

CHANNING

MAGAZINE 2025-26

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Introduction from the Headmistress

WELCOME to the 2025–26 edition of the Channing School Magazine. It is my great pleasure to introduce this wonderful publication, which captures another year of curiosity, creativity and community across our school.

Within these pages you will find far more than a record of the past academic year. You will discover a community learning together: pupils asking thoughtful questions, embracing new challenges and supporting one another in classrooms, on stages, on sports fields and far beyond the school gates. From scientific investigation and philosophical enquiry to artistic performances, partnership projects and charitable initiatives, every page reflects the enthusiasm and generosity that make Channing such a special place to learn.

'ACROSS EVERY YEAR GROUP, OUR PUPILS CONTINUE TO DEMONSTRATE NOT ONLY ACADEMIC AMBITION BUT ALSO KINDNESS, RESILIENCE AND A GENUINE DESIRE TO MAKE A POSITIVE DIFFERENCE WITHIN OUR COMMUNITY AND BEYOND.'

One of the great privileges of leading a through-school is seeing our pupils grow from their earliest days in the Junior School into confident, compassionate and intellectually curious young adults. This magazine captures that remarkable journey. Across every year group, our pupils continue to demonstrate not only academic ambition but also kindness, resilience and a genuine desire to make a positive difference within our community and beyond.

None of this would be possible without the dedication of our exceptional staff, the encouragement of our families and the support of our wider school community. My sincere thanks go to everyone who contributes so generously to the life of Channing each day. Above all, however, I would like to thank our pupils. Their curiosity, creativity and warmth are the heart of this magazine, and it is their achievements, large and small, that fill these pages.

Whether you are a current family, a prospective parent, an alumna or a friend of the school, I hope this edition offers an authentic glimpse into the vibrant life of Channing. My wish is that it brings back happy memories for those who have shared in this remarkable year, and leaves every reader with a sense of the warmth, ambition and community that define our school.

With warmest wishes,

LINDSEY HUGHES
HEADMISTRESS



Founders' Day Speech 2026

GOVERNORS, STAFF, PARENTS AND, MOST IMPORTANTLY, THE PUPILS OF CHANNING SCHOOL: THANK YOU FOR WATCHING OUR VIDEO VERSION OF FOUNDERS' DAY 2026. I AM SO SORRY THAT YEAR 7 AND THEIR PARENTS ARE NOT ABLE TO EXPERIENCE THEIR FIRST, AND YEAR 12 THEIR LAST, IN PERSON.

LINDSEY HUGHES
HEADMISTRESS

IT IS HARD to believe that exactly five years have passed since the last Founders' Day cancellation, back in 2021. That was meant to be my very first Founders' Day as Channing's Headmistress. Instead of the communal celebration that usually defines this landmark event, the then Chair of Governors, Cindy Leslie, Head Girls Anna and Alia, Reverend Costley and I carried out a socially distanced, live streamed service from the Sports Hall. That cancellation – and the wider disruption of the pandemic as a whole – was a stark reminder of how fragile our regular rhythms can be, but it also provided a starting point for a remarkable journey of resilience, adaptation and renewal.

When I reflect today on all we have achieved since that time, and how far we have travelled together as a school community, I feel enormously proud. We did not merely emerge from the pandemic; we have made huge strides in every aspect of school life. Look at our expanding partnerships, built now into the Education Plus Alliance, which has woven Channing deeply into the fabric of our local community and broadened the horizons of both our pupils and those of our partners. Look at our sporting achievements, where teamwork, grit and a growing competitive spirit have seen our teams reach new heights this year. Our new building – the reason for the cancellation of today's event – will house exciting science laboratories and Design and Technology suites, where creativity, rigorous academic inquiry and state-of-the-art innovation will meet on a daily basis.

As we heard so powerfully in Ava's reading from William Ellery Channing's 1838 Address on Self-Culture, this change is our foundational duty: "I would that I could speak with an awakening voice to the people of their wants, their privileges, their responsibilities. I would say to them, You cannot, without guilt and disgrace, stop where you are. The past and the present call on you to advance. Let what you have gained be an impulse to something higher."

Channing's words, written nearly two centuries ago, are so apt. Channing, the school, has refused to stop where it is. We have taken our strong position not as a cause for complacency but as an impetus to achieve something better. Far from resting on the laurels of last year's superb A Level results, our focus this year has been on further increasing academic ambition for our pupils. Mr Boardman has led our work in ensuring that the best research evidence informs our practice as teachers, and in encouraging our pupils to embrace the Learning Pit and the things that they find difficult. Because we know how much it matters to be 10% Braver, we want to encourage them not to dodge the Pit but to search out the hard things that make them struggle, to jump in and wrestle with them. Every time they climb out, they are not just learning a subject; they are learning to keep going, how to think harder and how to believe in themselves – and this is



William Ellery Channing



Channing House School 1895



Head Girls Siana and Ava

'IT IS MORE EVIDENT THAN EVER THAT WE OPERATE IN A FAST-PACED, HIGHLY DEMANDING AND COMPLEX WORLD, WHERE THE STAKES FOR OUR YOUNG PEOPLE HAVE NEVER BEEN HIGHER'

what ultimately leads to Girls Enjoying Success.

Reflecting on the year, it is more evident than ever that we operate in a fast-paced, highly demanding and complex world, where the stakes for our young people have never been higher. This reality has been brought into exceptionally sharp focus for me through the privilege – and responsibility – of serving as the President of the Girls' Schools Association, the GSA. In this role, travelling across the country, speaking with educational leaders, policymakers and industry experts, I have been privileged to look deeply at the unique environment that young women inhabit in 2026.

In my view, nearly a century after he wrote these words, we find ourselves in the exact position Siana shared with us from Channing's 1830 Discourse on Spiritual Freedom: "We are in the midst of influences which menace the intellect and heart; and to be free is to withstand and conquer these... ". The world offers us no end of menace: our news feeds are full of political division and social fractures at home, while war, disease and instability are rife beyond our shores.

But as she went on, "I call that mind free which is not passively framed by outward circumstances, which is not swept away by the torrent of events, which is not the creature of accidental impulse, but which bends events to its own improvement, and acts from an inward spring, from immutable principles which it has deliberately espoused." As a school we endeavour to provide just that safe haven, extol the Unitarian principles which will enable our students to decide what they think is right, and help them master the tools to make sense of the world.



One of the things we need to make sense of are the negative attitudes which face all of us, but particularly girls and young women, online. My fellow Head, Fionnuala Kennedy at Wimbledon High School, has described this as a battle against the 'monetisation of loneliness'. In her view we live in a culture driven by commercial tech platforms that actively encourage, reward and amplify rage-bait, performance extremism and social polarisation, simply because extremity of thought generates clicks, engagement and massive financial cash flows. This online world peddles an open, aggressive misogyny that is treated not as a fringe ideology, but as a lucrative commodity. It runs all the way from anonymous internet trolls and popular podcasters to wealthy business moguls and powerful politicians who model the exact regressive world views that we, in school and at home, are working tirelessly to dismantle.

The day before I recorded this, the Government announced that from next April all children under 16 will be banned from social media. I must admit that I have mixed feelings about this. On the one hand, I recognise that one might draw an equivalence between the harms of social media and those of things like cigarettes and alcohol, where we accept a ban for children without question. Indeed Dr Kaitlyn Regehr, the author of *Smartphone Nation* and who spoke at the GSA Conference last November, suggested just this, concluding: "The aim is that the next generation should look at the previous generation as wildly unhealthy, outdated and naïve".

Certainly there is content online and features designed into the apps which can cause damage. However, in my view, letting young people loose on social media for the first time in the year that they take their GCSEs seems less than entirely thought through. My problem with an outright ban is that our aim should not be to isolate our children from the digital age, but to equip them with the judgment to thrive within it.

As we have aimed to do at Channing, under Mr Grossman's leadership, the goal should be to create informed, empowered digital citizens and to educate them about how social media can be creative and connecting, as well as harmful, addictive and unethical. I'm not surprised that 90% of parents saying they want a ban has precipitated the Government's action – but I also note that the young people who responded to their consultation offered insightful and practical changes that could make social media a better place for them. I'm disappointed – but again, not surprised – that those voices have not been heard as loudly as they should be.



'TULIP SIDDIQ, OUR LOCAL MP, WANTED TO HEAR DIRECTLY FROM THOSE WHO WOULD BE MOST AFFECTED BY A BAN.'

Tulip Siddiq with the Year 8 and 9 pupils

They were heard at Channing, though, when our Year 8 and 9 pupils had the chance to share their views with Tulip Siddiq, our local MP, earlier this term. She wanted to hear directly from those who would be most affected by a ban about their experiences and – being Channing girls – they told her! I was very proud of their articulate, thoughtful insights which highlighted the need for robust, collaborative education for both adults and children, with the aim of transforming social media from a toxic echo chamber into a positive tool managed through shared guidance and awareness.

This is precisely why the case for girls' schools has never been more urgent, more necessary or more vital to sustain. An all-girls school like Channing provides an essential space for those voices. It is an environment of empowerment, psychological safety and uncompromised ambition. Here, girls are not on the sidelines; they are at the absolute centre of everything. We design our education specifically for how girls learn best, creating a community where they can engage in civil discourse, challenge ideas openly, find their authentic voices, and learn to know their intrinsic worth long before they go out into the wider world. We are not protecting them from the world; we are preparing them to change it.

To prepare them effectively, we must also confront the internal pressures that our society exerts on young women. I recently came across the concept of the 'Triple Bind', developed by psychologist Dr Stephen Hinshaw, which I recognised immediately. Coined in his seminal research, the Triple Bind describes the impossible, contradictory set of expectations placed on adolescent girls in contemporary society.

First, they are expected to be traditionally nurturing, empathetic and compliant caregivers. Second, they are expected to be hyper-competitive, high-achieving academic superstars and superb athletes, conquering every educational and extracurricular peak. And third, they are expected to accomplish all of this entirely effortlessly, while looking perfectly attractive, stylish and composed at all times.

We all know it is a physical, emotional and psychological impossibility to fulfil these three demands simultaneously. And yet, our girls, young women, and even adult women, find themselves under pressure to be, and do, everything. Enough! Some of you may have come across the We Do Not Care Club, born in the USA among women of a certain age, whose manifesto is to stop caring about everyone else's expectations at last. And it's no coincidence that comedian Ellie Taylor's iconic Mash Report clip from 2018



resurfaces every year on International Women's Day: you may well have seen it yourself. I quote it here with her lines adapted *ever-so-slightly* for a Founders' Day audience:

"Women have told everyone to just Go Away. Tired of being judged for choosing to have children or not have children, to have children and go back to work, to have children and not go back to work, for being too thin, too fat, too pushy, too unambitious, too hot, not hot enough or even for just daring to be alive, women have stressed that everyone can just Go Away."

At Channing, we refuse to be defined by what Dr Hinshaw calls the "false idol of perfection". Rather, we know that true growth happens when we prioritise kindness, community and individuality. Two hundred years ago William Ellery Channing knew this too, and Mrs Leigh, our Chair of Governors, shared his profound wisdom from the 1829 Remarks on Associations, which for me is at the heart of everything we do here at Channing:

"Could a perfect individual be found, we should only injure ourselves by indiscriminate, servile imitation; for much which is good in another is good in him alone... No man should part with his individuality, and aim to become another. No process is so fatal as that which would cast all men into one mould. Every human being is intended to have a character of his own, to be what no other is, to do what no other can do."

William Ellery Channing lived in an era of incredibly rigid, unyielding gender roles. Yet his views were decades ahead of his time, rooted in an unshakeable belief in the universal dignity of all souls. When he married his wife, Ruth Gibbs, in 1814 – one of the wealthiest women in the country – he did something extraordinary for his era. He fiercely upheld her right to own her property and refused to claim her money, explicitly rejecting what he was legally entitled to.

Channing was also an outspoken critic of what he called the 'superficial' education forced upon the daughters of the nineteenth-century elite. He argued passionately against a curriculum that focused merely on vacuous social accomplishments and restrictive, fashionable clothes. Instead, he championed the idea that women's minds were fully capable of the same rigorous spiritual and intellectual 'self-culture' as men's. He maintained that if a young woman possessed a strong vocation toward a science or an art, she should be allowed and encouraged to pursue it, rather than being forced into traditional domestic boxes. I think he would be delighted that our current strides in science, in D&T, and in empowering girls to shatter glass ceilings are the direct, living realisation of his vision.

The Triple Bind – and its public face on social media – are, at their core, a modern attempt to cast all young women into one impossible mould. But at Channing we teach our pupils that we learn through making mistakes, by falling into the Learning Pit, and by being 10% Braver. Every single pupil at Channing today is intended to have a character of their own, to be what no other can be, and to do what no other can do. We must ensure that conversations about inequality do not overshadow the magnificent achievements, the boundless resilience and the immense capabilities of our girls and young women. Girls today are ambitious, brilliant and ready to lead, and I am delighted that Channing reflects that empowering reality.

None of this would be possible without our wonderful staff, the teachers and support staff whose hard work makes these possibilities a reality for our students. They spend their time ensuring that Channing girls are inspired by their subjects, offered a myriad of opportunities outside the classroom and have every chance to develop that immutable set of principles to which Channing referred. Thank you, on behalf of me, your pupils and their parents, for all your hard work.

'WE MUST ENSURE THAT CONVERSATIONS ABOUT INEQUALITY DO NOT OVERSHADOW THE MAGNIFICENT ACHIEVEMENTS, THE BOUNDLESS RESILIENCE AND THE IMMENSE CAPABILITIES OF OUR GIRLS'

As is traditional on Founders' Day, I also want to mark the departure of our leaving staff. More than half of them were here on fixed term contracts or have only been here a short time, and so we thank:

In the Junior School, teaching assistants Miss Moore and Miss Crossdale: both are returning home, to Australia and Yorkshire respectively; and form teacher Mr Westerman, who has been with us as a Year 6 form teacher for the last two years.

In the Senior School Ms Naseer has completed her first year as a Physics teacher with us, while Mr Waring has returned to us this year for a maternity cover in French and Spanish, and taken on the role of Head of Year 8 for good measure! Ms Harmer has been a valued member of the Art department for the last two years, covering maternity and sabbatical leaves. We wish all of them the very best with their next chapters.

While Mr Davies, Deputy Head (Academic) has only been with us for 5 terms, his impact was instantaneous! We could not be more grateful for his focus on planning and data-led interventions, which have done so much to harness the academic ambition we have for our pupils. He leaves us to take up the headship at Weston Park Primary School, from where he joined us less than two years ago: Mr Davies, our loss is certainly their gain, and you will be much missed for your sharp insight, calm approach and wicked sense of humour.

Sadly we are saying goodbye to two members of the Maths department this year. Ms Cooper joined us in 2019 as second in the Maths department and Head of Engineering, a role which soon transmogrified into that of STEM Coordinator. She pioneered our incredibly successful participation in the national TeenTech competition and has championed women in STEM at every





The Brunner House extension: more space to learn and explore.

opportunity. Having spent part of her most recent maternity leave in Thailand, we are delighted for her that she and her family will return there in August when she takes up the post of Head of Maths and Computing at a British international school. We wish you every success and happiness in your new life overseas.

Our second Maths farewell is to the longest-serving member of staff leaving this year: Mr Daurat, who joined Channing in 2014. Beloved in the Maths department for his ability to explain anything, repeatedly, with endless patience, and a stalwart of the Duke of Edinburgh's Award programme, Mr Daurat has contributed so much to school life. He is an endlessly interested and interesting colleague, with a whole range of eclectic passions in his life beyond school too. He is also very thoughtful: I treasure the Motown compendium he gave me in my first year as Head, when he heard that I love funk and soul music. Mr Daurat, there are thousands of girls who owe their love of Maths and success in DofE to you: we wish you a long and rewarding retirement.

Mr Martini-Phillips joined Channing in 2016 as Head of History, and has subsequently held the roles of Assistant Director of Sixth Form and Head of Year 11. In all three of these his work has been characterised by boundless enthusiasm and the desire to support both pupils and staff to the best of his ability. Girls and parents may not be aware of his alter-ego as Panto Pete the Second, mastermind of the staff panto – or indeed that he has been the unofficial Head of Gambling and coordinator of all staff sweepstakes, including World Cups in several sports and, of course, the Eurovision song contest! Mr Martini-Phillips, we shall miss your huge love of your subject, care for the girls, your wonderful sense of humour and endless cheer in the staff room. Forest School are lucky to have you as their new Assistant Head of Sixth Form and we wish you every success in this next step in your career.

Our last goodbye is to Mr Grossman, who joined Channing in 2017 as Head of Science, Technology and Engineering and who also morphed into a new job role when he became Director of Digital Learning and Technology in 2021. It's hard to overstate the impact he has had on the school as a phenomenal teacher of Biology, Physics and Computing; instigator of Fish Club (more properly known as Marine Biology Club); Duke of Edinburgh's Award assessor; and always at the cutting edge of our digital provision, whether for students, parents or staff. It is entirely fitting that he leaves us for a well-deserved promotion to be Deputy Head for Strategy & Innovation at Alleyn's Hampstead. Mr Grossman, you go with our very best wishes for a happy and successful next chapter.

> **'PROTECT YOUR FREEDOM BY REFUSING TO BE SWEPT AWAY BY TORRENTS OF DIGITAL NOISE. REJECT THE TRIPLE BIND AND THE FALSE IDOL OF PERFECTION, REFUSE TO LET THE WORLD CAST YOU INTO A SINGLE, RESTRICTIVE MOULD, AND PROTECT YOUR UNIQUE INDIVIDUALITY AT ALL COSTS'**

The last word today goes to our wonderful pupils: it's a shame we are not together in the Sports Hall today so that I can ask you to look around you and remind yourself of the teachers who support and encourage you, the parents who love you, and the peers who walk alongside you. As we near the end of the year, I ask you to remind yourselves of the things you have achieved this year. They may not have come with stickers or certificates or medals – although some of them will have done – but if you think about what you know and can do, what more you know about yourself and your capabilities now that you didn't in September, you must consider your year a success.

And that is what makes my role as Headmistress at Channing so exciting: it's because you are the authors of the next chapter of this great school. So, as Channing (almost) put it in the readings you heard earlier: awake, resolve earnestly on self-culture, and never give your consent to be kept down. Protect your freedom by refusing to be swept away by torrents of digital noise. Reject the Triple Bind and the false idol of perfection, refuse to let the world cast you into a single, restrictive mould, and protect your unique individuality at all costs. Embrace the lessons that come with making mistakes, and trust in your own boundless intelligence. Above all, be ambitious, remain resilient, and walk out into the world knowing exactly what you are worth.

Thank you, and a very happy Founders' Day to you all.

Art

ANDREW HAWORTH
HEAD OF ART

ART AT Channing extends far beyond the studio walls. Throughout the year, students have explored world-class galleries and museums, encountered inspiring artists and ideas, celebrated success in prestigious exhibitions and, ultimately, showcased their own work in the department's annual GCSE and A Level exhibition. Each visit offered fresh perspectives and creative inspiration, encouraging students to look closely, think critically and develop their own artistic voice. Together, these experiences have made this another vibrant and rewarding year for Art at Channing.



ART EXHIBITIONS – SUMMER 2026

The final exhibitions for both GCSE and A Level students were, once again, a highlight of the school year. A showcase-style exhibition filled the Ark Gallery, Studios 1 and 2, and even the Haigh House staircase, where 48 GCSE students and 11 A Level students curated and selected some of their most accomplished work, displayed with panache by our Art Technicians Hannah and Teresa.

Creative, challenging, diverse and highly individual pieces were on display, with every student demonstrating originality and a personal artistic response. The exhibitions aimed to create a professional gallery experience that celebrated the students' talent and elevated their work. Ambitious and distinctive pieces reflected artistic maturity, independent thinking and originality.

These exhibitions are always a significant occasion for the department, and this year's display marked a fitting culmination of what has been a challenging yet energising year. The private view evenings were especially well attended, with visitors commenting on the outstanding quality of the students' visual and creative achievements.





A Level













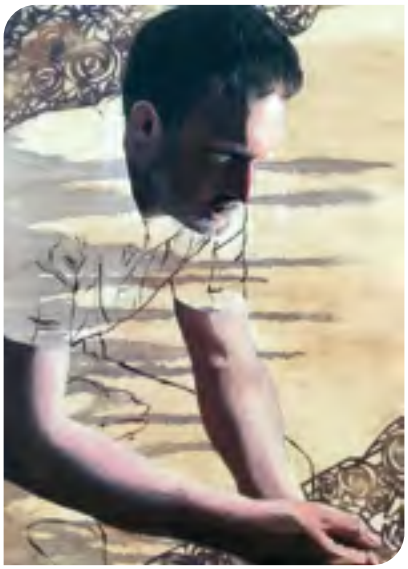


GCSE



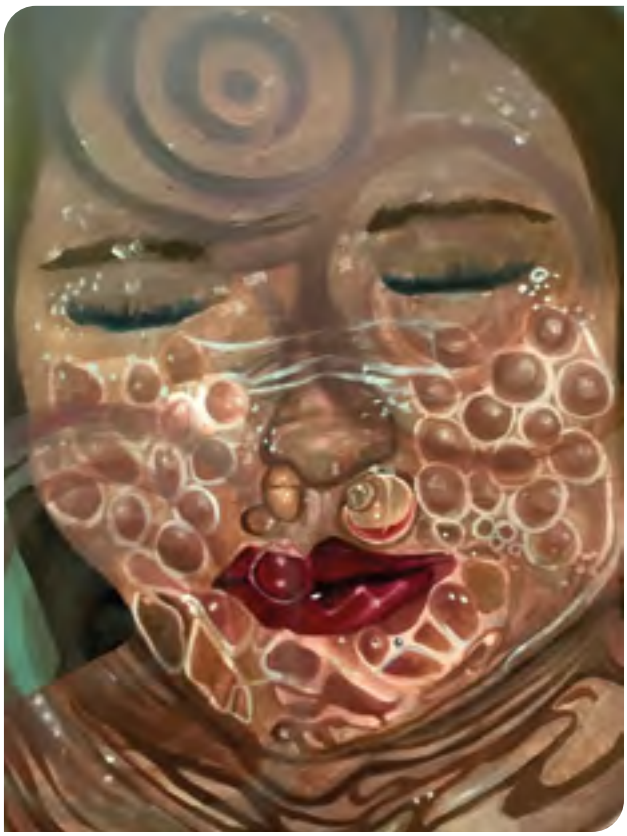












Art Beyond the Classroom

IZZY M
BELLA A

ON 13 November, we, the Sixth Form Art students, set out to visit two inspiring exhibitions. Our first stop was the Wellcome Collection, a free museum and library that forms part of Wellcome, a charitable foundation supporting science and a healthier future. We ended the day at the British Museum, where we visited *Nordic Noir*, an exhibition featuring more than 150 works on paper by over 100 Nordic artists.

