

# A Welcome from the Head



As I write this, we are preparing to move to face coverings no longer being needed in lessons. Of all the Covid precautions we have had to take, this has been the most challenging: girls and staff wearing face coverings all day unless outside; trying to communicate and build strong learning relationships in lessons when you can only read reactions and emotions through the eyes.

The word that springs to mind most frequently is adaptability. For example, the students leaving our Year 13 in a few weeks do so with 'teacher assessed grades' rather than the traditional examination experience common to us all. Many of you will have boarded whilst at school here and will remember the excitement of returning home at the end of term. Imagine now where a significant number of our boarders will be leaving Royal High School up to 3 weeks early to allow them to quarantine in hotels when they arrive home. They will continue their lessons from their hotel room. Another example has been our Saturday morning fixtures against other schools which have not taken place for nearly a year. Instead, we have embraced 'sports for all' sessions

which this week saw girls playing tennis, cricket, netball and practising athletics, all in distinct 'bubbles' or groups of their own peers.

The same adaptability has been true of our alumnae meetings where former pupils have embraced the magic and frustration (usually in equal measures) of being able to meet virtually, regardless of where they are in the country. Adaptability is not the exclusive preserve of the young. Thank you to our alumnae who have volunteered to join the RHBA Committee as Decade Reps. Please see the article on page 15 and do put yourselves forward, as appropriate, to ensure representation from many generations of our school.

Our focus throughout the pandemic has continued to be putting girls first. A critical part of this is ensuring girls understand how to have their voice heard, from contributions in lessons to having the courage to get involved in school debates or the Bath Schools' Model United Nations or Youth Parliament. A year on from the Black Lives Matter movement we had representatives from our Prep and Senior School join the GDST equality, diversity and inclusion group 'Undivided' to share what we have been doing at Royal High School to ensure every girl feels they belong and are a valued member of our community.

Our older girls are also ensuring their voices are heard in the wider community, approaching local primary schools to volunteer to help listen to young children read, support them in their Maths or run around with them outside as they contribute to the nationwide catch up for children who, unlike them, did not have seamless access to remote learning.

Welcome to the Spring 2021 edition of the Royal High School Alumnae Newsletter.

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We love to receive word from you, so if you have anything you would like to share, be it memories, opinion or news and updates, please don't hesitate to get in touch:

[rhsalumnae@rhsb.gdst.net](mailto:rhsalumnae@rhsb.gdst.net)

GDST  
GIRLS' DAY SCHOOL TRUST  
ALUMNAE



In school we have been intensely conscious of the damage to mental health caused by the pandemic which has manifested itself notably more in girls than boys. Our Mental Health Awareness week encouraged girls outside (despite the unseasonal weather) to try new activities and to encourage mindfulness from outdoor yoga and singing in the grounds, to tutor sessions walking around the campus rather than seated in a classroom. Everyone's mood has been lifted and reminds us of the importance of connecting with nature and with each other.

Continued on page 2 ►

As always there is much to look forward to and on that note, thank you to Clementine Brown (RHS 2008), the co-founder and director of CodeBrave who will be talking to our girls as part of our International Women in Engineering Week in June. You can read more about her on page 11. Thanks are also due to Nissi Ogulu (RHS 2013) who is kindly supporting this year's Festival of Ideas later in June, for which this year's theme is 'How Can Diversity be our strength? Nissi will be sharing her experiences in the worlds of music and engineering with the girls.

I hope this edition of our alumnae Newsletter will help you to connect with our current wonderful cohort of girls and some of the activities they have been involved with. They continue to be as creative, as curious, as full of energy and life as ever, serving as an inspiration to us all.

Finally, planning is well underway for the 2021 Annual Alumnae Reunion and Summer Festival on 3 July to which you are all warmly invited. I look forward to meeting as many of you as possible and hope the weather will bless us that day so that you can enjoy catching up with each other as well as soaking up all that is going on at Royal High School at present.



**Mrs Kate Reynolds** Head RHSB

## From the Alumnae Office

As Alumnae and Community Liaison Officer I always look forward to hearing from our former students and staff. If you have any news you would like to share, or enquiries relating to any of our alumnae activities please do not hesitate to get in touch.

Email: [f.orr@rhsb.gdst.net](mailto:f.orr@rhsb.gdst.net)  
Telephone: 01225 313877.

In the meantime, please take a look at the 'From the RHBA Committee' section on page 17 to find out about the RHBA Network Committee's revised constitution, as well as the newsletter survey on page 17. I would love to hear your thoughts!

Thank you and best wishes,  
**Francesca Orr.**

## School News



## Dining in Style

The start of the Summer term marked the inauguration of the Senior School's newly refurbished dining hall. This project was carried out over the Easter break with the support of catering company, Holroyd Howe.

The project, which had been put on hold during lockdown, aimed to transform the dining experience for students and create a modern, high quality and engaging environment for the girls to eat in, enhancing the catering service for day girls, boarders and staff. Research shows that promoting a positive dining experience by building a nurturing environment where girls are encouraged to come together to socialise and enjoy their meals is conducive to improved learning outcomes. We are therefore delighted with the bright and airy space where our girls can now enjoy a nutritious meal and spend time with their peers.

Simon Butcher, Director of Finance and Operations commented, "Food is such an important part of our school life, especially for our boarders so we wanted to create a beautiful, modern dining room where the girls could gather and share the wonderful food cooked by our fabulous catering team from Holroyd Howe." As part of the refurbishment we have also installed a Cashless Catering System (CCS) in the main dining room and the Sixth Form Café.

This new system eliminates the need for students to carry cash during the day and enables us to improve our accounting and catering management.

The dining hall refurbishment offers flexibility and a space for functions and events alongside the adjoining Rebecca Barrell Room, formerly the dining room annex. Kate Reynolds, Head said, "I am looking forward to the events and functions we can hold in both these rooms once current restrictions lift and equally pleased that we have such an uplifting setting for our meals for day girls and boarders alike."

We very much look forward to being able to share these enhanced facilities with alumnae at future events. The refurb project has certainly been well received by the girls. Amongst the ohhs and ahhs, our Head Girl, Daisy John exclaimed, "I love the dining hall, it looks so bright and fun!"



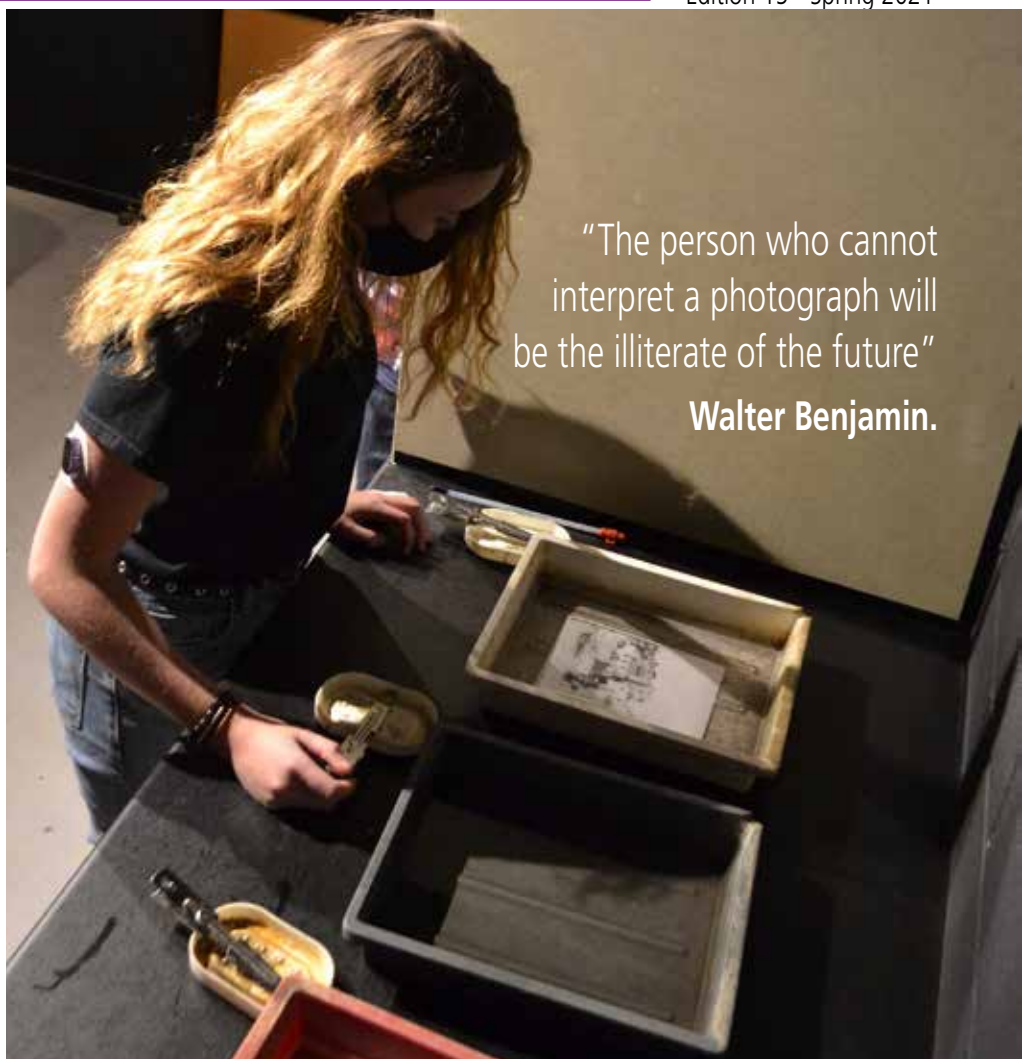
## The Dark Arts gain popularity

"The person who cannot interpret a photograph will be the illiterate of the future" Walter Benjamin.

Well, Walter, the RHS Art School is doing its bit to aid future literacy and the new darkroom aims to do just that!

