



# SOUNDWAVE

Securing the future of deaf children & young people





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## Acknowledgements

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Welcome to the 20/21 edition of Soundwave. As I write, the first deliveries are arriving for the building of our new primary school. It is a really exciting time for Mary Hare and for future pupils and their families.

I am convinced that some deaf children will continue to need specialist provision despite technological advances as many schools are simply too noisy for the deaf child to be able to follow. Furthermore, I am more sure than ever that many deaf children need a proper peer group of young people just like them so that they can use their equipment and get the support they need without feeling different.

As Principal, I am able to reflect on the pandemic with considerable pride. The staff responded magnificently and the pupils did their very best and continue to, as we remain in our bubbles. However, that is not to say that I underestimate the impact of lockdown on the whole community. People have been saying for years that future learning may be more remote and IT based - I think we have shown that it can be done, but there is no substitute for the coming together of a community of learners and staff. One example of this was the whole school Cross Country - a much-needed whole school event which had the most happy and positive atmosphere, both among the best runners and those who were more comfortable walking!

I hope you enjoy this edition of Soundwave and see that even in the most difficult of times, Mary Hare remains a vibrant and rich environment for deaf children to learn and develop.

**“The staff responded magnificently and the pupils did their very best and continue to, as we remain in our bubbles.”**

*Peter Gale*

Peter Gale  
Principal and CEO

# There's no stopping the energy of our Primary school...!



Our tadpoles have hatched



The icing on the cake though had to be the wonderful Chinese themed lunch prepared by Mel and the pupils got to try their hands at using chopsticks with some interesting results!

## World Book Day

Yet another wonderful day was spent celebrating Word Book Day in the first week of March. Pupils and staff came to school wonderfully dressed as book characters.

We had Wally, Little Miss Tidy, The BFG, a skeleton and many more. Activities in class were based around the book, Number 7 Evergreen Street, where the children became gardeners, architects and builders.

Despite the strange times, it has been another busy year for us at Mary Hare Primary. The pupils have embraced learning and extra curricular activities with enthusiasm, smiles and laughter. They have coped really well online during periods of lockdown but also thrown themselves into everything that is on offer once back at school. They have welcomed new pupils joining the school and will be saying goodbye to those in Year 6 leaving us for secondary school. We look forward to the next academic year, to the continued progress of all our pupils and to the exciting new primary school development which has begun. Well done to all staff and pupils for another successful year.

## RSPB Big Garden Birdwatch Week

In January, Mary Hare Primary School took part in the RSPB Big Garden Birdwatch.

Children watched and recorded the birds that visited the school and their homes, spotting lots of robins and blackbirds. During the week, each class made their own bird box and lots of bird food to put in the school grounds as well as creating their own feather inspired artwork. This was such a great way to encourage the pupils to learn more about the nature and wildlife that surrounds them, as well as enabling them to take part in this important national scheme.

## Chinese New Year

We welcomed in the Year of the Ox in February for Chinese New Year with a wealth of exciting activities including decorating the dining hall with Chinese lanterns, practicing Chinese handwriting and, for the younger pupils, making banana rolls to accompany the fresh lychees served at lunchtime.



Can you guess the characters?



Little Miss Tidy!

**Sea City Museum Trip**

Maple class had their first trip, albeit virtual! They had a virtual tour of the Titanic with the Sea City Museum via zoom. So exciting. What did they think? They demonstrated the knowledge they had gained during the term as they took part in true and false activities. The facilitator showed many interesting artefacts that had been found on the Titanic wreckage and the children had to guess what they might have been used for. She told several stories about survivors which the boys found fascinating.

**Science and British Science Week**

Always a favourite in our calendar because it means lots of interesting activities and experiments! The week started off with an assembly in which we shared stories of famous inventors. It then got even better when the tadpoles hatched for Maple class after they had been learning about life cycles and change. Pupils in Pine Class had great fun investigating crimes as part of a topic on Crime and Punishment.

Firstly, they had to solve 'Who stole the chemicals from MHP?'. The evidence examined was a handwritten note and some fingerprints. The boys carried out chromatography, to investigate the colours in the black ink on the note and were then able to eliminate some suspects as their pens did not match the ink on the note!

Secondly, they investigated 'Who stole the chocolate from MHP?'. They examined footprints, fingerprints and teeth marks and collected a scarf and long, blonde hair from the crime scene. The evidence was examined and deductions were made. The pupils were delighted when they found the culprit - Mrs Gilbert!

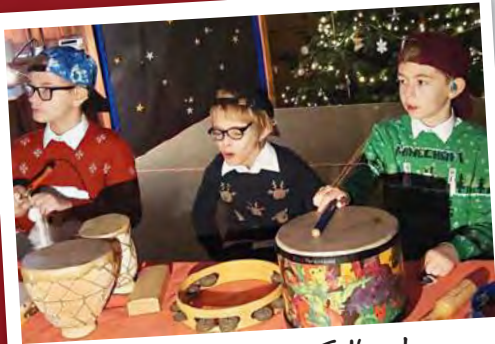
**Agricultural Challenge**

Mary Hare Primary took part in the Agricultural Challenge organised by the Newbury Showground Education Programme. The classes could choose from a selection of themes and their entries were judged against those of other schools.

The results are normally announced at Arlington Arts but unfortunately this wasn't possible this year. Our two Year 6 classes took part in a Zoom results session and were delighted when Pine class was awarded the winning prize for their cake using a vegetable as one of the ingredients. They chose to use beetroot and submitted a very detailed video which showed their work from design stage, making the cake and then finally finishing the video by eating the delicious finished product.

Mary Hare Primary was awarded 3rd place overall out of the seven schools that entered. Well done to all the children for their fantastic team work, enthusiasm and hard work.

**CHRISTMAS AT MARY HARE PRIMARY**



Talos, Harry and Felix deep in concentration



Abbie and Ahmed love their singing



Year 6 perform with confidence



Romeo enjoying his music

**CHRISTMAS CARD DESIGN AWARDS**



Primary pupils receive their awards from Pippa Middleton



Our younger pupils enjoy performing



We love our Christmas jumpers



Star performers

EXERCISE & OUTDOOR FUN



Breathing and Balance



The smile says it all



Ahmed enjoying PE



We love our Yoga



Great balancing Ava



Tag rugby



Abi gets her balance

LEARNING THROUGH LANDSCAPES GRANT



School Eco Council



Tom and Felix love the hedgehog house



Ryan checks the new bug house for signs of life

BRITISH SCIENCE WEEK



Detectives at work



Finding the culprit

FUNDRAISING FUN



We made poppies for The Royal British Legion



Raising money for Children in Need



Very proud of our whiskers



Odd socks for anti bullying week

### EASTER CARD COMPETITION



Thank you David Wilson Homes for our Hi-vis vests



Setting their sights high

### CLIMBING WALL



Year 6 group getting ready for the climbing wall



Competition winner, Elissa, with her cards and prizes from David Wilson Homes



Can we fill the 100?

### CAPTAIN TOM 100 CHALLENGES



Ronan sets his Captain Tom 100 challenge



Ronan completes his 100 steps

### RED NOSE DAY

Everyone's favourite theme this year, superheroes!



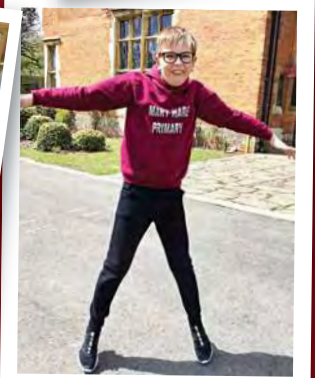
Superheroes!



Staff are superheroes too!



Tālos sets his Captain Tom 100 challenge



Tālos completing his 100 star jumps



What a shot!



Maxwell sets his Captain Tom 100 challenge



Maxwell completing his 100 jumps

## CELEBRATING CHINESE NEW YEAR



Creating our chinese artwork



Talos and Felix enjoying their chinese meal



Ava mastering the use of chopsticks

## NURTURING NATURE

### National Nest box Week

What great DIY'ers we produced during this week! Our pupils got really hands on and built a number of nest boxes to put up in the grounds of the school. With the help of Colin, they learnt to put the boxes together using screwdrivers, hammers and seeing a drill in action (very exciting)! The pupils had great fun and were delighted when they were all finished. The afternoon was spent making feather inspired artwork from the feathers they had collected in the grounds. National Nest Box Week encourages the pupils to think about wildlife and providing safe, inviting places where birds can nest and rear their young.



How to build a nestbox



Ready for our feather inspired artwork



Ava giving a helping hand



Colin gets a helping hand



Making our feather artwork

## AGRICULTURAL CHALLENGE



Josh, Elissa, Romeo & Anna



Ava, Abbie & Ahmed



Maxwell & Talos



Romeo



Felix, Talos & Harry



LOOKING AFTER THE ENVIRONMENT



What a lot of rubbish we found at Greenham Common



Now, what can we make with this?



Artwork from recycled rubbish

PLANTING POTATOES



Tinksie deep in concentration



Teamwork



The buckets are full now



Getting the soil ready

JODIE OUNSLEY DEAF SPORTS PERSONALITY OF THE YEAR - ASSEMBLY



Jodie Ounsley



Showing her competitive spirit

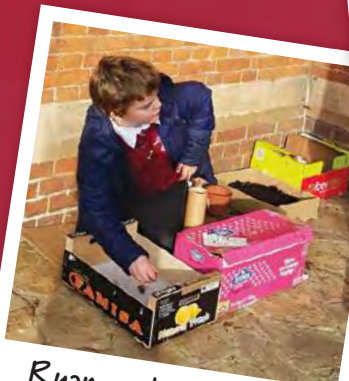


Great excitement



Getting the sheet ready

LOOSE PARTS LEARNING



Ryan gets creative



Now, what shall we build with this?



Maxwell is deep in thought



Talos enjoying 'Loose Parts' learning

# Not even the pandemic can stop the Learning, Adventure, Fun and Friendships at Mary Hare Secondary School

It's been another unusual year and although Mary Hare School has kept going through it all we have sadly not been able to do the same number of trips and activities as we would in a 'normal' year. During lockdown we kept going with online lessons, activities and challenges which kept everyone connected and engaged. We were even able to continue Speech and Language and Audiology support for our students!

As we moved towards lockdown restrictions easing, we were able to resume some trips, sporting events and activities. The grounds have been as beautiful as ever and it has been great to see staff and pupils using them for outdoor learning and activities. We have had evening walks in the woods for students wishing to enter the photography challenge during Mental Health Awareness Week as well as finding a perfect place for the vocational department to erect a new shed to store equipment all of which were bought with a Learning through Landscapes grant.

Lockdown has made the nation realise the importance of being outdoors and of the beauty of nature and as a school, we are so appreciative of our wonderful grounds.

We hope you enjoy a summary of the last year in pictures in the following pages.



Our visitor from Chichester University



The Lions International Peace Poster Competition

Entries by Leila Albustany, Marcie Bennett, Jacob Hewitt, Jerome Bell and Amber Fitzgerald Woolfe



Peace Poster Competition entries

## YEAR 7's MAKE TIE DYE T SHIRTS IN TEXTILES



Making us smile



What a colourful bunch they are!