Our first exhibition, *Thirst: In Search of Freshwater*, explored the impact and significance of water on life on Earth. Through historical artefacts, contemporary materials and expressive artworks, the exhibition guided us through the history, politics and geography of access to clean water, highlighting its importance for health and cultural practices. From ancient Mesopotamia and Victorian London to present-day Nepal and Singapore, it offered a fascinating perspective on one of humanity's most vital resources.

As we moved through the exhibition, we encountered a wide variety of installations and artefacts, immersing us in different cultures, histories and time periods. Overall, the carefully curated exhibition provided an interactive and thought-provoking experience that deepened our understanding of the importance of clean water.

One particularly memorable work was Mineral Link by Lebanese artist Dala Nasser, exploring water acidity across the sixty sectors of Beirut.

Following our visit, we made the inevitable, hunger-driven journey towards the British Museum. After a relaxing lunch break around Oxford Street, we visited *Nordic Noir*, a timely exhibition showcasing over 150 prints by more than 100 Nordic artists,



including Edvard Munch, Mamma Andersson, John Savio and many others.

One of our favourite works was Man with Horse Head (2021), an immensely detailed charcoal and graphite drawing by Sverre Wilhelm Malling. We found the piece particularly moving because it combined brutality with vulnerability in a way that was both unsettling and captivating. Alongside its powerful psychological impact, it was also beautifully rendered, with extraordinary attention to detail.

Ultimately, the trip was an eye-opening experience, combining an introspective journey through Scandinavian printmaking with an inspiring and educational exploration of one of life's most essential resources.

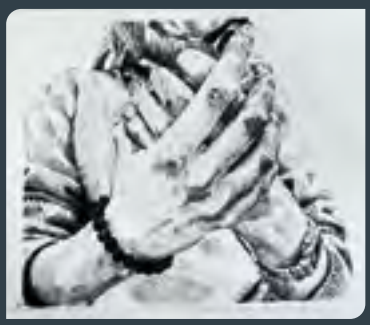
Young Art Exhibition

Channing has entered the Young Art competition since its inception and has consistently been represented by a large number of students each year. Over the years, our students have received numerous prizes and commendations, including several First Prizes and Rector's Prizes. The department has developed a strong relationship with the Royal College of Art and the Young Art organisation, enhancing Channing's reputation for outstanding art teaching.

Staff attend the private views and exhibitions alongside students and parents to celebrate these achievements, while recognising that the primary purpose of Young Art is to raise funds for cancer research, particularly cancers affecting young people. Contributing to this important cause, which raises close to £100,000 each year, remains one of the key reasons we continue to support the exhibition.

Many congratulations to the following students, whose artwork was selected for this year's Here and Now exhibition, held at Christie's for the first time.

Commended	Mathilde H	Year 10
	Kira S	Year 11
Commended	Isabella M	Year 11
First Prize	Izzy M	Year 12
	Nyah AB	Year 7
	Charlotte R	Year 9



A special congratulations goes to Izzy M, whose First Prize (Rector's Prize) represents an exceptional achievement and a proud moment for both Izzy and the department. She received her award from the distinguished cultural historian and former Rector of the Royal College of Art, Sir Christopher Frayling.

'IZZY M WAS AWARDED FIRST PRIZE, THE RECTOR'S PRIZE, FOR HER DRAWING – AN EXCEPTIONAL ACHIEVEMENT'



Royal Academy Visit 2026

On Thursday 18 June, Year 12 Art and Art History students, accompanied by Mr Haworth, visited the Royal Academy Summer Exhibition and the Royal Academy Schools' Graduation Show.

Students found the extensive displays stimulating and thought-provoking, with everyone discovering works that connected to their own artistic interests, despite the densely hung galleries. The Schools' exhibition offered a contrasting experience, presenting a more minimal and conceptual approach to contemporary art through immersive installations and final projects by MA students.



Year 10 Art Trip

YEAR 10 Art students kicked off their new project in February with a trip to the Hayward Gallery and Tate Modern.

At the Hayward, Yin Xiuzhen's *Heart to Heart* addresses themes of consumerism, waste and an overwhelming loss of human connection. Her use of preloved clothing to create intricately stitched cities in suitcases reflects nostalgically on the modernisation of Beijing.

Chiharu Shiota's *Threads of Life* also explores human connection through immersive experiences using keys, threads, beds, love letters and more.

Tate Modern provided an even wider range of inspiration, including more traditional media such as drawing, painting and collage, which offered practical starting points for students to explore their chosen themes.

During the Spring and Summer terms, we saw the fruits of this experience as students documented their reflections on selected artworks from the visit in their sketchbooks.

Thank you to Ms Lam and Ms Mackie for accompanying the trip.

Channing Artists at Avivson Gallery

Channing's Art & Design teaching staff showcased their own creative work this year in an exhibition at the Avivson Gallery in Highgate. Inspired by William Ellery Channing's words – "do what no other can exactly do" – the exhibition celebrated the individual artistic practices that colleagues pursue alongside their teaching.

The showcased works reflected a diverse array of approaches and mediums: Rob Fellows explored identity and self-confidence through oil painting; Helen Goodall presented multidisciplinary pieces examining physicality and impermanence; Claire Harmer's collages imagined speculative futures; Andrew Haworth captured fleeting moments through an abstract visual language; Alison Lam explored perception and human connection; and Sas Mackie's Art-i-ficial Nature considered the relationship between nature, human intervention, and AI. Rounding out the group, Emily Ward presented figurative oil paintings inspired by the elegance and stylisation of Mannerist art.

Together, the exhibition provided a fantastic platform to celebrate the practising artists driving Channing's Art Department.

Classics

THE CLASSICS DEPARTMENT HAS HAD ANOTHER EXCITING YEAR, WITH A WIDE RANGE OF TRIPS AND A RICH PROGRAMME OF CLUBS AND SOCIETIES OFFERED BOTH TO OUR OWN STUDENTS AND TO PARTNER SCHOOLS.

ZOË BANNATYNE
HEAD OF CLASSICS

CLASSICS SOCIETY has continued to flourish this year, with more and more discussions led by students themselves. The year started strongly, with Siana in Year 12 telling us all about her two-week Ancient Greek Summer School. We also had the pleasure of the Year 12 Classical Civilisation students leading us through their favourite ancient Greek sculptures. Students also enjoyed the termly Classics quizzes (complete with edible prizes) to test their knowledge of the ancient world.

In addition to our fortnightly Classics Society talks, we also hosted a Classics Symposium in January. We were delighted to welcome students from La Sainte Union, St Aloysius' College and Francis Holland Regent's Park. Over drinks and nibbles, we enjoyed fascinating talks on Sulla's role in the decline of the Roman Republic by Dr Will Szymanski and the role of women in Greek theatre by Dr Imogen Stead.

The Classics Department took two trips to the British Museum this year. The first, in December, saw our Year 11 Classical Civilisation students visit the magnificent Parthenon Marbles, one of their GCSE prescribed sources. They also enriched their knowledge of ancient Greek art in preparation for A Level by viewing sculptures and pottery from the 5th century BCE. Our second visit, in June, was with Year 12, when we were fortunate to work alongside the History of Art Department. Not only did Year 12 Classicists deepen their understanding of Greek art by studying original ancient artefacts up close, they also enjoyed a private tour of the Early Netherlandish Drawings exhibition with the curator, broadening their cultural knowledge even further. Both visits sparked thoughtful discussion and deepened the students' appreciation of the ancient world.

November marked the start of a spectacular programme of Greek theatre-themed events. Ahead of Channing's production of *Hadestown*, we took a group of enthusiastic Classicists from Years 10–13 to see the West End production. The story links





Classics Symposium, with Dr Stead, Anoushka S, Siana C, Ella F, Amelie R and Dr Szymanksi

directly to the GCSE Classical Civilisation course, where students study the myth of Orpheus and Eurydice. It was a wonderful opportunity to compare and contrast ancient and modern interpretations of the myth.

In December, Ms Kennedy organised an exciting trip for Year 8 to see *Hercules the Musical* in the West End. The afternoon was full of laughter, and the production featured familiar songs from the Disney film alongside new music by the original composer Alan Menken and lyricist David Zippel. Students were captivated by the spectacular costumes, monsters, dancing and special effects. It was also a fantastic introduction to one of the topics studied in GCSE Classical Civilisation, and we hope it inspired many to continue their classical education.

In January, Sixth Form Classicists travelled to the University of Warwick for its annual Ancient Drama Festival. This year's production was Aeschylus' Oresteia, one of the oldest surviving Greek trilogies, first performed in 458 BCE in ancient Athens. The performance was complemented by a series of lectures, including a standout talk by Dr Emily Clifford on the links between Greek pottery and the surviving plays. Students responded with thoughtful discussions about the play's themes and visual storytelling.

During the Spring Term, all of Year 7 participated in the Classical Association's Ovid Competition. They explored one of the myths from Ovid's Metamorphoses before creating their own responses. We had some truly outstanding entries, with three students receiving particular recognition. Congratulations to Beatrice W (7JG), who was highly commended in the Creative Writing category for her poem about Diana and Actaeon; Destina S (7CWi), who was runner-up in the Performance category for her musical retelling of the story of Minos; and Kitty C (7JG), who won the Animation category with her brilliant interpretation of Diana and Actaeon. Congratulations to everyone who took part!

The excitement for Year 7 continued into the Summer Term with a sunny visit to Verulamium in Roman St Albans. Students admired the beautifully preserved mosaic and hypocaust



– a precursor to modern central heating – before handling genuine Roman artefacts at the museum. A particular highlight was the dress-up session, where students took on the roles of Roman and British citizens to gain a deeper understanding of the social hierarchy of the time.

The Classics Department also continued to foster strong links with partner schools. Ms Benns led engaging Minimus sessions for students from Brookfield Primary, St Joseph's Primary and Channing Junior School, supported enthusiastically by Sixth Form students Siana, Maya, Bella and Amara, who introduced younger pupils to Latin and mythology. Meanwhile, Ms Walker continued the successful Latin Club for students from Acland Burghley School, Parliament Hill School and La Sainte Union. Beginning as complete beginners in September, the students completed OCR's Entry Level Latin qualification in May, demonstrating impressive progress across the year.

It has been another busy and stimulating year for Classics at Channing. We look forward to another exciting programme of trips and events next year, including the much-anticipated trip to Rome at Easter 2027.

'THE CLASSICS DEPARTMENT TOOK TWO TRIPS TO THE BRITISH MUSEUM THIS YEAR. BOTH VISITS SPARKED THOUGHTFUL DISCUSSION AND DEEPENED THE STUDENTS' APPRECIATION OF THE ANCIENT WORLD'





Computing

THERE HAVE BEEN PLENTY OF EXCITING ACTIVITIES BOTH INSIDE AND BEYOND THE CURRICULUM IN COMPUTING THIS YEAR, GIVING PUPILS OPPORTUNITIES TO DEVELOP THEIR PROGRAMMING, PROBLEM-SOLVING AND COMPUTATIONAL THINKING SKILLS THROUGH COMPETITIONS, WORKSHOPS AND HANDS-ON PROJECTS.

MARTIN HOLMES
HEAD OF COMPUTING

Disneyland Paris STEM Trip

Students in Years 9, 10 and 12 enjoyed a memorable trip to Disneyland Paris, combining the excitement of the parks with a fascinating insight into the mathematics, computer science and engineering quietly at work behind the magic.

As part of the visit, students attended exclusive conferences led by Disney professionals, where they discovered how mathematics, data analysis and computer science are used to design attractions, manage visitor experiences and create immersive storytelling. They also had the unique opportunity to explore some of the behind-the-scenes technology that brings the Disney experience to life.

One of the highlights of the trip was gaining sneak previews of upcoming attractions and innovations, offering students a glimpse into the future of theme park design. These sessions demonstrated how creativity and technology work hand in hand, inspiring many students to consider future careers in STEM.

There was also plenty of time to enjoy the parks themselves. From thrilling rides and themed lands to the spectacular fireworks display, students saw first-hand how the mathematical, engineering and computing concepts discussed during the conferences are brought to life.



The trip provided the perfect blend of education and entertainment, demonstrating how classroom learning can translate into exciting real-world applications.

Bebras Computational Thinking Challenge
Pupils from Years 7, 8 and 9 took part in this year's Bebras Computational Thinking Challenge, achieving an outstanding set of results. More than **460,000** students entered the competition nationwide.

The Junior Challenge attracted 156,558 participants, making Channing's achievements particularly impressive. For the first time in the school's history, six pupils achieved full marks. Channing's average score of **86 points** significantly exceeded the national average of **68 points**. Twenty pupils were awarded Certificates of Merit, while 28 received Certificates of Distinction.

Similarly impressive results were achieved in the Intermediate Challenge, taken by Years 8 and 9. Among the 268,615 students who participated nationally, Channing pupils achieved an average score of **87 points**, compared with the national average of **67 points**. Twenty-nine pupils received Certificates of Merit and 31 were awarded Certificates of Distinction.

Congratulations to all pupils who earned Gold and Distinction certificates and qualified for **The Raspberry Pi Foundation Coding Challenge**.

The following pupils were awarded distinction and gold certificates:

7CWi
Matilda B
Charlotte H
Sadie H
Yana C

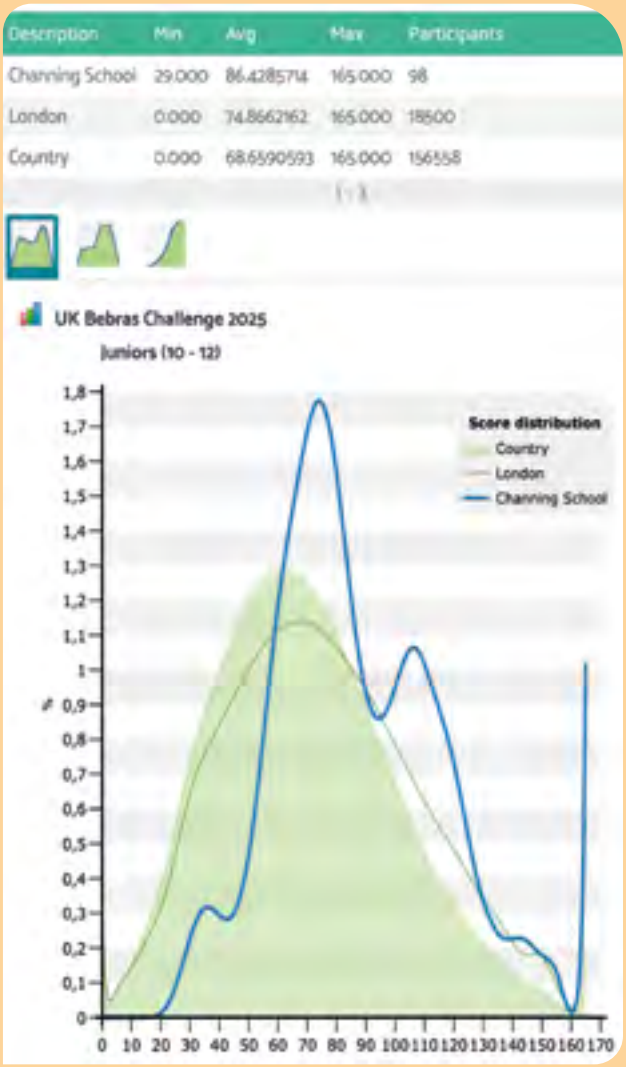
7JG
Leyan C
Margot F
Aliana D
Daniella W
Alyssa B

7NQ
Frances B
Avonlea C
Sophia A
Emmeline W

7FD
Lorna J
Ruby R
Mariia T
Ella

7LR
Shireen A
Maiia MW
Cleo M

Best in school with 165 points
Natalie U, 7NQ



'CONGRATULATIONS TO ALL PUPILS WHO ACHIEVED GOLD AWARDS, WITH SPECIAL RECOGNITION TO NATALIE U, WHO ACHIEVED THE HIGHEST SCORE IN THE SCHOOL'



Bebras Round Two: The Coding Challenge
Students from Years 7, 8 and 9 also competed in the second-round Bebras Coding Challenge. Having never previously received awards at this stage of the competition, it was particularly rewarding to celebrate success this year.

The challenge is especially demanding, with the Navigator tasks requiring pupils to solve GCSE-level programming problems through complex coding scenarios.

Among the 48,999 students who entered the Novices Challenge nationally, **19% of Channing's Year 7 pupils achieved Distinction**, while **33% received Merit**. Gold Awards are presented to the top 10% of participants nationwide.

Congratulations to all pupils who achieved Gold Awards, with special recognition to Natalie U, who achieved the highest score in the school.

7FD
Zahra H

7LR
Selena K

7NQ
Sophia A
Avonlea C
Emmeline W

Best in school
Natalie U, 7NQ



Henney Computer Graphics Competition 2026
The Henney Prize for Computer Graphics is open to all Year 7 pupils and celebrates outstanding creativity using digital graphics software.

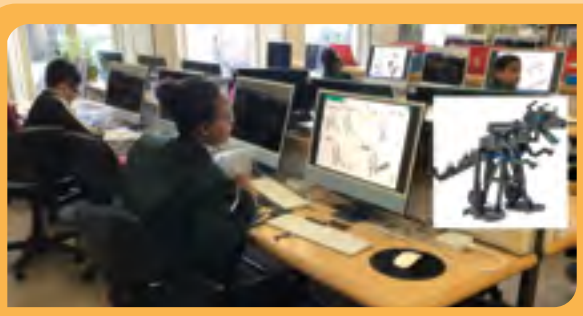
This year's competition attracted a number of impressive entries, demonstrating both artistic flair and confident use of digital design tools. Ella S (7FD), Shireen A (7LR) and Sophia A 7NQ) were highly commended, while the overall winner was **Nyah AB (7LR).**



Computer Science: micro:bit
Year 9 pupils put their programming skills into action by designing interactive games and creative animations using the BBC micro:bit.

Working in Python, they explored animation by adjusting brightness levels and timed sequences to create engaging visual effects. Pupils also made use of the micro:bit's built-in sensors, programming it to function as both an accelerometer and a temperature sensor.

These practical challenges strengthened their coding, computational thinking and problem-solving skills while demonstrating how programming can be applied in everyday technology.



Robotics and Coding Club
Pupils from Channing and St Aloysius' College worked together to build and programme VEX IQ robots. Using controllers and coded instructions, they guided their robots through obstacle courses while completing a series of engineering challenges.

Gouled and Anthony built the V-Rex robot, IKE, while Eligh and Noor successfully constructed the Clawbot.



Year 8 Marty Robots
Year 8 pupils brought robotics to life through an exciting project that combined coding with creativity.

Using Python, pupils learnt how to programme loops and sensors to control the robot's movements before progressing to more advanced challenges, including moving the robot's arms and changing its facial expressions when it detected a person.

As a final task, each robot was programmed to greet people with its own personalised spoken message.

Adventure Story Generator
Year 9 and Year 10 pupils combined creativity with programming by developing interactive adventure stories using Python or pseudocode.

Their programs prompted users for input, validated responses and generated a unique story each time the program was run. The project reinforced key programming concepts, including selection, validation and string manipulation, while allowing pupils to showcase their imagination.

Below is an extract of the pseudocode and interactive story created by Milla C (Year 10), demonstrating both creativity and technical skill.





Coding, Collaboration and Culture: Year 7 Robotics Workshop with Hong Kong Pupils

Year 7 pupils took part in an exciting international Robotics Coding Workshop alongside students from Hong Kong, combining coding, creativity and cross-cultural collaboration.

Working in mixed teams, pupils programmed Marty the Robot to solve real-life problems within a school environment. Along the way, they developed new programming techniques while exploring how coding can be used to tackle everyday challenges.

The winning team designed a robot capable of cleaning classroom whiteboards, while another programmed their robot to deliver food in the dining hall. The imaginative solutions showcased not only impressive coding skills but also excellent teamwork and problem-solving.

Beyond the technical challenge, the workshop provided a valuable opportunity for pupils to exchange ideas with students from another part of the world and learn more about each other's cultures.

Reflecting on the experience, Carla (7FD) said: ***"My favourite part of the workshop was meeting the Hong Kong students and coding the robot."***

Emily (7FD) added: ***"I had so much fun working with the Hong Kong pupils while we were creating and presenting our designs."***

The workshop strengthened pupils' programming skills while encouraging collaboration, creativity and a broader global perspective.



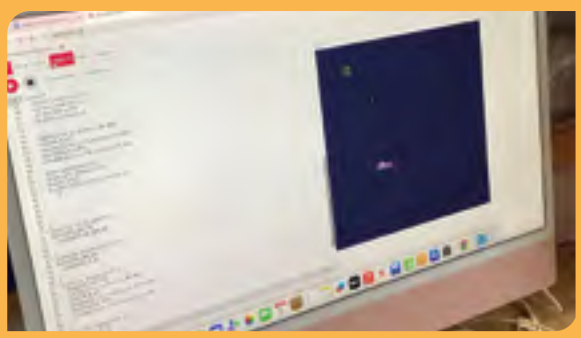


Year 7 Coding Club Takes Off!

Members of the Year 7 Coding Club have been putting their JavaScript skills to the test by designing and programming their own space-themed games.

Creating objects, controlling movement and refining gameplay mechanics allowed pupils to bring their ideas to life while further developing their programming and problem-solving skills.

Below is a short extract of JavaScript code created by Isla J, showcasing the creativity and technical ability on display in Coding Club.





Drama and Theatre Studies

THIS YEAR HAS BEEN ONE OF THE MOST EXCITING AND AMBITIOUS YET FOR THE DRAMA DEPARTMENT. WITH STRONG A LEVEL NUMBERS AND OUR LARGEST-EVER GCSE COHORT, INCLUDING THREE THRIVING YEAR 10 CLASSES, DRAMA CONTINUES TO GO FROM STRENGTH TO STRENGTH ACROSS THE SCHOOL.

LAUREN VINCE
ACTING DIRECTOR OF DRAMA

KEY STAGES 4 and 5 embraced bold and innovative theatre-making throughout the year. Year 10 devised original pieces inspired by Frantic Assembly and The Paper Birds, exploring themes including body image, social media, mental health, sexism in the workplace, homelessness and even alien encounters through physical theatre and verbatim techniques. What stood out most was the maturity and commitment shown across all groups. Challenging subject matter was handled with sensitivity, while strong ensemble work and a willingness to take creative risks resulted in some truly impressive theatre.