Those in the know will be aware that we already had a darkroom in the school but doubtless many walked past it on a weekly basis and never knew it was there. It had been housed in a converted changing room toilet at the bottom of the stairs to DT. Built from an initial investment many years ago, and sustained by various kind donations of equipment it had been a private refuge for a few interested Photography Club members for 25 years, although few of us have been here long enough to remember that far back. As we dismantled the old room, however, we did find a time capsule hidden by Sophie Fox, Jen Johns and Charlotte Humphreys in 2003 as well as a love letter to the Darkroom from Polly Heffer and Lucie Parsons in 2006, hidden behind a cupboard. Testament to the solace found through creativity.

The thrall of the Art Department continues to entice girls to be creative and learn new skills and techniques, and over the last few years, the darkroom in particular has been much in demand. With more lunchtime clubs and the AS Photography course using it – not to mention girls incorporating photography into their final outcomes for GCSE, IB and A Level art - there has been a real need for investment in the space and equipment.

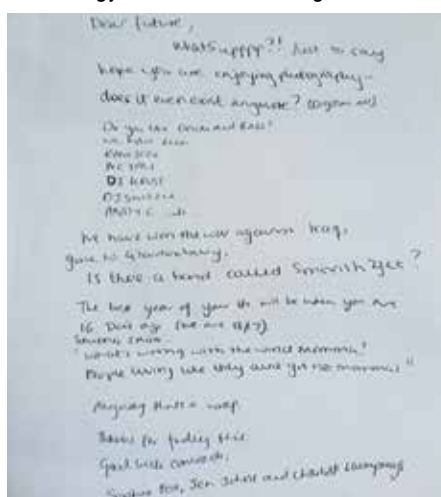


"The person who cannot interpret a photograph will be the illiterate of the future"  
**Walter Benjamin.**

So this term as the girls returned to school after months at home, they were delighted to find a new darkroom in Studio 2 and what an addition to the Art School it is! The space offers fantastic creative opportunities to artists and photographers alike. With 7 stations, each equipped with an enlarger and kit at each station there is no longer any need to share equipment.

New enlargers now stand alongside those already in place, so students will be more productive and enjoy using upgraded technology to create their images.

The new opportunities offered by the new dark room are already helping the Art Department to expand their creativity more broadly. In Fine Art there is nothing that cannot be used to create art and impart meaning; the more we have at our fingertips the more exciting our responses to the world around us can be. Perhaps this has never been a better time to invest in the arts, in revival and communication with others – whether we think of our recovery from the pandemic, or our ability to address the social inequalities that unfortunately still exist in the world. We think Walter would be happy.



# Eco Design project

Earlier in the Spring term, Year 8 students were set a task for an Eco Design Project: to come up with a blueprint for an ecological space that celebrated biodiversity in what is currently a concrete courtyard!

The entries were so brilliant that there are three joint-winning projects earning the winners the following judges' comments:

## • Amélie – Breathe

Every stage of this project was meticulously researched and planned – from the construction process to the environmentally-conscious resourcing of material (e.g. upcycling and recrafting) and even the carefully-managed budget. The binding theme of the project was a space for peace and relaxation, split cleverly into three zones: social, creative and Georgian. Amélie's artistic eye really shines through, with a space for living wall art and a sensitivity for how shapes and objects can affect our sense of space.

## • Ophelia – Garden of Reflection

Ophelia's design is a bright and vibrant space, with a focus on reflection and lighting. Wall-to-wall mirrors project the green plants around the courtyard and offer an illusion of maximising space. The bird baths and wind chimes would bring tranquil noises of the natural world and the archway would be wonderfully eye-catching: a trellis with climbing 'Peace Rose'. Finally, the water system would rely on water troughs collecting rainwater – a masterstroke!

## • Megan, Ella and Mimi – Globe of Nature

The focus of this design was a space to put a smile on faces – but it ended up being so much more! This project stood out for its consideration of supporting biodiversity and sustainability in the long-term. The 'bug hotel' idea serves as a wonderful accompaniment to the forthcoming (and very popular) Bee Club! Plants are specifically selected based on their needs (hanging wisteria from the pergola would look stunning!) and, very cleverly, food waste from the dining hall would be stored in a compost bin sunk into the raised bed.



It is to add plants to our design that will not only look beautiful but will be practical and will be hard for its surroundings. We would also like to grow plants that could be used in the school kitchen - herbs and vegetables, e.g. basil and tomatoes. In the courtyard we would want the plants to be all three terms in the school year, we have chosen some flowers and plants that will last all year we didn't want the courtyard just to look pretty in spring and summer!



Some may show in the winter but not in the summer. At the end of the winter season, they will die back and the next year they will grow back! This is the same as Daffodils, but they come out in the spring.

plants and flowers have been researched to make sure they work with the environment given.

We are hugely grateful to alumna Patricia Bartel (BHS 1958) whose generous donation towards sustainability projects at RHS will help see the transformation of the courtyard into what promise so to be an uplifting but tranquil eco zone for all to enjoy. We very much look forward to sharing pictures of the end result in due course.

## Positive Legacy of Lockdown



Thanks to the energy and creativity of two Sixth Form students – Eloise Evans and Pamela Wallace – whose idea it was for a House Competition to mark lockdown. Students and Staff from across the school were asked to contribute to a Commemorative Patchwork, and we can now reveal the completed masterpiece.

Contributors used a variety of skills from fabric painting, tapestry, quilting, applique and beading to create an image which summed up their experience of lockdown and ranged from multiple celebrations of the NHS, camping, sunshine, new puppies and boardgames – thank you to everyone who contributed.

# The Green Team is back!



It has been straight out of lockdown and into action for the Green Team! We are pleased that two of our biodiversity projects have recently come to fruition, if you will pardon the pun.

In March we took delivery of 10 fruit trees provided by Orchards for Schools. These were duly planted in our new orchard in the woods near the front of the School. The Growing Club will tend them and add to them so that we can increase the biodiversity on our site.

This term has seen the arrival of our two bee hives and members of Bee Club have been working hard preparing the hives for their new residents. They have been painted purple as this colour attracts the bees (they see it as yellow) and, yes, they have been lined with organic cow manure! The bees

prefer a rough surface and the idea is that they will cover this with resin to provide a natural defence against infections from mites. We hope to bring news of our first bee colony's arrival very soon.

Meanwhile, last term our Green Team representatives attended the B&NES Youth Climate Summit with our new Sustainability Prefects, Naiya and Scarlett. It was the first event for our new Sustainability Prefects and proved to be very inspiring, Scarlett writes "The Climate Summit ran from Hayesfield School and was insightful, inspiring and motivational. There were a range of speakers spanning topics such as 'how we can make the food we eat more sustainable?' to 'Eco-anxiety' to 'Greenwashing in the fashion industry'."

Arguably, the most pressing speakers for the Royal High as a community were from the 'Let's Go Zero' campaign. They are helping schools to declare a climate emergency to help increase government awareness of the need for schools to have environmental curriculum support, and to 'Go Zero' with carbon emissions by 2030. 'Let's Go Zero' helps schools to plot their pathways for solutions to environmental problems within schools, set up committees and deliver action, providing solutions, not problems to the cause. The Liberal- Democrat MP for Bath, Vera Hobhouse, was present at the introduction and encouraged young people to write to her about ideas, solutions and problems within schools' sustainability ventures.

Following this stimulating summit, we are continuing to work towards becoming an Eco-School and we are getting closer every day. The Sustainability Prefects' ideas for their year in office include writing to their MP and large businesses to ask them about the extent of their sustainability and environmental mindsets and most of all, making sustainability fun for all! We know that together we can all make small developments to create big change.



## Physics and Chemistry Olympiad Success

Before Easter several of our Year 12 and Year 11 students participated in the British Physics Olympiad and Royal Society of Chemistry Olympiad competitions. Both competitions are highly challenging and are designed to test students' logical thinking and problem-solving in chemistry and physics contexts.

In the Chemistry Olympiad Lemon, Jayne, Daisy and Eliza all achieved Bronze Certificates and Kerry achieved a Silver Certificate. These are very impressive results for our Year 12 students as the competition

is designed for Year 13 students, and of those taking it, only the top 33% get a Silver or above.

In the Physics Olympiad Senior Challenge for Year 12 students, Sybil achieved a Silver award, which meant that she came in the top 46% of the 5,200 students who entered the competition from around the UK, and Betsy achieved a Bronze award. In the Intermediate Challenge for Year 11 students, Helena achieved a Silver award and Karah, a Bronze award.



## Year 12 Student Awarded Runner Up in Essay Competition



Over the Christmas break, Daisy, Year 12, entered an essay competition from Immerse Education.

Daisy was awarded runner up for her essay 'Legal decisions should be automated using algorithms. Discuss' and has been granted a scholarship for the Immerse Education Law summer school at Oxford.

Mr Hayward, Head of Sixth Form, says "I'm delighted by what Daisy has achieved. It's typical of her proactive spirit to have entered this competition independently. The essay is richly researched, well-balanced and introduced me to the concept of the 'pharmakon', of which I was unaware and for which I am grateful! I also was intrigued, disturbed and, if I'm honest, ever so slightly amused by the ideas that judges become less lenient as lunchtime approaches. Overall, a superb achievement."

You can read Daisy's really thoughtful and interesting essay: ['Legal decision should be automated using algorithms'](#).

## A Jar of Smiles

During lockdown, two Sixth Formers started a Craft Club for Year 7 girls. The club moved online via Teams and the girls posted the materials needed by the Year 7 members.

The first activity involved teaching the girls to make origami stars and they asked the girls to make a star a day, write something that they were happy about that day in the star and pop it in the jar. Many of the girls have continued this.

We heard from one parent who wrote to tell us: "This jar represents what the Royal High School community is all about – a Year 7 girl showing me her well-being jar taught to her by her Sixth Form friends. There are a lot of smiles in the jar and finding it gave me a massive smile."