# CHRISTMAS 2020



Creating cards for the elderly



Becky wins 1st prize in our Christmas 'daffle'



Pippa in her Christmas jumper



Festive treats



Beautifully finished boxes



Christmas snowman by Ellie



Making Christmas goodies for the elderly



Mr Gale writing his Christmas list.

# RED NOSE DAY



A red lunch for Red Nose Day



Zak and our Willow Hare supporting Red Nose Day

# OUTSIDE ART



Year 7 working on their Van Gogh relief tiles

6TH FORM CONSTRUCTION TRIP  
TO WILMOTT DIXON SITE - WINCHESTER



Reflecting on the scale of things



Listening attentively

LEARNING THROUGH  
LANDSCAPE  
EQUIPMENT



Equipment purchased



Now let's put this  
together



Appreciating the scale of things

UK CHARITY WEEK



Jo and his giant pizza for  
'bake day.'



We worked it out!



Maths can be fun when  
learning about 'factor bugs'

FUN IN THE  
MATHS DEPARTMENT



Tony baked a choux bun

# YEAR 9 ACTIVITIES WEEK



A great team



Another great team



Great teamwork



Lots of happy faces



Could it be a bullseye?



Mrs Allum raring to go



It's a thumbs up for the week



Miss Colby keeping us focussed with a smile



Easier than we thought



Are they tired or deep in concentration!



Great fun



What a great week this has been!

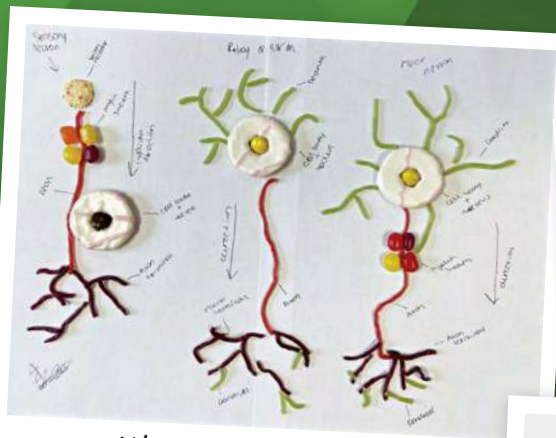


Getting the technique right

## SCIENCE WEEK



AS Psychology learning about BioPsychology



It's all about the brain

## FOSSIL HUNTING



We found a baby turtle fossil



We found a raptor tooth



## CURRY TAKEAWAY EVENT

Year 10 GCSE students cooked up some amazing curry dishes for their Curry Takeaway event on Thursday 27th May. From the awesome aloo gobi to the delicious dansak, the terrific tikka to the best ever bajis. Working as a really great team they cooked up 150 dishes for orders put in by staff.

It was a really busy afternoon and evening and nothing short of a spice heaven!



## WEEKEND MARSHMALLOW CHALLENGE



Working hard



Great artistry



Farmyard scene from Year 7

## FUN IN TEXTILES

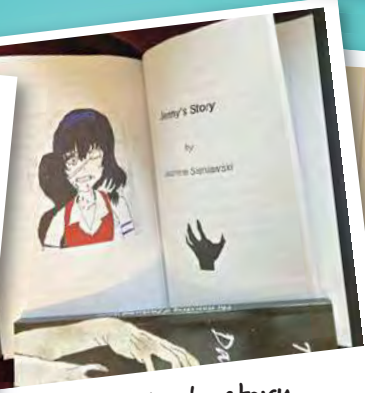


What a creation

## YEAR 7 BOOK DEBUT



Book cover



Jasmine's story



Spine tingling tales

# Our new Head Boy and Girl and their deputies



James Keer  
Head Boy

This year the hustings for Head Boy and Head Girl were no less exciting, despite the lockdown restrictions. There were some wonderful presentations.

We are delighted to announce that the following were selected:

Head Girl	Francesca Viney
Head Boy	James Keer
Deputy Heads	Lilly-May Garrard and Lili Monediere-Carter



Francesca Viney  
Head Girl

“ I wanted to be Head Boy because I wanted to give something back - Mary Hare has been life-changing for me, and I would feel bad if I hadn't been able to give anything back. The Prefect team will have to guide the school through times of uncertainty and ambiguity, and it is a privilege to be able to help lead the team and move onto reconstruction. ”

James Keer - Head Boy

“

As Head Girl I will be bringing my experience from mainstream to ensure all feel welcome at Mary Hare. Inclusion is very close to my heart and I hope to work with the prefects and Mary Hare leadership team in this area.

Francesca Viney - Head Girl



The Prefect Team

The Prefect team will be:

Katie Denning	Wellbeing Prefect
Max Stiles	Head Charity Prefect
Luke Bannister	Charity Prefect
Kalid Nasser	Charity Prefect
Faithful Lawson	Wellbeing Prefect
Katherine Fowler	Photography Prefect
Scarlett Batterton	Behaviour and Education Prefect
Reese Dowdican	Integration Prefect (LGBTQ + Community)



Lili Monediere-Carter  
Deputy



Lilly-May Garrard  
Deputy

# SHINING EXAMPLES

We are always amazed at the diverse skills and talents our students develop. Here we meet just a few of them and look at the bright futures they are making for themselves. It's inspiring to us all that all of them have proven that deafness is no barrier to their dreams and ambitions!

## REECE KICKING HIS WAY FORWARDS

Reece is now playing for England Deaf club under 21s and also the senior team. He also plays for his local hearing team, Glebe FC, in Kent, under 18s and the 1st team. Reece said, 'I train for England Deaf Club in Birmingham once a term and for Glebe I play at the weekend. I have to keep myself fit during the week at school and I do this by running, strength and conditioning training, and sports activities in school.'

Recently my under 18s team won the league. I scored five goals during the season and I set up ten goals for my team mates. When I leave school I hope to stay in the 1st team for Glebe and continue playing. I am training to be a plumber at the moment and would like to do this as a job in the future.'



Reece shoots for goal!

## JASMINE FINDS HER INNER CHAMPION IN CBBC DRAMA

Year 8 pupil Jasmine has landed the star role in the CBBC's Snaps mini drama 'Freestyle'. Jasmine plays the part of Ella, a young deaf girl who has set her sights on swimming in the Deaflympics.

Jasmine who loves acting and swimming says she had always wanted to be on TV. As well as a love of acting, Jasmine is a keen swimmer, training twice a week and undertaking triathlon training every Saturday. 'I feel free in the water' says Jasmine. 'Swimming is not about perfection, it is all about persistence.' When asked about how she felt landing this role Jasmine said 'I'm showing people that there is nothing wrong with being deaf. I am proud of myself.'



Jasmine Wilkins in Freestyle film

## DANNY 'DARES' TO DREAM DISNEY

Year 11 pupil Danny Murphy is continuing his success in the TV film world. So far, 2021 has been a busy year for Danny. He has successfully landed a working role with the children's television programme 'Dare Master @Home'. 'Dare Master @Home' has been awarded the Best Lockdown Programme in the Factual Entertainment, Popular Factual and Kids category.

Danny's success continues as he will be working with Disney in 'The Eternals' for telling the superhero stories. There is also a major TV show in the making, but at the time of writing, this remains confidential. Watch this space!





## NORIKA GETS IN STEP WITH ACE

Norika Dambraskaite is a member of local dance company ACE. An avid dancer, Norika has studied dance with ACE alongside studying the subject in school. She attends four hours of professional style dance training each week and continued to do this during lockdown via remote learning. Her teacher Laura said 'Norika has shown absolute dedication and enthusiasm throughout'. Arlington Arts Centre hosted ACE's first live Dance Show on 20th June, their first dance show since 2019.

In addition, Norika has also taken the time to support the ACE:Kids Saturday School helping out with the younger dancers who, like her are making their way up through the ranks. Her helpful and kind nature has been noticed by all.

Norika writes, 'the ACE Dance really changed my life completely. Before I joined ACE Dance in 2018/19, my confidence wasn't so great, some people stare at me because of my processors cochlear implants and I love dance so much. Before I joined, I had to do audition first which means I have to do solo, it was nerve-racking. But then they let me join Apprent ACE dance which I was really happy and excited, and I knew something is going to change me. After lots of performing, practising evenings, rehearsals and so much more. And I noticed myself changing with confidence hugely going up. I feel a lot better in myself, I received a lot of help when I needed to, never gave up, made a lot of good friends from different schools. They know deaf awareness; my company group in ACE dance is like my family full of love, courage and support. I never felt so proud in my entire life to actually keep it going and ACE pushing me through and showing that 'I CAN DO IT!' If you want to do something that you are passionate about, just go for it! You'll feel so proud of yourself. If you really love dance and it's your passion I definitely recommended you to go ACE dance.'



Amy Jones

## AMY'S LITTLE BIT OF 'INSPIRATION'

Amy Jones has been offered an Inclusive Apprenticeship at Little Inspirations Nursery in Tonyrefail, Wales. Amy is delighted that after leaving 6th Form she is moving into another, but different learning and teaching environment, having studied Childcare at Mary Hare. Good luck with your first step on the ladder in the world of work Amy!

## People News

Another academic year and we say goodbye to some loved members of staff at Mary Hare.

### Carole Howe

Carole retired in December after 20 years at Mary Hare. She was Head of English, a Drama teacher and since 2014 the SENCO. Carole wanted to follow some of her other dreams, namely to volunteer abroad, travel around the UK and Europe in a camper van and pursue some new holistic therapies that she had recently trained in such as reiki and massage.

### Phil Orme

Phil retired from Mary Hare at the end of the summer term in 2020. He had been at Mary Hare since 2008.

### Brian Lee

Brian had worked at Mary Hare since 1988 and actually retired 3 years ago but continued working here so we didn't give him a leaving gift!

### Belinda Duffy

After a wonderful and eventful year (due to COVID), Belinda Duffy is leaving Mary Hare and starting a new adventure as a Speech and Language Therapist supporting adults in the local community. Belinda leaves with fond memories of working with the pupils on her caseload both within school and face to face during lockdown. We thank Belinda for her contribution to the school and wish her all the best.

### Laura Domleo

Laura joined the Speech and Language therapy team in 2014. She found her niche supporting our Language Enrichment pupils and dedicated her time and expertise to those students with additional visual difficulties and stammers. A passionate, hands on therapist, she has ensured her therapy sessions are pupil focused and believes that motivation is key in pupil progress. Laura embraced school life. Always the first one to support our pupils with their scripts or backstage helping with school productions, and always on the field for cross country and sports day events with a stopwatch in her hand.

Laura is moving to Devon to be closer to her parents and although we are very sad to say good bye, this is not the end, Laura will always be part of the Mary Hare Family.



Laura Domleo



Carole Howe

# The Arts

## JOY EXHIBITION

Mary Hare students have been taking part in a wider community arts project to help raise funds for Mary Hare. Arlington Arts invited members of the public, local artists, previous performers and supporters of the arts centre to create and donate a postcard-sized piece of art based on the theme of "Joy" - what brings you joy, what does it feel like, what is it? There were some fantastic responses from students, including media, textiles, photography and art. Some popular subjects were beaches, pets and countryside, as well as some more unusual choices such as a "my bed" and different types of pies! It was certainly a sign of the times that two artworks made reference to vaccines.