Year 11 demonstrated their versatility through scripted extracts from a diverse range of plays, including *The Wasp*, the supernatural thriller and dark comedy *Apex Predator*, and the romantic comedy *Emma*. Many of these texts were explored and performed for the first time within the department as part of our commitment to broadening the range of plays studied and introducing new theatrical challenges. In their final examined performances, the cohort rose to the occasion, displaying thoughtful characterisation and a mature understanding of contrasting styles and genres.

Year 12 brought fresh perspectives to *Loot* and *A Doll's House*. Their adaptation of *Loot*, inspired by Kneehigh Theatre, incorporated puppetry, live music and dance, while *A Doll's House* drew on the work of Katie Mitchell, using live video and a distinctly female lens to create a bold modern interpretation set in London during the 2008 global financial crisis.

One of the most powerful pieces of theatre this year came from Year 13. Their devised production, *Jewish*, was created by a class of five young Jewish women exploring identity, heritage and belonging within the current political climate. Influenced by The Paper Birds and verbatim theatre techniques, the work was deeply personal,





‘THIS YEAR HAS BEEN ONE OF THE MOST EXCITING AND AMBITIOUS YET FOR THE DRAMA DEPARTMENT.’



Above and right: *Year 13 perform thought-provoking production ‘Jewish’*

courageous and thought-provoking, demonstrating how theatre can give voice to lived experience and spark meaningful conversations.

Another highlight of the year was our Key Stage 4 and 5 theatre trip to see *Into the Woods* at the Lyric Hammersmith, one of our most popular visits to date. The inventive staging, storytelling and theatrical flair left a lasting impression, with students returning full of ideas and inspiration to bring back into their own work.

‘ONE OF THE MOST POWERFUL PIECES OF THEATRE THIS YEAR CAME FROM YEAR 13’



Arguably the most anticipated event in the school calendar, however, was this year's school musical, *Hadestown*. Demand rivalled the frenzy of securing Glastonbury tickets, with performances selling out rapidly as excitement spread throughout the school community. Following a visit from the School Theatre Awards critics, the production received multiple nominations, including Best Musical, Best Actress and Best Ensemble – a fitting recognition of the extraordinary hard work and dedication of Miss Hill, Mr Boxall, Miss Bacon, Mr Maliphant-Gray, Mrs Maliphant-Gray, choreographer Rachel Angus, and the outstanding cast and technical team. The show was a phenomenal success, highlighting the immense talent, commitment and professionalism of everyone involved.



'DEMAND RIVALLED THE FRENZY OF SECURING GLASTONBURY TICKETS, WITH PERFORMANCES SELLING OUT RAPIDLY'



'FOLLOWING A VISIT FROM THE SCHOOL THEATRE AWARDS CRITICS, THE PRODUCTION RECEIVED MULTIPLE NOMINATIONS, INCLUDING BEST MUSICAL, BEST ACTRESS AND BEST ENSEMBLE'

'James and the Giant Peach' as reimagined by Year 7 and 8

Our Year 7 and 8 cast then kept the momentum going with a delightful production of *James and the Giant Peach*. It was a joy to direct such a beloved classic and reimagine it through bold staging choices, including shadow puppetry and projection, alongside our original concept, *Trotters' Story Circus*, which helped shape the imaginative and playful world of the production.

This has been a landmark year for Drama: ambitious, adventurous and constantly evolving. Above all, it has been shaped by young people willing to step outside their comfort zones, tell important stories and throw themselves wholeheartedly into the magic of theatre.





LAMDA

VIVIENNE PENGLASE
LAMDA TEACHER AND COORDINATOR

THIS YEAR, our largest LAMDA cohort to date, comprising 68 students, performed in the Showcases and were assessed by Visiting Examiners. For the first time, Year 7 students completed the Grade 3 Acting Combined syllabus, joining Years 8 and 9 in working towards Grades 4 and 5. We are incredibly proud of each student and of the individual journeys they have made as they developed their communication skills and creative abilities.

After the exam, each student debriefed with their teacher about both the assessment and the course as a whole. They also completed an Exit Survey, evaluating their experience of all aspects of the year. Their responses provide a fascinating picture of what they value most.

Their favourite elements fell into five broad categories. Collaborating with scene partners was particularly significant, with students highlighting the close-knit friendships and lasting bonds they formed. They loved creating, staging and developing a duologue performance alongside a partner. Similarly, socialising and the class atmosphere were frequently praised. Students enjoyed the playful challenges, positive energy, the practical nature of the sessions and the opportunity to work with people who shared their passion – not to mention the after-school snacks!

Creative ownership and developing acting skills were also key themes. Students loved exploring different roles, the escapism of 'immersing yourself in another character', the freedom to choose their roles and scenes, and the space to make original creative and technical choices as they expanded their vocal and physical range. They were excited to discover that improving their control of volume, diction, pace and pause made them more effective at conveying meaning. Many also commented that a better understanding of how facial expressions, gestures and movement communicate moods and thoughts made them feel more powerful.





'WHEN CONSIDERING WHAT THEY TAKE AWAY FROM LAMDA, STUDENTS CLEARLY VALUE TECHNICAL ACTING SKILLS, YET IT IS OFTEN THE TRANSFERABLE LIFE SKILLS THAT THEY SEE AS TRULY PRICELESS FOR THEIR FUTURES'

Supportive teaching was frequently cited as another factor that made the process motivating and enjoyable. For many students, however, the absolute highlight was performing live in Showcases, both in class and in the Arundel Centre. This provided the 'thrill of being on stage' and created a rewarding communal experience.

Among the outcomes students valued most were increased confidence and improved public-speaking skills. Many felt they had learned to manage performance anxiety while developing their ability to communicate clearly. They also recognised the academic skills they had gained, including script analysis, annotation, evaluation and 'thinking in more detail', which they felt would support their studies more widely. Personal skills such as teamwork, adaptability, 'thinking on the spot' and the discipline required to sustain a year-long commitment were also highly valued.

When considering what they take away from LAMDA, students clearly value technical acting skills such as projection, diction, pacing and physicality. Yet it is often the transferable life skills – greater self-confidence, coming out of their shells, improved memory and the ability to speak clearly in public – alongside 'making new friends' and creating 'so many fun memories', that they see as truly priceless for their futures.

Overall, the responses reveal an intense pride in their achievements and a real sense of satisfaction at successfully completing a challenging course. Many students impressed themselves with their personal growth, dramatic development and the final quality of their monologue or duologue.

Students are leaving LAMDA prouder of who they have become – more confident, creative and socially connected – just as much as of what they can now do: act, memorise and use their voices with greater skill and assurance.



Above: *The inaugural Channing Women in Economics event, chaired by Dr Misa Tanaka*

Economics

XENIOS MATJILLA
HEAD OF ECONOMICS

IT HAS BEEN an exciting and rewarding year for Economics at Channing, with a strong focus on expanding students' understanding of the subject beyond the curriculum. A key priority has been to increase the visibility of women in Economics and widen opportunities for students, helping them appreciate the breadth of pathways available and the impact they can have in the field.

A major development this year has been the launch of our Women in Economics initiative, inspired by attending the UK Women in Economics Network event at the Bank of England. The experience highlighted both the importance of representation within the discipline and the value of creating spaces where students can engage directly with women working across the profession. Building on this, we hosted the inaugural Channing Women in Economics event, welcoming students from Channing and our partner schools to hear from a panel representing a wide range of economic careers.

'WE HOSTED THE INAUGURAL CHANNING WOMEN IN ECONOMICS EVENT, WELCOMING STUDENTS FROM CHANNING AND OUR PARTNER SCHOOLS TO HEAR FROM A PANEL REPRESENTING A WIDE RANGE OF ECONOMIC CAREERS'

The speakers shared their personal journeys into Economics, spanning investment management, policy, research and academia, and spoke openly about the challenges and opportunities they had encountered along the way. Students explored career routes, university choices and day-to-day working life, gaining a much clearer understanding of the diversity of pathways available within the subject. The event provided an inspiring forum for discussion, confidence-building and aspiration, with many students leaving encouraged by seeing relatable role models in careers they had not previously considered accessible. Its success has laid strong foundations for what we hope will become a regular feature of the department's enrichment programme.

Alongside this, our commitment to connecting Economics with the wider world has continued to grow. One of the year's highlights was our visit to the Royal Economic Society Annual Public Lecture 2025 at Loughborough University, where thirty Channing economists took part in a full programme of university-level lectures



Year 12 and Year 13 at the Royal Economic Society Annual Public Lecture at Loughborough University



***Above:** Students on work experience at UBS* ***Below right:** Students on work experience at TwentyFour Asset Management*

and academic sessions. The keynote lecture, Communicating about the Economy, was delivered by former Bank of England Chief Economist Andy Haldane. He explored the importance of public trust in economic institutions and the challenge of explaining complex economic ideas clearly and effectively. Students were particularly struck by the relevance of these ideas to current economic debates and by the opportunity to experience university-level Economics first-hand.

Our work with external partners has also provided valuable insight into careers in the financial sector. Through our partnership with Girls Are Investors (GAIN), students participated in the GAIN Challenge, producing professional-style equity research reports, investment pitches and stock recommendations. This was complemented by work experience opportunities at UBS and TwentyFour Asset Management, giving students the chance to observe how economic thinking is applied in areas including trading, asset management and research.

Another highlight of the year was Budget Bingo, where students followed the Chancellor's Budget in real time while discussing economic priorities, political messaging and policy choices. We also held the second annual Channing Chancellor Challenge, in which Lily M was named our second Channing Chancellor for her winning proposal addressing the trade-off between fiscal sustainability and environmental objectives arising from the new electric vehicle tax.



This has also been a record-breaking year for Economics at Channing, with fifteen students choosing to pursue Economics or Economics-related degrees at university. This reflects both the growing confidence of our students and the department's ongoing commitment to providing stretch, challenge and meaningful enrichment opportunities.

We look forward to continuing to create opportunities that inspire students and demonstrate the breadth and relevance of Economics beyond the classroom.



English

KATE WILKINSON
HEAD OF ENGLISH

SOPHIE DONINGTON
SECOND IN DEPARTMENT FOR ENGLISH

IT HAS BEEN a year of rich exploration, deep reflection and creative risk-taking within the English Department. From nuanced academic inquiry and formal debating to the quiet dedication of our writing workshops and theatrical excursions, students across all key stages have engaged thoughtfully with the power of language. Guided by curiosity and a willingness to embrace the unfamiliar, pupils have stepped beyond the pages of their textbooks, discovering that literature is a living, breathing landscape to be performed, interrogated and inhabited.

The academic year opened with a celebration of National Poetry Day, which took Play as its central theme. In the study of literature, play is not a distraction from serious thought but one of its greatest catalysts. It encourages students to experiment with language without fear of failure, entering what educational theorist James Nottingham terms The Learning Pit – a space of uncertainty where resilience ultimately leads to deeper understanding.

To mark the occasion, Year 13 Literary Society members Opal, Maisie and Yasmine led a whole-school assembly exploring the history of riddle poetry. They invited the community to see reading as an active, joyful puzzle, tracing a line from the hidden answers of Jonathan Swift to the elliptical verses of Emily Dickinson.

The assembly inspired a Write Your Own Riddle Poem competition across Key Stages 3 and 4, prompting an array of inventive entries full of wordplay and clever imagery. Dr Hayward and Ms MacHugh judged the submissions, looking for that hallmark of every great riddle: an answer that feels both surprising and inevitable.

Our senior students have continued to push well beyond the boundaries of the standard curriculum. Within the Literary Society, presentations ranged from a critical commentary on satire and the male author, evaluating Larraquy's *The National Telepathy* and Nabokov's *The Enchanter*, to explorations of the Dreyfus Affair's influence on nineteenth-century French literature, the evolution of pagan Alpine folklore, changing representations of neurodivergence, and the duality of female characters through the lens of *The Madwoman in the Attic*.

In November, Year 11 and A Level English Literature students attended a one-day conference at the Friends' Meeting House in Euston, organised by the English and Media Centre. A programme of stimulating lectures and discussions included a collaborative poetry workshop comparing a poem by Phillis Wheatley with a contemporary work by its author, Victoria Adukwei Bulley. The day concluded with Andy Miller's engaging lecture, The Very Angry Caterpillar.

The department's writing clubs have continued to provide space for linguistic experimentation. Key Stage 3 students explored short stories, descriptive prose and poetry throughout the year. Inspired by National Poetry Day, they composed pieces modelled on Edip Cansever's *The Table*, examining how ordinary



***Above:** Sixth Formers dress up for World Book Day at Channing **Below:** Year 13 on the John Donne Walking Tour through the City of London*





***Above left:** Booker Prize-shortlisted author Stephen Kelman **Above right:** A one-man performance of 'Mr Owen's Pocket Book' by Redheart Theatre **Below right:** Students listen to World Book Day lecture exploring the literary relationship between Sylvia Plath and Ted Hughes*

objects can hold profound emotional resonance. Zoe S (Year 8) was named runner-up in the national Martha Mills Young Writers' Prize 2025, earning publication and a launch event at the London Review Bookshop.

Meanwhile, the Years 10-13 writing workshop provided older students with dedicated time to develop their prose and poetry. Roxy F (Year 10) received global recognition in the ISEB/IAPS Time to Write competition, where her short story *Thread* was awarded a Highly Commended certificate from among thousands of international entries.

Stepping beyond the classroom allowed texts to reveal new dimensions. In late autumn, Years 12 and 13 visited the National Theatre to see Shakespeare's *Hamlet*. The production brought psychological immediacy to the stage, illuminating the play's enduring preoccupations with grief and moral uncertainty while reminding students of the transformative difference between reading a script and experiencing it in performance.

In March, Year 13 students embarked on the John Donne Walking Tour through the City of London. Tracing the metaphysical poet's journey from his birthplace in Bread Street through Lincoln's Inn to St Paul's Cathedral, history and verse came vividly to life beneath the spring sunshine.

For Key Stage 3, Year 8 pupils attended a moving one-man performance of *Mr Owen's Pocket Book* by Redheart Theatre, providing a fitting conclusion to their study of First World War poetry. Meanwhile, Years 7 and 8 celebrated independent reading through a showcase assembly featuring student-led reviews and creative film trailers for texts including *Saffiyah's War*.

Creative Arts Week formed another major highlight of the Spring Term, centred on deconstructing tropes and stereotypes in the arts. Activities included a spirited reading battle exploring patriarchal subversion in *Cinderella Is Dead* and *A Doll's House*, a Six! theatre workshop, and a visit from Booker Prize-shortlisted author Stephen Kelman. Kelman led a descriptive writing workshop for Year 10 before speaking about his novel *Pigeon English*, reflecting on childhood, unrealised potential and the creative process.

This coincided with our World Book Day celebrations, which featured literary salons, book quizzes and a Blind Date with a Book exchange. During lunchtime, teachers shared readings from favourite texts spanning P. G. Wodehouse, Michael Crichton and Elif Shafak, alongside a lecture exploring the complex literary relationship between Sylvia Plath and Ted Hughes. The week concluded with an International Women's Day assembly entitled Girls to the Front, examining contemporary reinterpretations of archetypes such as the wicked witch and the siren.

Finally, the Senior Debating Team demonstrated sharp critical thinking while hosting the first round of the English Speaking Union competition. Arguing in favour of banning short-haul flights where viable alternatives exist, first speaker Saira C, second speaker Amelia D and summary speaker Leila A navigated a spirited evening of rhetoric against formidable opposition, gaining valuable insight into the mechanics of formal debate.

The department extends its warm thanks to all the staff and pupils whose curiosity, creativity and passion for language made this year so memorable.

'LITERATURE IS A LIVING, BREATHING LANDSCAPE TO BE PERFORMED, INTERROGATED AND INHABITED'



Geography

SOPHIE BLAKE
HEAD OF GEOGRAPHY

AS ANOTHER vibrant academic year draws to a close, it is a pleasure to reflect on what has been a truly fantastic year for the Channing Geography Department. Our students have shown incredible curiosity and enthusiasm, tackling complex global issues while engaging deeply with the world around them.

None of this success would have been possible without the tireless dedication, passion, and energy of our exceptional geography staff. My sincere thanks go to Andrew Boardman, Sarah Walker, David Pelton, and Xenios Matjilla. Whether inspiring students in the classroom or leading fieldwork in all weathers, their commitment to bringing geography to life is what makes our department so special.

This year has been particularly memorable for our enrichment programme. Through an extensive range of fieldwork, students experienced physical and human geography firsthand while developing vital practical skills that cannot be replicated in the classroom. We were also privileged to welcome outstanding guest speakers, including Tim Marshall and Lewis Dartnell, whose expertise and research sparked thought-provoking debates and inspired our next generation of geographers.

To the team, thank you for your creativity and hard work throughout the year. To our students, thank you for your energy, curiosity, and intellect. We look forward to another year of exploration and discovery ahead!

Year 7: Kew Gardens

By Avonlea and Natalie

On 4 June, Year 7 went on a Geography field trip to Kew Gardens. Upon arrival, we headed to the Temperate House to learn about the key plant adaptations that help plants survive colder conditions. Afterwards, we followed a Kew Gardens staff member to the Palm House. There, we used different tools to measure and compare soil moisture, air temperature and humidity between temperate and tropical environments.

We also studied a variety of plants, took measurements, and discussed both their everyday uses and the environmental threats facing their habitats. Alongside this, we explored wider global challenges surrounding deforestation and the impact of commercial plantations.

We had a short lunch break beneath a giant mushroom sculpture, before visiting the Hive, where we explored plants from around the world. We finished the day with the Treetop Walkway.

Year 8: Battersea Power Station

By Darcy

On 18 March, we visited Battersea Power Station to investigate its sense of place and sustainability. We carried out a range of fieldwork investigations, including aroma tests, mood mapping and decibel surveys, to analyse the smells, atmosphere and sound levels across three distinct areas of the site. While exploring Area B, we had the incredible opportunity to ascend Lift 109, which provided spectacular 360-degree panoramic views across London.



Year 7 at Kew Gardens



Year 10 students conducting fieldwork in Epping Forest

Following a lunch break by the River Thames, we completed further fieldwork inside and outside the Power Station before ending the day with a scenic Uber Boat journey.

CBM Sustainability Award

Back at school, students drew upon their fieldwork experiences to design a more sustainable vision for Battersea Power Station. These designs were submitted as entries for the CBM Award, a Channing sustainability prize now in its 26th year, running thanks to the ongoing generosity of Channing Old Girl and former Governor, Catherine Budgett-Meakin.

Congratulations to our CBM Winners 2026
First: Ruby, Iris, Ella and Amaia
Second: Tabby and Esme
Third: Erin, Ava and Iona-Mae

Year 9: Natural History Museum

By Alice and Rafaella

On 14 October, we visited the Natural History Museum to learn more about the fascinating, yet devastating, challenges the Earth faces today, while also exploring the hopeful solutions that can create a more sustainable future. We watched the immersive documentary *Sir David Attenborough – Our Story*.

During the trip, we took part in different workshops where creativity, teamwork and research skills were key. In the Fixing Our Broken Planet experience, we explored how scientists are working to repair the Earth, investigated different career paths, and created posters showing how our chosen jobs could help the planet thrive.

In the LEGO® Build the Change workshop, we learnt how architects are designing buildings with sustainability in mind before taking part in a challenge to build structures capable of surviving a changing climate.

This trip taught us so much about our changing world, and we were able to draw upon these ideas throughout our climate change unit.

Origins Society & Lewis Dartnell Talk

By Sylvia and Sophia

Origins Society has become such an exciting part of the week for the Year 7 students involved. The club centres around Lewis Dartnell's book *Origins*, which explores how the forces that shaped civilisations continue to influence our world today. Whether we are looking at history, human evolution, or the geological and climatic forces that drove human adaptation, the activities are always engaging and eye-opening. It is fascinating to take part in something beyond the curriculum that combines History and Geography, demonstrating how closely the two subjects are connected. A particular highlight was welcoming Professor Lewis Dartnell to speak about his book. He explained how the Earth's geology and climate have shaped human history and even touched on how geology has influenced voting patterns in the UK today. It was amazing to study a book and then have the opportunity to hear directly from its author, making the experience even more enriching.

Year 10: Epping Forest

By Maya and Lyla

On 18 June, we travelled to Epping Forest for our physical geography fieldwork. Our main focus was collecting data from Debden Brook, which we will use in the fieldwork section of our GCSE examination.

Before collecting our data, we revisited the rivers topic and discussed the most effective methods of investigation. We decided that stratified sampling would be the best approach because it reduces bias, provides representative results and is safe.



Year 12 students investigating water and carbon cycles on Hampstead Heath

We measured the river's width, depth, velocity and sediment at three different sites before returning to the classroom to analyse our findings by plotting the data on graphs. The trip was really interesting and will definitely help us with our GCSE fieldwork paper.

Year 12: Brick Lane

By Kitty and Sara

Our Year 12 A Level Geography trip to Brick Lane and Spitalfields gave us a great opportunity to deepen our understanding of our place study while developing a range of fieldwork techniques.

In Brick Lane, we carried out questionnaires exploring place identity, Bangladeshi culture and the influence of globalisation. These helped us gain a better understanding of what the area's identity means to local people and how it has changed over time. We also managed to stop at the famous Beigel Bake for a salt beef bagel.

We then carried out an Urban *Dérive* around Spitalfields Market, recording photographs, sounds, smells and observations at different locations. It was fascinating to see how quickly the area changed from modern and heavily gentrified streets to older, more historic buildings.

Overall, the trip was an excellent opportunity to investigate place identity while strengthening our fieldwork skills.

Year 12: Flatford Mill & Walton-on-the-Naze

By Annabelle and Bella

Our Year 12 A Level Geography trip to Flatford Mill and Walton-on-the-Naze gave us the opportunity to investigate coastal processes in a real-world environment while developing our fieldwork and data analysis skills.

At Walton-on-the-Naze, we investigated coastal management strategies, collecting beach profiles, infiltration rates and sediment samples to assess how effectively different approaches reduce coastal erosion.

'OUR FIELD TRIP TO HAMPSTEAD HEATH HELPED US CONNECT CLASSROOM THEORY WITH REAL-WORLD PROCESSES AND IMPROVED OUR UNDERSTANDING OF THE INTERACTIONS BETWEEN LAND USE, WATER MOVEMENT AND CARBON STORAGE'

We stayed overnight at Flatford Mill, surrounded by beautiful countryside, which gave us a great opportunity to spend time together outside school. We even saw rabbits around the site. After completing our fieldwork, we enjoyed ice cream on the beach before heading home.

Overall, the trip was both enjoyable and extremely valuable in helping us understand coastal processes through first-hand experience.

Year 12: Day 2 Ipswich Waterfront Regeneration

By Ella and Flora

In Ipswich, we learnt about human geography and the Waterfront regeneration project, assessing how successful it has been. Because we carried out our fieldwork in the middle of the day on a Tuesday, we considered how the timing may have influenced our results. If we were to repeat the investigation, we would collect data across a wider range of days and times to ensure our findings were more representative.