## GDST Get Active Challenge

Even though with the Spring Term came a third National Lockdown, House spirit continued to thrive and in February the GDST Get Active Challenge, saw our students, staff, parents and alumnae all rise to the challenge. The whole school community 'Got Active' running, cycling, rowing, horse riding and even skiing their way to third place overall in the GDST completing an impressive total of 60,448.66km, gaining valuable House points along the way. It was Austen House that reigned victorious gaining first place in our school competition completing a staggering 17,069km during the month of February. Many thanks to our alumnae who contributed a valuable 539.24km to our overall total.

## GDST Pupils Leading the Way



The GDST's Future Leaders Week took place in December when more than 100 students in leadership teams from the Trust's schools came together online for a week of training.

In what CEO, Cheryl Giovannoni described as a "trailblazing initiative", they heard from an array of powerhouse leaders on subjects such as imposter syndrome, personal branding, making change happen and a keynote speech from STEM champion Dr Anne-Marie Imafidon. They also took part in a psychometric assessment to discover their talents and the week ended with a sustainability challenge.

Cheryl Giovannoni said: "It is vital for us as pioneers in girls' education that we teach our students to lead. It's not enough just to tell our Head Girls that we have identified them as potential leaders, we need to equip them with leadership skills for the 21st century such as communication, collaboration, effective delegation, creativity, and empathy. With our Future Leaders Week, we are



giving GDST students the opportunities to develop these key strengths and personal skills as they prepare to go out into the world, confident in their abilities and sure of their value and their values."

Mathura, outgoing Head Girl at Royal High School Bath, wrote "Being Head Girl was always an ambition of mine ever since I joined Royal High in Year 7. Our school leadership team works well together but we had not yet explored our individual strengths. The GDST, however, provided us with this chance with Future Leaders Week which was an excellent insight into leadership from inspiring women across the country. It offered five full days of advice, encouragement and positivity and I am grateful to have been given the opportunity to take part in this motivating event."

## RHS Debate Team in GDST Contest – no argument

Daisy, Carlotta and Eliza have been awarded second place in a thrilling GDST Debating competition that took place online in February. The team of Year 12 students were charged with opposing the motion "This House believes that vaccinations should be made compulsory in the UK" against one of the teams from Northampton High and did so with an accomplished rhetorical skill and dexterity that was widely praised by the judges.

Students from the Oxford University Debating Society judged the competition and picked out the Royal High School for second place. They debated brilliantly and this is a wonderful achievement. Daisy was praised by the judges for her 'wonderful delivery, analysis and organisation in her brilliant speech' and was singled out for directly exploiting the fatal flaw in the proposition's case (who had stumbled over a key word 'mandatory' in their opening

statement). Carlotta was celebrated for 'some of the best rhetoric of the entire event' and especially complemented for the 'incredibly smooth and succinct' delivery that made her impassioned case feel natural (despite meticulous planning). Eliza was highly praised for responding to remarks on the spot and introducing the four pillars of medical ethics into the discussion, as well as delivering an 'excellent summary speech' that managed to distil the whole debate into a 'clear and concise review'.

The Oxford University Debating Society implored the Bath students to continue debating into the future!



## GDST Pearson and Silver Awards – RHS win

We are delighted to announce that Ava, Year 12, has been awarded funding to study at a summer school for Latin as part of the GDST Pearson and Silver Awards. These awards are offered GDST students to help towards the cost of attending courses or carrying out projects with a classical content. When choosing the award-winners, the committee look at commitment to and excellence in classical subjects.

Ava, who has been studying Latin since year 6 and studies Latin, English Literature and Religious Education at A Level, applied for the course to develop her Latin. The course offers students an experience of Latin outside of the classroom including talks, trips and opportunities to attend lectures from University professors. Ava said, "the main reason I applied to this course is because it

provides an incredible opportunity for me to further broaden my knowledge of classics as I cannot do in a classroom".

Ava, who hopes to study English and Classics at University, is delighted with her win. She said, "It's really exciting that I've been given this funding. I'm really hoping the language classes will give me a solid ability to do unseen translations because if I get a better grasp of that, I'll be able to better able to analyse the literature and find hidden meanings in it."

Ava has also recently entered an essay competition with St John's College, University of Oxford, about Classics and Ancient History and commented, "It was really interesting, it gave me the chance to look at texts that we don't study at school

and look at them independently." Ava was invited to a series of talks and tutorials hosted by Oxford professors on subjects on 'Ancient Religion and Dreams' and 'The Power of Speech in Literature'.

In response to Ava's award, Claire Binney, Head of Classics, said: "Ava has always been a super student of Latin, showing real enthusiasm ever since Year 7 and fully involving herself in a wide variety of enrichment activities, from the Classical Symposium to the 'Women of Troy' Masterclass to the recent St John's College Oxford essay competition. I am delighted that she has achieved this award which will contribute to the cost of this year's JACT Latin Summer School in Harrogate."





At the end of a unique autumn term, RHS Sixth Formers spent an afternoon reflecting on the shape of their futures with a virtual Careers Conference. Generously supported by the Friends of RHS, 'Picturing your Pathway' began with inspiration from work happiness expert and author of 'The Radical Sabbatical', millennial Emma Rosen.

The girls joined Emma online to hear how she had bravely changed tack aged 24 from her so-called 'dream pathway' when she realised it wasn't right for her. Sharing practical tips on how to go about it, Emma recounted how she had spent a year sampling the 25 jobs she'd ever considered, from farming to international security, journalism to landscaping, to find where her skills met her aspirations. She encouraged the girls to flip their approach to considering their career paths on its head, and to focus on the process rather than a pre-determined end result. The all-important skill of networking, using social media to productive advantage, was a theme that would emerge time and again during the afternoon.

Energised by Emma's refreshing approach and new possibilities, the girls then dispersed to attend a virtual break-out discussion with professionals from a sector of their choice. With delegates joining from as far away as Chicago and Hong Kong, and featuring over 30 guest speakers - many of them alumnae - from a wonderfully wide

range of professions, including business leaders to sustainability consultants, animal enthusiasts to entrepreneurs, Tech specialists to a tea buyer, the afternoon gave the girls an opportunity to hear various different perspectives from a particular sector or area of work. They were able to question speakers about their work and their own pathways, impressing our guests with the thoughtfulness of their questions.

With comments like 'it was absolutely incredible, thank you for giving us such a fascinating experience' and 'everyone found all the sessions so valuable, hearing about entry routes that I knew nothing about and having my preconceptions challenged' from the girls, Mr Hayward summarised the mood of the afternoon: 'This is the new paradigm of Careers Education. Thinking about pathways rather than just about jobs and hearing people's stories was hugely enlightening for the girls as they consider their options beyond Sixth Form'. Many thanks again to the many alumnae who supported this event by sharing their own inspiring and invaluable experiences.

If you are an alumna interested in providing mentoring support or talking to our students please get in touch.



## Life At Oxbridge

Alumna Lizzie Dunn (RHS 2016) who is a Modern Languages Graduate from the University of Oxford joined the panel for the first GDST Limitless Learning Oxbridge 'laying the track session' hosted by Howell's online on January. GDST students in Years 10-12 who may be interested in studying at the University of Oxford or the University of Cambridge were able to find out more about what it is like to study at these prestigious universities and were able to ask the panel questions about 'What Oxbridge Life is really like'.

Throughout last term the programme continued to offer insights into the application process alongside interesting lectures to widen the super-curricular experience and complements the support available at RHS considering applying to these universities. We look forward to hopefully welcoming back to school some of our Oxbridge graduate alumnae to share their insights and wisdom with our Year 13 Aspire Group at September's Tips for Oxbridge session, alongside inviting some of our undergraduate alumnae to talk to Year 13 about university life in general at our annual Tips for Uni forum.

If you are interested in supporting the Tips for Oxbridge and/or Tips for Uni forums in September please contact [f.orr@rhsb.gdst.net](mailto:f.orr@rhsb.gdst.net)



## MedSoc Alumna

At the end of April our MedSoc group was delighted to be joined by alumna Sarah Al-Rawi (RHS 2011) who talked about her journey through medical school (Southampton) to foundation year training in London and to now being a year into her specialist training as a paediatrician. Here Eliza, Year 12 tells us more:

"It was particularly helpful to hear Sarah's advice on how to write a convincing personal statement and the factors to consider when applying to different medical schools. For example, whether a university does dissection (the process of cutting apart or separating tissue by students themselves) or pro-section (the dissection of a part of a cadaver by an experienced anatomist to show students the anatomic structure). Sarah also gave us an insight into the specialist training which takes place after graduation. The talk highlighted



the importance of ongoing learning from colleagues as well as always working safely.

Listening to Sarah reinforced the lifelong learning associated with Medicine because she was still preparing for exams despite having left school in 2011."

Huge thanks to Sarah for sharing her wisdom and insights with our aspiring medics!

## Inca-tastic Tales for Children



Hot on the heels of her first e-book: *Intrepid Dudettes of the Inca Empire Part 1* published last year, we are delighted to report that alumna Helen Pugh's (RHS 2006) latest offering was published in paperback at the end of January 2021.

In *Inca-tastic Tales for Children* readers will join the goddess Pachamama and the rainbow Cuychi on an epic journey through Inca-tastic history! You'll get to meet gods, goddesses, a magician, queens, kings, princes, princesses, kidnappers, warriors, conquerors, treasure hunters, explorers, heroes and 2 volcanoes who are in love. Buckle your seat belt and come along on this cultural and educational adventure in South America! 12 well-researched Inca-tastic stories to share with your kids; there are 8 beautiful legends and 4 narratives based on historical accounts. 9 well-loved stories adapted for children from narratives in '*Intrepid Dudettes of the Inca Empire*' and 3 brand-new tales! For ages 8 to 80, the cover illustrations are by alumna Alex Thompson (RHS 2006).

Having started Spanish at RHS in Year 7 with Ms Side, who Helen recalls really inspired her in the language, Helen studied Spanish and Italian at University and has a lifelong passion for history, especially that of historical

women who made history, but have been sidelined. Helen has long believed that it is important to rescue historical women from obscurity and make sure that "herstory" is taught alongside "history"! Her interest in South America and the Incas began in 2006, when she first went to Ecuador. Then, from 2011 she lived there for 7 continuous years, 6 in the Amazon Region and 1 in Quito. The challenges Helen faced during that time have enabled her to relate to some of the women in '*Intrepid Dudettes of the Inca Empire*'.