## UNDER THE SEA

Year 7 students have been studying Henri Matisse's paper cut out designs and used this technique to develop their own round postcards based on the theme of "Under the Sea". The bright colours and shapes have certainly brought joy to those who have viewed them. Over the past few months, the project has given participants something positive to focus on and inspired conversations about joy.

The most popular five pieces were selected through a public vote, and these will be printed as postcards and sold in aid of Mary Hare. Each artwork was donated and available to purchase for £20, and over £600 has been raised so far. The artworks are still available to purchase and can be viewed on the website as well as at Arlington Arts.

## OPEN STUDIOS CAMPAIGN

Arlington Arts and the Art Dept are also working with the Open Studios Scheme to run an exhibition - The View Beyond where we will be exhibiting the work of professional artists alongside work by some of our students.



## YEAR 8 CERAMICS

The Year 8s at Mary Hare have been very excited about the opportunity to make their very own Delft Plates.

The process for this isn't a short one but it is most certainly a worthwhile wait. With our departmental Art Technicians, we have been able to provide the students with this fantastic hands-on creative outlet that the students have thoroughly enjoyed with great anticipation about seeing their finished plates.

# Exam work

Here is a selection of Art & Design work from our GCSE, AS & A Level students. We are particularly proud of their achievements since they struggled against the odds to produce some exciting and innovative pieces of art.

Many students had limited space and access to materials whilst at home, but this did not stop their determination to persevere and invent new ways to respond. We hope you enjoy seeing the work.

## 2021 GCSE FINE ART



Chloe Martin

## 2021 GCSE ART



Georgie Ellis



Vincent Rinzivillo



Elle Johnstone

## 2021 GRAPHICS



Opal Lycett

## 2021 FINE ART



Milly McCarthy

## 2021 GCSE PHOTOGRAPHY



Nia Smith



Satayesh Kamrani



Norika Dambravskaitė

# A year of performing arts

As one of the school's more practical, group based subjects, delivering Music, Dance and Drama in lockdown presented a number of challenges. However, with necessity being the mother of invention, students found themselves exploring their home environments in all sorts of new ways. We had physical theatre performances in kitchens and garages; some epic games of hide and seek; object puppetry and bizarre storytelling inspired by everyday objects and performing using 'instruments' from the kitchen, using light to create shadow dances. We have had to be creative!

In Drama, script work included the study of a group of children surviving an apocalyptic event, twins separated at birth and the sinking of the Titanic - so I would like to extend my thanks and apologies to parents who occasionally suffered surprising shouts or their children rummaging for props and other items. We were fortunate enough to be able to return halfway through the term, so we could finish our KS3 script work with short performances of a scene from each of the plays, which was a great cause for celebration.



## SUMMER PRODUCTION



Jasmine, Jasper, Miya, Sileas & Ellie

In Music, one to one instrumental lessons were able to continue online and we were able to fund several keyboards which were delivered directly to pupils' homes in order that they were able to continue to develop musical skills, and for the enjoyment of being able to play. Year 9 began to work on elements of the Bronze Arts Award, and we hope that there will be a number of students who will be able to complete this by the end of the year so that they can be entered for the certificate and gain a recognised achievement.

Like drama, dancing at home was challenging, but the glorious weather through the spring and summer allowed gardens and garages to be used as practical spaces. Opportunities to develop choreography skills have been used and we have been encouraging students to watch live streamed performances for inspiration.

Naturally, the disruption in teaching meant significant adjustment for exam classes but lockdown gave us the opportunity to really explore practitioners and theory in Year 12, completing the written paper element of the BTEC course to a very high standard in Performing Arts. In Music, teaching was able to continue from the department so lessons were watched on Teams by pupils. Even though they didn't have access to the equipment themselves, they were able to watch demonstrations and still engage with the topic. We even had a workshop with a professional acoustic engineer in Music Technology.

One of the positives of coping with Covid is that we have been allowed access to Digital Theatre Plus, a performing arts resource with over 500 recorded performances, most of which are professionally captioned (not auto-mated voice-to-text captions). This had a far-reaching positive impact as it supported the successful delivery of essential components of both the BTEC and GCSE courses.

On returning to school, we were still presented with the challenge of working in bubbles. The need to clean equipment and keep everything safe, not crossing bubble spaces and working in small groups outside the department without access to all of our amazing resources has meant that we had continued to find new ways to deliver the curriculum.



Eric on his keyboard



Harry on the violin



Staff dance

This summer term in Drama, Year 7 worked on their improvisation skills, to make short comedy plays; while Year 8 explored global events in a unit of Theatre for Change. Year 9 worked on their own variety acts, writing stand-up comedy, performing music and trying out a variety of circus skills, from slacklining to unicycling! (we now have 3 in the department).

In Music, Year 9 explored Samba, using drums outside to play in class groups. A member of staff said it was just like being at Notting Hill Carnival! Year 8 explored the music of West Africa and Year 7 focussed on Stomp. All three year groups worked on developing understanding of pulse and rhythm and focussed on the links between music and language. In Dance pupils in Year 8 explored different styles of dance, like a mini Strictly Come Dancing! Year 7 went back to basics and explored basic elements of dance and creating rhythms. Year 9 looked at dance styles from around the world!

We are very much looking forward to the return to normality but this opportunity to reflect on the last 18 months has really highlighted how proud we are of staff continuing to try to offer the best experience for our young people as they can, and of our pupils for being prepared to engage in everything we have thrown at them.

Emma Kennett and Tony Trigwell-Jones

## SHAKESPEARE SCHOOLS FESTIVAL

Having taken part in the Coram Shakespeare School's Festival for three previous years with students always turning in exceptional performances, we were looking forward to showcasing our Richard III in the House of Lords (by invitation from the festival). However, as with many things, including the festival itself, Covid-19 stood in our way.

Not to be deterred, the festival moved online, hosting One Night of Shakespeare. In order to comply with Covid guidance, we decided to make our film with Year 11 students only, as this could also be used for evidence in their GCSE work. We decided to tell the story of Othello - through socially distanced monologue work, to comply with the guidelines at the start of the project. In discussion with the rest of the company, we settled on telling the whole story from the point of view of Iago, only - Iago is the villain of the piece, who sets about the downfall of Othello, Desdemona and Michael Cassio by way of manipulation.

## GRADE 1 PIANO EXAMS

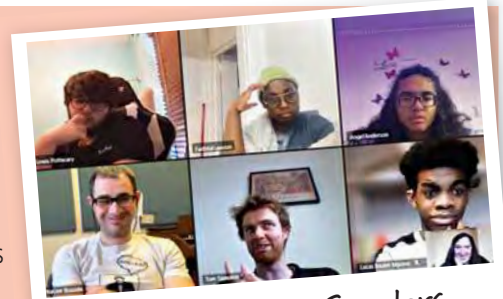
Jasper Loten and Amelia Molyneux had been working towards taking their ABRSM Grade 1 Piano exams when lockdown hit. The exams were sadly cancelled as they were unable to take place safely in the music centres, but Jasper and Amelia continued lessons with Miss Bowker via Teams and sat a virtual exam with Head of Performing Arts Miss Kennett on 3rd February 2021. Miss Kennett used the ABRSM mark scheme and conducted the exam in exactly the same way it would have been if they had been able to go ahead as planned.

They had to play three different pieces of music, perform scales as requested, undertake some aural tests and a sight-reading task, (playing a piece of music that you have never seen before). The aural test included having to compose a short response to the start of a piece of music given and required a good understanding of music theory.

Jasper and Amelia both did brilliantly - it is no mean feat to continue to learn the piano online, to practice regularly and then to take an examination virtually, especially given that two thirds of their time working towards this was spent learning online. This would be a challenge even for a hearing musician. Both were awarded certificates which state that they have achieved a Pass in the exam, and Miss Kennett is confident that this would have been the case had they been able to sit it properly.

## Careers Week

During the virtual careers week, the Performing Arts department was fortunate to have a number of hugely talented and interesting professionals working in the industry deliver talks. They also took questions from students from Year 9 through to Year 13. The overriding message that the pupils took away was that perseverance and networking are key to forging successful careers and that deafness is not a barrier to achieving great things!



Zoom with Tom Saunders

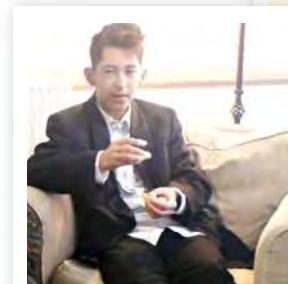
In Music we welcomed Paul Whittaker OBE. Paul is an inspirational speaker, musician and performer who is profoundly deaf. We also heard from Tom Saunders, a former employee of the Arlington Arts Centre who now works for AEG, Charlotte Kennedy, who played Cosette in Les Miserables in the West End and Ruth Montgomery, a Professional Musician, Flautist, Music Educator & Artistic Director for Audiovisability.

In Drama we welcomed emerging actors Flora Denman and James Schofield who spoke to Year 11 students about the demands of being a working actor. Flora's background is in the Theatre, with roles in touring productions and at Festivals with Curious Directive, Erasmus and Soho Theatre. While James has worked on a production of The History Boys and is just breaking into movie roles, including Death on the Nile (with Kenneth Branagh) and The Courier (with Benedict Cumberbatch).

Year 12 classes were visited by leading Deaf Performers Ramesh Meyyappan, a highly respected physical theatre maker and Sophie Stone, an alumnus of Mary Hare, well known for roles in British TV and Film, including Dr Who and Casualty, as well as Theatre including The Woman of Flowers and Midsummer Night's Dream.



Sophie Iago



Zak Iago



Omar Iago



Jasper with his piano certificate



Amelia with her piano certificate

# A challenging year, so we made some challenges of our own!

Coles Diner really sits at the heart of our school. Not only does it provide a fun space for our weekly youth club sessions but it has been integral to keeping connections going throughout lockdown.

We have had some great online challenges, which continued once we were all back at school. We have also been able to continue with important fundraising activities and have some wonderful trips planned for the forthcoming year.

All in all, the last year has not deterred our school community from coming together, having fun and learning new skills.

## EASTER RAFFLE WINNERS

There are always many ways to support Coles Diner in its fundraising efforts. Parents, staff and pupils were offered the chance to buy an Easter box full of chocolate biscuits for £15, or raffle tickets. Winners of the raffle were:

- 1st Jack Swabey (£100 voucher)
- 2nd Joel Greenfield (Teddy and chocolate)
- 3rd Deborah Harrison (£25 voucher)

## RECYCLED FASHION CHALLENGE

Most of our recycled materials go to factories to be made into new products to be reused again. Many of us don't give it another thought once we have popped items into our green recycling bins. Not for our pupils during a weekend challenge set by Kirilynn!

They had to put a lot of thought and imagination into this challenge. What weird and wonderful things could our pupils make out of plastic bags, bin bags, masks and gloves? You would be surprised.