To gather evidence, we carried out a range of surveys across different parts of Ipswich. These included Environmental Quality Surveys, which measured factors such as cleanliness, building condition and the overall attractiveness of the area. We also completed land-use surveys to identify how different spaces were being used and whether regeneration had encouraged new businesses, services and recreational facilities. By collecting and analysing this data, we were able to compare regenerated and non-regenerated areas and draw conclusions about the overall success of the regeneration project.

Year 12: Hampstead Heath (Water & Carbon Cycles)

By Imogen and Hermione

Our field trip to Hampstead Heath provided an excellent opportunity to investigate the water and carbon cycles in a real environment. One of the main activities involved measuring soil infiltration rates at different locations across the heath.

We compared areas with different soil types and land uses, including heavily used footpaths and less disturbed vegetated areas. The results showed clear differences in infiltration rates, with compacted soils on paths allowing less water to infiltrate into the ground, while areas with greater vegetation cover and looser soils had much higher infiltration rates. This demonstrated how human activity and soil characteristics influence the movement of water through the environment.

Overall, the trip helped us connect classroom theory with real-world processes and improved our understanding of the interactions between land use, water movement and carbon storage.

Senior Geography Society and Tim Marshall

By Imogen and Stevie

Years 11, 12 and 13 geographers met on Thursday lunchtimes to discuss a wide range of current geographical issues. Discussions, led by both staff and students, explored topics including the global decline in birth rates, the impact of wildfires on the carbon cycle, how music connects to geography, coastal management on the Costa del Sol, and how coffee shops can shape a sense of place. We also took a close look at the UN Climate Change Conference in Brazil (COP30).

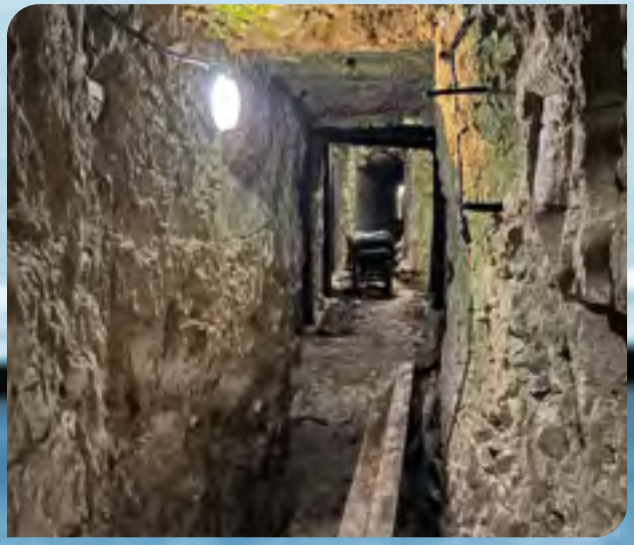
The Senior Geography Society has been a highlight of the week, offering a space to explore the complexities of our changing world beyond the classroom curriculum. Each session balances physical and human geography, bridging the gap between theoretical models and real-world application. Whether discussing demographic shifts, ageing populations or regional environmental crises, the Society encourages us to think critically about current affairs.

A particular honour was the opportunity to interview Tim Marshall. Preparing for the conversation allowed us to develop our academic thinking as we explored the geopolitical ideas presented in his book, *Prisoners of Geography*. Discussing how physical landscapes influence political boundaries and international relations offered a fascinating new perspective and reinforced the importance of geographical literacy in understanding the wider world.

The Senior Geography Society has played an important role in shaping our understanding of how geography continues to shape our future.

'THE SENIOR GEOGRAPHY SOCIETY HAS BEEN A HIGHLIGHT OF THE WEEK, OFFERING A SPACE TO EXPLORE THE COMPLEXITIES OF OUR CHANGING WORLD BEYOND THE CLASSROOM CURRICULUM'





History

FROM THE BATTLEFIELDS OF FLANDERS TO THE TUDOR COURT, FROM COLD WAR DEBATE TO GLOBAL CONFLICT, THIS HAS BEEN A YEAR IN WHICH CHANNING HISTORIANS HAVE EMBRACED EVERY OPPORTUNITY TO ENCOUNTER THE PAST IN NEW AND CHALLENGING WAYS.

ALEX MORGAN
HEAD OF HISTORY

THAT SPIRIT of enquiry has been exemplified by our examination cohorts. Congratulations to our twenty Year 13 students, who completed their A Levels after two years of remarkable commitment, and every good wish to our 76 GCSE historians as they await their results. We are immensely proud of everything they have achieved.

Their enthusiasm has been matched by a vibrant programme of activities beyond the classroom, where history has become something to debate as well as study. Student societies have flourished, whether tracing the origins of humanity alongside Geography in Origins Club, grappling with historiography in Pursuit of History, or debating Gorbachev's role in the collapse of the Soviet Union in History Girls.

These conversations were enriched further by an exceptional programme of visiting speakers. Dr Lisa Pine explored everyday life in Nazi Germany, Tracy Borman unravelled the rivalries of the Tudor court, Al Murray joined Headmistress Lindsey Hughes to discuss why girls should study the Second World War, and Tim Marshall demonstrated how physical geography and history combine to shape global politics. Together, they challenged students to think critically, question familiar narratives and view the past from fresh perspectives.

That same ambition reached its peak in January at the Channing History Conference on Global Conflict. Hearing from leading historians encouraged students to look beyond Europe and inspired a new international focus within our Year 9 curriculum, introducing enquiries into the Partition of India and the Korean War. It was especially gratifying to see these ideas embraced so enthusiastically in the inaugural Year 9 History Journal, where students stepped confidently into the role of historians, producing original research on topics ranging from the Crusades to the Vietnam War.

Of course, some of the year's most powerful lessons took place beyond the classroom. Year 7 travelled back to Norman England at Mountfitchet Castle, while Year 12 discovered that the wives of Henry VIII still inspire lively debates about historical interpretation during a visit to *Six!* in the West End. Yet it was our Year 9 journey to the battlefields of Belgium and France that left perhaps the deepest impression. Standing among the endless headstones of Tyne Cot, descending into the tunnels at Vimy Ridge and attending the haunting Last Post Ceremony at the Menin Gate transformed the First World War from a topic of study into an experience of remembrance. Anoushka and Arya represented the school with quiet dignity as they laid a wreath on behalf of the Channing community – a poignant reminder that history is not only about understanding the past but also about honouring those who lived it.

'HEARING FROM LEADING HISTORIANS ENCOURAGED STUDENTS TO LOOK BEYOND EUROPE AND INSPIRED A NEW INTERNATIONAL FOCUS WITHIN OUR YEAR 9 CURRICULUM'

***Above:** Tracy Borman delivers her annual lecture on Tudor England.*







‘AS ANOTHER SUCCESSFUL YEAR DRAWS TO A CLOSE, IT HAS BEEN A PRIVILEGE TO WATCH OUR STUDENTS GROW NOT ONLY AS HISTORIANS BUT AS THOUGHTFUL YOUNG PEOPLE’

***Top:** Mrs Hughes interviews Al Murray about getting girls interested in military history **Above:** A host of visiting professors came to talk Global Conflicts at this year’s History Conference **Right:** Renowned 20th century historian Richard Overy gives a talk on his book ‘Why War?’*

As another successful year draws to a close, it has been a privilege to watch our students grow not only as historians but as thoughtful young people. Whether questioning long-held interpretations, conducting their own research or standing in quiet reflection at places of remembrance, they have shown that the study of history is about far more than learning what happened. It is about understanding how the past continues to shape our world, and we look forward to seeing where that curiosity leads them next.



'ONE OF THE MOST MOVING MOMENTS CAME DURING THE LAST POST CEREMONY AT THE MENIN GATE IN YPRES'





Anoushka and Arya laid a wreath at the Menin Gate

Year 9 Battlefields Trip to Belgium and France

At the start of May, our Year 9 students took part in an unforgettable three-day visit to the battlefields of Belgium and France, combining historical learning with plenty of fun along the way.

Despite a very early departure from Channing, energy and enthusiasm were high from the outset. Excellent progress on the journey meant the group caught an earlier ferry than expected, allowing everyone to enjoy a cooked breakfast before a characteristically windy crossing of the English Channel. From there, students embarked on an immersive journey through some of the most significant sites of the First World War, including the Flanders Fields Museum, Tyne Cot Cemetery, Beaumont-Hamel, the Thiepval Memorial, Lochnagar Crater, and the impressive Vimy Ridge memorial and tunnels.

Throughout the trip, students engaged thoughtfully with the stories of those who lived, fought and died during the conflict. Walking through preserved trenches, standing among rows of headstones and exploring historic battlefields brought their studies vividly to life, providing a powerful insight into the realities of war and remembrance.

One of the most moving moments came during the Last Post Ceremony at the Menin Gate in Ypres. Congratulations to Anoushka and Arya, who represented the school with great dignity as they laid a wreath during this poignant act of remembrance.

There was also time to relax and enjoy each other's company, with lively games of table tennis, air hockey and football helping to create lasting memories and strengthen friendships.

Many thanks to Mr Raine, Miss Lindsey, Mr Gunning, Mr Martin, Ms Benns, Ms Kronk, Mrs Kanmwaa and Miss Peters for accompanying the trip and helping to make it such a memorable and enriching experience for all the girls.

History of Art

HISTORY OF ART AT CHANNING ALLOWS STUDENTS TO DEVELOP VISUAL LITERACY, BOTH WITHIN THE CLASSROOM AND BEYOND ITS WALLS. WE EMBARKED ON ANOTHER VARIED YEAR OF GALLERY VISITS AND HAD EXCITING OPPORTUNITIES TO HEAR FROM SPEAKERS.

EMILY WARD
HEAD OF HISTORY OF ART

IN THE Autumn Term, A Level art historians were invited to the annual Ways of Seeing Conference at the National Gallery. The conference showcased a range of talks from academics on the topic of 'Identities in Art and Architecture'. Art historians Nicola McCartney, Adam Sammut and Janet Couloute were among this year's exciting line-up of lecturers.

November also saw Year 12 embark on History of Art trips to the Courtauld Gallery and the Victoria and Albert Museum. At the Courtauld, students were able to compare meticulous Northern Renaissance landscapes with atmospheric Impressionist vistas. The Victoria and Albert Museum offered opportunities to investigate how nature is captured in sculptural form, both within the Western canon and in other cultural traditions.

In the Spring Term, Year 12 embarked on an exploration of the portrait genre at the Wallace Collection and toured the 'Caravaggio's Cupid' exhibition in preparation for their Year 13 Baroque studies. In March, they showcased their art-historical knowledge at Kenwood House, presenting their own research on portraits in the collection.

Year 13 also experienced the work of great masters first-hand. In November, they visited the National Gallery to explore the rise



of Modernism through the Impressionist and Post-Impressionist rooms. They also visited the Neo-Impressionist exhibition, Radical Harmony, which shed further light on the influences of the Modernist masters.

During the Easter holidays, Year 12 and 13 Art History students, accompanied by several A Level Art students, went on a weekend trip to Paris. They visited the Musée d'Orsay to see iconic paintings by Degas, Monet and Renoir. A visit to the Louvre allowed students











to see celebrated works of art such as the Mona Lisa and Venus de Milo. A trip to Galeries Lafayette to admire its incredible Art Nouveau architecture was followed by an exploration of the Palais Garnier, famed for its Chagall ceiling.

Exciting opportunities also took place on site at Channing. In January, we hosted art historian Verity Babbs for a fascinating talk about her new book, The History of Art in One Sentence. She spoke about her career path and experiences in the art world. Her engaging and personal presentation style encouraged students to think about History of Art with curiosity and humour.

We were also delighted to welcome Mr Williams, a Channing parent, to share his knowledge of the art world and present an enlightening talk on the development of Renaissance art. This was followed by an insightful trip to the British Museum, where he introduced us to Michelangelo's Epifania cartoon and accompanied us to the Study Room. We met curator Dr Olenka Horbatsch, who gave us a tour of her latest exhibition of Netherlandish drawings.

You do not need to be a History of Art sixth former to get involved in Channing's art history scene. Join the 'Gallery Girls' club for weekly presentations on exhibitions, museums and travel. This year, we enjoyed talks on artistic adventures in Florence, Paris and Israel, alongside reviews of some of the year's exhibition offerings in London.

Miss Ward invites you to become a 'Gallery Girl' next year and share your passion for art and travel with fellow art enthusiasts.

Library

AMIDST THE BUSYNESS OF SCHOOL LIFE, THE LIBRARY HAS CONTINUED TO OFFER A CALM AND INSPIRING PLACE TO READ AND WORK. LIBRARY STAFF HAVE ALSO WORKED WITH DEPARTMENTS ACROSS THE SCHOOL, FROM HISTORY AND MODERN LANGUAGES TO PROJECT QUALIFICATIONS AND SCIENCE, DEVELOPING LESSONS AND RESOURCES THAT SUPPORT READING FOR PLEASURE, INDEPENDENT RESEARCH AND ENQUIRY LEARNING.

ISOBEL RAMSDEN
SENIOR LIBRARIAN
MARIE LEVONTINE
LIBRARY ASSISTANT

WE STARTED the year with a fantastic talk for Year 8 by Manjeet Mann, author of verse novels such as *The Crossing* and *Run, Rebel*. Manjeet helped us celebrate National Poetry Day in October with the launch of her new verse novel *Roar*, about a girl growing up in a privileged suburb of Delhi whose life is ruined when she is falsely accused of witchcraft. The novel is an inspiring story of resilience and female activism, which encouraged Year 8 pupils to create their own Roarpledges.



In Years 7-8 Book Club, pupils explored books spanning a range of genres, including the gothic thriller *The Undying of Obedience Wellrest* by Nicholas Bowling, the graphic novel *Pumpkinheads* by Rainbow Rowell, and feminist retellings of fairy tales in *Cinderella is Dead* by Kalynn Bayron and *Wolf Siren* by Beth O'Brien. Meanwhile, in Years 9-10 Book Club, pupils discussed a modern take on *Lord of the Flies* (*The Island* by M. A. Bennett), a part-manga, part-prose novel (*Tsunami Girl* by Julian Sedgwick and Chie Kutsuwada), and the dystopian novel *Scythe* by Neal Shusterman.

The Years 11–13 Book Club read a variety of literary fiction, including Jeanette Winterson's *Oranges Are Not the Only Fruit*, *North Woods* by Daniel Mason, and Samantha Harvey's 2024 Booker Prize-winning novel *Orbital*. A highlight of the year was a Book Club trip to see the film *Hamnet* after pupils had read and discussed Maggie O'Farrell's novel a few weeks earlier.

'MANJEET MANN'S NEW NOVEL IS AN INSPIRING STORY OF RESILIENCE AND FEMALE ACTIVISM, WHICH ENCOURAGED YEAR 8 PUPILS TO CREATE THEIR OWN ROARPLEDGES'

Manjeet Mann talks to Year 8



National Reading Champions Quiz final - Cara, Maia, Penelope, Jane and Hannah

In the Spring Term, author Lucy Strange gave a talk for Year 7 and led a creative writing workshop for Years 7 and 8. Her talk focused on how she blends historical fiction with mythology and mystery to create engaging stories. She also judged a new historical fiction writing competition launched by the History and Library departments, inspiring some stunning entries from pupils in Years 7 and 8.

For World Book Day, the Library ran a stall in the courtyard featuring book-themed activities, including a Blind Date with a Book, a literary quiz and a lucky dip. Teachers also shared their favourite reads with pupils in the Library at lunchtime. From *Carry On, Jeeves* (Mrs Hughes) to *Jurassic Park* (Ms Wilkinson), *Leila and the Blue Fox* (Mr Boardman), *The Body* by Stephen King (Ms Kung), *The Island of Missing Trees* (Mr Matjilla), *The Twits* (Mr Grossman), *Rotkäppchen* by the Brothers Grimm (Mr Meier), and *The Queen's Gambit* (Mrs Wootton), pupils enjoyed a wonderfully varied selection of readings alongside insights into their teachers' personal reading journeys.

Another highlight of World Book Day was a visit from author Stephen Kelman, who led a creative writing workshop for Year 10 before giving a talk on his Booker Prize-shortlisted novel *Pigeon English* to staff and pupils from Channing and Parliament Hill School. Alongside insights into his craft and the inspiration behind *Pigeon English*, Kelman reflected on the value of reading and creative expression in a world characterised by rapid technological change.

'THE YEAR ENDED ON A HIGH WITH FIVE PUPILS FROM YEARS 8 AND 9 COMPETING IN THE FINAL OF THE NATIONAL READING CHAMPIONS QUIZ'

The year ended on a high with five pupils from Years 8 and 9 competing in the final of the National Reading Champions Quiz. To qualify, they first overcame strong competition in the North and West London regional heat, scoring an impressive 62 out of 75. Cara, Maia, Hannah, Jane and Penelope did Channing proud by finishing ninth out of 23 schools in the national final.



Mathematics and STEM

HELEN WOOTTON
HEAD OF MATHEMATICS

IT HAS BEEN another busy and rewarding year for the Mathematics Department, with new colleagues, exciting STEM opportunities and a wide range of competitions, lectures and enrichment activities. We were delighted to welcome Miss Dias who joined the previous year, Mrs Berry, who has also taken on the role of STEM Coordinator, Mr Raschke and Mr Bale (covering Ms Cooper's maternity leave). Their fresh ideas and expertise have made a valuable contribution to the department throughout the year.

Brussels STEM Trip

Our programme of overseas STEM trips continues to grow, with students now enjoying visits to Brussels, Copenhagen and Geneva (CERN). This year, 30 students from Years 10–13 travelled to Brussels, where the highlight was a day at the Euro Space Centre. Alongside the space-themed activities, students explored the World of Mind optical illusion museum, visited the iconic Atomium and its exhibitions, and saw the world's largest dinosaur gallery at the Royal Belgian Institute of Natural Sciences.

Ella C (Year 11) reflects on the experience:

Brussels was full of memorable experiences. The World of Mind was packed with incredible optical illusions and we took loads of amazing pictures. Prison Island was chaotic in the best possible way as we raced around completing missions together and trying to score points, and it was so much fun working with my friends. At the Euro Space Centre, my favourite attractions were the free-fall ride and especially the Space Rotor. It was incredible being able to stick to the walls purely because of the spinning. I loved it so much that my friend Leila and I went back four times! The Atomium was just as impressive inside as it was outside, especially with its amazing light displays. And, of course, the Belgian chocolates were delicious.



Our next overseas STEM adventure takes us back to Copenhagen in September 2026.









Christmas STEM Lecture
In December, we were delighted to welcome marine biologist Dr Russell Arnott to deliver the annual Channing Christmas STEM Lecture, organised by Mrs Berry. Dr Arnott spent the afternoon meeting Junior and Senior School students to discuss his research, career path and the ocean environment before taking students, parents and partnership schools on a fascinating evening journey through the remarkable "superpowers" of sea creatures, from tiny plankton to the blue whale. Afterwards, guests enjoyed the opportunity to meet him, have books signed and chat over mince pies and mulled wine.

Competitions and Challenges
Mr Raschke and Mrs Williams once again ran our popular Mathletics sessions, with particularly strong attendance from Year 11 students. During the autumn term, students prepared for the Hans Woyda competition before turning their attention to the UK Maths Trust Challenges, combinatorics, logic and mental mathematics.

Our Hans Woyda team represented Channing brilliantly, finishing the year with an impressive victory over St Michael's Catholic Grammar School for Girls.

STEM Week, organised by Mrs Berry, centred on the theme of Curiosity and brought together the Mathematics, Science and Computer Science departments in a week full of puzzles, talks and challenges. Students enjoyed daily maths puzzles during form time, completed the popular Lanyard Challenge and took part in a range of activities across every year group. Year 12 STEM subject leaders launched the week with an inspiring assembly exploring famous accidental discoveries, including penicillin.

Year 7 tackled the Puzzle House Challenge and completed STEM Passports, while Years 10–13 attended a fascinating lecture by Rachel Honeyghan-Williams (UCL Ear Institute) entitled Zebrafish and Computer Chips: My Life as a Neuroscientist. Year 8 explored impossible shapes, while Year 9 celebrated Pi Day with a visit to Bletchley Park and the National Museum of Computing.

Evie S (Year 9) writes:
The National Museum of Computing at Bletchley Park was packed with fascinating technology from across the history of computing. Our guided tour introduced us to everything from the Bombe – which wasn't actually a computer – to Colossus, one of the world's earliest large-scale electronic computers. One highlight was seeing an enormous calculating machine solving equations using punched paper tape. We also punched our own names into cards and watched a robot solve a scrambled Rubik's Cube.

'STEM WEEK CENTRED ON THE THEME OF CURIOSITY AND BROUGHT TOGETHER THE MATHEMATICS, SCIENCE AND COMPUTER SCIENCE DEPARTMENTS IN A WEEK FULL OF PUZZLES, TALKS AND CHALLENGES'

In the BBC Classroom we coded a simple version of Snake and, after hearing that the record was 1,000 seconds, I quietly edited my program to start at 2,000 – unfortunately it was lunchtime before I could claim victory!





During the afternoon we explored the history of artificial intelligence, from early robots to modern AI. One highlight was chatting with ELIZA, one of the earliest AI programs, whose amusingly awkward responses made everyone laugh. We also cracked a hidden code in the Fibonacci Room (although the promised free stickers never materialised!) before finishing with Morse code and cryptography challenges around the museum. It was a fascinating day that gave us a real appreciation of how computing has evolved.

Year 10 Maths in Action

Half of Year 10 attended the Maths in Action conference at the Emmanuel Centre in Westminster alongside Mrs Wootton, Mrs Berry, Miss Dias and Mr Raschke. The students enjoyed a series of engaging lectures, from Zoe Griffiths explaining the mathematics behind magic and card tricks to Ayliean MacDonald demonstrating the mathematical strategies involved in chess. It was also a pleasure to catch up with former colleague Mr Bowman.

UKMT Mathematical Challenges

It has been another outstanding year in the UKMT Mathematical Challenges, with students earning numerous Gold, Silver and Bronze certificates and several qualifying for follow-on rounds. Our thanks go to Miss Dias for organising the competitions so efficiently throughout the year.