*Inca-tastic Tales for Children* is available from [www.amazon.co.uk](http://www.amazon.co.uk) in Kindle Edition or Paperback.



# Spotlight on an Alumna: Clementine Brown (RHS 2008)

*Alumna Clementine Brown (RHS 2008) has lived in Lebanon for six years. In 2018 whilst working at the UN, she co-founded CodeBrave to help former street children escape a life of poverty and exploitation by teaching them marketable coding skills. She now directs the organization full-time. Clementine learnt to code while working as a data analyst at the UN. Before coding languages, she studied modern languages - French, Spanish, Russian and Italian - at Royal High School Bath, before going on to read Arabic and Persian at Oxford University.*

## Can you tell us about the history of CodeBrave? When was it created and what motivated you to do so?

In 2017 a boy at the shelter where my friend Steven and I were volunteering asked if we could teach him Python, a major computer programming language. The boy, Khalil, lived in a shelter for homeless children in Lebanon. This shelter houses some of Lebanon's most vulnerable young people - many have lived on the street, around half are refugees, and most had little-to-no education prior to arrival. It was difficult to imagine a positive future for these children, and often, after leaving the shelter aged 18, they would end up back on the street, turning to crime or sex work to survive.

Khalil's question got me and Steven thinking: coding skills could give these young people opportunities in a sector where there is known to be a skills-gap in the Middle East. We started running coding and robotics classes in the shelter, and the students loved it.

So in January 2018, we set up [CodeBrave](#) so youth from disadvantaged backgrounds could develop their tech skills. We have since included nearly 300 students in our programme - including Khalil. My co-founder Steven's background is in Educational Psychology, so all our teachers are thoroughly trained in our trauma-adjusted teaching methodology enabling them to help students achieve their full potential.

## How has your education at Royal High School Bath influenced your CodeBrave journey?

Royal High had a big focus on languages, allowing me to take four languages for GCSE, one of which was after-school Russian. At 17, I joined an all-female Arabic class at Bath's local mosque and adored it. I went on to study Arabic and Persian at Oxford, which in turn led me to Lebanon.



This familiarity with multiple languages gave me an ability to map out grammatical patterns in my head and pick up new languages. This was useful in my Oxford interview, which involved deciphering a made-up language based on a few clues, testing candidates' ability to see patterns and replicate them. In this way, language is much more like Maths (and computer coding) than people realize.

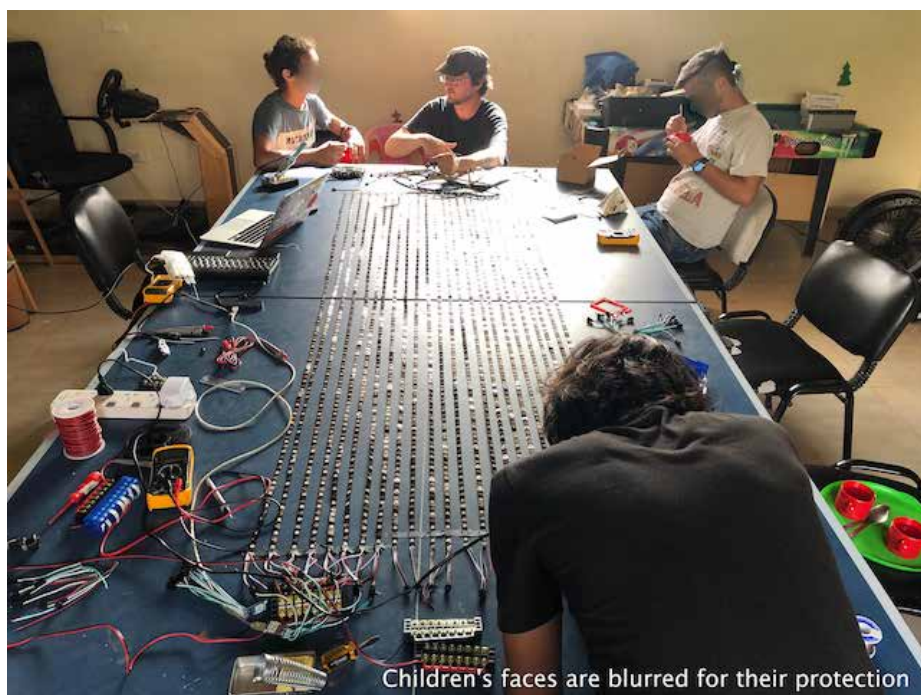
When you learn to code, you are learning to give a computer instruction, telling it what to do in a language that it understands. Coders have to understand several languages to be employable, especially since the tech scene is moving so fast. It is important for learners to understand how to learn a programming language, rather than learn any one specific language. Likewise, when you learn modern languages, the more you learn, the easier each one becomes.

## Why is learning to code so important?

*Expanding your options:* Tech surrounds us. Centuries ago, those who could read and write were in power. Today, coding is the new literacy. Children who are tech-savvy will be better prepared to become leaders in virtually any sphere, whether entertainment, manufacturing or agriculture - everything involves technology these days.

*Developing cognitive abilities:* Young people learning to think logically via coding exercises is helpful to their development in so many ways. It teaches them to solve problems creatively, think critically, and reason systematically. In the age of information, these are the skills young people need for a successful career, not the ability to memorize information. As Steve Jobs famously said, "Everyone should learn how to program a computer, because it teaches you how to think."

Continued on page 12 ►



Children's faces are blurred for their protection

*Understanding the world around us:* I believe everyone should also have an understanding of how the technologies and algorithms that increasingly control our lives and minds function. If we don't, we risk not sufficiently challenging the tech giants about their activities, or not involving diverse voices in decisions around technology, which affect everyone.



### How can girls be encouraged to pursue STE(A)M (Science, Technology, Engineering, Art and Maths) subjects?

I've seen from our work at [CodeBrave](#) that STE(A)M has something for everyone, whether you love working with hands-on electronics, designing elegant websites, or the satisfaction of writing a logical script. We love getting students to work in teams on big projects where each takes on a different role: programming, design, gathering feedback, robotics components.

Getting girls more engaged in STE(A)M subjects will not only bring them personal joy and satisfaction, it is also critical for the sector's future. There are few places where diversity is so important as in tech. We've heard about coders hardwiring their own, often subconscious, biases into algorithms, or not picking up on the fact a dataset used to train an AI is biased: Amazon's use of AI to help screen job applicants (using past hiring success data) resulted in a lower score for female candidates who attended all-women universities. Empowering women in tech and AI will unravel harmful gender stereotypes that have been programmed into these technologies.

Yet the number of women in STEM has decreased since the 90s according to Accenture's research, and if we do not reverse this trend, the number of female computer scientists will fall from 24% to 22% by 2025.

At CodeBrave, 50% of our students are young girls and our teaching staff is 50% female. Two of the nine centres where we currently work are all-girls schools for refugees girls living in camps. Our female students have made inspiring projects, like 15-year old Ghofran who learned how to build websites with [CodeBrave](#) in a 3-month course and recently completed her first commission for her neighbour!

### What are you looking to achieve through this initiative?

[CodeBrave](#) aims to create lasting social change in Lebanon through tech education. We provide coding and robotics classes to young people from disadvantaged backgrounds in eight centres across Lebanon.

Our programme aims to give them the skills, motivation, and confidence to secure decent work, whether in the tech sector or elsewhere. Our programme has two levels: a foundational digital and coding programme for all students, and a more advanced vocational training programme for those motivated to pursue it, including work experience simulations, mentorship and financial assistance to undertake internships.

An example of one of our students is Joseph, who came from extremely difficult circumstances before being placed in a shelter at 8. He started coding with [CodeBrave](#) at 15. By 17, he had completed an internship at Beirut tech company Cherpa and a Python bootcamp for adults (many of which were university graduates). He is now completing his secondary education while hoping to pursue a career in tech.

By the end of 2024, we plan on reaching 1,000 children.



### How is CodeBrave funded?

[CodeBrave](#) is currently operating thanks to donations from individuals and corporate partners all over the world.

In order to become more sustainable, this year we launched [CodeBrave Tutors](#), a private coding and robotics tutoring service where every session purchased funds a session for a child in Lebanon. Combining high-quality tech education with social impact, [CodeBrave Tutors](#) provides individual or group online coding and robotics tutorials to talented children around the world who want to learn the languages of the future. So far, we have delivered more than 500 sessions to children across four continents. Our main client base is the UK and children aged 5 to 17 can do a trial session for free: to book visit <http://bit.ly/CBTBookTrial>

Digital literacy is essential for young people to participate and thrive in the 21st century and we believe there should never be a barrier to education. Let's create change and allow all children to become inventors of the extraordinary.

Visit [www.codebrave.org/donate](http://www.codebrave.org/donate) to donate to CodeBrave, and help young people like Khalil and Joseph write the script of their tomorrow.



# Trust in the Balance

Trust: a firm belief in the reliability, truth, or ability of someone or something.

After leaving Bath High School, Dr Sally Campbell (BHS 1960) trained initially as a scientist, earning a BSc (First Class Hons) in Zoology followed by a PhD in Marine Ecology from London University, and then worked in research as a marine ecologist at the edge of the sea, in the UK and California. Always fascinated by complex systems, on her return from America and the birth of their two daughters, Sally became most interested in the dynamics of family, community, and organisations. Sally was soon involved in training and development of individuals and organisations and went on to spend 5 years working with National Children's Home, was closely involved in the formation of Surrey Family Conciliation Service (now Surrey Family Mediation Service) whilst also becoming one of the founder trainers of Hospice Home Care, now The Brigitte Trust.