Entries came in from:  
 Jacob Hewitt and the Howard House team  
 Roxy Chernin and the Manor House team  
 Amy Jones and the 6th Form team  
 And a wonderful video from the Year 7 team.

And it didn't stop there! The pupils were asked to vote on their favourite creation. The winner was Amy Jones in Year 13. Well done Amy!



Mr Gale wins the race



Thank-yous to Kirilynn for all that she does



Scavenger hunt



Fruit characters



Roxy Chernin



Amy Jones



Jacob Hewitt

# WEEKEND CHALLENGES

Sadly, we have not had as many weekends in school as usual this year but once pupils returned to secondary school, KiriLynn was busy creating wonderful and fun weekend activities for pupils staying on site. These have included the recycled fashion challenge, the card challenge, the domino challenge, the marshmallow challenge and a golf frisbee challenge. How she thinks them all up is a mystery but the pupils love them!



Year 7 taking on the challenge



Jack and Anthony with their pyramid



Year 7 loved this pyramid challenge

## PYRAMID CHALLENGE



Leo and Eric teaming up



## GOLF FRISBEE CHALLENGE

It's a thumbs up from Jack

## DOMINO CHALLENGE



Domino challenge in Howard House



Great balancing work Roxy & Harry



Great work by Howard House

## CARD CHALLENGE



## CAMOUFLAGE CHALLENGE

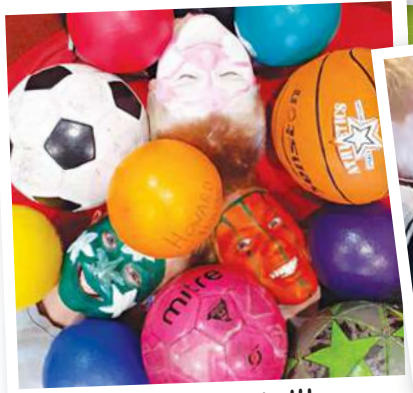
Teddy, Zachary and Jerome



Top hat card challenge



Howard House!



Spot the ball!



Make up artist Roxy

# KIND HEARTS & CARING PEOPLE ARE MAKING A BIG DIFFERENCE



It has been another big year for our Fundraising Team at Mary Hare. With the target of £4m for our Primary Appeal in sight and despite numerous lockdowns, their fundraising has taken big strides. Face to face events sadly had to be postponed but the upside of this was that we turned to online events. Not having run online events before for this appeal, we were unsure of the interest they would attract. We were delighted when they all turned out to be a huge success raising more money than expected. The nation has grown accustomed to moving things online and we are so pleased that our supporters and donors embraced this in 2020/21. The atmosphere at each event was vibrant, fun and full of enthusiasm, so thank you to everyone who has supported us in one way or another this year, on or offline!



Final inspection of our shed



The shed is erected

## TRUSTS NEWS

We are always so grateful to the numerous Trusts that support The Mary Hare Foundation each year through grants and donations. Here is a little round up of the last year.

We were grateful to the Hedley Foundation for their donation of £2,385 for specialist audiology equipment.

### Learning through Landscapes Secondary School Award

The Learning through Landscape Trust awarded the primary and the secondary school £500 each towards outdoor equipment. Both grants come with two hours of teacher training which has been really useful. One of the courses that the school selected was firefighting! The £500 awarded to the secondary school will be used to buy a new shed to store tools and equipment in the forest area so the forest is more accessible to its vocational students studying subjects such as Land Based Studies. One of the students, Daniel, said 'I like it, it blends in with the woods and it's really useful for storing our tools.'

The secondary also selected a new wireless battery powered camera for Animal Care so that the students can study animal behaviour in their natural environment. The last purchase was a 'grow your own vegetable patch' toolkit which supports the Landbased Studies provision. One student said 'I planted tomato seeds. I like making the holes in the soil with my hands to put the seeds in. I now understand how to plant seeds.' It is also hoped that the vegetables grown will provide the catering students with some tasty produce to cook with.

### Learning through Landscapes Primary School Award

The School Council and Eco-Committee planned where they wanted these to go in the grounds of the school. With such wonderful grounds and nature surrounding the school, the pupils are very excited to see what images will be captured by the motion nature camera.

The resources that were awarded included a bird feeder, a nesting box, a bee box, a minibeast box with solar light, a hedgehog house with hedgehog food and a motion nature camera. The School Council and Eco-Committee are looking forward to planning where these will be set in the ground and cannot wait to use the camera to see what animal visitors we have in the grounds.

The school has also been awarded training for fire lighting which we can then share with the children in outdoor learning sessions and as we work towards developing our forest schools.



Look at our bird box



## EVENTS & CHALLENGES

During the summer Yvonne Ismail & Jane Belmont from our Administration & HR Departments entered into the Virtual Prudential Bike Ride which was to celebrate cycling. They cycled a total of 25 miles raising funds for Mary Hare. By putting funds on the Good Exchange the money was match funded and gift aided, raising a grand total of £112.50. Well done and thank you!

### London Marathon

The London 2021 Marathon is taking place on 3rd October (virtually). This year an additional 50,000 people will have the chance to take part on a course of their choice. Mary Hare was awarded three charity places this year. We are delighted to announce that Heather Fowler and Katie Mills are running in aid of The Mary Hare Foundation. Katie said, 'I'm Katie, 24 years old, I live in Camden, London and am training to be an accountant. I am really looking forward to running the London Marathon for the Mary Hare Foundation in October. Running the London Marathon has always been on my bucket list and being able to do it for such a great cause makes it even more exciting (as well as motivating me with the long weekend runs!).' If you want to support Katie, please visit <https://uk.virginmoneygiving.com/KatieMills21>

Please do get behind them.



Hoop training



Katie Mills



Circus skills activity



Isn't our cabin smart?

## JOHN LEWIS CABIN

The Mary Hare Foundation secured support from the John Lewis Partnership Community Investment Fund. The award of £16,050 was to purchase a new cabin for the vocational department for students studying subjects such as Carpentry, Plumbing, Land Based Studies and Bricklaying. Over the past few years, the vocational department has been offering a wider range of vocational subjects which students can choose to study alongside their GCSEs and A Levels. The new cabin will provide

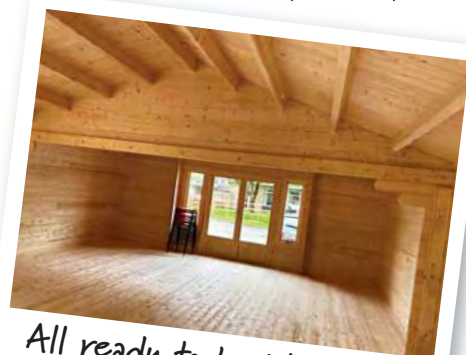
an excellent and much needed space for the growing number of these vocational subjects.

The cabin will be an energetic hub for construction; a safe place where students can try all elements of construction from tiling to hanging doors, from painting and decorating to learning how to install kitchens. It will provide a realistic working environment to encourage and inspire a new generation of tradespeople.

The Partnership Community Investment Fund was set up for projects that support local communities impacted by John Lewis store closures announced in 2019, which included John Lewis, Newbury. The fund is designed to benefit projects in a number of ways including supporting young people where there is evidence of barriers to education, employment or training.

James House, Head of Faculty, Technical Services and Multi-Trades at the school said, 'We are very grateful to the John Lewis partnership, who have donated so

generously, and made this project happen. This cabin will really open up the curriculum so that we are able to deliver the practical skills students will need when they pursue a career in the construction industry.'



All ready to be kitted out

## CIRCUS SKILLS GRANT SETS PUPILS IN A SPIN

The Les Mills Fund for Children awarded Mary Hare School a grant of £967 which bought circus skills equipment for the PE department at the secondary school. This grant has ensured that circus skills and all the activities that this entails, can be a regular fixture on the PE curriculum moving forwards, providing students with the opportunity to try new things and expand their love of physical activity. The grant covered the purchase of equipment including hula hoops, juggling balls and yoga mats.

The students at Mary Hare benefit hugely from being able to take part in alternative sports which offer a more relaxed pace and helps to boost their confidence. The PE department invested in hula hoops which have become a real hit with the students. One student commented, 'I enjoy being able to do tricks with friends, learn something different, have fun whilst doing exercise and being confident as a part of it. I love the circus skills so much that I bought a hoop to practice with at home!'

Cheryl Colby, Head of PE said 'In senior PE, pupils are able to pick from a range of options each term to reflect their personal aspirations and preferences.

We feel this is important as we want to equip pupils with the necessary skills to have a healthy adult lifestyle beyond Mary Hare. In KS4 and 5 PE we are extremely lucky to have Rachel Coles on the PE Team, who is a Performance Artist and Circus Skills Instructor. This group love their hooping!!!'

The benefits to our pupils are enormous. Deaf children often have difficulties with balance and coordination. Learning circus skills requires good listening and working with others as a team, both invaluable skills in themselves.

# DEAF AWARENESS WEEK

As ever, the Wear it Loud campaign was great fun this year. As part of Deaf Awareness Week which ran between 3rd and 9th May, pupils and staff supported the Wear it Loud campaign on Thursday 6th and Friday 7th May. Pupils, parents and staff were encouraged to wear bright, loud colours and to donate to the Mary Hare Foundation. There were some wonderful outfits around both campuses. Even Mr Gale put on his pink tie for the day! It is always great to see so many colours and so many happy, smiling faces! The total raised this year was £228.52



Ava, Mrs Tanner and Ms Crew



Catering students wearing it loud and baking



Rhianna in her neon outfit



Our HR department getting colourful



Zak wearing it loud



Mrs Allum in full colour



Faye, colourful as ever



Cecilia sporting an animal theme



Rosie wearing it loud



Mr Gale loud in pink



Year 7s Wearing it Loud

## SUCCESSFUL ONLINE EVENTS

We have had great fun with some fundraising events online during lockdown.

We kicked off with an online cookery demonstration by Gee Cartwright in January with 29 cookery enthusiasts attending. There was a great atmosphere and everyone had a delicious lunch to eat afterwards! Our second cookery demonstration was led by Nin from Nin's Kitchen when we made a great curry and naan bread. The cookery demonstrations raised £1500.

We then hosted two online talks which, between them, raised £2500 towards the appeal.

Hilary Kay one of the most familiar faces on the BBC's long running Antiques Roadshow series and a recent presenter of the landmark series, Brilliantly British, exploring the lives of Thomas Chippendale, Josiah Wedgwood and William Morris, talked about the intriguing world of master forgers, whilst Rory Stewart, former UK Secretary of State for International Development and currently a Senior Fellow at the Jackson Institute, Yale University recounted his epic journey walking across Afghanistan in 2002.

Both events were really well attended with over 40 people at each. Jane McMillan, Development Director said, 'We were absolutely delighted with the turnout and support for both events. We would like to thank Rory and Hilary for giving their



Hilary Kay from BBC Antiques Roadshow



Rory Stewart former UK Secretary of State

time freely to support us and to all those who bought tickets and attended the talks. Every little bit of money raised helps us get one step closer to realising our target of £3,700,000 towards building our new primary school.'

