

Our vision is excellence: to deliver a pioneering, innovative and dynamic learning experience within a compassionate and caring environment for a needs blind, diverse community where the wellbeing and happiness of every individual and the fulfilment of their potential are our priority. As the School of choice for girls in the North-West, our pupils - like those who have attended the School before them - will go on to be global citizens and courageous motivators of change.

Scan here to update
your details!



Don't miss out
on MHSG's
150th birthday
celebrations!

As you may be aware, in 2024 we will be celebrating our 150th birthday.

We have a host of events planned to bring our community together to mark this incredible milestone.

There will be plenty of opportunities to revisit the School and catch up with your former classmates at events throughout the year, as well as talks from some of our alumnae and, of course, our wonderful Archivists to find out more about the history of this pioneering institution.

We know that the MHSG community is strong, and in your time at MHSG, whether that was as a student, member of staff, or part of the wider community, you will have made lifelong friends.

General Data Protection Regulation (GDPR) laws mean that, as a charity, we need your clear consent to stay in touch and send updates and information regarding fundraising campaigns and general activities such as mailings and events.

Unfortunately, when this came into force in May 2018, we lost contact with a number of alumnae and members of the wider School community who did not provide us with their communication consent preferences.

If you are a member of our community and received this issue of High Flyer directly from us by post or email, it means that you have already provided us with your communication consent preferences, and we are thrilled you want to keep in touch!

We need you to pass it on!

Manchester High School for Girls is nothing without its alumnae and the wider school community, and we would like to reconnect with as people as possible so that nobody misses out on being a part of such an exciting and significant anniversary.

Make sure your MHSG friends are still in contact with us – if they haven't received this directly, it is likely we don't have up-to-date contact details and preferences for them, so please encourage them to update them online.

Please also let us know if you have moved house, your contact details have changed or if you want to update your contact preferences.

www.manchesterhigh.co.uk/alumnae/keeping-in-touch

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