Senior Challenge

- Best in Year 13: Aurora H
- Best in Year 12 & Best in School: Jessica L
- Best in Year 11: Emma F
- Follow-on round qualifiers: Valeria D, Jessica L and Natasha R

Intermediate Challenge

- Best in Year 11 Emma F
- Best in Year 10 & Best in School: Milla C
- Best in Year 9: Thea I
- Follow-on round qualifiers: Milla C

Junior Challenge

- Best in Year 8: Sarah F
- Best in Year 7 & Best in School: Leyan C
- Follow-on Kangaroo qualifiers: Leyan C, Darcy C, Sarah F, Helena S, Madison Y, Valentino F

Puzzle of the Week and Other Competitions

Puzzle of the Week continues to inspire plenty of healthy mathematical competition amongst Years 7-9. Miss Williams' Year 9 class achieved the highest number of correct solutions overall, while Lara G (Year 9) currently holds the individual lead for the greatest number of correct answers. The competition perfectly illustrates the idea of the Learning Pit, encouraging students to persevere with challenging problems and deepen their mathematical thinking.

'PUZZLE OF THE WEEK PERFECTLY ILLUSTRATES THE IDEA OF THE LEARNING PIT, ENCOURAGING STUDENTS TO PERSEVERE WITH CHALLENGING PROBLEMS AND DEEPEN THEIR MATHEMATICAL THINKING'

Our Sixth Form also performed impressively at the Senior Team Maths Competition, finishing 12th out of 31 schools at the London Academy of Excellence in Tottenham.

Sixth Form Mentoring and Outreach

We remain enormously grateful to our Sixth Form students, who have supported the department throughout the year by mentoring younger students and helping to run our Thursday Maths Drop-In sessions. Particular thanks go to subject leaders Piper and Bella for their commitment across all areas of department life, including the Christmas STEM Lecture.

Our popular Problem Solving Club, run in partnership with Channing Junior School, has flourished again this year. Led by Year 12 students Amy and Lucia, the club welcomed between 10 and 15 primary pupils each week to enjoy model building, treasure hunts, seasonal maths puzzles, tangrams, Sudoku, times-table races and many other activities. Thanks to the enthusiasm of our Sixth Form leaders and the wider Maths Department, the club continues to be a vibrant and much-loved part of our partnerships programme.

Farewells and Thanks

As another successful year draws to a close, we wish all our students and staff a relaxing summer, especially our Year 13 mathematicians as they prepare for the next stage of their journeys.

Congratulations to Maths Prize winner Catherine, who studied both Mathematics and Further Mathematics at A Level and captained our Hans Woyda team this year.

We also bid farewell to several valued colleagues. Mr Bale returned to Vancouver at Easter to take up a Head of Mathematics position, while Ms Cooper, after seven years as Second in Department and STEM Coordinator, moves to Bangkok to become Head of Mathematics and Computing at Denla International School. Mr Daurat retires after 14 years at Channing, during which he inspired generations of students with his compassion, enthusiasm and unforgettable mathematical puzzles, models, origami, Bletchley Park lessons and Giant Monopoly game.

Both have made an enormous contribution to the life of the department and will be greatly missed. We thank them warmly and wish them every success and happiness in the future.



Modern Foreign Languages

ELENI PAVLOPOULOS
HEAD OF MFL

Girls enjoying success

It has been another successful and exciting year for Modern Languages at Channing, with excellent results across French, German and Spanish, inspiring enrichment activities and a raft of memorable trips. Once again, all students in Year 10 and above have benefited from specialist speaking support from our Modern Languages Assistants, Miss Schweizer (French), Miss Peters (German) and Miss Hernandorena-Lazkano (Spanish), each of whom brought extraordinary enthusiasm for language and culture to share with our students.

So many of our students were commended in external language competitions that we cannot list them all. Special congratulations go to the global winners of the Poesiae poetry recitation competition: Julia H (Year 8 Italian), Millie W (Year 10 German) and Imogen B (Year 11 German). We also congratulate four national winners. Ruby R (Year 9) won Round 2 of the Oxford German Olympiad for her painting in the style of Paula Modersohn-Becker, accompanied by a German commentary, and was invited to an awards ceremony in the Bodleian Library. Yeva M (Year 11 French) was the joint winner of the Cambridge Language Collective's Junior Competition with her analytical essay on Saint-Exupéry's *Le Petit Prince*. Mariia S (Year 10) won Oxford University's Flash Fiction Competition for her two thought-provoking stories in German, while Millie W (Year 10) received the Anthea Bell Prize for her sensitive translation of Mascha Kaléko's Bescheidene Anfrage (Level 3 German). In the same competition, organised by Queen's College, Oxford, Siana C (Year 12 Spanish) and Audrey N (Year 9 French) were highly commended for their translations.



Fearless Linguists Rewards Breakfast

'WE INTRODUCED HALF-TERMLY REWARDS BREAKFASTS FOR OUR MOST FEARLESS LINGUISTS. THESE EVENTS HAVE PROVED BOTH POPULAR AND MOTIVATING'

To celebrate success more regularly, we introduced half-termly Rewards Breakfasts for our most Fearless Linguists. Students from different year groups come together to celebrate with authentic treats, share their experiences of language learning and receive a Fearless Linguist certificate. These events have proved both popular and motivating. Thank you to Mrs Steinberg for the idea!

Languages for all

We were delighted to welcome three linguist alumnae back to Channing last September: Lili, Alix and Sophia. After meeting students interested in studying languages at university, they spoke at a wonderful European Day of Languages assembly, sharing their experiences of studying French and Business at Leeds University, German and History at Edinburgh, and Spanish and Italian at Cambridge, as well as highlights of their year abroad.

Mr Meier gave a fascinating talk entitled How Grimm are German *Märchen* (Fairy Tales)? The answer, it turns out, is: very! Originally far more gruesome than many realise, these stories have been heavily sanitised over time to make them more child-friendly. Meanwhile, counting in a foreign language while hula-hooping proved enormously popular, demonstrating just how versatile linguists can be.



The Swiss Embassy in Marylebone welcomed our KS4 and 5 linguists



Europe Day cupcakes

Innately multicultural
Keen linguists from Years 10–13 visited the Swiss Embassy for an insightful talk by Dr Lutz-Peter Berg, Head of Science and Innovation. He explained the Embassy's role in connecting Swiss entrepreneurs with UK finance and trading partners, as well as what Swiss neutrality means in practice. Students also quizzed a multilingual intern who hopes to pursue a career in diplomacy.

Now an annual event following our status as one of the UK's first European Parliament Ambassador Schools, the Europe Day tongue-twister challenge continues to be extraordinarily popular. Who could resist the challenge of mastering these and earning a delicious Channing cupcake?

Un chasseur sachant chasser sait chasser sans son chien.
Zwischen zwei Zwetschgenbäumen zwitschern zwei zwitschernde Schwalben.
Pancha plancha con cuatro planchas. ¿Con cuántas planchas plancha Pancha?

Spires inspire
Three Year 11 students were invited to visit the Languages Department at Girton College, Cambridge, while 24 talented linguists from Years 9 and 12 travelled to Oxford University to discover what studying Modern and Medieval Languages at university is really like. Singing an old German and Latin version of *In dulci jubilo* in a crypt with Professor Lähnemann, meeting Dr Tim Farrant (French) and current students at Pembroke College, and hearing from Professor Geraldine Hazbun (Spanish) at St Anne's College made for an inspiring day, which concluded with a creative translation workshop at Queen's College.

Equally inspiring was a visit from Channing alumna Dr Lauren Ingram, named one of the 2024 InspiringFifty Top 50 Women in Tech. Interviewed by our A Level linguists, she spoke candidly about her journey from studying Linguistics with French to roles in marketing at Meta and Amazon before going on to found The Next Big Thing, a consultancy helping women break into AI and emerging technologies.

Clubs aplenty

A cornucopia of opportunities awaits students who love languages, with the latest addition being Italian Club, courtesy of Signora Rozières.

French Debating
Students attended our weekly French Debating Club, where they tackled a wide range of thought-provoking motions. Debates challenged students to think critically and articulate complex ideas in French, with topics including *Il faut s'ennuyer* ("You have to get bored"), *La France doit suivre l'exemple de l'Angleterre et quitter l'Europe* ("France must follow England's example and leave Europe"), and *La performance justifie tout dans le sport* ("Performance justifies everything in sport").

French Book Club Partnership with Paris
Our Year 12 students took part in an exciting book club partnership with Lycée Albert de Mun in Nogent-sur-Marne, established by Senior School Librarian Ms Ramsden and facilitated by Mrs Zuluaga de la Cruz. Students read three books, including Bondoux's *Le Temps des Miracles*, before creating book trailers, posters and displays inspired by their reading. They also took part in written and spoken exchanges with their French counterparts, including through Padlet, discussing their interpretations of the texts.

German
Students danced along to Nena's *99 Luftballons* (and many more classics) while enjoying delicious country-themed cupcakes. Members of the German Book Club took on Cornelia Funke's *Tintenherz* – an ambitious novel that many will be finishing over the summer. Year 11 students also benefited from a dedicated Grammar Club.

Our German Fun Club, run in partnership with St Joseph's Primary School and Channing Junior School, continued



Dr Lauren Ingram's inspiring visit to Channing



Members of the German Book Club



Year 10–12 students at the European Parliament in Strasbourg

to flourish. Pupils learnt how to introduce themselves, talk about colours, numbers and pets, while enjoying activities such as cookie-making. The verdict from Junior School participants was overwhelmingly positive: *"I really enjoy coming every week."*

A special mention goes to Tate B (Year 7), whose leadership of the German Fun Club has been outstanding, and to Frau Peters, whose enthusiasm and commitment were instrumental in making many of these clubs possible. In her role as a UK-German Cultural Ambassador, Frau Peters also masterminded a *Steckbrief* project with Year 8 Germanists, enabling them to introduce themselves to German partner students using the language they had learnt throughout the year.

Spanish Debating

In A Level Spanish, students debated the motion *"Spain's migratory situation and policy is an example for other European countries"* as part of their study of immigration. Drawing on Spain's new immigration law, introduced in May 2025, students developed persuasive arguments before responding spontaneously to one another in Spanish, significantly strengthening both their confidence and oral fluency.

Au revoir, Auf Wiedersehen, Adiós

This summer we say goodbye to Mr Waring. As a teacher of French, German and Spanish, former Head of Department and Head of Year 8, he has made an enormous contribution to Modern Foreign Languages at Channing, and we are deeply grateful for everything he has done for the department and its students. We wish him every success and happiness in his new role.

MFL Trips

European Parliament Ambassador Scheme Trip to Strasbourg

In December, Year 10–12 students enjoyed an enriching trip to Strasbourg as part of the European Parliament Ambassador School (EPAS) programme. As an EPAS school, Channing was invited to take part in the prestigious Euroscola event. During their visit, students explored one of Europe's largest Christmas markets, sampled traditional Alsatian food and visited the magnificent Strasbourg Cathedral, following language lessons and a relaxing boat tour through the city.

The highlight of the trip was undoubtedly visiting the European Parliament, where Channing students debated and exchanged ideas with young people from across Europe in both English and the languages they study at school. They heard from the Vice-President of the European Parliament and discussed important contemporary

'CHANNING STUDENTS DEBATED AND EXCHANGED IDEAS WITH YOUNG PEOPLE FROM ACROSS EUROPE IN BOTH ENGLISH AND THE LANGUAGES THEY STUDY AT SCHOOL'

issues including cybersecurity and women's rights. It was an inspiring opportunity to experience European democracy first-hand while meeting students from many different countries and cultures.

Combining language learning with authentic cultural experiences, the visit gave students the confidence to use their language skills in real-life situations while discovering the history, traditions and political significance of Strasbourg. Our thanks go to Mrs Steinberg, Mrs Zuluaga de la Cruz and Ms Gomez for organising such an unforgettable and enriching experience.

Year 8 Normandy

During Enrichment Week, our Year 8 French students enjoyed a fantastic four-day visit to Criel-sur-Mer, combining language learning with cultural experiences and plenty of memorable adventures.

Highlights included discovering how chocolate is made at Les Chocolats de Beussent (with plenty of tasting along the way!), taking part in a French scavenger hunt around the château where they were staying, and spending a day at Collège Louis Jouvet, where students joined lessons in subjects including English, French,





'THE PROGRAMME COMBINED VISITS TO ICONIC LANDMARKS WITH THOUGHT-PROVOKING EXPERIENCES'



Year 10 students at the Brandenburg Gate

'STUDENTS NOT ONLY DISCOVERED THE SURPRISING SKINCARE BENEFITS OF SNAILS BUT ALSO BRAVELY SAMPLED THIS FAMOUS FRENCH DELICACY'

Music and History. They also enjoyed spectacular views from the Le Tréport Funicular and visited a local goat farm, where they met newborn kids before sampling delicious goat's cheese.

A visit to the bustling market in Rouen challenged students to buy their own lunch in French using just five euros, greatly boosting both their confidence and fluency. The afternoon included visits to the Joan of Arc Museum and Rouen Cathedral, followed by shopping and dinner at a local restaurant.

The trip concluded with a visit to L'Escargotière du Choquel, where students not only discovered the surprising skincare benefits of snails but also bravely sampled this famous French delicacy.

Many thanks to Mrs Romero Wiltshire, Miss Garrill and Mr Waring for making the trip such an enjoyable and memorable experience.



Summer in Berlin

The German Department was delighted to join the History Department once again for its post-examination visit to Berlin. Year 10 students spent three fascinating days exploring the history, culture and identity of Germany's once-divided capital.

The programme combined visits to iconic landmarks such as the Brandenburg Gate and the Reichstag with thought-provoking experiences at the Stasi Museum, the Topography of Terror, the Jewish Museum, the East Side Gallery and the Sachsenhausen Memorial. Students also climbed the Humboldthain Flak Tower and explored life in former East Germany at the interactive DDR Museum.

One evening was spent at the magnificent Staatsoper, where Mozart's *Die Entführung aus dem Serail*, interspersed with topical comedy by Bülent Ceylan, provided a memorable cultural highlight.

Our Germanists also gained fascinating personal insights into Germany's divided past through conversations with Channing grandparents Mr and Mrs Buehler from West Berlin and conductor Wolfgang Katschner, who lived and worked in the former GDR. These discussions, accompanied by a delicious brunch featuring Buletten and Rote Grütze, brought history vividly to life.

Congratulations to all our students for their curiosity, maturity and enthusiastic engagement throughout the trip. Our thanks go to Ms Feeney for organising the visit, Mr Raine for leading it and sharing his extensive historical expertise, and to Ms Kung and Mr Pelton for accompanying the group.



At the Staatsoper in Berlin



Enjoying the fresh snow at Schloss Neuschwanstein



Year 10 students at the Schönbrunn Palace in Vienna

Advent in Munich

Our intrepid Year 9 German learners strengthened both their language skills and their appreciation of German culture during a magical winter visit to Munich.

Alongside German lessons and visits to the city's enchanting Christmas markets, students met their pen pals from St Anna Gymnasium at the Deutsches Museum, Europe's largest science and technology museum. After touring the school together, enjoying afternoon treats and joining spontaneous circle games, it was wonderful to see how quickly friendships developed across languages and cultures.

The programme offered something for everyone. Students interested in history explored the NS Documentation Centre, while art enthusiasts searched for masterpieces by Cranach the Elder, Albrecht Dürer and Caspar David Friedrich in the Alte Pinakothek. Football fans relished the opportunity to step inside FC Bayern Munich's changing room at the Allianz Arena, where Harry Kane's collection of football boots caused particular excitement.

For many, however, the highlight of the trip was visiting King Ludwig II's spectacular castles, Schloss Neuschwanstein and Schloss Linderhof. Fresh snowfall completed the fairy-tale scenery, creating unforgettable memories for everyone involved.

Our sincere thanks go to a wonderful group of linguists for their enthusiasm and participation, and to Frau Loosli and Frau Peters for accompanying the trip.



Munich Weihnachtsmarkt



Ballet at the Vienna Staatsoper

Winter in Vienna

This brand-new trip was an outstanding success. Year 10 Germanists were fortunate to spend a week in Vienna on a cultural and linguistic adventure generously sponsored by the Austrian Ministry of Education's Wienaktion programme.

Nine guided tours, all conducted in German, were led by knowledgeable and engaging experts, including Friedensreich Hundertwasser's former private secretary. From the world's largest emerald to the story of the iconic Empress Sisi and Klimt's magnificent Beethoven Frieze, students explored Vienna's extraordinary palaces, churches and museums while deepening both their language skills and understanding of Austrian history. On occasion, the German was so advanced that I found myself translating to ensure no fascinating detail was missed.

Evenings were devoted to entertainment, including *Wicked 2* in German at the cinema and no fewer than three theatre visits. Performances of *Die Fledermaus*, the ballet *Kallirhoe* – accompanied by the Vienna Philharmonic at the Staatsoper – and a superb production of *Das Phantom der Oper* at the Raimund Theater proved just as memorable as the rides at the Prater, Europe's oldest amusement park. Despite snow and sub-zero temperatures, our fearless linguists embraced every experience, even learning to waltz before rewarding themselves with Schnitzel and Kaiserschmarrn.

Students coped brilliantly with full immersion in both the German language and Austrian culture. Our sincere thanks go to the organisers of the remarkable Wienaktion programme and to Frau Loosli for accompanying the trip.



Enrichment in Aachen

During Enrichment Week, our Year 8 German learners travelled to Aachen for a memorable week of language, culture and hands-on experiences.

After getting their bearings with a town-centre scavenger hunt, sampling the local speciality Printen and creating artwork at the Karlsbrunnen fountain, students enjoyed a traditional German meal before watching a film in German at the beautiful art-deco Eden Palast cinema.

A guided tour of Aachen Cathedral, a UNESCO World Heritage Site and the resting place of Charlemagne, offered fascinating insights into European history. Our archaeologist guide, who had excavated the nearby Roman Baths, vividly brought the city's past to life. Cultural exploration was balanced with relaxation at the Carolus Thermen spa, where students appreciated cooling off in pools of varying temperatures during the summer heat.

Whether brushing animals on a local farm, creating advertisements during a theatre workshop, learning traditional milling and bread-making techniques or preparing a delicious three-course meal at a cookery school, every activity took place entirely in German. Students embraced the challenge with enthusiasm and thoroughly enjoyed putting their language skills into practice in authentic settings.

It was an absolute pleasure to organise this trip. Every student made a tremendous effort with their German and engaged brilliantly with one another and with our hosts throughout the week. Special thanks once again to Frau Loosli for accompanying the visit.

Year 8 Trip to Cádiz

During Enrichment Week, our Year 8 Spanish students travelled to El Puerto de Santa María for four unforgettable days, immersing themselves in Spanish language, culture and everyday life beneath glorious Andalusian sunshine.

After strolling past the historic bullring, students enjoyed *churros con chocolate* before exploring the fascinating Castillo de San Marcos. A padel lesson conducted entirely in Spanish and an afternoon on the beach playing volleyball and football with our guide were followed by pizza overlooking the sea.

A ferry crossing to Cádiz introduced students to the city's magnificent cathedral, bustling market and the remarkable Torre Tavira, where the famous camera obscura offered spectacular views across the city. Shopping opportunities, ordering ice cream in Spanish and a delicious tapas dinner provided plenty of opportunities to practise language skills in authentic situations.

The final day brought more unforgettable experiences, from cooking traditional paella and taking part in a lively flamenco workshop to writing postcards home in Spanish before sitting down to enjoy the meal they had prepared together.

Our sincere thanks go to Mrs Steinberg, Mrs Zuluaga de la Cruz, Ms Gomez, Ms Jiménez, Ms Sequeira, Mr Davies and Mr Raschke for making the trip such a memorable experience. Our students embraced every opportunity to discover Spanish culture, speak as much Spanish as possible and, perhaps most importantly, become just that little bit 10% braver in Spain.



Brushing the ponies in Aachen



Year 8 students appreciating the shade in Cadiz

Music

MUSIC HAS ONCE AGAIN BEEN A VIBRANT PART OF LIFE AT CHANNING THIS YEAR, BRINGING STUDENTS TOGETHER THROUGH A VIBRANT PROGRAMME OF CONCERTS, TOURS, MASTERCLASSES AND PERFORMANCES. WHETHER ON STAGE, IN REHEARSAL OR PERFORMING ABROAD, STUDENTS HAVE CONTINUED TO CHALLENGE THEMSELVES, SUPPORT ONE ANOTHER AND SHARE IN THE JOY OF MAKING MUSIC, CREATING MEMORABLE EXPERIENCES FOR PERFORMERS AND AUDIENCES ALIKE.

PETER BOXALL
DIRECTOR OF MUSIC

Dr Cameron Roberts Masterclass

On Thursday 25 September, we were delighted to welcome Dr Cameron Roberts to Channing for a fascinating talk and masterclass on optimising musical practice. With the help of Kezia C (saxophone), Amber J (piano), Elizabeth S (violin) and Anna R-B (trumpet), who performed during the masterclass, Dr Roberts shared valuable insights into practising intelligently, reducing the risk of muscular injury and fatigue, and maximising musical progress.

Drawing on his own experience of studying both Music and Medicine, together with years of research culminating in his 2025 book *Optimizing Pianism*, Dr Roberts explored how musicians can make practice more effective by combining mechanical efficiency with strong mental strategies and imaginative musical thinking. He introduced his theory of the "3Ms" – Music (metaphor), Mechanics (movement) and Mental (memory) – explaining how successful performance depends on strengthening each of these elements and, crucially, the connections between them.

One particularly thought-provoking concept was his idea of Belief–Reality Malalignment: the reminder that musical progress depends not on what we believe about our abilities, but on developing effective habits, sound technique and purposeful practice. Throughout the masterclass, Dr Roberts used the performances of Amber, Kezia, Elizabeth and Anna to demonstrate concepts such as chunking, remaining faithful to the score, creating vivid musical imagery and identifying interpretative clues within the music itself.

It was an inspiring afternoon that challenged students to think differently about practising and provided valuable strategies they can continue to apply throughout their musical journeys.

'DR ROBERTS SHARED VALUABLE INSIGHTS INTO PRACTISING INTELLIGENTLY, REDUCING THE RISK OF MUSCULAR INJURY AND FATIGUE, AND MAXIMISING MUSICAL PROGRESS'











Year 11 GCSE Concert
Thursday 9 October 2025, Arundel Centre

Our Year 11 GCSE Music students opened the concert season in impressive style with an evening of assured and highly accomplished performances as they presented the solo works that form part of their GCSE performance portfolios.

The programme showcased an impressive range of musical styles and instruments, from Georgina V's poised recorder performance of Handel's Sonata in A minor to Becky R-A's beautifully expressive double bass, Chileshe G's heartfelt vocal performance of Homeward Bound and Renata R-A's spirited interpretation of Mozart's ever-popular Rondo Alla Turca.

Highlights also included thoughtful piano performances by Ella B, Nia H and Imogen B, expressive string playing from Ane J and Darcy D, and memorable vocal performances by Suzie D, whose captivating rendition of Cry Me a River brought the evening to an elegant close.

Throughout the concert, every performer demonstrated not only technical accomplishment but also genuine musical maturity, making this an excellent beginning to the year's concert programme.