Hilary Kay said 'I was delighted to be asked by Kirsten Loyd, Chairman of The Mary Hare Foundation, to speak to fundraising supporters last week. The subject was 'The Art of Deception', and we explored the lives, methods and motives of the 21 Century's most successful and, perhaps most devious, fine art forgers. As a local centre of excellence, the Mary Hare School for Deaf Children includes postgrad education, training courses and research. It continues to modernise and construct new buildings and their current fundraising focus is a new Primary School.'

Finally our online Bridge Competition raised a huge £14,025, thanks to the 50 people who took part and some very generous additional donations. Robin and Zia Boycott were the winners.



Gee Cartwright



Getting ready to cook



A budding chef!



The end result



Nin in her kitchen



Nin gives her class



Delicious Daal



Herbs & Fresh Spices

## COVID GRANTS

During the Lockdowns like so many businesses and organisations across the UK, we were obliged to restrict our activities. Arlington Arts Centre had to close for a period and as a consequence was not generating any income. Supporters of the Art Centre responded to a crowdfunding appeal to help out, raising £6,641. We also received support for Arlington Arts totalling £5,500 from the Thomas Sivewright Catto Trust, The THJ Foundation and the D'Oyly Carte Foundation.

Other Covid emergency donations during this period include £10,000 from the Greenham Trust for IT equipment for the Primary School and also a shipping container to free up additional classroom space to allow for socially distanced teaching.

### Post-graduate courses

These activities are a vital part of our charitable aims. However, it is extremely difficult to cover all the associated costs and we are grateful for the support of The Rank Foundation, who awarded us with a grant of £25,000 and the Speech & Language Foundation for a donation of £25,000.



## THE NEW PRIMARY SCHOOL

On 24th May we started to build the new Mary Hare Primary School. This project has taken years to plan and raise the funds required to build a state-of-the-art, 21st century Primary School for deaf children.

It is so exciting to finally see the hard work, effort and generosity of so many people finally come to fruition. The building work will take more than a year to complete and we hope to be welcoming the children into their new school in autumn 2022.

We are continuing to fundraise during the building process, so if you would still like to make a donation you can do so via our website or on the Good Exchange, where your donation will be doubled by the Greenham Trust ([thegoodexchange.com](http://thegoodexchange.com)).

You can also follow progress of the new school on our website. We will have regular pictures and posts to keep you informed. There will also be links to live webcams on the site.

Everyone at the Mary Hare Foundation would like to say thank you to everyone who has supported this ambitious appeal. Without your help, this would just not have been possible.

THANK YOU.



An outline plan of the new school



Dormitory sketch



## IN MEMORY

### Sir Philip Wroughton

Mary Hare was extremely sad to learn of the death of Sir Philip Wroughton KCVE, KStJ on 7th November 2020.

In 1992 Sir Philip founded the Mary Hare Foundation. He worked with a group of like-minded individuals who wanted to raise funds for Mary Hare School to create the hugely successful Foundation - which has raised over £11.5 million since its inception.

Sir Philip took a keen interest in the School and his legacy will be the many major developments undertaken by the Mary Hare Foundation since it was established. As Chairman of the Mary Hare Foundation until 1996, Sir Philip led the fundraising campaign to raise funds for a new 6th Form Centre for Mary Hare School, which was built in 1995. The Centre bears his name, known as the Wroughton Centre, and enabled the School to double the number of pupils in the 6th Form. Sir Philip also helped Mary Hare immensely during his time as Lord Lieutenant of Berkshire (1995 - 2008).

He facilitated a number of visits to the school by members of the Royal Family including Princess Margaret and Sophie, Countess of Wessex.

Sir Philip's family described him as a 'much loved husband, father and grandfather'. Kirsten Loyd, daughter of Sir Philip, has been Chairman of the Mary Hare Foundation since 2006 and continues with the work her father began nearly 20 years ago. Sir Philip will be sadly missed and we will be planting a specimen tree to remember him by, on the site of the new Primary School.

### John Lewis

On 2nd January 2021 we were sad to learn of the death of our dear friend and volunteer, John Lewis from Ramsbury, Wiltshire. John helped the Mary Hare Foundation with its accounting for more than 6 years. John was a kind-hearted and dedicated person with a warm sense of humour. He will be missed by everyone at the Mary Hare Foundation.

### Geraldine McCarthy

We would like to thank the family of the late Deana (Geraldine) McCarthy. The family asked for donations to the Mary Hare Foundation instead of flowers and sent £2,485 from friends and family.

Mrs McCarthy's grand daughter attends Mary Hare School.

# Get active, Give, Take Notice, Keep Learning, Stay Connected...

2020-2021 has been a challenging year for lots of people's wellbeing and mental health, with uncertainty, lockdowns and missing the general day to day normality. Staff and students have been doing different things to keep their spirits up and to support each other. During one of the lockdowns (lost track of which one), we reminded students of the Mary Hare's mental health ethos based on the five Ways to Wellbeing. Each day for five days we published a video of staff and students doing an activity linked to the day's theme: Get Active, Give, Take Notice, Keep Learning and Stay Connected. Scroll back through the Mary Hare social media to check these out.

## Counselling Room

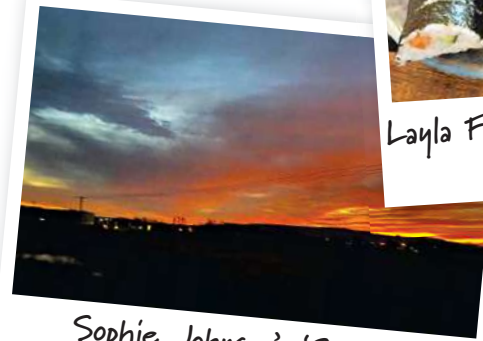
I am proud to announce the new counselling room has been decorated and furnished after we received a donation. It is a calm and comfortable space with a comfy sofa, inspirational posters and artwork made by a year 8 textiles class.

## Mental Health Awareness Week

Recently, Mental Health Awareness Week took place. The theme was perfect for Mary Hare life - 'Nature'. We had a photography competition with staff and students joining in, sending me snaps of nature. As you can imagine I had an inbox full of breathtaking photos. The students were able to explore the beautiful grounds in the evenings, finding the perfect picture opportunity. The winning photo was the clocktower by Samuel Bradley and all the photos have been displayed in Blount Hall.



Layla Fitzgerald-Woolfe's 'Sushi meal'



Sophie Johnson's 'Sunset'

## Children's Mental Health Week 1-7 February

This year's Children's Mental Health week was in February when we were all battling with online learning, the theme was 'Express Yourself'. I organised an online challenge for the pupils to send me a picture or video of them doing something that expressed them.

We had wonderful entries from homemade Sushi to stunning photography, dance routines to writing. Please check out Miles' entry in the 'Looking back at Lockdown section'.

All pupils who joined in received a wellbeing goodie parcel in the post.

Charlie Hadley



Christian's photo in nature



'The Clocktower' by Samuel Bradley



'Heart tree stump' by Chloe Burton



Teachers get behind World Mental Health Day

## World Mental Health Day October 2020

To raise awareness about Mental Health wellbeing and to celebrate World Mental Health day staff wore #HelloYellow stickers to promote conversations around wellbeing. A non-school uniform day was also organised which raised £143.27 for Mind.



Om, Amy, Francesca, Jovita and Alice

# ON THEIR WAY TO COACHING FOOTBALL

A cohort of our Year 12 and Year 13 Sport Coaching students did not let self isolation or lockdown deter them from continuing with their self development and learning towards becoming qualified Sport Coaches.

They completed an additional and optional qualification offered by the FA Playmaker scheme which has been put in place of the Level 1 qualification due to the requirement for face to face teaching.

The FA Playmaker supported by BT, is a new, free online entry-level football course perfect for anyone interested in taking a more active role in grassroots football.

The students had to complete five modules in total from their laptop, tablet or mobile. These were:

- make football 'For All'
- connect with your players
- create fun sessions
- keep football safe
- take your next step



Sport coaching training



Lifeguard training

## LIFEGUARDS

Our qualified lifeguards from the 6th Form haven't been as busy as usual this year due to lockdown. However, when school reopened in March, they had to complete a back to work training session to hone their skills and enjoyed supervising some Year 9 weekend swimming activities.



Lifeguards get to work



Learning essential skills



Weekly swimming lessons for our primary pupils

## Around the World

West Berkshire School Sport Network

Final Results!

109,249 Miles completed

6372 participants

Congratulations to you all!

- 1st Theale Green School
- 2nd St Barts
- 3rd Mary Hare
- 4th Kennet
- 5th Willink
- 6th Trinity
- 7th Denefield
- 8th Castle
- 9th Brookfields
- 10th Downs
- 11th Park House
- 12th Little Heath

Final results of the Around the World Challenge

## AROUND THE WORLD CHALLENGE

Five weeks of competition, four Mary Hare houses getting competitive, one goal - to get to first place. Pupils took part in the 'Around the World Challenge' during lockdown which involved clocking up as many miles as possible through walking, cycling, running or other ways. It was a great challenge to keep everyone fit and motivated whilst creating a competitive spirit amongst local schools.

We were very proud to have come 3rd overall against other Berkshire schools. Well done to all who took part.

# FEELING ON TOP OF THE WORLD

In March our primary pupils had the opportunity to test their head for heights when a mobile climbing wall came to the school. Organised by Ms Colby, this was part of their Outdoor and Adventure PE programme. Many of the children had a preconceived fear of heights but, once they had found their confidence and given it a go, they were thrilled at their achievement. See more on the primary pages.



Up up we go!

# CROSS COUNTRY

We were so pleased to be able to run a 'bubbled' School Cross Country and feel some normality after a tough year. It was great to see everyone taking part and pupils who have 'got into' running over lockdown. Here are the Top 10 Boys and Top 10 Girls:

William Ryan	12	9.48
Vernon Eminowicz	11	11.25
Lucas Boulet-Mpome	13	11.44
Luke Bannister	12	11.50
Jacob Kelly	11	12.26
Callan Durkin	9	12.51
Zachary Bojas	7	13.15
Eric Roche	9	13.26
Leo Belcher	9	13.29
Benjamin Wilkins	7	13.40
Katie Dening	12	15.08
Matilda Moutrie	9	15.59
Jasmine Wilkins	8	16.24
Francesca Viney	12	16.24
Nazgol Shakersepasgozar	11	17.37
Jachima Akosa	9	17.49
Sophie Mernagh	8	17.52
Miya Edwards	8	17.56
Rebecca Hegedus	13	18.24
Naomi Postawa	10	19.11

In addition to this, first Year 10 was Matthew Mold, first Year 8 was Jasper Loten and the first Year 7 Girl was Comfort Tenkoramaa.

# CIRCUS SKILLS

The PE department and Kirilynn work with Rachel from Flowmotion to provide exciting and unique alternative activities within the PE curriculum and co-curriculum after school. Here they are getting involved in circus games, working on team building and enjoying the outdoors!



In motion



Circus skills after school



It can get competitive



Putting our all into it



6th Form are off



William Best Boy and fastest in the whole school



Jasmine, 3rd girl in whole school



Jasper, Best Year 8



Matilda, 2nd girl in whole school



Year 10's are off



Katie, Best Girl in whole school



Comfort, Best Year 7 girl



Callan, Best Year 9, 6th in whole school



Cheering each other on!