Sally ran her own business from 1985 until recently providing specialist services and training in transformation of businesses and assisting their people to adapt to changing economic and global conditions. She and her husband John have lived on the Isle of Arran in Scotland for the last 17 years overlooking the sea where they are involved in community engagement and Sally spends much of her time campaigning for Marine Protected Areas and sustainable fisheries. Completion of a two-year part time MSc at the University of Bath in Responsibility and Business Practice in the early 2000s brought together Sally's interest in corporate social responsibility, new economics, natural capital, sustainability, and a much clearer view of world development. Here Sally gives an insight into her extensive experience gained from such a fulsome and varied career by explaining the fundamental role trust plays in tackling the environmental challenges the world faces today:

"Throughout the recent lockdowns Arran's resident islanders have grown in their trust of their relationships in our community. At least that is what it feels like: Everyone has helped, we have pulled together with a real sense of trust in the Arran community. The bigger question now is how much

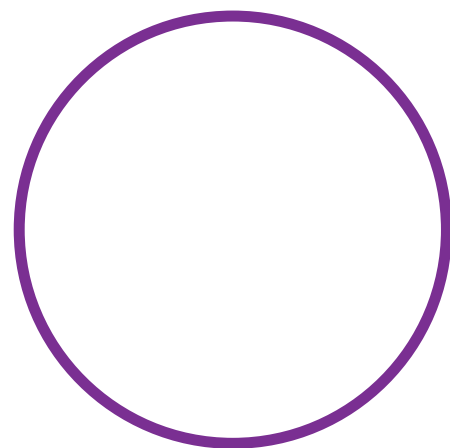
do we trust the "outer" world? Under today's stressful, rapidly shifting headlines, trust is becoming more elusive than ever. As we look out into the wider world, we need confidence and trust in our leaders, local authority and government decisions, international and local company ethics and integrity, and most importantly in what is reported to us through the media. And if we do not have trust, how do we change our own world, demand change of leaders and companies in this time of Ecosystem Destruction, Climate Emergency, and Power of the Few? We have little time.

Here are three examples where trust has been betrayed.

**ECOSYSTEM DESTRUCTION:** despite a ban, bee-killing pesticides (neonicotinoids) are still widely used in Europe

Two years ago, the EU agreed a landmark ban in order to protect bees and other insects from the "large scale adverse effects" of three neonicotinoid pesticides. Neonicotinoids have long been linked by scientists to the decline of honey bees and other pollinators, with evidence suggesting the pesticides harm baby bee brain development, weaken immune systems and can leave bees unable to navigate or even fly.

We all cheered. But - recent investigation finds EU countries have issued at least 67 different 'emergency authorisations' for outdoor use of these three neonicotinoids.



This was supposed to mean that the pesticides can be used in situations where there is a clear danger to farming or ecosystems and no other reasonable means to treat the problem. Only these emergencies seem to be happening rather a lot - about once every two weeks - and sometimes for questionable or unsubstantiated reasons, including in one instance to treat beetle outbreaks on Danish golf courses. Further, the EU auditors have found the measures have not made a real difference in preventing the decline in bees and butterflies. The Commission has recently announced new plans to cut pesticide use by 50% by 2030.

More concerning at present is the Scottish salmon farming industry's wish to use a neonicotinoid following an application for a patent concerning a neonicotinoid-based in-feed sea louse treatment. Research suggests that, whilst this would kill the lice, use of this treatment would potentially result in severe damage to shellfish stocks in inshore waters over the longer term. The creel fishery is an important economic driver in the west of Scotland. How can we trust the salmon aquaculture industry? Short term profit over concern for the environment,

**Continued on page 14 ►**

and ecosystems is being shown again and again in their use of chemicals, and lack of pollution control.

**CLIMATE EMERGENCY:** global methane levels at record high and soya into the food chain

Atmospheric concentrations of methane are now at record levels, and emissions of the potent greenhouse gas have risen 10% globally in the last two decades. Recent research by the Global Carbon Project, revealed methane emissions reached a record 596m tonnes in 2017, the most recent year available. Livestock farming is a key driver of methane emissions, with climate sceptics keen to dismiss concerns over the greenhouse gas as worries over flatulence from cows. Oil and gas production are also major sources of methane emissions, in particular fracking. Methane is a much more powerful driver of the atmospheric greenhouse effect than carbon dioxide

Around one-fifth of the beef and soya that ends up in the EU from Brazil comes from illegally deforested land in the Amazon rainforest and Cerrado tropical savannah. The extent of European consumers' role in the destruction of these two globally important biodiversity hotspots is revealed as Brazil faces a bleak year for deforestation because of an anticipated drought and the activities of emboldened loggers. European politicians have also warned a major trade deal is at risk if climate change-fuelling deforestation in Brazil is not tackled.

Past investigations have uncovered the links between individual Brazilian cattle ranches and European food firms but now an international team has connected the dots using Brazilian government records, including maps of land use, deforestation and permits issued when cattle is moved between the properties and abattoirs ahead of international trade. Ruling out legal forest clearance, the team found 20 per cent of soya and at least 17 per cent of beef exports to the EU were associated with illegal deforestation. "This work highlights how international markets, such as the EU, have a long way to go to ensure their sourcing is compliant with their climate commitments." So says Louis Verchot at agriculture research group CGIAR. He goes on to say the study "moves us one step closer" to cleaning up supply chains and living up to a 2014 pledge

to halt deforestation, which countries and businesses have failed to do yet. And it is now 2020!

**POWER OF THE FEW:** Betting against the Paris Agreement

The central aim is to strengthen the global response to the threat of climate change by keeping a global temperature rise this century well below 2 degrees Celsius above pre-industrial levels and to pursue efforts to limit the temperature increase even further to 1.5 degrees Celsius.

At a time of historically low gas prices, the governments of the US, UK, Netherlands, Italy, Japan, South Africa and Vietnam have put up nearly \$15billion of public money into support of a massive gas project in Mozambique that could clash with the goals of the Paris Agreement. The news follows an Uearthed investigation that found a little-known UK government agency UKEF (UK Export Finance) is helping to finance projects overseas that will emit 69m tonnes of greenhouse gases per year.

Last year, as the UK prepared to host a major climate summit in Glasgow, now delayed until October 2021, Boris Johnson promised that the government will no longer support coal mines or coal plants overseas. But the reality is it has not financed one since 2002! The Uearthed investigation in conjunction with BBC Newsnight has revealed that the overseas fossil fuel projects that it is supporting will emit greenhouse gases equivalent to 17 coal fired power plants. All the fossil fuel projects to which it is currently exposed are oil and gas-related, although documents suggest the government is also considering supporting a project linked to a huge coal-powered mine in Mongolia. The projects are backed by UK Export Finance (UKEF) which has long declined to rule out investments in fossil fuels.

As well as the 69m tonnes of greenhouse gases that will be emitted by projects for which UKEF could be on the hook, the agency has said it is formally considering more fossil fuel projects which would emit at least another 20.6m tonnes, equivalent to five coal plants. UKEF has helped to fund schemes from oil wells off the coast of Brazil to oil refineries in Bahrain and Oman. The Power of the Few to say one thing and do another is also about the power of some

media to persuade us that untruths are truths!

These 3 areas are examples of double dealing...telling us one thing and doing another. Over time, many of us have noticed that our local, national and UK governments as well as international bodies are putting our democracy at risk. For many schemes, be it salmon farms to housing developments, it appears that lobby power and monetary donations speak louder than our democracy and it is the same at national level. What happened to ethics and integrity?

But we also have responsibility to change our present behaviour. We also buy cheap clothes, colluding in sweat shop garment makers; we seldom if ever question our integrity over that choice; we use the Amazon on-line marketplace and not question how such commercial, international and IT companies are allowed to pay virtually no taxes; offshoring is constantly used by companies and their ethics and integrity to users, tax payers, the poor is lamentable.

The Pandemic has made us reflect more on our attitudes to societal values, how we care for each other, our environment, climate change, sustainability. Do we need to be such consumers? We need to all be active to build a new trust, hold individuals and power to account, and as a start, take back local democracy! There are so many new potential opportunities out there to address these issues and rebuild our employment structure."

Sally is a regular contributor to [www.voiceforarran.com](http://www.voiceforarran.com) and her latest article entitled 'It's Election Time ... Time to Vote' on why women should ways vote can be found at: <https://voiceforarran.com/issue-122/it-is-election-time-time-to-vote/>

From the RHBA Committee

# We need you!



Many thanks to all those who have joined the committee as Decade Reps, the committee is delighted to have you on board. There are, however, a few more slots to fill as we would like to appoint two reps per decade, and pre-1998 per school, alongside two additional reps covering the period of the merger, one ex-RS and the other ex-BHS.

## RHS

**2019-2028**

Two Reps needed

## RS/RHS

**1996-2001**

One Rep needed

## BHS

**1979-1988**

Two Reps needed

**1969-1978**

One Rep needed

**1939-1958**

One Rep needed

## RS

**1969-1978**

Two Reps needed

**1959-1968**

Two Reps needed

**1939-1958**

Two Reps needed

## What does it mean to be a Decade Rep?

- You will represent your year group and those groups closest in age to you, giving your generation a voice and to help encourage attendance at reunions.
- There is no set time commitment – give as much or as little time as you are able. We hold one meeting each term, plus an Annual Review open to all alumnae, which forms part of the main summer annual reunion. These meetings can be attended either in person (when Covid-19 restrictions are lifted) or remotely.
- After each meeting, minutes will be sent round with some key questions to feedback or vote on, allowing everyone to have a say.

If you would like to volunteer, please contact [f.orr@rhsb.gdst.net](mailto:f.orr@rhsb.gdst.net). Thank you in advance for helping ensure true representation of all generations of our school.

With no official positions, other than the Chair, the committee is run on an entirely voluntary and informal basis. To help you get to know who is part of the committee, we hope you enjoy reading the pen profiles for three more of our lovely committee members:

### Carol Beaumont (RS 1998)



I joined The Royal School in the summer term of 1990 and met my class of J3 (now year 5) whilst I settled into becoming a full-time boarder living in Northfields. As my Father was in The Royal

Navy this provided much needed stability for the next 8 years until I left aged 18 in July 1998; the last day before the formal merger. I am still in touch with many friends I met in J3 and it is now over 31 years since we first met. I am a Children's Physiotherapist and have worked in the NHS for 20 years. In my free time I love travelling (having had several career breaks) and I am a keen skydiver with over 1200 jumps.