Our thanks go to Mr Boxall for accompanying the performers and to all our Year 11 students and their teachers for the dedication and preparation that made the evening such a success.

'OUR YEAR 11 GCSE MUSIC STUDENTS OPENED THE CONCERT SEASON IN IMPRESSIVE STYLE WITH AN EVENING OF ASSURED AND HIGHLY ACCOMPLISHED PERFORMANCES'











Croatia Music Tour

The destination for the 2025 Channing Music Tour was never really in doubt. Having enjoyed previous visits, the Music Department returned to Croatia, where familiar surroundings, excellent facilities and the stunning Adriatic coastline once again provided the perfect setting for an unforgettable week of music-making.

When they were not rehearsing Schubert's *Mass No. 2*, orchestral arrangements from *Gladiator* or a selection of choral works, students immersed themselves in Croatian culture, exploring the beautiful city of Split, visiting the spectacular Klis Fortress and Krka National Park, and making the most of time together by the beach, around the hotel and, naturally, singing whenever the opportunity arose.

With performances of Hadestown approaching soon after half-term, rehearsals continued almost everywhere – even on coach journeys, where enthusiastic renditions of songs from the show regularly filled the bus. Alongside musical theatre, students found themselves singing everything from liturgical music to pop and country songs, reflecting the wonderfully varied musical life of the department.

The tour culminated in a performance at the magnificent Cathedral of St Domnius, where students performed to an appreciative audience of both local residents and visitors, with several Channing families making the journey to support them. The cathedral's magnificent acoustics brought Schubert's *Mass* vividly to life, providing a fitting finale to an exceptional week.

Above all, however, the tour was about shared experiences. For many Year 13 students it marked their final overseas music trip with Channing, creating memories that will stay with them long after they leave school. For future participants, it undoubtedly offers something very special to look forward to.



Autumn Concert

Thursday 13 November 2025, St Joseph's Church

The magnificent setting and superb acoustics of St Joseph's Church once again provided the perfect backdrop for one of the highlights of the Autumn Term music calendar, as Channing's orchestras, choirs and ensembles came together for an evening of outstanding music-making.

The concert opened with the Concert Orchestra's energetic performances of *Mission: Impossible* and John Williams' *Film Music Trilogy*, immediately setting an exciting tone. Throughout the evening, audiences were treated to an impressive variety of performances, from the expressive singing of Conabor Choir and Cantemus Chorus to the vibrant sounds of the Brass Ensemble, Cremona Strings and Senior Strings, whose performance of Vivaldi's *Winter*, featuring Elizabeth S as solo violinist, was particularly memorable.





Carol Concert



Year 10 Concert

Another highlight came from Kezia C, whose beautifully expressive soprano saxophone performance of Morricone's *Gabriel's Oboe*, accompanied by Senior Strings, captivated the audience. The musicians who had recently returned from Croatia also shared highlights from their tour repertoire, including *May It Be*, the traditional Croatian song *Oj Jelena* and a vibrant Elton John medley arranged by Ms Zanardo.

The evening concluded with a thrilling performance of Shostakovich's *Festive Overture*, delivered with remarkable energy and confidence by the Symphony Orchestra and bringing a fitting close to an outstanding celebration of music.

Events of this scale rely on the dedication of many people behind the scenes. Our sincere thanks go to the backstage crew, team of helpers, visiting music staff and, above all, our students, whose commitment, enthusiasm and countless rehearsal hours made the evening such a memorable success.

Carol Concert
December 2025, St Michael's Church

The Chamber Choir's candlelit procession, singing *In Dulci Jubilo*, provided a magical opening to this year's Carol Concert at St Michael's Church. Against the beautiful backdrop of the church, the entire Senior School gathered to celebrate the season through music, reflection and traditional carols.

From *We Three Kings* to *Hark! The Herald Angels Sing*, the congregation sang with enthusiasm, while Annabel D (Year 7) delivered a beautifully poised solo performance of *Once in Royal David's City*. Thought-provoking readings on the theme of love, carefully selected by Miss Wilkinson, complemented the musical programme, while the Chamber Choir and Cantemus Chorus, directed by Miss Bacon, performed with their customary warmth and refinement. The youthful energy of the Conabor Choir and reflective bidding prayers led by Rev Kate Dean completed a memorable afternoon of music and celebration.

Together, these elements created a concert that perfectly captured the spirit of Christmas and brought the Channing community together in a truly special way.

'AGAINST THE BEAUTIFUL BACKDROP OF THE CHURCH, THE ENTIRE SENIOR SCHOOL GATHERED TO CELEBRATE THE SEASON THROUGH MUSIC, REFLECTION AND TRADITIONAL CAROLS'

Year 10 Concert
Tuesday 13 January 2026, Arundel Centre

Sixteen talented musicians from the two Year 10 GCSE Music classes took to the stage for an evening that demonstrated both the breadth of musical talent within the year group and the remarkable progress students have already made in their GCSE studies.

Although seasonal illness unfortunately prevented a small number of performers from taking part, those who appeared delivered a wonderfully varied programme. The audience enjoyed everything from Telemann and Brahms to Bernstein, Nadia Boulanger, Cole Porter, Adele and music from Corpse Bride.

Particular highlights included Yasmin L's confident and entirely memorised performance of Brahms' Scherzo for violin, Hero K's sparkling interpretation of Granados' Andaluza following her recent Grade VIII Merit, Elene K's beautifully poised flute performance of Nadia Boulanger's Nocturne, and Sofia N D's expressive concluding rendition of Londonderry Air on the cello.

The evening reflected the confidence, versatility and musicianship developing across the year group, providing an excellent platform for the performances that will form part of students' GCSE portfolios.

Congratulations to every performer for contributing to such an enjoyable and inspiring concert.

Music Theatre Evening
Thursday 29 January 2026, Arundel Centre

One of the highlights of the Spring Term calendar returned in spectacular fashion as students transformed the Arundel Centre into the world of musical theatre. As always, performers embraced not only the vocal challenges of their chosen numbers but also the dramatic storytelling that makes musical theatre such a compelling art form, arriving in costume, armed with imaginative props and fully immersed in their characters.

The programme celebrated an impressive range of musicals, from *Wicked*, *Les Misérables* and *Hamilton* to *Waitress*, *Miss Saigon*, *Dogfight* and *Spring Awakening*. Every performance brought its own personality to the stage, whether through heartfelt storytelling, comic timing or powerful vocal interpretation.

Among many memorable moments, Lily M's imaginative performance of *What Baking Can Do*, complete with baking props and flying flour, delighted the audience, while Ellie M's wonderfully comic interpretation of *I Love Play Rehearsals* provided one of the evening's funniest moments. Maya C's emotionally charged performance of *Burn* from *Hamilton* and Maika P-Y's deeply moving rendition of *I Give My Life For You* from *Miss Saigon* demonstrated the emotional maturity of the performers.



Musical Theatre Evening

The concert concluded with a beautifully balanced a cappella performance of *Mama Who Bore Me (Reprise)* by our Year 12 vocal quintet, bringing an evening of outstanding musical theatre to an elegant close.

Channing Chamber Music Evening
Thursday 12 March 2026, Arundel Centre

The annual Chamber Music Evening once again celebrated one of the most rewarding aspects of music-making: the opportunity for musicians to perform in small ensembles, listening closely to one another and creating genuine musical conversations.

The programme ranged from Monteverdi and Haydn to Sibelius, Schubert, Joplin and Prokofiev, illustrating both the remarkable versatility of our students and the wide range of chamber ensembles flourishing within the department. Brass groups, string ensembles, flute groups, mixed chamber ensembles and the Chamber Choir all contributed to an evening of thoughtful and highly accomplished performances.

Particular highlights included the poised playing of the Year 10 String Trio, the vibrant energy of the Intermediate Flute Ensemble,



Chamber Music Evening



Kezia C A Level Recital

the expressive performances by Cremona Strings and the Chamber Choir's beautifully blended interpretations of *The Water of Tyne* and *Give Us Grace*. The concert concluded with impressive performances by the Mixed Septet and Mixed Sextet, bringing the evening to a satisfying close.

It is always heartening to see so many students choosing to participate in chamber music. Unlike performing in a large orchestra or choir, chamber music demands close listening, trust and collaboration between every performer – qualities that were evident throughout the evening.

Our sincere thanks go to our visiting music staff – Mr and Mrs Dodds, Miss Thomas, Ms Newton, Mrs Jolly and Miss Bacon – for preparing the ensembles, and to every student whose commitment to rehearsals made the evening such a success.

A Level Music Recital
Saturday 14 March 2026, St Michael's Church, Highgate

Our A Level musicians were delighted to perform once again as part of St Michael's Church's Saturdays at Six recital series, presenting an evening that showcased both the remarkable breadth of their musicianship and the high standard of performance they have achieved during their Sixth Form studies.

The programme reflected the versatility of the performers, with students presenting vocal and instrumental repertoire spanning several centuries. Audiences enjoyed works by Bach, Mozart, Beethoven, Chopin, Rachmaninov, Tchaikovsky, Brahms and Gershwin, alongside outstanding vocal performances from the operatic repertoire and musical theatre.

A particular feature of the evening was the number of students performing on more than one instrument, or combining instrumental and vocal performances. Eve C, Maika P-Y, Hana D and Elizabeth S all demonstrated impressive versatility, while every performer brought maturity, confidence and musical insight to their chosen repertoire.

We are immensely proud of all our A Level musicians for the commitment and artistry they demonstrated throughout the recital. Our sincere thanks go to their instrumental and vocal teachers for preparing them so thoroughly, and to Mr Paul Dean for once again making it possible for our students to perform in the beautiful surroundings of St Michael's Church.



Channing at St Joseph's

Channing at St Joseph's
Thursday 19 March 2026, St Joseph's Church

Our Spring Concert once again transformed St Joseph's Church into a magnificent concert venue as orchestras, choirs and soloists came together for one of the musical highlights of the year.

The Symphony Orchestra opened the evening with a stirring performance of Mendelssohn's *Hebrides Overture*, before Conabor Choir and Cantemus Chorus joined forces with the Chamber Orchestra and an impressive team of vocal soloists to perform Schubert's *Mass in G*. The scale of the work presented considerable musical challenges, all of which our students met with confidence, commitment and impressive musical maturity.

The concert continued with beautifully crafted performances from Senior Strings, Elizabeth S's captivating interpretation of Saint-Saëns' *Introduction and Rondo Capriccios*o, and Maika P's moving performance of *O Mio Babbino Caro*.

A particularly memorable moment came with the world première of *Light Shines and Light Dances*, composed especially for Kezia C and Symphony Orchestra by former Channing teacher Ms Zanardo. The collaboration between soloist and orchestra resulted in a compelling and assured first performance of this new work.

The combined choirs returned later in the programme with spirited performances of *Yesterday* and *Leaving on a Jet Plane*, before the evening concluded in spectacular fashion with Saint-Saëns' mighty *Organ Symphony*, featuring Mr Dean as organ soloist.

Concerts of this scale are only possible through the dedication of many people behind the scenes. We extend our sincere thanks to our visiting music staff, backstage team, helpers and, above all, every student whose commitment and enthusiasm made this memorable evening possible.







Jazz Night
Wednesday 25 March 2026, Arundel Centre

The Spring Term concluded in style with the seventeenth Channing Jazz Evening, transforming the Arundel Centre into an atmospheric jazz club for an evening of outstanding live performance.

Led by saxophonist Theo Travis and his exceptional professional quartet, featuring Alan Brown (drums), Alex Keen (bass) and Andrea Vicari (piano), the evening celebrated the rich tradition of jazz through a wonderfully varied programme of ensemble and solo performances.

Alongside the professional musicians, Channing's own vocalists demonstrated remarkable confidence and style, performing classics including *Don't Get Around Much Anymore*, *Lullaby of Birdland*, *Just One of Those Things*, *Moon River*, *I Wish You Love*, *Besame Mucho*, *The Lady Is a Tramp* and *Spooky*. Every performer brought their own personality to the stage, creating an evening full of warmth, character and musical flair.

The Jazz Band brought proceedings to a fitting conclusion with an exhilarating set that ranged from the swinging *St Kilda Shuffle* and *Going for Broke* to the beautifully lyrical *A Nightingale Sang in Berkeley Square* and the ever-popular *Miller Magic Medley*. A rousing encore of *Pick Up the Pieces* sent the audience home buzzing after another unforgettable celebration of jazz at Channing.

'THE SEVENTEENTH CHANNING JAZZ EVENING, TRANSFORMED THE ARUNDEL CENTRE INTO AN ATMOSPHERIC JAZZ CLUB FOR AN EVENING OF OUTSTANDING LIVE PERFORMANCE'

Sixth Form Concert,
Tuesday 5 May 2026, Arundel Centre

The Sixth Form Concert brought together another remarkable year of music-making while providing a heartfelt farewell to our Year 13 musicians before they embark on their A Level examinations and the next stage of their musical journeys.

The evening celebrated the extraordinary range of musical talent within the Sixth Form, combining vocal solos, instrumental performances, chamber music and musical theatre. From the opening a cappella performance of *Mama Who Bore Me* to moving duets from *Waitress* and *Wicked*, alongside music by Debussy, Mozart, Brahms, Liszt and Elgar, the programme reflected both the diversity of students' musical interests and the exceptional standard they have achieved.

Among the many memorable performances were Maika P-Y's dazzling interpretation of Liszt's *La Campanella*, Kezia C's breathtaking performance of Iturralde's *Pequeña Czarda*, and the emotionally charged duet *For Good* from *Wicked*, which perfectly captured the significance of the occasion. By this stage of the evening there were more than a few tears in the audience, as students, staff and families reflected on the remarkable musical journeys that many Year 13 students have shared together over the years.

We congratulate every performer who contributed to such a special evening. To our departing Year 13 musicians, thank you for the talent, commitment and enthusiasm you have brought to the musical life of Channing. Your contribution has been immense, and you will be greatly missed.

Our thanks also go to the dedicated visiting music staff who prepared the performers and to Mr Boxall for his excellent piano accompaniment throughout the evening.

'THE EVENING CELEBRATED THE EXTRAORDINARY RANGE OF MUSICAL TALENT WITHIN THE SIXTH FORM, COMBINING VOCAL SOLOS, INSTRUMENTAL PERFORMANCES, CHAMBER MUSIC AND MUSICAL THEATRE'







Politics

IT HAS BEEN AN ABSOLUTE WHIRLWIND OF A YEAR IN THE POLITICS DEPARTMENT. AGAINST A BACKDROP OF NON-STOP POLITICAL DRAMA IN BOTH THE UK AND THE US, OUR CLASSROOMS HAVE BEEN ALIVE WITH FIERCE DEBATE, SHARP ANALYSIS AND THE OCCASIONAL COLLECTIVE SIGH AT THE BREAKING NEWS ALERTS ON OUR PHONES. BUT THE REAL STORY OF THE YEAR LIES IN HOW OUR STUDENTS TOOK THEIR POLITICAL PASSIONS BEYOND THE CLASSROOM WALLS.

CALUM GUNNING
HEAD OF POLITICS

OUR YEAR kicked off with a classic London itinerary: a trip to the heart of British democracy and justice. Students spent the morning exploring Parliament and the Supreme Court, gaining a first-hand insight into where laws are made and challenged. Naturally, the intellectual weight of the morning required serious sustenance, which was successfully provided by a highly strategic pit stop for dough balls and pizza at PizzaExpress.

Later in the term, we returned to Westminster for the POLECON Student Conference at Methodist Central Hall. Students heard from an impressive line-up of politicians from across the political spectrum, providing a fantastic opportunity to witness real-world political sparring first-hand – and, of course, to decide for themselves who really had the strongest debating skills.

Speaking of debate skills, our Model United Nations (MUN) teams have been exceptionally busy. Representing everything from global superpowers to fictional rogue states, Channing students attended three major MUN conferences this year at Highgate School, Wetherby School and St Paul's School. Whether negotiating climate treaties or resolving international crises, our delegates represented the school with characteristic eloquence, confidence and charm. Congratulations to Alex M and Phoenix M, who both received individual awards for their outstanding debating.

Back on home turf, we were privileged to welcome former Liberal Democrat leader and Cabinet Minister Sir Vince Cable to Channing. He delivered a thought-provoking talk to our Sixth Form students, joined by visitors from our partner schools, before engaging in an excellent question-and-answer session.

This year also saw the launch of two highly successful co-curricular clubs. The PPE Society has provided students with a space to dissect the world's biggest issues through the triple lens of Philosophy, Politics and Economics. Meanwhile, for the early birds, Channing Sunrise has quickly become the place to be on a Wednesday morning. There is truly no better way to digest the day's headlines than by debating the front pages over a warm croissant and a coffee.



***Below:** Sir Vince Cable talking to our Sixth Form students*

Amid all the excitement, this year also brings a heartfelt farewell. We are bidding goodbye to Mr Martini-Phillips, who has been a cornerstone of the Politics Department for the past ten years. His relentless positivity, passion for the subject and good humour have inspired a decade of political thinkers at Channing. He will be greatly missed, and we wish him every success in the next chapter of his career at Forest School.

Finally, thank you to everyone who helped make this year so memorable, particularly Mr Martini-Phillips and Ms Garrill, whose support and dedication have been invaluable throughout the year. If the next academic year proves to be even half as lively as the political landscape promises, we are certainly in for another incredible ride!

'STUDENTS SPENT THE MORNING EXPLORING PARLIAMENT AND THE SUPREME COURT, GAINING A FIRST-HAND INSIGHT INTO WHERE LAWS ARE MADE AND CHALLENGED'

***Above:** Visit to the House of Lords **Below:** Model UN Conference, Highgate*





Dr Guy Sutton explores the mysteries of the human brain with Psychology students

Psychology

PHILIP STARR
HEAD OF PSYCHOLOGY

THIS ACADEMIC year has been another outstanding one for Psychology at Channing, characterised by intellectual curiosity, academic ambition and a genuine enthusiasm for exploring the human mind. Our students have embraced academic challenge at every opportunity, engaging with contemporary psychological research that reaches well beyond the A Level specification. From cutting-edge neuroscience to behavioural economics, it has been a year defined by thoughtful enquiry and exceptional academic growth.

Unlocking the Mysteries of the Mind: Brain Day

One of the highlights of the autumn term was the welcome return of Dr Guy Sutton for our annual Year 13 Brain Day. A leading authority in short-course neuroscience, Dr Sutton guided students through an immersive exploration of the brain, contemporary neuroscience and the rapidly developing field of human-computer interfacing.

Far more than an introductory overview, the sessions encouraged students to engage with some of the most exciting developments in current research, considering how emerging technologies may one day integrate with human neural pathways. Dr Sutton's fascinating insights into the future of neurotechnology not only captivated our students but also highlighted the remarkable pace of scientific discovery.

The Distinguished Lecture Series

Continuing our commitment to extending learning beyond the classroom, the department was privileged to welcome two distinguished researchers to Channing, who delivered inspiring presentations to students, parents and colleagues from our partnership schools.



Professor Francesca Happé MBE



Professor Tali Shalot

Photography Linda Nylind

Professor Francesca Happé MBE

A leading researcher in autism, Professor Happé delivered a thoughtful and engaging overview of the history of autism research and the significant advances made in recent years. Particularly enlightening was her discussion of how our understanding of autism in girls has evolved, highlighting the historical under-diagnosis of girls and the different ways in which many develop coping strategies.

Professor Tali Sharot

Later in the year, Professor Tali Sharot explored the fascinating concept of the Optimism Bias and the ways in which this common cognitive tendency influences our decision-making. Her lecture drew an enthusiastic audience from both Psychology and Economics, demonstrating how cognitive biases can shape not only individual choices but also large-scale economic behaviour, including the events that contributed to the 2008 global financial crisis.

'FROM CUTTING-EDGE NEUROSCIENCE TO BEHAVIOURAL ECONOMICS, IT HAS BEEN A YEAR DEFINED BY THOUGHTFUL ENQUIRY AND EXCEPTIONAL ACADEMIC GROWTH'

Student Voice and Independent Scholarship: Neuro Narratives
One of the department's greatest strengths continues to be the opportunity for students to pursue their own intellectual interests. This year, our Year 12 and 13 psychologists once again produced further editions of the departmental magazine, Neuro Narratives.

Students independently researched and wrote articles on psychological topics that particularly interested them, resulting in an impressive range of subjects, from the psychological impact of family breakdown to the cognitive science behind procrastination. The finished publications beautifully showcase both the breadth of students' interests and their flair for academic writing, making for genuinely thought-provoking reading.

Embracing the Future: Virtual Reality in Clinical Practice
Alongside these theoretical explorations, the department continues to embrace technological innovation that enriches students' learning. This year, students moved beyond textbook descriptions of clinical interventions by using Virtual Reality (VR) headsets to explore the future of psychological therapy.

Through immersive simulations, students experienced how covert desensitisation and other forms of exposure therapy can be used to support people experiencing conditions such as acute social anxiety and specific phobias. By combining established psychological theory with emerging technology, students gained a deeper understanding of both the science underpinning these therapies and the exciting possibilities they offer for future clinical practice.

Looking Forward
Reflecting on the year, our students have once again demonstrated the curiosity, resilience and intellectual ambition that define Psychology at Channing. Through engaging with world-leading academics, embracing new technologies and producing independent scholarly work, they have shown themselves to be not only enthusiastic learners but also thoughtful future contributors to the field.



Students explore the workings of the brain during Brain Day



Year 13 Students on Brain Day



Students using VR headsets

Religion, Philosophy & Ethics (RPE)

THIS YEAR, RPE STUDENTS HAVE EMBRACED SOME OF LIFE'S BIGGEST QUESTIONS WITH CURIOSITY, COURAGE AND INTELLECTUAL AMBITION. FROM PLACING SOCRATES ON TRIAL TO DEBATING HUMAN RIGHTS, MEDICAL ETHICS AND SOCIAL JUSTICE, THEY HAVE SHOWN A WILLINGNESS TO THINK DEEPLY, ARGUE RIGOROUSLY AND LEAN INTO INTELLECTUAL CHALLENGE.

GEORGE MARTIN
HEAD OF RPE

THROUGHOUT this year, I have found myself returning to the work of the German philosopher Friedrich Nietzsche, and in particular his concept of Amor Fati – the "love of fate". This is the radical idea that we should embrace all of life's experiences. Nietzsche argued that the obstacles, challenges and anxieties we encounter are just as essential to a rich and fulfilling life as its joyful moments. To truly live is to live "aggressively" – not with aggression towards others, but with a fierce openness that leans into whatever comes our way, refusing to be held back by fear or uncertainty. To live well is to live deliberately.