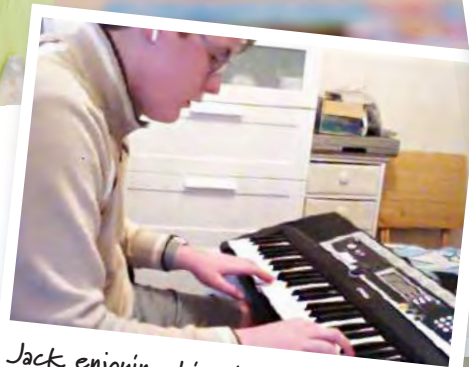


Daisy & Olivia getting ready for the off

# LEARNING THROUGH LOCKDOWN



Lockdown was difficult for everyone but as a school we are very proud of the way we continued the education for our pupils. We took learning online with a daily curriculum and lots of opportunities for communication between staff and pupils. Speech and Language and Audiology were also able to continue their work with pupils.



*Jack enjoying his virtual music lesson*



*Ryan digs deep with his drumming*

Of course, the pupils missed each other (and many said they missed school too!). We tried to provide them with as much opportunity as possible for online activities and social interaction too. In the following pages, we cover the many ways in which lockdown did not defeat us!

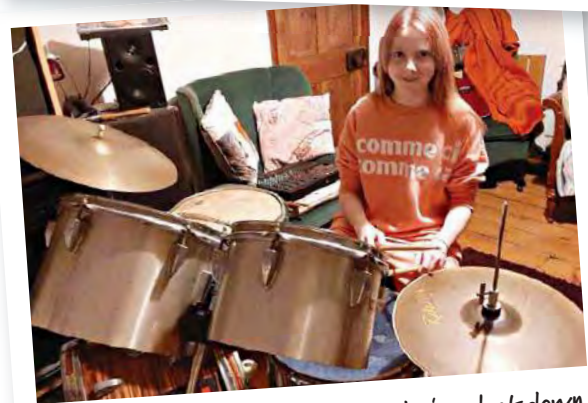
**“ I didn't like working at home. It lasted too long and there was too much work. I did like doing some of the fun things like pretending to be St. George and making a travel stick.**

***I really missed my friends when I was at home, but I didn't miss the fire alarm practice that we have in school.***

*Harry*



*Year10 dance online*



*Daisy practises her drumming during lockdown*

**“ When I was working at home I missed going outside and seeing my teachers and the other children. I much prefer working in school rather than at home and so I don't want to go back to working online. School is much more fun.**

*Dylan*



*Online learning at Mary Hare School*



# EVERY DAY IS A SCHOOL DAY

I am not directly involved in 'home learning through lockdown'. It is my duty to simply ensure the building is warm and safe. Since COVID19, there have been obvious changes like one-way systems, floor and playground markings, retaining doors, sanitising dispensers at the entrances, table distances, and so on, but as most of our children (and me), need order, structure and subtle stability with the nuance of familiarity, the biggest challenge was to make the school as 'normal' as possible, as if nothing had ever happened. A seamless transition from the old normal to the future normal and all the normals in between.

It was a great pleasure to be involved with a birdbox project. All the children came with a curious attitude, lots of questions and the energy needed to wield a hammer, some were natural wood workers with a creative flair for construction, some, whilst driving in screws, were probably thinking there must be an easier way to do this, (I hadn't told them about my cordless drill). Some were using tools for the first time and some will probably never use tools again. All was done with great enthusiasm to complete their given tasks with an anticipation to do more.

At Mary Hare Primary we are blessed with the space around us, befitting for the current world dilemma, for the children to make bird boxes, bug houses etc, to entice all of the tiny anonymous creatures that share this space shows a great understanding of their surroundings. Being under eleven, there may be some that don't fully appreciate what they have at the moment, but I'm confident that when they are 'really old' (you know, like thirty) they will reflect and be proud of what they achieved and knowing they have helped future populations of our tiny residents.

Whether any of our children go on to be professional cabinet makers, architects or just use their new skills to think about how things fit together, it is a great life lesson to take with them, whichever path they tread. We all know that the primary years are the most influential, formidable and important years of every child's life. To stimulate and not stifle the qualities that shine through in certain activities, to incite imagination as an investment and to introduce that one child to their own brave new world that lays ahead. Collecting their favourite colours and filling their palette so they go on to paint their own portrait.

Everyone at this school should be so proud of the 'talent conveyor belt', that, year after year, seems to produce gifted, inquisitive, and provocative young people who are thoughtful, respectful with a

worldly outlook. The 'always curious' trait will be invaluable for any field of excellence. The ability to metaphorically kick down doors so others can walk through. To be able to say, "Now that I've done this, you can now do that", where selflessness is a key attribute that is embedded into everything. As I have always said "The best diet in the world is to share your food with someone". Some of us will have already heard the phrase "Every puzzle needs every piece." A phrase that seems to be more poignant as each day goes by. Here at The Primary School, we take pride in being part of our puzzle, a complex compendium, mostly joyous, often perplexing and sometimes literally, puzzling, but it is our puzzle, our beautiful conundrum and every piece, no matter how seemingly insignificant some of those pieces appear to be, is needed to complete the picture.

For reassurance to all Parents, Staff and pupils and to ensure that this transition, through all of the lockdowns, was as invisible as could be, so everyone is welcomed back at short notice the school would have to be 'ready to go' so keeping the building sanitised must be an inconspicuous but perpetual task. The cleaning crew, 'Faithfull Fran', 'Unstoppable Irene' and 'Effervescent Ami' are making the new normal seem effortless. When the learning day is halfway through the bountiful buffet (Broccoli cheese is a taste of the new normal) that has been prepared by 'Chef Mel' and is served to ever eager, and hungry children with rosy apple like faces appearing from round the door. With table etiquette adhered to and all thank yous have been said it's out to play, where Soldiers, Dancers, Gardeners, Astronauts, Stylists, Scientists, Teachers, Carpenters, Poets and Politicians all play in perfect harmony... Ok, maybe not 'Perfect' harmony, but then that sounds normal to me. I think we have done something right.

I hope I will get the opportunity to do more projects throughout the year as I am learning so much from everyone and as they say, "Every day is a School Day".

Colin Gilbert, Maintenance Team at Primary



Colin hard at work

## THOUGHTS FROM OUR OUTGOING HEAD GIRL

The last year in lockdown has been strange for everyone. We asked Rebecca, Head Girl for academic year 2020, how she felt about the last year and her next steps.

I did originally find the first two lockdowns and studying on my own difficult to start with as I had to adjust from face to face teaching to looking at a computer screen all day. Mary Hare did a fantastic job in quickly adapting a different approach with their teaching and ensuring that all pupils had equal access to their online learning, such as captions on Teams, their backgrounds were kept plain and simple so that we can lipread the teachers. However, I did find the most recent and third lockdown easier as I knew what to expect this time. I was a lot more positive with my work and focused better on my three A-Level subjects.

I will be sad when it's time for me to leave Mary Hare as staying at the school is like living in a bubble and I will miss all of my friends, but it is time for the next chapter of my life. I am ready to express my passion for what I want to do in the future, this is because of what Mary Hare has done for me. I aspire to study Veterinary Biosciences at University this coming September and hopefully go on to achieve an animal related career.



Rebecca, Head Girl  
2019-2020

# OUR NEW BUDDY SCHEME

Two years ago we introduced a Buddy Prefect scheme, where by teachers nominate two pupils from each form group to be a buddy prefect for the year. This scheme was introduced to support visiting pupils coming to the school, giving them a named buddy to welcome them, help them settle into their three day visit, answer questions and just be a friend.

We all know how daunting it can be to visit a new place let alone visit a new school, particularly when a family may be looking at a change in provision because the current placement is breaking down. Many visiting students say they don't have many friends and feel nervous about visiting. Assigning them a Buddy helps them feel included and they leave making many new friends.

Buddy prefects are awarded a badge and are assigned visitors when they come into school. They are great ambassadors for the school and are keen to talk about all the wonderful opportunities they have at Mary Hare. Sadly, with covid we have not had many opportunities this year for visits to take place. However this is slowly starting to change and we look forward to welcoming visiting pupils again!

Buddies are:

- 7MA Amber Fitzgerald Woolfe and Ricco Postawa
- 7TW Jerome Bell and Marcie Bennett
- 7SB Roxy Beale and Taylor Wilmott
- 8CW Olivia Nugara and James Mussett
- 8K Ollie Dow and Sophie Mernagh
- 8S Miya Edwards and Jasper Loten
- 9BM Eric Roche and Livi Wickham
- 9HR Julia Pizlo and Leo Belcher
- 9GK Alexa Lyon and Josiah Murray
- 10C Neve Massey and Joel Savery
- 10CR Roman Eminowicz and Keira Dobson
- 10AH Marni Roff and Kris Taylor
- 11PS Seb Allan and Chloe Burton
- 11L Vincent Rinzivillo, Scarlett Thompson and Hope Lambert
- 11RBL Jacob Kelly, Fatima Chaw and Lexie Smith-Hart
- 11HO Ire (Naomi) Olofin and Robyn Sparkes

6th Form  
Norika Dambrauskaite and Alannah Sumner

Katherine Clements



Poppy with her buddies



Year 7 buddies



Year 8, 9 & 10 buddies



Norika Dambrauskaite



Alannah Sumner



Oliver and Sophie Year 8 Buddies



Lexie Smith-Hart



Year 11 buddies



# LONELINESS ISOLATION & THE IMPORTANCE OF HAVING GREAT PEOPLE AROUND YOU.

As part of the Children's Mental Health Week in February, we had a challenge based on the theme 'Express Yourself'. Year 11 student, Miles Priestman, entered this inspiring piece reflecting on the difficulties of lockdown, whilst looking forward to the future and what potential he and his peers (and staff) can unlock within themselves.

Many of us would never have predicted a time where we would be stuck at home, with most of our everyday freedoms stripped from us to help stop the spread of a killer virus. A lot of us would never have imagined being barred from seeing our friends, our loved ones and those we hold dearest. But for some of us, lockdown was just like any other day, some of us (socially) never noticed any difference to their lives (except of course, the working from home). And while for some of us, this wasn't necessarily a bad thing, loneliness does exist - regardless of whether or not we're in lockdown. Nearly nine in ten young people in Britain experience some form of loneliness in their lives.

As an introvert myself, I found the first lockdown to be pretty okay for me. One important thing to know is the difference between being lonely and being an introvert.

An introvert is a personality trait, in which you generally enjoy time alone. You're not into small talk and you prefer a smaller social circle. Being lonely on the other hand is when you feel completely alone - like you have literally no one to confide in, to open up to. Like I said earlier, the first part of lockdown was pretty alright for me. I watched some great films, I watched some great shows on Netflix and I played one of the best video games of all time. But towards the end, while I wasn't feeling

lonely, I did feel a feeling that an introvert like me would never feel. I missed people. For most of my time at Mary Hare up until lockdown was spent in my bedroom, with nothing but my own thoughts and my craziest daydreams. I look back at that and I realise that the reason why I found lockdown so easy was because... I was doing it already! So, one of the things I was very much looking forward to when Year 11 started was getting back with people. I told myself that I wasn't going to spend this year as a so called 'shut in'. But then, this lockdown happened.