I loved playing lacrosse, which featured highly on the school's PE curriculum and we would spend many hours walking up and down from 'chill' (now the Ensligh development at the top of Lansdown) at least twice a week. We could have our own



pets in the rabbit house, which was next to the laundry and the school had a lovely, homely feel to it, only about 350 pupils from admission to leavers. The Memorial Hall and Chapel were incredibly special places for any RS girl. We used to shelter in the Chapel during night time fire alarms and host candle lit Carol Services with our families. Each November we would all stand and turn towards the memorial window during our Remembrance Day service whilst the last

post was played. It was always emotional with our school's strong military history and lots of parents were actively serving during the current conflicts at that time.

It is a pleasure to join the committee as a Decade Rep and I look forward to representing The Royal School and our history with current girls.

**Alix Adams (BHS 1960)**

When I joined the Bath High School it was still in that period when it was spread over a number of buildings in Lansdown Crescent due to the evacuation of The Hope House site which had been bombed. In 1949 it had only just been rebuilt and I can remember the official reopening by the Duchess of Gloucester in 1950. It was a very chilly Spring day, with the pupils arrayed to form a guard of honour in the gardens in our white shirts and navy skirts (and no jumpers permitted!).

When I left the High School, I went to Bristol University to study law which was quite unusual for women then. I think I was only the second High School leaver to do so. After Bristol I spent a year studying in London for the Bar Finals. I had originally thought I would practice as a barrister, but by the end of the year I decided it was not

for me. While it may look very glamorous, it seemed to me that the reality was a different picture. In many ways things are different today but it was very hard to make a start, and even today, harder for a woman.

I became a lecturer in law in Further and Higher Education on a variety of different courses, though ultimately almost entirely at degree level. Having had a privileged education myself, I was glad to be able to put something back. Most of my students were almost all having a second go at education, as school for a variety of reasons, had not worked out for them. It was very rewarding and humbling work, seeing their confidence grow and their efforts rewarded, despite coping with the strenuous demands of a family and/or job.

I live in Lewisham in South East London with my wife Cherry, who is a publisher, and a cat called Julian. I have three daughters from my

previous marriage and five grandchildren. I am a keen walker, botanist and birdwatcher and also enjoy singing almost every genre including opera. I also volunteer in a nature conservancy group, run by the council, which meets weekly. We work in local parks and nature reserves to improve biodiversity. I have been on the Royal High Bath Alumnae Committee since about 2004.

**Hannah Boyer nee Potter (RHS 2004)**

I was a true BHS/RHS "lifer", attending Bath High from 1990 until the merger in 1998, and the Royal High until 2004. I went on to read History at the University of Durham, and then moved to London for law school. I completed my legal training at Linklaters

LLP, after which I spent eight years working in central London as a solicitor specialising in Construction Law. I met my husband David whilst on a gap year before law school, persuaded him to cross the Atlantic, and we now live in Kingston upon Thames with our three children. I am currently enjoying a career break, looking after my young family, and contemplating my next move!

I have so many fond memories of my time at the school and am lucky to have remained close to many of the friends I made during that time, including a couple with whom I started in Reception on the beautiful site at Lansdown Crescent back in 1990. Without a doubt the opportunities provided to me by the school, not just academically but in my appointment as Head Girl in my final year, and in terms of extra-curricular pursuits (I have such special memories of singing in the school choirs and taking part in musical productions in the Memorial Hall), have shaped my life after leaving. Over the years from time to time I have run into fellow GDST girls, and the confidence with which they approach the world is always unmistakable. My eldest daughter joined her brother at school in September 2020, and I can only hope that they and their sister experience the same challenges, joys and lifelong friendships that my school career brought to me. In my role as Decade Rep I am looking forward to helping to keep these connections going for many years to come.



# New constitution for RHBA Committee

The RHBA Committee's constitution, or rules of engagement, have not been updated since 2014 and are no longer a true representation of how the Committee operates. Over recent months, after much thought and debate, the Committee has therefore put together a new draft document which they feel is a far better record of how the Committee, and its relationship with the wider RHBA Network, functions.

We would like to invite all members of the RHBA Network to read the draft new document below and give us your feedback, whether it be positive or negative!

## RHBA Committee Terms of Engagement 2021 DRAFT

**1.** The Association is called Royal High Bath Alumnae (RHBA), which incorporates the 'Bath High School Old Girls' Guild'.

**2.** The objects of the RHBA are:

- To draw together former students and staff of Bath High School, The Royal School and Royal High School Bath for their mutual benefit and enjoyment enabling them to return to school and keep in touch with each other.
- To promote the interests of Royal High School Bath and support its educational purposes.
- To support both current students and the Alumnae pastorally, as well as through career mentoring, networking, and giving advice as well as financially.
- To keep the history and memories of Royal High School Bath and its founding schools, Bath High School and The Royal School alive.
- To provide a tangible link to Bath High School where possible.

**3.** The RHBA consists of:

- The President
- Vice-Presidents appointed by the Committee at their discretion
- Members

**4.** Management of the RHBA is undertaken by a Committee consisting of:

- The President (the Head of Royal High School Bath)
- The Chair
- The Alumnae Coordinator
- Current staff appointed by the President
- Two Membership Representatives per decade per school

**5.** Membership of the RHBA is open to former staff and former students of Royal High School Bath, Bath High School and The Royal School.

**6.** The RHBA Committee will meet termly either in school or virtually and will hold an Annual Review meeting in the Summer Term, attendance at which is open to all Members.

**7.** The Chair is appointed on a voluntary basis for a one-year term and the role of Chair will be a standing item at the first meeting of every academic year. Where the Chair has been in post for one year, they may be approved to remain in this position for a second year and where the Chair has been in post for two years the aim will be to offer the position to others to enable another member to voluntarily take on the role. The Chair may continue in their role beyond two years up to a maximum of four if there are no other volunteers. Should the Chair wish or need to step down at any time they will give at least one term's notice whenever possible and assist in finding a replacement.

**8.** The membership representatives of the RHBA are appointed on a voluntary basis for an unlimited term. Should any membership representatives wish to step down they will give at least one term's notice whenever possible and assist in finding a replacement.

**9.** The RHBA shall maintain a Friendship Fund to support Alumnae by offering a hand of friendship at difficult times.

**10.** There shall be an Alumnae Prize for Service to the School, The Senior Alumnae Cup, awarded annually to a Year 13 from RHSB Prizes and Scholarships Fund. The

Bath High Old Girls' Senior Progress Prize will continue to be awarded annually to a Year 13 from RHSB Prizes and Scholarships Fund. The Helen Rollason Prize will continue to be awarded annually to a Year 13 with a certificate and the recipient's name on a wall plaque.

**11.** The Committee will agree the award of the GS Blackburn Travel Scholarship and will review annually the frequency with which the award is made, and a membership representative will be appointed as GSB Award Co-ordinator. Should the GSB Award Co-ordinator wish to step down they will give at least one term's notice whenever possible and assist in finding a replacement.

**12.** Further amendments to the Terms of Engagement may be made with the majority agreement of the Committee.

Please send your feedback to Francesca Orr [f.orr@rhsb.gdst.net](mailto:f.orr@rhsb.gdst.net) by Friday 25th June for discussion at the Committee's Annual Review at 10.15 a.m. on Saturday 3rd July. In the absence of any feedback the new Terms of Engagement will be adopted at that meeting.

**Thank you in advance for your input.**



## Newsletter Survey

We are always keen to give you the best service we can with the resources we have and with this in mind would like to gain your thoughts on the format and frequency of The Alumnae newsletter.

We would be grateful if you could complete the short [Alumnae Newsletter Survey](#).

Deadline Friday 25th June.

## Events

Covid protocols allowing, the Annual Reunion is back! This wonderful event is a celebration for all who have attended the Royal High School, Bath High or The Royal School. It is a chance to get together with old friends, reminisce over your school days and enjoy the summer sunshine!

The reunion will begin at 11.00 am with a drinks and canapes reception and the opportunity to pour over some items from our archives. Tours will be offered by current students from 12.15 pm, giving you an opportunity to see what life at the Royal High School is like now and to visit our hugely impressive Prep and Senior Student Art Shows.

This year we are delighted to be joined by Royal School Association members who will be holding their AGM following the reunion.

The afternoon will provide fantastic entertainment in the form of our Summer Festival! This is a very informal, relaxed event, from 12.00 p.m. to 4 p.m., where all are invited to kick off their shoes, spread out on a blanket and catch up on old times whilst enjoying the varied musical, dance and drama offerings of students from across the school. There will be a variety of stalls to enjoy with plenty of delicious food and refreshing drinks available.

Tickets to the Alumnae Reunion are free and include entry to the Summer Festival. Please feel free to bring your family to enjoy the Summer Festival in the afternoon, and either enjoy the refreshments on offer or bring a picnic - we regret that due to capacity constraints we cannot accommodate family members at the reunion itself.

All alumnae are welcome to join us for the Alumnae Committee's Annual Review at 10.15 a.m. prior to the reunion and we will be holding a long overdue staff v. alumnae rounders match on the Astro at 2.15 p.m.!

Please note that the day's events will only proceed if they fall within the Covid regulations in force at the time. Should we be forced to cancel or alter arrangements we will of course let you know as soon as we are able.

## Annual Alumnae Reunion and Summer Festival 2021 Saturday 3rd July 2021



To book your free ticket please visit:

<https://rhsannualreunion21.eventbrite.co.uk>

or contact [f.orr@rhsb.gdst.net](mailto:f.orr@rhsb.gdst.net)

**Bookings will close on Friday 18th June.**

We must ask you to register to enable us to be in contact regarding any Covid protocols.