That same spirit of embracing big, challenging ideas with curiosity and enthusiasm has defined the RPE department throughout this academic year, particularly as we introduced our exciting new Key Stage 3 curriculum.



Members of the Rosslyn Hill Unitarian Chapel congregation take part in a labyrinth walking meditation, offering an example of reflection experienced through movement and shared practice

A New Key Stage 3 Curriculum

Year 7 students began their philosophical journey by grappling with some of humanity's biggest questions: What is the self? What is the purpose of life? What can we truly know? These discussions naturally led them back to the birthplace of Western philosophy, where they explored the ideas of Socrates, Plato and Aristotle alongside schools of thought such as Stoicism.

The unit culminated in one of the year's highlights, as Year 7 placed Socrates himself on trial for corrupting the youth of Athens. Thanks to an outstanding defence team, the philosopher was found not guilty.

Year 8 explored the Abrahamic faiths, comparing different understandings of prophecy while examining both the similarities and differences between religious traditions. Their studies then turned to Human Rights and Social Justice, where students debated questions surrounding religious freedom and freedom of speech before designing and pitching their own vision of the ideal society.

Several Year 7 and Year 8 students also chose to extend their learning by entering the ISRSA Theology, Philosophy and Religion Essay Competition. The standard of entries was exceptionally high, reflecting both intellectual curiosity and a willingness to engage with challenging ideas. Beatrice W's essay on the Great Flood was highly commended by the judging panel and deserves special recognition.

'ACROSS EVERY YEAR GROUP, CHANNING STUDENTS HAVE CONSISTENTLY SHOWN THAT THEY ARE NOT AFRAID OF INTELLECTUAL DISCOMFORT; THEY EMBRACE IT'

Meanwhile, in Year 9, moral philosophy took centre stage. Students explored the complex and highly relevant field of Medical Ethics, debating the allocation of healthcare resources, patient autonomy and competing moral frameworks while applying philosophical thinking to real-world dilemmas. Their study of Crime and Punishment continued these discussions, encouraging students to examine justice, forgiveness and the death penalty through a range of ethical perspectives.

Across every year group, Channing students have consistently shown that they are not afraid of intellectual discomfort; they embrace it.

Beyond the Classroom

Higher up the school, the new PPE Society was launched in collaboration with the Politics and Economics departments. This student-led forum explored a wide range of issues spanning all three disciplines, from debating the democratic legitimacy of the House of Lords to examining the moral and economic implications of student loans, government bailouts and rent controls.

The Society has quickly established itself as a thoughtful space for rigorous interdisciplinary discussion, encouraging students to engage confidently with some of the most pressing political, philosophical and economic questions of our time.

Looking Ahead

As this academic year draws to a close, we look forward to the future of the department with great excitement. Another year of embracing intellectual challenges with the same determination, curiosity and joy awaits us.



Science

CLAIRE SPINKS
HEAD OF SCIENCE

Key Stage 3

Extracurricular Clubs
Channing students enjoyed an exceptional range of extracurricular science clubs this year, blending hands-on practical skills with core academic principles.

Anatomy Club: Run by Mrs Rao, this popular club provided an exceptional journey into structural biology. Through careful and respectful laboratory dissections, students investigated individual organs – examining the lenses and optic nerves within eyes and tracing cardiac valves – before progressing to full frog and mouse specimens to map interconnected systems. Microscopes were used throughout to bridge the gap between visible tissue structures and cellular biology.

Air-dry Clay Club: This initiative allowed students to get creative while reinforcing the curriculum. Participants sculpted highly detailed plant and animal cells, three-dimensional food chains, and healthy eating plates to visually represent healthy nutrition.

Astronomy Club: Led by Mr Daw and Mr Jacobs, the club took an evening trip to Alexandra Palace to observe the night sky. Joined by Year 13 Physics students, they utilised the department's new high-powered telescope to view the craters of the Moon, the atmospheric stripes of Jupiter, and its surrounding moons. Plans for next year include adding an additional lens and a digital camera module to photograph Mars, Saturn, and distant galaxies, alongside field trips to the Hampstead and Royal Observatories.



Sophie McC M and Tate B (Year 7) performing a frog dissection

Physics in Action Club: Students participated in engineering competitions centred on density, aerodynamics, and fluid dynamics. Highlights included a challenge to build the tallest free-standing tower using only 15 pencils and four strips of masking tape. Congratulations to Miranda and Shireen, whose winning structure reached 64 cm.

Engineering Club: Launched as an extension of the STEMM Society, this four-week programme introduced pupils to bridge structural design. Working in collaborative groups, students built their own structural models. A massive thank you to the Year 12 mentors – Amber J, Ava N, and Anya J – who organised and ran these engaging sessions.

Witchcraft and Wizardry Club: Ms Mohabeer inspired students with a chemical approach to magic. Student 'sorcerers' conjured custom sheets of slime and delved into the mystical science of fireworks, discovering how different ionic salt compounds produce distinct, vibrant flames.



Oxford Centre for Personalised Medicine competition – joint runner-up – Nyah A-B in Year 7



Group winners – Sadie M and Cleo F, Year 7

Science Detectives Club: Dr Spinks supported students in applying forensic science to solve a mock crime. Participants developed critical analytical skills by studying hair samples, testing simulated poisons, and studying fingerprints.

Competitions & Awards

Our CREST Award teams worked tirelessly on independent investigations. Adela H-M, Mayssa A, and Melisa K researched the chemistry of the 'perfect cup of tea,' analysing optimal sugar concentrations, steeping times, and milk preferences. Meanwhile, Thomasina R, Louise B, Delphi M, and Silvia O-M focused on formulation, benchmarking a homemade lemon-and-lime soda against commercial Sprite. Congratulations to both groups for successfully earning their Bronze CREST Awards.



Penelope T from Year 8 performing a heart dissection

'THE OXFORD CENTRE FOR PERSONALISED MEDICINE ART COMPETITION INVITED STUDENTS IN YEARS 7–9 TO EXPLORE THE CONCEPT OF INDIVIDUALISED HEALTHCARE'

Creative engagement continued with the Oxford Centre for Personalised Medicine art competition, which invited students in Years 7–9 to explore the concept of individualised healthcare through visual media. Our girls enjoyed success; Nyah A-B in Year 7 was awarded the joint runner's up prize with her DNA-staircase painting, and Cleo F and Sadie M, also in Year 7, were joint winners of the competition with their depiction of an hour glass.

In June, Year 9 students attended the STEM Challenge Day at the University of West London. The event opened with a lecture by Professor Anastasia Sofroniou, who highlighted the historic contributions of female pioneers to technologies like Wi-Fi and Bluetooth, inspiring our aspiring scientists.

Students then competed in three practical categories:
Forensic Science: Creating accurate facial composites of suspects using EFIT software.
Medicine: Learning to take vital signs, diagnose symptoms, and perform CPR.
Robotics: Programming autonomous robots using sensor arrays, culminating in a competitive robot battle.

Student Reflection:
"The STEM Challenge Day was an inspiring experience that increased my passion and strengthened my interest in pursuing a career in science and technology." – Aayushi M, Year 9

Congratulations to Aayu M, Silvia O-M, Saisha D, and Saumya S, who were members of the winning challenge teams!

Key Stage 4

Scientific Thinking Challenge
Year 10 students once again tested their analytical skills in the National Scientific Thinking Challenge. We achieved a fantastic haul of certificates this year. A significant proportion of the cohort achieved Bronze awards (placing in the top 40% nationally) and Silver awards (top 25%). Particular congratulations go to our Gold certificate recipients: Eve P, Lydia O, Milla C and Orla D, who placed in the top 10% of all candidates across the country.

The All Nature Team (ANT)
This year, our long-standing 'Fish Club' underwent a rebranding to become the All Nature Team (ANT), celebrating the Biology department's first active ant farm.

The Year 10 team transformed the aquatic environment by removing all synthetic decorations from the tank. Shifting to a more natural, heavily planted ecosystem kept the water cleaner for longer, allowing our aquatic life to thrive. The community welcomed several new additions, including six Longfin Green Tiger Barbs, an Electric Blue Ram, and a Longfin Blue Eyed Bristlenose.

Alongside the tank, the new ant farm is flourishing beautifully – even if the queen remains camera-shy. The ecosystem is currently spending the summer at Mrs Hillier's home in preparation for its move to our brand-new, state-of-the-art science laboratories. We look forward to recruiting an enthusiastic new cohort of students to take the reins next term.

STEMM Society
Channing is delighted to mark the inaugural year of the STEM and Medical Society (STEMM Society), envisioned and launched by Lucia K (Year 12). Open to students from Years 10 to 13, the society provides an intellectual space for exploration beyond the standard curriculum.

The debut session tackled antimicrobial resistance, sparking critical debate on what is frequently cited as the next global healthcare crisis. Subsequent meetings featured an inspiring guest speaker who detailed his professional transition from studying Biomedicine at Imperial College London to completing a law conversion, alongside a deeply moving, research-focused session on Alzheimer's disease. The society continues to welcome all students looking to present a topic or join the debate.



Year 12 biologists hard at work in Epping Forest

'IN SEPTEMBER, YEAR 12 BIOLOGISTS BRAVED TORRENTIAL RAIN AT THE EPPING FOREST FIELD STUDIES CENTRE TO CONDUCT ECOLOGICAL FIELDWORK'



Lucia K sampling aquatic life in Epping Forest

A Level

Biology Olympiads & Fieldwork
British Intermediate Biology Olympiad: Year 12 Biology students tested their problem-solving abilities in this global online competition, answering complex multiple-choice questions that bridged GCSE knowledge and advanced A Level principles.

British Biology Olympiad: This highly demanding competition consists of two 45-minute papers testing knowledge from the entire two-year A Level syllabus and beyond. Kudos to all who sat the exam, with special recognition to our award winners: Clara E and Sophie S (Commended); and Kiki T, Alex M, Lucy O, and Lucia K (Bronze).

In September, Year 12 Biologists braved torrential rain at the Epping Forest Field Studies Centre to conduct ecological fieldwork. Using standardised sampling techniques, students gathered raw data to calculate and compare the biodiversity of two distinct aquatic environments via Simpson's Biodiversity Index. In the afternoon, random sampling techniques were deployed to investigate species abundance across areas of contrasting light intensity, giving students a first-hand understanding of ecosystem complexity.

Oxbridge Biology Society
Designed to prepare Year 12 and 13 students for competitive applications to Oxford and Cambridge, this dedicated society meets weekly to stretch academic boundaries. Students research and present on niche biological interests, sharpen their quantitative data analysis skills, and engage in mock academic interviews. We are thrilled to congratulate Natasha H on securing a provisional Oxbridge offer for the upcoming academic year.

Lincoln Essay Competition
Well done to Lucia K, Alex M, Sophie S, Jessica T, and Zinnia W for their thought-provoking entries to the prestigious Lincoln Essay Competition.

Alex M & Sophie S explored the hidden architecture of non-coding DNA, detailing its critical role in gene regulation, protein production, and gene-editing therapies like CRISPR.

Lucia K & Zinnia W tackled the question "*Is AI going to make doctors redundant?*", arguing persuasively that while artificial intelligence accelerates diagnostic efficiency, it cannot replace the empathy, ethical judgment, and human connection at the heart of medicine.

Jessica T investigated the biochemical feasibility and ethical risks of creating "mirror life," concluding that the potential biosecurity hazards of self-replicating mirror organisms outweigh their immediate scientific benefits.

Chemistry Competitions & Conferences

Imperial Taster Day: In September, a group of seven Year 12 students attended a taster day at Imperial College. They learnt about STEM pathways and performed a kinetics experiment in the university laboratories.

UK Chemistry Olympiad (UKChO): In January, our Sixth Form chemists took on this elite national challenge to solve complex, real-world chemical problems. Congratulations to all who participated, including Anya J, Imogen C, Ruby C, Valeria D, Charlotte W, Lara G, Lucia K, Piper C, Rukmini B, Sophie S, and Alex McN.

The Chemistry Race: In February, a five-member Year 12 team named "The Titrators" (Anya J, Lucia K, Alex McN, Sophie S, and Charlotte W) travelled to Cambridge University. Competing against teams heavily populated by Year 13 students, they raced against a live leaderboard to solve complex analytical problems within a strict two-hour limit, demonstrating exceptional teamwork and grit.



Year 12 Chemistry students at the Imperial Taster Day

RSC Schools' Analyst Competition: In June, Year 12 chemists acted as forensic investigators to solve a fictional poisoning mystery at a local pharmacy, applying analytical lab techniques to real-world criminal justice scenarios.

Cambridge Chemistry Challenge: Six of our Year 12 students pushed themselves significantly past the A Level syllabus to tackle university-level problems. Well done to Rukmini B, Piper C, Lucia K, Alex M, Sophie S, and Zinnia W.

Our chemists also attended the Chemistry in Action conference in Westminster, featuring an array of boundary-pushing lectures, which included discussions about uranium isotope decay, the impacts of mining for tech metals and the impact of isomerism on scent.

Physics in Action

Year 12 and 13 Physics students travelled to the Emmanuel Centre for a day of specialised lectures covering deep-sea exploration, space weather, and exam strategy.

Student Reflection:

"My favourite talk was by particle physicist Kate Shaw, who discussed the Standard Model and her work on the ATLAS experiment at CERN. I also loved Professor Brendan Walker's lecture on the physics of maximising rollercoaster thrill levels. It opened my eyes to the diverse applications of physics." – Catherine S, Year 13



Physics in Action at the Emmanuel Centre

Staff Farewells

As the academic year draws to a close, we say a fond goodbye to two valued members of our department:

Mr Dan Grossman (Biology and Physics), whom we wish the very best as he steps into his new role as Deputy Head at Alleyn's.

Mrs Silpa Naseer (Physics), whom we thank for her dedication to our students and wish her every success in her future endeavours.



Sport

KANDIS NELSON
DIRECTOR OF SPORT

Building the Team – A Strong Start to the Year

Sport at Channing has enjoyed another exceptional year, with continued growth across our extensive extracurricular programme. Students have benefited from a wide range of fixtures, tournaments and opportunities to experience new sports, while the PE curriculum has continued to provide engaging experiences for all year groups. In particular, Key Stage 4 students have embraced opportunities to broaden their sporting horizons, develop new skills and build confidence across an increasingly diverse programme of activities.

The sporting year began in excellent fashion with our second Year 7 Football and Netball Pre-Season Day, giving students the opportunity to develop their skills before the start of competitive fixtures.

The football session was led by Mr Garnett alongside Miss Allen and Miss Dorey, both of whom play semi-professional football for AFC Wimbledon, while the afternoon netball session was delivered by former London Mavericks and England Roses player Vicki Oyesola.

With more than 40 Year 7 students taking part across both sports, the day provided an excellent introduction to competitive school sport while helping students build confidence, friendships and team spirit ahead of the busy season to come.

Inspiring Future Athletes

Sport at Channing extends far beyond the playing field. This year, the PE and Careers Departments collaborated to deliver Careers in Sport Week, offering students valuable insight into the many professional pathways available within the sporting world.



Year 12 students welcomed leading sports lawyer Daniel Geey, who spoke about his career journey and the importance of perseverance, preparation and embracing opportunities. One student described the talk as "compelling", reflecting on how his message that setbacks can become opportunities resonated strongly with the audience.

Students also heard from Miss Corbin, a member of the PE Department and former England Netball international, who shared her experiences of balancing elite sport with academic study while overcoming the challenges of competing at the highest level. Reflecting on the session, one Year 7 student commented:

"It was such an inspiring experience. It showed me how much I could achieve with commitment and hard work."

The department was also delighted to welcome back Channing alumna Ava Peers, now studying Sport, Exercise and Health Sciences at university. Ava spoke openly about her transition from Sixth Form to university, the opportunities available through sport science and the importance of embracing new experiences beyond school.



U13A football team – Prep4Sport tournament winners

Supporting Participation

The department also continued its partnership with PEBE, welcoming the organisation back to Channing for a second year of workshops designed to support girls' confidence and participation in sport.

Following a whole-school assembly on puberty, breast health and the importance of wearing correctly fitted sports bras during physical activity, Year 7 students took part in dedicated workshops exploring breast health in a supportive and informative environment. Students also had the opportunity to receive individual sports bra fittings, helping them feel more comfortable and confident when participating in physical activity.

The sessions were extremely well received and reflected the department's commitment not only to sporting performance, but also to ensuring that every student feels informed, supported and empowered to enjoy an active lifestyle.



U13 Alessia Russo Cup

Competition Highlights

Athletics

It has been another outstanding year for Channing Athletics, with students achieving success at borough, regional and national level across a wide range of events.

The Cross Country season provided an excellent start to the year, with strong performances across every age group. Students demonstrated remarkable determination throughout the season, competing with enthusiasm and resilience in challenging conditions.

Success continued into the summer athletics programme, where Channing athletes represented the school with distinction at borough and county competitions. Particular congratulations go to Poppy R, whose consistently outstanding performances earned her selection to represent Haringey at the London Youth Games, an impressive achievement that reflects both her talent and dedication.

The Athletics programme continues to flourish thanks to the commitment of our students and coaching staff, providing opportunities for athletes of all abilities to challenge themselves and enjoy competitive sport.

'CHANNING TEAMS PRODUCED SOME OUTSTANDING PERFORMANCES DURING THE SEASON. THE U13A FOOTBALL TEAM ENJOYED A PARTICULARLY MEMORABLE CAMPAIGN, PROGRESSING ALL THE WAY TO THE ISFA NATIONAL FINAL.'

Football

Football has enjoyed another exceptional year at Channing, with participation continuing to grow and success achieved across every age group.

Our annual Alessia Russo Cup once again proved a highlight of the sporting calendar, celebrating girls' football while inspiring the next generation of players. The tournament continues to reflect the remarkable growth of the women's game and the enthusiasm with which football is embraced throughout the school.

On the pitch, Channing teams produced some outstanding performances during the season. The U13A Football Team enjoyed a particularly memorable campaign, progressing all the way to the ISFA National Final before being crowned National Champions following an exceptional display of teamwork, resilience and attacking football.



U12 football team

Individual success also deserves special recognition. Congratulations to Poppy R, whose outstanding performances throughout the season earned her selection for the Tottenham Hotspur Academy, providing an exciting opportunity to continue developing her footballing talent within a professional environment.

The continued growth of girls' football at Channing is a testament to the enthusiasm of our students and the dedication of the coaching staff, who continue to create opportunities for players of every ability to enjoy and excel in the game.

Netball

Netball has once again been one of Channing's flagship sports, with teams enjoying success at local, regional and national level while continuing to demonstrate the teamwork, resilience and sporting spirit that define the department.

Throughout the season, students represented the school with tremendous commitment across a busy programme of fixtures and tournaments. Their hard work was rewarded with a series of excellent performances, including success in the Haringey League, where Channing teams once again demonstrated their strength against local opposition.

The highlight of the year came as our U13A Netball Team qualified for the prestigious Sisters n Sport National Finals, competing against many of the country's strongest independent schools. Reaching the national finals is a remarkable achievement in itself and reflects the outstanding quality of netball at Channing.

Across every year group, players have continued to develop not only their technical skills but also their confidence, leadership and understanding of the game. The department is immensely proud of every student who represented the school this season, whether competing at national level or playing their very first fixture in Channing colours.





Careers and Higher Education





NICOLA WILBERFORCE
HEAD OF CAREERS AND HIGHER EDUCATION

'YEAR 11 FOCUSED ON CHOOSING THEIR A LEVELS, SOME ATTENDED THE SPRINGBOARD HIGHER EDUCATION FAIR AFTER SCHOOL AND MANY ARE ARRANGING WORK EXPERIENCE'

CHANNING students know that their career is their 'living, learning and working', so it could be said that everything they do is part of their careers education. Within the school curriculum, careers is addressed in all academic subjects, enrichment and PSHE, as well as through various special events and Enrichment Week. Our aim is for all Channing students to have good self-awareness, be informed about the huge variety of different career pathways they could follow, and be suitably skilled so they can make the right choices about their futures. Much of the specialist input about careers depends upon an army of willing parents, alumnae and supporters who give talks, undertake mock interviews, host students at their companies and enable networking opportunities. We are most grateful to you all.

In Year 7, students were enthusiastic board game inventors during 'Across the Board', their entrepreneurship activity, but we mustn't forget that arriving at Channing, making new friends and settling into secondary school academic and extra-curricular life are key steps in their individual career journeys.

In Year 8, students completed the 'Step into the NHS' national competition in Biology, seeing the direct link between careers and their classroom learning. CREST Awards in Science and TeenTech in Year 9 continue the curriculum-embedded careers programme, along with opportunities to start the Duke of Edinburgh's Award. Engaging with the Morrisby Aspirations Questionnaire ensured students were well prepared to make their GCSE choices, and trips to Bletchley Park and the National Museum of Computing showed how career opportunities for women over the last 80 years have developed considerably.

Year 10 undertook the 'Future Options' course as part of the enrichment carousel and were enthusiastic participants in the summer Careers Convention, listening to talks on careers ranging from investment banking to documentary filmmaking. Some students completed a 'business start-up' day when they planned and pitched a charity, and everyone attended a Work Insight Visit, which included a university science research department, an architecture and design consultancy and the Supreme Court. All became proficient at logging their activities in Unifrog, our destinations platform, and using it to research different subjects and careers for the future. Year 11 focused on choosing their A Levels, some attended the Springboard Higher Education Fair after school and many are arranging work experience for the period after their GCSEs.

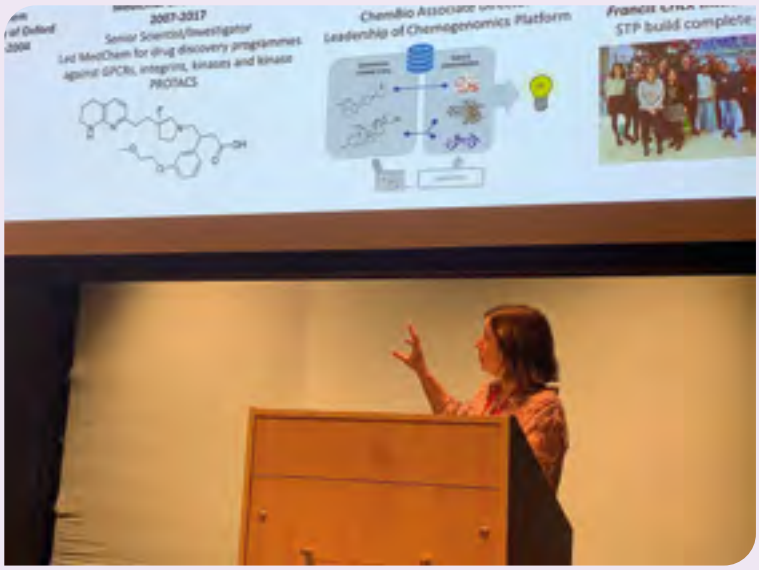


Sixth Form is a particularly intense period of planning and preparing for the future. Year 12 students had their 1:1 careers discussion with our visiting qualified Careers Adviser. Unifrog was their constant companion for shortlisting courses and universities and researching careers.