Now we feel more isolated and alone more than ever. Our limits had already been tested last year. Could we do it again? Yes we can. All we have to do to beat this lockdown is one simple thing. Reach out to people. Reach out to people and find the good in things. We must remind ourselves to stay connected with each other. It's the only way we are going to beat the isolation of current affairs, but also the isolation within ourselves. Another way that we could beat this is to remind ourselves that there is also good in this world. After all, a famous wizard once said, 'Happiness can be found, even in the darkest of times, if one only remembers to turn on the light.' But it's true!

Biden has now been sworn in as the new President of the US. Over 4 million people in the UK have had the first dose of the vaccine. But you should also look forward to the things that you can achieve once this is over. You could try to (please) be on time for school. You could try to give a heartfelt compliment to as many people as you can every day. Or it could be just trying out a new hobby. But the one thing that I recommend you all do, starting now, is to find your best self. We all have the best, amazing, brilliant selves within all of us. Some people have found it and to those people I say good on you! congratulations from the bottom of my heart. But to those who haven't yet still found that wonderful and amazing spark, I say this:

You already have the key to unleash, release and embrace your best self. You just need to unlock and open the door.

“ ***...a famous wizard once said, 'Happiness can be found, even in the darkest of times, if one only remembers to turn on the light.'*** ”

# Mary Hare Therapy Centre has launched



Therapy for pre-school children



Group therapy with Charlie

**The Mary Hare organisation has opened its new Therapy Centre in Newbury, Berkshire. The centre will offer therapy services to individuals and schools from the local community and beyond, to include individual 1.1 therapy sessions, group sessions, training and advice.**

Katherine Clements, who heads up the Speech and Language Therapy service said, 'We are delighted to be able to share our expertise with those who need it most. We are experienced in working with children and young people of all ages with a range of needs including speech difficulties, language and vocabulary delays, Developmental Language Disorders, Auditory Processing Disorders and many more.' We are also experienced in supporting clients with communication difficulties related to hearing impairment as well as developing listening skills using assistive devices such as hearing aids or Cochlear implants.

The service will be available to pre-school and school aged children, teens and adults. Therapy sessions will take place at The Arlington Arts Centre, Newbury or, by visiting a child or young person's school. In addition to this the service also offers online therapy sessions via Microsoft Teams.

Assessment packages are also available in order to identify specific needs, recommend suitable targets and provide advice. This information can be used as evidence related to needs and provision as specified in Educational Health Care Plans, shared with the school or SENDCo or to determine the type and amount of therapy needed.

Teenagers and young adults can access therapy packages to support their transition into adulthood with the aim of developing functional communication and life skills. Programmes include 'Independent Living', 'Interview Skills' and 'Telephone Skills'.

Adults may access the service to help them maximise their listening skills after receiving hearing aids or as part of a rehabilitation package following cochlear implant surgery. Others may be seeking support with communication and language skills following a medical diagnosis.

The service will also prove vital to many schools requiring individual or group therapy for their pupils, particularly when this can be carried out on site.

Training workshops on areas such as deaf awareness, emotional literacy and social skills will also be offered by the Centre to schools, employers and families.

'It really is a comprehensive therapy package' says Charlotte Mellor, the centre's Lead Therapist. 'Clients are so delighted there is a package of private therapy that they can access on their doorstep and that can be tailored to their specific needs for as long or as short a time as is required'.

This service is currently running one day a week with plans to expand with an increase in demand. For further information or to book a therapy package, visit [www.maryhare.org/uk/speech-language-therapy](http://www.maryhare.org/uk/speech-language-therapy) or email on [privatetherapy@maryhare.org.uk](mailto:privatetherapy@maryhare.org.uk)



Katherine Clements





# SpLD & Neurodiversity

## What does SpLD mean?

**At Mary Hare we have two members of staff qualified to work with children with SpLD. But what does that mean?**

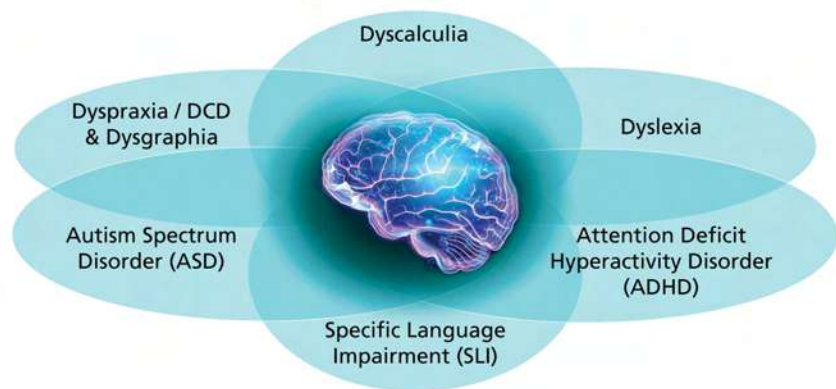
SpLD stands for Specific Learning difficulties and covers a whole range of learning difficulties including, dyslexia, dyspraxia, dyscalculia and spectrum conditions like ADHD.

Sam and Tracy are based in the Learning Support Centre, working with children who have difficulties over and above their deafness. They offer 1:1 intervention, general support, as well as classroom support.

There are many instances when they assess and diagnose children with a suspected learning difficulty. This enables them to make referrals or recommendations to other professionals. At this point, they would write specific teaching packages and methods or recommend the use of existing ones.

The testing also provides evidence for exam access arrangements ensuring that the pupil has the appropriate support and arrangements in place during exams.

Children are referred to Sam and Tracy by teachers, heads of department, speech therapists or the SENCo. This year their interventions have covered English, Maths and Entry Level Science. In Maths for example, the child is referred by the department and the intervention offered is specific to the need of the child. Interventions continued during lockdown so that the pupil did not struggle further to access the curriculum.



In addition, touch typing is offered as an extra intervention. This ensures that pupils who need to are able to use a laptop during their lessons.

Sam and Tracy are available during parent consultation days to discuss interventions. If you are a parent and wish to contact them to discuss your child's interventions, they can be contacted on the following emails for advice;

s.symes@maryhare.org.uk  
t.whiting@maryhare.org.uk



Sam Symes

# Audiology through Lockdown

## Leavers' project

The aim of the project has been to prepare students for leaving Mary Hare through giving them a greater understanding of their hearing loss, equipment and the support available to them.

This year the project has been delivered to students both online and in person. It has also been personalised to meet the needs of each student. The sessions have followed the format of a questionnaire/ question and answer session, where the student talks about their plans for after Mary Hare, shares what they know about their equipment/ hearing loss and what they would like to know about equipment and support available to them post Mary Hare. PowerPoints on these topics then followed to cover the content relevant to that student. Audiology, Speech and Language and Careers have worked together to ensure the student gets the help and guidance they need. Feedback from students has been positive.

The sessions have also enabled assistive devices, such as mini mics to be set up, hearing aids and processors to be fixed and tv streamers to be connected thus enabling the student to have better access currently, as well as in the future. The project also supports funding applications, including DSA.

A parent meeting jointly with Careers, help and support with applications and interviews and a leavers document pack are also available to ensure the students leave Mary Hare fully equipped for the future.



*Lynn Gambles giving online Audiology support*

## How students at Mary Hare have been supported for online learning

Despite the change to online learning coming at short notice, Audiology has striven to meet the needs of the students at home as we would in school in the following ways:

- All students contacted by a member of the Audiology team to check how they were accessing and to offer ways to support.
- Leads, headphones were sent home.
- Guidance was given on how students could connect their hearing aids, BAHAs and cochlear implants to the computer to enable them to hear more clearly through direct input leads, streamers, mini mics and headphones.
- Audiology has used Teams to support students online as they would do in school. Equipment has been ordered, cochlear implants teams contacted and hearing aids made/ repaired on the Royal Berkshire clinic. The only difference being that everything was posted rather than handed over in person.
- Students have been supported through the implant process with joint Teams call with implant teams.
- Annual review Audiology checks have been conducted online with the positive element of many parents being involved.
- Audiology has been part of the prospective students process online.
- Students have used Teams to contact Audiology if there was an issue.
- Audiology has supported students and their families to set up mini-mics and streamers.
- All staff have also had access to headsets to enable students to hear their voices clearly as speech is at its best quality 15 cm from the speaker's mouth. Several headsets were also shared with students to enable their voices to be heard more clearly by their peers.

**Conclusion.** The move to online learning was fast, which meant it was crucial to speak to as many students as possible as quickly as possible. Post was sent out daily. The year 13 project was brought forward and moved online in a similar way to last year. However, being able to use Teams to continue offering the support we give in school to students and their families in these uncertain times was the highlight.



# It's not all about numbers you know!

Maths has one of the largest glossaries of technical terms. These are particularly hard to learn because you are only exposed to them in technical situations, e.g. the Maths classroom. Multiple words are used to describe the same thing. How many different words can you think of to describe 'addition'? The same word can have different meanings in different situations; a translation will mean very different things in a Maths or a French lesson. The new GCSEs put a greater emphasis on language complexity and problem solving. Language and vocabulary are used in all aspects of teaching, it's in our spoken and written instructions, it's on worksheets, text books, guides and of course, exam questions. Without significant Maths vocabulary knowledge, a student cannot achieve their mathematical potential.

I started working as a Maths teacher at Mary Hare in 2016. Mary Hare is the largest school in the UK for children who are deaf. We use the oral communication method, supporting students to use their voice, their residual hearing and lip reading. Deaf students have the same ability range as their peers, but there are barriers to learning and approximately 40% of our students have additional needs. I've always worked with SEND, but I hadn't taught anyone with a hearing impairment before. I quickly learnt that for these students, vocabulary knowledge was one of the biggest barriers to academic success. Deaf children don't pick up new language incidentally and explicit teaching is considered essential for progress.

I've always considered one of my strengths as a teacher was to recognise a good resource, 'don't reinvent the wheel', was my mantra. Sadly, most of what I found on maths vocabulary was aimed at Primary aged children and there was no clarity on what words should be learnt. I wrote some simple vocabulary assessments for our end of term tests but given the significance vocabulary knowledge in Deaf Education, I collated all the technical words used in Maths GCSE papers and rated them based on frequency used. The top 210 words became the focus for the vocabulary intervention package: Count on Words.

Count on Words will eventually consist of 14 Maths topics and has been developed using available research and collaboration with Teachers of the Deaf, Maths Specialists and Speech Therapists. Each topic is a series of five lessons with an assessment to enable tracking on a single word level. The lessons include bespoke images for each of the key maths words to capture students' interest, help make connections and support memory retention.

The lessons are full of games, jokes and opportunities for discussion. They provide exposure to the key words in a variety of ways including spoken and written forms.