## Online reunion: BHS Class of 1981

Bath High School alumnae who left in 1981 will be celebrating their 40th anniversary via Zoom on Wednesday 16th June from 7.30 pm to 9.00 pm. If this is your cohort and you would like to catch up with your former classmates and reminisce please contact Catharine Kennedy (née Rogers) [kennedywales@gmail.com](mailto:kennedywales@gmail.com) and Julia Sawers (née Balmain) [family@uwclub.net](mailto:family@uwclub.net).

*If you would like help organising a reunion for your cohort please contact Francesca Orr [f.orr@rhsb.gdst.net](mailto:f.orr@rhsb.gdst.net). In the autumn term we very much hope to be able to return to offering tours to small reunion groups by prior appointment.*

## Giving



Our Friendship Fund remains to provide a little TLC to any alumnae or former staff who may need a little cheering up. For example, flowers and cards are sent to those who have experienced a bereavement or have gone through a period of illness, offering a hand of friendship at difficult times.

If you feel that someone would be an appropriate recipient, you can let us know at any time of the year. To do so please email Francesca Orr: [f.orr@rhsb.gdst.net](mailto:f.orr@rhsb.gdst.net)

The Fund is entirely dependent on donations from our old girls and many have been very generous over the years. If you would like to

donate to the Friendship Fund, please send a cheque made payable to The Royal High School to the school address, clearly marked that it is specifically for the Friendship Fund.

Alternatively email Francesca Orr: [f.orr@rhsb.gdst.net](mailto:f.orr@rhsb.gdst.net) to obtain online banking details.

## Help Girls Learn Without Limits: Bursary Fund-raising Campaign

In May we launched the Help Girls Learn Without limits bursary fund-raising campaign. We are delighted by the response received already and are so grateful to all those who have donated so far. No amount is too small to give, for example If 125 alumnae give £20 a month for at least 4 years, this would raise £150,000 (with Gift Aid reclaimed) – enough to educate a senior pupil from Year 7 though to Year 13, plus extra for incidentals such as uniform and school trips.

**"I felt very lucky to have a bursary at RHS. It gave me opportunities that I could never have experienced without it." Alice (RHS 2020)**

If you would like to find out how you can help give more girls the opportunity of a Royal High School Bath education, either through a donation, regular giving or by leaving a legacy gift to Royal High School Bath, please contact Francesca Orr [f.orr@rhsb.gdst.net](mailto:f.orr@rhsb.gdst.net) for more information.



Friends of RHS are registered with [www.easyfundraising.org.uk](http://www.easyfundraising.org.uk)

This is an entirely free service that allows you to shop directly at your favourite online stores via the links on the [www.easyfundraising.org.uk](http://www.easyfundraising.org.uk) and, at the same time, raise a donation for our school without costing you a penny more!

With online shopping on the rise, together we could raise a huge amount of money. Other schools have raised anything from £100 to over £1000 in just a year, and all it takes you is just one extra click!

Getting started is so easy, simply follow the instructions below:

1. Visit [www.easyfundraising.org.uk](http://www.easyfundraising.org.uk) and search for 'Friends of the Royal High School Bath'
2. Set up an account and choose the Friends as the charity you want to donate to.
3. Next time you want to buy something online, remember to visit the [www.easyfundraising.org.uk](http://www.easyfundraising.org.uk)

[www.easyfundraising.org.uk](http://www.easyfundraising.org.uk) and search for the name of the store you're interested in (e.g. Amazon)

4. Click on the link for that store and continue shopping as normal

5. The store you purchase from will give a commission to easyfundraising, which is then passed on to us as a donation. The commission and subsequent donation can be up to 15% of the purchase price!

To make it even easier to remember to use this tool, you can do the following:

- Download the Donation Reminder on your laptop or PC so you will never forget to collect a FREE donation.
- Use the easyfundraising App on your mobile phone, iPad or tablet.

**Please do use this tool as much as you can - thank you so much in advance!**

## Catch up Corner

**Ann Walters nee Mattick**  
(BHS 1951)

Thank you for your delightful Christmas greeting. I started at BHS in 1945 so nearly all my contemporaries have gone off to Heaven! I appreciate that you keep in touch with me. I am a very lucky lady I still have my beloved husband Colin. We have been married for 63 years and have 3 children and 8 grandchildren but NO great grandchildren despite 3 grandchildren being married!

**Mary Berry** (BHS 1953)

Mary was made a Dame in The Queen's Birthday Honours 2020, which she described as "The Icing on the Cake." When Miss Blackburn was able to add Domestic Science to the School curriculum Mary was one of the first pupils of Miss Date (In V Lower - in year 10 - the choice became Latin and Maths or Domestic Science). In Cookery Mary found her vocation. She went on to the Bath College, became a demonstrator, did television programmes and wrote many books. The Cook's Tips with her recipes were always very helpful. She really hit the headlines when she became a judge on the BBC's Great British Bake-Off where she became known as the "Queen of Cakes"

**Isobel Morrell** (BHS 1957)

I really do enjoy being kept up to date with all that is happening on the GDST and Royal High School fronts! It is all so much more fun - and exciting! - these days than it was in my day. But then, in the early 1950's, we were still getting over the Second World War, and there were rather limiting factors. It was way before the internet after all! But it was there that I first learned how to make toys! Please keep on keeping me on the radar!!

The Coldham Cuddlies are still keeping me hopping - and I'm always willing to meet all reasonable requests. Most of my sales emanate from the United States, so I'd be delighted to handle Royal High School enquiries - there is a 20% discount available to them: after all, we are all "Friends and Family"! We are working

towards compliance with the CE/UKCA marking requirements of the Soft Toy Directive and I am looking forward to expanding my export sales.

Don't suppose there are too many of my generation around these days - having reached almost halfway through my 80th year! Who'd have thought it? I am possibly about to become an adoptive Grandmother for the second time. The process is in its early stages, but we are hoping it won't take as long to achieve as the first time.

To order from Coldham Cuddlies and claim your 20% discount please visit: [https://www.etsy.com/uk/shop/coldhamcuddlies?ref=shop\\_sugg](https://www.etsy.com/uk/shop/coldhamcuddlies?ref=shop_sugg)

**Nicola Meecham** (BHS c.1980)

Nicola gave a piano recital in St. Georges (Bristol) as part of their Lunch-time series in 2019. Anne Palmer and Pam Gooding attended and were able to speak with her beforehand. She had started playing the piano at age 4 and we recalled that whilst at BHS, Miss Chapman had recommended we should invite her to give a short recital at one of the OGG Reunions. She studied at the Royal Academy of Music in London winning numerous prizes, including the Academy's highest distinction, the Macfarren Gold Medal. She also had a scholarship from the Czech government to study in Prague. She has performed throughout Britain and overseas and given broadcast recitals for BBC Radio 3. Her CD recordings for SOMM (one of Tchaikovsky sonatas) were highly praised. She teaches at Cardiff.

If anybody has any contact details for Nicola, or knows her school dates, please contact [f.orr@rhsb.gdst.net](mailto:f.orr@rhsb.gdst.net)

**Sally Johnson** (BHS 1985)

Now working as a self-employed Mortgage Broker, I am based in Essex but advising clients nationwide. Please feel free to contact me for any mortgage advice and help and visit <https://themortgageum.co.uk/our-team/sally-mitchell/> for more information.

**Kirstie de Rivaz** (RS 1967)

This July we celebrate our Golden Wedding, hoping to be able to have some sort of party! I have volunteered at an Oxfam shop for 25 years and the world still needs Oxfam to help it.

I would like to get in touch with Lizanne Shipley (RS 1967).

**Lizzie Dunn** (RHS 2016)

I've recently finished my second week of an internship in nutrition. Having graduated in lockdown and started chasing publishing internships, I've come to realise my heart is in the health and wellness industry. I'm hoping to set up on my own in this field and am currently turning my lockdown passion project into a business. It's still a fledgling at the moment (just social media accounts and a blog) but I feel big things coming! I'm still tutoring in my spare time and also doing the odd piece of freelance translation too.

**Abigail Dicks** (RHS 2017)

I'm currently still at university, completing my Masters in Sport Management and Leadership! Enjoying it very much, alongside hockey coaching with Miss Potter!

**Chiara Rombach** (RHS 2018)

Madame White received a lovely email from Chiara letting her know that she graduated from school and completed her "Abitur". She is planning to study medicine and is currently doing a voluntary year in the intensive care unit of a hospital! Chiara wrote "I actually miss my time in Bath and I'm always remembering the wide range of experiences throughout the year."

If you would like to get in touch with any of the alumnae mentioned please contact [rhslumnae@rhsb.gdst.net](mailto:rhslumnae@rhsb.gdst.net)



## A Glance at the Past

**Seventy Years Ago...** September 1950 was the 75th Anniversary of the founding of Bath High School, the first GPDST (GDST) school outside of London. Birthday celebrations were held and presents bought for the different parts of the School, including a Grand Piano for the Seniors and a Wendy House for the Juniors. The Old Girls Guild (OGG) held a dinner at The Red House and one of the original pupils was able to attend. Do let us know if you were there!

1950 also saw the start of the return to the rebuilt Hope House for the Sixth Form down to IV Upper (the equivalent to today's Years 13-9).

The culmination was a grand opening by the Duchess of Gloucester. The OGG presented an elegant Georgian table to complete the splendid entrance hall to Hope House.

**Pam Gooding (BHS 1955)**



The Duchess of Gloucester at Bath High School, 1950. Photograph by "Wendy Gidd, Pam and "Brenda Gidd"

## Obituaries

### Mrs Aileen Evers (BHS alumna, parent and former History teacher)

**9 December 1923 to 30 August 2020**

Mrs Aileen Evers taught Scripture and British Social and Economic History at Bath High School from 1968 until the late 1980s. She was the Librarian, before this became a post in its own right and was also the Head of Middle School, the first 3 years of the Senior school, being known affectionately by the girls as

Ma Evers because she would always help find lost property and later as Grandma Evers.

Aileen lived for 63 years in the village of Corston, near Bath, where she and her husband Bruce built their home in an orchard with views of Bath. Aileen lived the last 3 years of her life at Mavern House nursing home in Shaw, near Melksham until her death on 30 August 2020.