Our students have made statistically significant improvements in their maths vocabulary knowledge using this intervention. All students with low language levels could benefit from maths vocabulary intervention including poor comprehenders, poor readers, students with DLD (developmental language disorder which affects approximately 7% of children), or English Language Learners. As topics become available, they can be downloaded from:

[www.maryhare.org.uk/centre-excellence/downloadable-resources](http://www.maryhare.org.uk/centre-excellence/downloadable-resources)



Rachael Lethbridge  
Numeracy Coordinator

# LIFE AFTER MARY HARE

## SHINING A SPOTLIGHT ON ALUMNI CAREERS

### INDIA APPLETON - MODEL

India Appleton, a former pupil of Mary Hare School featured in her first daytime TV ad. India talks to us about her experience.

#### *How did you get into this line of work?*

I studied Performing Arts at GCSE at Mary Hare but I have always had a passion for modelling. I have previously done some shoots and some in house training videos for a company, but this was my first television advert. When the opportunity came up, I thought I would give it a go.

#### *How did you find out about the possibility of taking part in the advert?*

I work for Zebedee Management as a model and was put forward by them to audition for the Deliveroo Christmas advert.

#### *Did you have to audition beforehand?*

Due to COVID restrictions, I had to audition for Deliveroo via video clips. We auditioned as a family because the advert was made up of family scenes. As I live at home with my family, it made auditioning together possible because we are in the same bubble.

#### *What was the process like? Was it fun? Hard work?*

On the day of filming we had to get up really early to leave for London. The whole process took us half a day to complete all the filming. It was a great experience. I really enjoyed the filming. We had to do a lot of repeating of the sound you make when you see really yummy food. I was thinking all day, 'I wish I could eat it!'

We were filming inside a house. The only downside was that it was really cold because they had to keep the windows and doors open due to restrictions. The film crew and make up artists and everyone else working on the set were really nice and helpful. They were constantly making sure we were comfortable throughout the day.

#### *Did being deaf make a difference to the filming experience?*

The crew were all aware that I was deaf. It didn't bother them of course which is good. They were always making sure that I understood what was being said and what I should be doing during the filming. I would say the only downside was that during the day we had to wear a mask but then had to keep taking the mask off for filming. The constant on and off was quite difficult for me.

#### *What else would you like to say about the experience? What would you like to tell other families and other deaf young people who may want to do something similar?*

Keep following your dreams. I am full on at the moment with University and two jobs but always make time for doing something I love. I really wasn't expecting to be on daytime TV where everyone I know can see me. It was weird to see myself on TV. I would say to anyone else that is deaf and wants to do something like this, to just go for it. It is all a learning curve!



Taking a break. India and the cast not eating pizza for once during the day!



A scene from the advert

“ I would say to anyone else that is deaf and wants to do something like this, to just go for it.



## ANDREW HEARN - SENIOR SOFTWARE ENGINEER

After leaving Mary Hare in 1995 Andrew went on to North East Surrey College of Technology and is now a Senior Software Engineer for flight simulations. Is it as glamorous as it sounds? And how did he find such an interesting and niche role?

*So, you obviously have a talent for technology. Where did this stem from?*

Thanks! I think it all stems from this urge to know how things work. When I was little, I couldn't resist taking my toys apart to see the inner workings. My dad was kind enough to lend me some of his screwdrivers. There was a condition each time; that I put things back together in working order - so I had to understand everything to do that!

*What did you study at University?*

I actually opted to do an HND instead of a degree. I had a huge dilemma on what career path I wanted to take, it was either computers or biology. These fields didn't overlap back then! That dilemma meant I couldn't commit to a degree. Instead, I went for a two-year HND in Computer Automation, which would let me 'jump' into a final year of a related degree if I wanted to continue with that path. That gave me a greater flexibility, keeping my options more open. The computing field was the faster growing one, hence selecting that first.

*Did you always have a clear vision of what you wanted to do when you left University?*

By the time I completed my HND, I'd had enough of education, I wanted a short break before starting a degree. The idea of solid work experience under my belt, by the time I did a degree, was appealing - I would then be able to narrow down what study I'd have needed to do.

So, I started applying across many technology companies, hoping for perhaps two years' worth of experience. With the HND result, I landed a role at RACAL, developing radar and signal processing software. I got sucked into more and more interesting 'projects', gaining promotions based on previous work done, so the opportunity to do a degree faded. Around 3 or 4 years into the job, I did a significant white paper, and portfolio, which enabled IEng accreditation with the IET. This was an equivalent substitute for a degree. In the meantime, RACAL was taken over by Thomson-CSF.

Thomson-CSF was a flight simulator and training company. So, based on my previous work with data visualisation, and state machine implementations, I was selected to join the synthetic environment R&D team. So, I would say that my career path opened itself based on work done, rather than me having a 'destination' in mind.

*You have a pretty cool job working with flight simulators. Is it as exciting as it sounds?*

It is as glamorous as it looks! Being able to fly with a real cockpit is still exciting. My work with visual effects meant I have to check extremities such as flying very close to the ground, performing near-misses with other CG aircraft, and so on. It is a gigantic video game! The overall satisfaction of seeing things come together is very rewarding.

*Have you a particular project that you are most proud of and why?*

There are many! It is hard to pick and choose. I think those I'm most pleased with have to be writing software that run on GPUs instead of CPUs. GPUs accelerate processing by parallelization, so it is another 'level' of understanding how things fit together, and ensuring data verification across cores. The resultant visual effects become 'magic' to onlookers, and this gives an amazing job satisfaction!



Andrew stood by the Aircraft Simulator



“ Being able to actually sit in and fly with a real cockpit is still exciting.”



Andrew surrounded by his passion for technology

**LOUIS FRANCIS - STONEMASON**

Since leaving Mary Hare, Louis has established himself as an internationally renowned stonemason.

'Mary Hare Secondary and Mill Hall Primary gave me the early skills and confidence to show the hearing world that although I am deaf, I can still succeed in life. My deafness has never been a barrier and I can honestly say that there is every possibility to do whatever it is you want to do in life, and no one can tell you any different. I hope that the future students of either of the school really embrace their skills as I know Mary Hare will support them and push them as much as they can to achieve their goals.

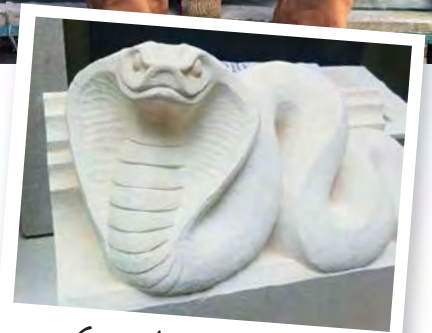
**My proudest moments?**

Well it has to be the commissioning for a piece for Windsor Castle. This was a programme set up to replace some of the Victorian grotesques whilst retaining the original medieval conception. When I was approached for that I was very pleased that I had been chosen to represent a piece that will remain within the grounds until long after I am gone and for the world to see whenever people go and visit. We were all invited to create our own designs and the brief was to produce something a bit frightening! My design was of a cobra. I was invited to St George's Chapel for a grand ceremony on the reveal.

I love the carving of the stone and the fact that there is just me and the stone. I find it very meditative. There is something magical about seeing words and letters carved in stone.'

Other alumni have been featured in the 'Career Spotlight' section on our website. There really are some wonderful articles featuring the significant range of careers that our alumni move in to after leaving Mary Hare. Career spotlights have included an Equestrian Paralympian, Professional Football Coach, Writer and Actor, Architect and many more. They are all worth a read! You can access them via the Alumni pages of our website under 'Career Spotlights'.

We welcome more stories, so if you are an alumnus and wish to appear in the spotlight, please get in touch via [marketing@maryhare.org.uk](mailto:marketing@maryhare.org.uk)



Commissioned for Windsor Castle

**A TRIP DOWN MEMORY LANE**

In April, Barbara and Peter Gordon visited the grounds with their family and were given a tour. They were able to recount some wonderful stories of the school during their time (Barbara was class of 1967). Here's what they had to say,

*"We were so impressed by all the new buildings and the changes and, of course, it was good to see the buildings that we remembered. I was impressed by the screens in the Dulverton Hall as they certainly do make assemblies so much more accessible. I wondered how we ever managed to follow things, most probably didn't. It's heartening to see that the school is still operating and going strong and that deaf children today are still getting an excellent education and opportunities to thrive and to hold their place in the 'outside world'. There seems to be so much more happening than there was when Peter and I were pupils."*

Barbara shared some lovely photos; one of her and her friend Judy in 'their best pig feeding gear', and another of Mr Askew playing conkers. All the practice was needed in preparation for a conker competition for staff and pupils (a Health and Safety nightmare these days!).

*She writes, "The Pig Club taught us about shares and dividends. We could buy shares for 2/6d (12.5p) each and when the pigs were sold at market, the profit was distributed amongst the shareholders. There was a finite number of shares so when you left school you sold them to younger pupils. The knowledge I gained from this helped me when institutions like British Gas were floated on the stock market. I've sadly not made millions of pounds though."*



Pupils in pig feeding gear



Mr Askew playing conkers

**ALUMNI VISITS**

We have not been able to welcome many alumni for visits during the last year due to the lockdown restrictions but we hope to welcome more of you to Mary Hare in the future. If you would like to arrange an alumni visit or are interested in our alumni events, please email [foundation@maryhare.org.uk](mailto:foundation@maryhare.org.uk)

# SET YOUR SIGHTS HIGH

Our popular 'Set Your Sights High' posters are proving to be a really inspirational and positive initiative. It has been amazing to catch up with our alumni and to see just how well they have done and what incredible experiences they have to share with us. They are proof that deafness is not a barrier to achieving goals.



*I don't believe in boundaries or barriers created as a result of being deaf. If anything, I find my deafness gives me an advantage - it defines who I am and I am proud of it. My advice to anyone is:*

*"It is not what you cannot do, but what you CAN do that counts!"*

HAMISH BELDING  
ACTIVE JOURNEYS OFFICER,  
SUSTRANS



*Mary Hare is a wonderful place to spend your school days. As all pupils are deaf, you no longer feel singled out or isolated, which is an incredibly valuable environment in which to flourish.*

*I credit the Design Technology and Art department in particular for creating a valuable space to foster experimental development and playful study within a curricular context.*

ROGER WATSON  
LANDSCAPE CONSTRUCTION  
MANAGER

Set your sights high!



#sysh



*Mary Hare helped me build confidence and independence. Art and Design was always my strength and I developed my creativity at school which helped me secure my wonderful dream job at Sass and Belle.*

*Learn as much as you can and build skills. Then you will find your path. Never give up and always believe in yourself. Your dream will come true.*

ROSS EDWARDS  
PRODUCT/PACKAGING DESIGNER

Set your sights high!



#sysh

Set your sights high!



#sysh



# Looking forward

Our new school is coming  
our journey's begun.  
Keep checking our updates  
they're going to be fun!



Follow our build as it progresses by scanning the QR code or visiting  
[www.maryhare.org.uk/primary-build](http://www.maryhare.org.uk/primary-build)



If you want to find out more about admissions to our new primary school  
please email [admissions@maryhare.org.uk](mailto:admissions@maryhare.org.uk)



*Securing the future of deaf children and young people*