Aileen was born in 1923 in Glasgow, where her father worked at The Clyde Shipping Company and her mother was a junior schoolteacher. She was educated at Paisley Grammar School and Glasgow University where her degree main subjects were History & English and subsidiary subjects were Geography, French and Education. Her teacher training was at Jordan Hill College and she also studied for a Scottish Bishops Diploma for teaching of Religious Knowledge.

Aileen met Bruce when they were both on the national committee of the Anglican Young Peoples Association and after their wedding

in Paisley she moved south to be with Bruce in Bristol. Her first teaching post was at East Bristol Secondary Commercial School which later became Rose Green High School and was where Aileen held her first Head of Department post. She took a break from teaching in 1957 to bring up 5 daughters and then to foster several children on a short-term basis and she was also a voluntary social worker through the WRVS until returning to teaching, at first in a part-time capacity in 1966 and then full time at Bath High School from 1968.

Aileen enjoyed traveling extensively in Europe and Scandinavia with Bruce and her family and after she was widowed, she enjoyed many cruises to her beloved Norway. Her hobbies included embroidery, tapestry, gardening and music.

Aileen was a woman of great Christian faith and she became an Oblate of the Sisters of the Love of God based at Fairacres Convent in Oxford in the early 1980s. She visited several times a year and joined in the life of the resident community in their rhythm of prayer and contemplation.

Above all Aileen's interest was in children and in helping them to thrive and to achieve their potential. She is missed greatly by her family and friends.

Mark Golder, Senior Teacher at RHS, reminisces 'Ah, it comes flooding back. I took over from Aileen in 1986. She was known by the staff as 'God', so I was 'Godlet'. Simpler times: her capitation advice to me for 1987 was £5 for chalk. Her son-in-law taught Music at the school for several years – some of the musicians might still come across him on the circuit – Michael Cockerham.'

## Obituaries

**Susan Angela Wheadon, nee Bridge (BHS 1947-1960)****10 July 1942 – 23 August 2020**

Susan died peacefully at home cared for by her devoted husband after a short but cruel illness.

Sue attended Bath High School throughout her education, starting at Beechen Cliff as an infant and continuing until the Upper Sixth. School was a very important part of her life where she developed particular interests in natural history and geography. She had a pleasant singing voice, being a member of the Madrigal Choir and singing for the marriage of Margaret Dewey. She always wanted to teach and began helping Miss Higgins in the Junior School while studying ALs.

After teacher training at what was Maria Grey College in Roehampton, she had a long working career in infants teaching, mainly in an inner-city school in Bristol. After retiring she continued her longstanding interest in children's music by involvement in the administration of the annual Mid Somerset festival of music and drama in Bath. She developed a non-competitive event, the Primary Music day where local schools gathered to perform for and with each other. This was enjoyed by children and teachers alike and remains an innovative part of the annual programme. Sue loved choral singing and her home, garden and cats in Wick Nr Bristol. She is survived by her husband Tony and sister Ruth.

**Elizabeth Hall, nee Fosbroke Hobbs, MBE (RS 1940s)****13 March 1926 - 29 March 2021**

We were saddened to hear of the death of Liz Hall at the age of 95. Her daughter, Diana, wrote that her mother had very much enjoyed her time at the Royal School and often told Diana and her siblings' stories of ghosts at Longleat and being on fire watch duty on the roof with sand buckets. Diana kindly

shared with us the adjoining photo of her mother playing tennis at school together with the following tribute from the Andover Cricket Club:

Liz's involvement with cricket began, like so many of us, playing in the garden with her father. Liz always felt that her father had secretly wished for a son but being blessed with three daughters he set about their sporting education by creating a net in the back garden.

Following her father's death as a result of a plane crash (he wasn't killed in the crash but when he went back into the plane to rescue those who were still there and the fuselage collapsed on him) Liz was sent to The Royal School, Bath, and it was here that her cricket began to flourish as the school had a very successful girls' cricket team.

After the Second World War Liz went to Liverpool University and was the driving force behind establishing a women's cricket team who were coached by the West Indian international, Learie Constantine. Their fixture list included games against other universities across the north of England and frequently they had to have an overnight stay in a hotel. Learie Constantine had to stay in a different hotel; not only was he a man but also black. These things were not allowed in the early 1950s. When I spoke to Liz once about this period it was plain that she was offended by this. Learie Constantine himself was later to be knighted and eventually admitted to the House of Lords.

It was whilst playing for Liverpool that she attracted the attention of Lancashire County Cricket Club's women's section and in due course she was invited to play for England and to go on a tour of Australia. Sadly, she could not take up the invitation to tour as, in a totally amateur sport, she would have to fund her trip entirely, a cost of £400, which equates to around £14,000 today. Her consolation was that the girls unable to make the trip were selected to play against those who could in a special game played at the Oval. I never did find out the result.

Liz did not only play cricket her other sporting love was tennis and she represented Berkshire for several seasons often partnering the son of the founder of Waitrose in the mixed doubles.

My first encounter with the Hall family was as a teacher at Harrow Way School. The arrangements for parents' evenings in the 1970s were that all the teachers were allocated to rooms throughout the school, and one evening I was sharing a room with my best friend, Steve Foster, who was teaching Liz's son, Robert, English at the time. Steve had made notes on every student concerning their aptitude, achievement and so on. As Liz and her husband, Phil, sat down for their interview Phil proved how adept he was at reading something that was upside down and said, 'So, you think Robert needs a kick up the arse? Well, we agree.'

Whilst at Harrow Way Robert was to form the backbone of a formidable school cricket team along with Peter Aldridge and David Hacker.

At the time Andover Cricket Club had begun an embryonic youth section through the efforts of Alan Ellwood and it was into this set up that Liz brought Robert to join. Of course, it wasn't long before Liz was getting involved in running the youth section and overseeing its development into one that would become the envy of clubs throughout Hampshire.

**Continued on page 23 ►**

The energy that Liz displayed in committing to this cause would have exhausted many younger people, it did me. Apart from teams across age groups beginning at 9yrs old and up to under 15s she would organise an annual cricket festival in the first week of the school holiday, which had games taking place in Andover every day of the week using both grounds, and in conjunction with Andy Hooper a youth league that ran during the school holidays.

If ever you had to telephone Liz to ask about any of the arrangements for these games, she would never be in and any enquiry would be met by Phil saying that he had to consult 'the computer'. The computer was a battered notebook kept by the side of the telephone with copious notes and instructions for Phil on how to respond on just about any eventuality that might arise.

When she was in her mid-70s Liz organised a youth cricket tour to Holland. The somewhat more liberal approach of the Dutch meant that the older boys were allowed to have a beer after the game. However, when some of the hosts started to smoke substances that probably had not been produced by WD & HO Wills and they were inviting the Andover boys to join in Liz very firmly said to the captain of the home side, "It's bad enough that we have 15-year-old boys drinking beer, perhaps we should draw the line at 'special cigarettes.'"

In 1985 I was captain of the 1st XI, in 1986 I became captain of the 3rd XI – I was appointed to both positions entirely on merit you understand. Liz, having qualified as an umpire, agreed to stand for us. It certainly had a marked impact on the language of the players and the reaction to decisions made. Her egalitarian approach to cricket and umpiring can be summed up in a story I was told by Ali Hooper. In a youth match he had been batting quite some time when a ball passed by the outside edge of his bat and was caught by the wicket keeper who half-heartedly appealed, and Liz give Ali out. Somewhat disgruntled Ali did say afterwards, "I didn't hit it." Liz replied, "I know, dear, but, sometimes, we have to let others have a turn." The Greek philosopher Plato said, "You can learn more about a person from an hour's play than from a year of conversation." That one exchange tells us so much of Liz's view of sport and life.

There will be hundreds of people who played cricket across not only Hampshire and the south of England but probably the whole of the cricket playing world whose life in cricket was given a start and encouragement by Liz Hall and who will remember with great fondness how they were treated. I hope those players will go on to pass on their experience to others starting in the game, for that is her legacy. A legacy of sporting activities played with great gusto, in the right spirit but 'sometimes we have to let others have a turn.'

**John Baxter, April 2021**



The Andover Advertiser's obituary for Liz Hall can be viewed at <https://www.andoveradvertiser.co.uk/news/19218615.tributes-mencap-founder-andover-stalwart-elizabeth-hall-mbe/>

## Jean L.M. Collard, nee Hill (BHS 1940-1949)

Jean sadly passed away in April at the age of 91 and was a pupil at Bath High during the 1940s. Her husband, Prof. Christopher Collard, recently wrote to Mrs Kate Reynolds, Head, explaining that she won a scholarship awarded by Bath City (of Somerset County) Council to be a day-girl; but Headmistress Gwen Blackburn soon perceived that Jean's home background as an orphan was severely deprived in almost every way; and she persuaded the Trust to fund her as a boarder. Jean became Head Girl, and after Bristol University went on to career in sociological and marital research in London, with significant publications, and finally as a psychotherapist (for which she trained in Oxford during her sixties). Christopher and Jean married in 1966, both being then on the staff of Liverpool University.

Prof. Collard added 'you are of course aware of Gwen Blackburn's distinction in preserving the School's activities throughout WWII and its destruction by air-raid. She was a remarkable person in many ways, whom Jean admired and who maintained her affection for Jean throughout the rest of her life; it was a privilege for me to get to know her and to enjoy her friendship until she was cruelly cut down by heart-disease.'

## Join Our ONLINE Community!

We use social media to send out news, event information, post photos and help connect friends throughout the year.

Please do join our ever-growing social media community by:

- 'liking' the 'Royal High School Alumnae' page on Facebook
- Connecting with us on LinkedIn – search for 'Royal High Bath Alumnae'. There are over 800 RHS alumnae are members of the RHS alumnae LinkedIn network!

You can also keep up with RHS alumnae news and events via the RHS Group on GDST Life, the GDST alumnae network online.

To join visit <https://www.gdstlife.aluminate.net/>.

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