At the Higher Education Information Evening, with their parents, they learned about the process of applying through UCAS, and on Springboard Day heard talks on studying different subjects, and how to choose a university and course. At the Springboard Fair they discussed matters in detail with university representatives from nearly 40 institutions and organisations. Ongoing support was provided for Oxbridge, Law, Medicine, Veterinary Science, Dentistry and overseas applicants. The Careers Convention and more Work Insight Visits gave further opportunities to consider different career pathways they might follow 'After Channing'.

Returning alumnae shared their wisdom on University Applications Day, ensuring that, like the Year 13s before them, the autumn term will be a focused and productive period of applying to and receiving offers from universities, and working hard on their A Levels in order to meet them.

Above: *Sixth Form Interview Skills event November 2025*
Left: *Careers in Science research talk Autumn 2025*
Below: *Work insight visit to the Courtauld Gallery*





Duke of Edinburgh's Award at Channing



MONICA YUN
DofE AWARD LEAD

BRONZE DofE PRACTICE AND ASSESSED EXPEDITIONS

FOLLOWING months of preparation and training since January, our Year 9 students successfully completed their Bronze Duke of Edinburgh's Award expeditions during Enrichment Week, demonstrating impressive resilience, teamwork and determination throughout.

The expedition programme began with the Practice Expedition in the Chiltern Hills on Tuesday 16 June, providing students with an invaluable opportunity to develop their navigation, teamwork and expedition skills in a challenging outdoor environment. Working independently while being discreetly observed by a 'silent' member of staff, each group navigated its route with increasing confidence. Congratulations to The Bronze Bosses, who were the first team to complete the practice route.

The following day, students travelled to the New Forest for their two-day Assessed Expedition. Carrying all their equipment, navigating unfamiliar routes, cooking meals and camping overnight, they rose admirably to every challenge. Hash Browns were the first team to return on both assessed days, while Mandem on the Map led the groups B with equally impressive performances.

'WE ARE INCREDIBLY PROUD OF THE MATURITY, PERSEVERANCE AND ENTHUSIASM SHOWN BY EVERY PARTICIPANT'

The expedition concluded with a celebratory barbecue, prize-giving and birthday celebrations, providing a fitting end to a memorable experience. We are incredibly proud of the maturity, perseverance and enthusiasm shown by every participant and extend our thanks to the staff whose support made the expeditions possible.

Above: *Year 9 Bronze DofE 2026*
Below: *Year 9 Bronze DofE 2026, Trail Mix on the Practice Trip*





'STUDENTS QUICKLY DEVELOPED THEIR NAVIGATION SKILLS WHILE DEMONSTRATING IMMENSE DETERMINATION AND WONDERFUL CAMARADERIE THROUGHOUT THE CHALLENGES OF SELF-SUFFICIENCY'

DofE SILVER TRAINING DAY

School on a Saturday? That's dedication! With six weeks to go until their Practice Expedition, Year 10 students gathered to brush up on their expedition skills and map out their upcoming adventure in the Surrey countryside.

Following a busy morning carousel of activities, the teams showed impressive focus. Every group successfully completed its map and route card for the three-day hike – a fantastic team effort. Huge thanks go to the St Aloysius' groups for joining us, and to our fantastic Sixth Form volunteers and staff for leading such a successful day.

PRACTICE EXPEDITION

Setting off amid beautiful bluebells, our Year 10 students stepped up to the Silver challenge: three days of walking and two chilly nights of camping.

Supported on the first day by Sixth Form Gold Award participants and staff, students quickly developed their navigation skills while demonstrating immense determination and wonderful camaraderie throughout the challenges of self-sufficiency. After a well-earned return to comfortable beds on Monday, they were in excellent shape for their final Assessed Expedition in June.





DofE teams in the wild:
Above: *Fire Starters*
Left: *Forest Gumpers*
Below left: *Directionally Challenged*

'SCHOOL ON A SATURDAY? THAT'S DEDICATION!'



No Name at Chantry Farm. ***Below right:*** *The Mappets*

LIST OF GROUPS / STUDENTS SILVER DofE 2026

Venturing Vegetables
Ayla A
Florence L
Ella L
Zeruchi B

The Mappets
Mia A
Victoria G
Juliet K
Iyla R
Annika S

The Silver Linings
Saskia B
Daisy C
Josephine (Josie) E
Violet L
Noa G
Scarlett P

We Want to Eat Chocolate Cake
Arya B
Luna T
Rory M
Sophia S

No Name
Aenea E
Charlotte K
Amelie K
Sonia H

The Forest Gumpers
Zoe B
Raabiah J
Tamara P
Laura R O
Ella S
Safiye Y

Directionally Challenged
Edlyn B
Eliza H
Elizabeth S-B
Yasmin L

Fire Starters
Naomi F
Natalie L
Sofia N D
Jolie Q
Sloane R

Bored in the House
Zita G
Emilia (Mimi) G
Isla K
Farah P
Marwa R

YEAR 10 CONQUER THE SILVER DUKE OF EDINBURGH'S AWARD ASSESSED EXPEDITION!

The picturesque South Downs certainly turned up the heat for our Year 10 Silver cohort. Following weeks of preparation, our resilient students set off into a blisteringly hot weekend – and absolutely crushed it.

Navigating under a blazing sun while carrying heavy packs was a true test of stamina (especially for our hay fever sufferers!). Every student dug deep during the three-day, two-night expedition, proving exactly what true self-sufficiency looks like. Spectacular effort, Year 10!



‘WE WERE DELIGHTED TO RECEIVE SOME VERY POSITIVE COMMENTS ON THE GIRLS’ TEAMWORK, FRIENDLINESS AND OTHER TRAITS EXEMPLIFYING THE CHANNING VALUES. THEY ABSOLUTELY ACED IT’

LIST OF GROUPS / STUDENTS GOLD DofE 2026

The Brecon Beasts
Darcy G
Kiki T
Imogen C
Sophie S
Zinnia W

Oogie Poogie
Chloe C
Emily S
Clara E
Annabelle S
Jessica T
Ava N



GOLD DUKE OF EDINBURGH’S AWARD 2025-26

Their journey began in October 2025 with a practice expedition to the Malham and Settle area of Yorkshire – a beautiful landscape of caves and waterfalls that, unfortunately, came with non-stop rain. The teams were utterly saturated; you could almost hear them squeaking as they walked. Yet this did nothing to dampen their spirits.

Eight months later, in July 2026, they were raring to go for their Assessed Expedition in the Brecon Beacons, just as the UK experienced record-breaking temperatures. To beat the heat, they cleverly adjusted their schedule, waking at 4.30am to a chorus of horses, sheep and birds before setting off at 6.00am each day. Climbing hills cloaked in the morning mist, only to emerge into the scorching sunshine as they crossed the peaks, was no mean feat – but it was a challenge they rose to time and again over four gruelling days.

Oogie Poogie boogying down Lord Hereford’s Knob! ***Above:*** *Brecon Beasts enjoying the views of Offa’s Dyke Path.*



Congratulations to the Brecon Beasts and Oogie Poogie! We look forward to seeing you complete the remaining sections of your Award and celebrate your Gold Award at Buckingham Palace.

Social Impact

THIS YEAR HAS BEEN ANOTHER EXCITING ONE FOR SOCIAL IMPACT AT CHANNING, WITH AN EVER-GROWING PROGRAMME OF PARTNERSHIPS BRINGING TOGETHER PUPILS FROM ACROSS OUR LOCAL COMMUNITY TO LEARN, COLLABORATE AND THRIVE.

JENNIFER KUNG
DIRECTOR OF SOCIAL IMPACT

AT THE HEART of our work is a simple belief: young people benefit when schools work together. Throughout the year, Channing has continued to strengthen its partnerships with local state schools, community organisations and charities, creating opportunities for pupils to meet, share ideas and learn from one another beyond the classroom.

An important development this year was the creation of the **Education Plus Alliance (EPA)**. Building on the success of our existing Education Plus programme, the Alliance brings together Channing, St Joseph's Primary School, La Sainte Union School and St Aloysius' College, alongside the Highgate Newtown Community Partners (HNCP). By working more closely together, these schools are helping to create even more opportunities for young people to learn, grow and support one another.

Across the year, pupils from Channing and our partner schools took part in a wide range of clubs and enrichment activities, including Enterprise, Debating, Cookery, Problem Solving, Ceramics, Robotics, Science, Chess, Latin and Modern Languages. Working in mixed groups, they tackled challenges together, exchanged ideas and often discovered new interests along the way. For many, it was their first opportunity to work closely with pupils from another school, building confidence, communication skills and lasting friendships.

One of the highlights of the year has been **The Hub**, delivered in partnership with Highgate Newtown Community Partners, Brookfield Primary School and St Joseph's Primary School. Through this weekly mentoring programme, Channing Sixth Form students support local primary pupils with SATs preparation while also helping them grow in confidence and settle into school life. Just as importantly, our Sixth Form mentors develop valuable leadership, communication and mentoring skills of their own.

'ONE OF THE HIGHLIGHTS OF THE YEAR HAS BEEN THE HUB'





Whitehall Park pupils with our Reading Volunteers

Our Sixth Form students also continued to volunteer each week at Breakfast and Reading Clubs at Brookfield, Highgate Primary and Whitehall Park Primary School. By playing board games, leading creative activities and listening to children read, they helped create a calm and welcoming start to the school day.

One teacher reflected:
"Our children were always looking forward to Mondays and Wednesdays, the days when the volunteers joined us for Breakfast Club. They made a real difference to their mornings."

The experience proved equally rewarding for our own students, with one volunteer commenting:
"I think I have been able to show more empathy towards students who struggled with reading."

That sense of learning from one another runs through every partnership we build. Younger pupils gain encouragement, support and new experiences, while Channing students develop confidence, patience, empathy and the ability to lead with kindness.

Partnership also flourished through the **Young Enterprise** programme, which brought together students from Channing School and St Aloysius' College to develop innovative business ideas. Working as one team, they combined creativity, enterprise and teamwork, with **Seeds & Greetings** progressing all the way to the UK Finals. It was a wonderful example of what can be achieved when students from different schools work towards a shared goal.

This year also saw the introduction of two new partnership clubs. The Ceramics Club, delivered with St Aloysius' College, gave students the opportunity to explore their creativity through practical projects, while the new DJ Club introduced participants to music production, mixing techniques and collaborative performance. Both clubs have added exciting new dimensions to our partnership programme and have already proved hugely popular.

As our partnerships continue to grow, so too do the opportunities they create. Every club, mentoring session and shared project helps young people discover new interests, develop new skills and build relationships that extend beyond their own school communities. We look forward to building on this year's successes and welcoming even more pupils into the programme in the year ahead.

'OUR SIXTH FORM STUDENTS ALSO CONTINUED TO VOLUNTEER AT BREAKFAST AND READING CLUBS AT BROOKFIELD, HIGHGATE PRIMARY AND WHITEHALL PARK PRIMARY SCHOOL'


DJ Club: experiments with sounds and beats at St Aloysius' College

Sustainability

SARAH WALKER
TEACHER OF GEOGRAPHY AND SUSTAINABILITY COORDINATOR

Above: *Every classroom received its own snake plant, chosen for its air-purifying qualities and resilience*
Below: *Students planted horse chestnuts, green oaks, bay trees and beeches at Stanhope Road Playing Fields*

THE Sustainability Officers 2026-27 for the summer term, Imogen and Bella, and the previous Sustainability Officers 2025-26, Opal and Satine, have led a dedicated team of Eco Reps. They have been trying to make a real difference to the Channing environment and thinking about our impact on the wider world. They have met every Thursday lunchtime to plan and take part in events throughout the year.

The focus for this year has been on reducing Channing's carbon footprint in a variety of ways. Whether it has been calculating the carbon footprint of all the different options on the school menu and then championing the low-carbon options, to raising money for Just One Tree, planting trees in the school grounds, trying to recycle more effectively, introducing more Fairtrade products in the Sixth Form, informative assemblies on COP30 and deforestation, gardening, making bird feeders, taking part in national initiatives including One Tree Day, Keep Britain Tidy litter picks, clean air initiatives, Mock COP or the RSPB Big Schools Bird Watch, everyone has been very busy.

'THE FOCUS FOR THIS YEAR HAS BEEN ON REDUCING CHANNING'S CARBON FOOTPRINT IN A VARIETY OF WAYS'





***Above:** Eco Reps collecting litter in Waterlow Park as part of the Keep Britain Tidy campaign* ***Below:** Cake sale for Just One Tree*

We ran our fourth Sustainability Week in the autumn term with the eco team out in force surveying students about their journeys to school, collecting air pollution readings with our local Green councillor and running a competition to see which House used the least number of car journeys (Goodwin won). The Eco Reps then ran a cake sale, raising over £300 for the charity Just One Tree. Students were asked to bake a sustainably themed cake, with Satine and Opal as the 'Bake Off' judges – we had over 60 delicious and thoughtful entries. During the lunch times different activities ran including an eco crafts workshop, a second hand clothes sale and a sustainable smoothie-making session featuring an amazing pedal powered electric whisk invented by A Level physicists Ava, Anya and Amber.

Zoe, Year 8
"I have always been intrigued by nature programmes, amazed by all of the world I never knew existed and keen to help protect it. When I discovered such an inclusive and impactful Eco-Committee, through seeing them caring for plants, putting up posters, and giving talks to spread awareness of practical ways to help the environment, I was enthusiastic to join them."





Tree planting in the Secret Garden



Mrs Cronk repotting plants with the Eco Reps

Teaching & Learning

THE LEARNING PIT: CELEBRATING PRODUCTIVE STRUGGLE AT CHANNING

ANDREW BOARDMAN
ASSISTANT HEAD
(TEACHING & LEARNING)

ONE OF THE themes that has shaped Teaching & Learning across Channing this year has been the introduction of the Learning Pit. It is a simple idea with a powerful message; *'learning is not always meant to feel easy'*.

The Learning Pit, drawing on the work of educational researchers including Guy Claxton, Dylan Wiliam and Elizabeth and Robert Bjork, reminds us that moments of confusion and challenge are often the very moments when the deepest learning takes place.

The concept quickly became a shared language across the school. In assemblies, classrooms and corridors, pupils talked about being "in the Pit" and, more importantly, about climbing out of it. Teachers deliberately designed lessons that stretched thinking, confident that productive struggle is a sign of learning rather than failure.

One of the highlights was seeing colleagues contribute their own personal Learning Pits, from learning to drive and paddleboard to writing dissertations, conducting orchestras and even DJing.

> 'ONE OF THE HIGHLIGHTS WAS SEEING COLLEAGUES CONTRIBUTE THEIR OWN PERSONAL LEARNING PITS'

It was a wonderful reminder that adults continue to learn, make mistakes and persevere too.

Most importantly, our students embraced the idea with enthusiasm and maturity. Whether tackling complex scientific concepts, difficult texts or unfamiliar mathematical problems, they showed a willingness to be 10% braver, ask questions and keep going when things became challenging. Their determination has been matched by the creativity and care of staff, who have continually designed ambitious learning experiences while providing the support needed to succeed.

The Learning Pit has become far more than a diagram on a slide. It is becoming part of the culture of Channing: a reminder that genuine understanding often begins with uncertainty, that challenge is something to seek rather than avoid, and that the greatest satisfaction comes from climbing out of the Pit together.

In the end, the destination remains the same as ever – Girls Enjoying Success – but this year we have celebrated the journey as much as the outcome.





Young Enterprise

WHAT A YEAR IT HAS BEEN FOR YOUNG ENTERPRISE AT CHANNING! OUR STUDENT ENTREPRENEURS HAVE ENJOYED A TRULY REMARKABLE JOURNEY, TRANSFORMING BRIGHT IDEAS INTO AWARD-WINNING BUSINESSES AND TAKING ON SOME OF THE BEST YOUNG COMPANIES IN THE COUNTRY.

MICHELLE FEENEY
TEACHER OF HISTORY & YOUNG ENTERPRISE LEAD

THE ADVENTURE began back in November when our two exciting teams launched their businesses. Team Ignite, a collaboration between Channing and St Aloysius' College, and Cash Me If You Can, an all-Channing team, started the year full of enthusiasm, creativity and ambition. Their first foray into the business world came at the Junior School Winter Fair, where students conducted market research and sold what became the foundation of their brands. As their ideas developed, the teams evolved into two thriving companies: Seeds&Greetings and Interlinked.

Seeds&Greetings tackled a global problem with a simple solution. Shocked by the statistic that over one billion greeting cards are thrown away each January, the team created plantable greeting cards made from recycled paper embedded with wildflower seeds. Their innovative product eventually included a unique digital feature called Seeds Sounds, allowing customers to attach a voice recording to their card.

Meanwhile, Interlinked focused on strengthening community spirit at Channing. Their handmade accessories and personalised keyrings helped students customise bags, phones and jackets, quickly becoming popular across both the Junior and Senior School.

The teams took their products to major Young Enterprise trade fairs at Spitalfields and Brent Cross in March, where their success was immediate. At Spitalfields, the Channing teams won two of the five available awards, with Interlink claiming Best Customer Service and Seeds&Greetings winning Best Sustainability. At Brent Cross, Seeds&Greetings went one step further, taking home the coveted Overall Best Company award.

The winning streak continued at the Central and North London Company of the Year Awards. Competing against an exceptionally strong field, the Channing teams won four of the six awards available. Interlinked secured Best Marketing, while Seeds&Greetings achieved an extraordinary hat-trick of Best Sustainability, Best Team Journey and Best Company.

By April, Seeds&Greetings had once again been crowned Best Company, progressing to the penultimate stage of the national competition.

Then came the London and Essex Regional Finals at Amazon HQ in May. Facing the best teams from across London and Essex, Seeds&Greetings impressed the judges with their creativity, sustainability and professionalism. The result? Yet another Best Company title and qualification for the UK Finals in Cardiff.

'COMPETING AGAINST AN EXCEPTIONALLY STRONG FIELD, THE CHANNING TEAMS WON FOUR OF THE SIX AWARDS AVAILABLE'



***Above:** The first iteration of what would become Interlinked (December 2025, JS Winter Fair)*
***Below:** Seeds&Greetings celebrating their win at the National Competition at Amazon HQ in May*

We were truly awed by the calibre of the entries in the national finals, as well as the professionalism demonstrated by the student companies. Although we did not win that coveted category, we were gracious in defeat. There were one or two light-hearted cries of "We were robbed!", but they simply reflected how proud everyone was of what had been achieved. From their first brainstorming sessions to representing London and Essex on the national stage, our Young Enterprise students demonstrated resilience, creativity, teamwork and outstanding business acumen. We could not be prouder of everything they achieved.

Congratulations to everyone involved: the teachers who supported and supervised the teams, and especially Seeds&Greetings and Interlinked, for an unforgettable year of entrepreneurial success.



JUNIOR SCHOOL

Head of Junior School's Report

AS ANOTHER ACADEMIC YEAR DRAWS TO A CLOSE, I FIND MYSELF REFLECTING ON ONE OF THE GREATEST PRIVILEGES OF BEING HEAD OF THE JUNIOR SCHOOL: WITNESSING THE EXTRAORDINARY JOURNEY OUR GIRLS MAKE FROM RECEPTION TO YEAR 6.

DINA HAMALIS
HEAD OF THE JUNIOR SCHOOL

THIS YEAR feels particularly special. As I complete my eighth year as Head of the Junior School, I have been reflecting on the fact that the girls leaving us this summer were the very first cohort I assessed for 4+ entry to Channing during my first year in post. I still remember meeting many of them as four-year-olds: full of curiosity, excitement and perhaps just a little uncertainty about what school life might hold. The following September, they began their Channing journey and, over the past seven years, I have had the privilege of watching them grow into the remarkable young women we celebrate today.

Whilst our Year 6 girls prepare to take their next steps, the same spirit of growth and discovery can be seen in every corner of the Junior School. From our youngest Reception girls taking their first steps into school life to our oldest pupils embracing leadership opportunities and preparing for the Senior School, every year brings new challenges, achievements and moments of joy.

Of course, our girls grow academically. They learn to read, write, calculate, investigate, perform, debate and think critically. Girls who once whispered their answers find their voices and speak with confidence. Those who once needed help finding their classroom grow into independent learners who navigate school life with assurance and maturity.

However, what makes me most proud is not simply what our girls achieve, but who they become.

At the Junior School, we place great importance on nurturing character alongside academic success. Our eight Channing Characters: Resilience Robin, Perseverance Squirrel, Empathy Rabbit, Responsibility Badger, Bravery Mole, Independence Owl, Respectfulness Hedgehog and Curiosity Fox help guide our girls through both the joys and challenges of school life.

This year, as in every year, I have seen these qualities shine brightly across our community: resilience when things have been difficult, perseverance when learning has been challenging, empathy in friendships, responsibility in leadership roles, bravery when stepping outside their comfort zones, independence in learning, respect towards others and curiosity about the world around them.

Beyond the classroom, our girls continue to flourish through performances, sporting events, residential trips, leadership opportunities and an extensive co-curricular programme. Whether representing the school on the sports field, performing on stage, serving as Channing Character Champions or supporting younger pupils, our girls embrace opportunities with enthusiasm and generosity of spirit.

'EVERY YEAR BRINGS NEW CHALLENGES, ACHIEVEMENTS AND MOMENTS OF JOY'

The Junior School is, and always will be, far more than a collection of classrooms. It is a community built on partnership between pupils,





staff and families. Together, we celebrate achievements, support one another through challenges and create the memories that make school life so special.

As another academic year comes to an end, I am reminded that education is about shaping character as much as cultivating intellect. It is about helping young people become kind, curious, courageous and capable individuals who will make a positive difference in the world.

To all our girls, from Reception to Year 6: thank you for filling our classrooms, corridors and playgrounds with energy, enthusiasm, friendship and joy. It is an honour to walk alongside you on your journeys and to watch you grow into such remarkable young women.

'AS ANOTHER ACADEMIC YEAR COMES TO AN END, I AM REMINDED THAT EDUCATION IS ABOUT SHAPING CHARACTER AS MUCH AS CULTIVATING INTELLECT. IT IS ABOUT HELPING YOUNG PEOPLE BECOME KIND, CURIOUS, COURAGEOUS AND CAPABLE INDIVIDUALS WHO WILL MAKE A POSITIVE DIFFERENCE IN THE WORLD'



Art & Design Technology

IT HAS BEEN ANOTHER VIBRANT AND IMAGINATIVE YEAR IN THE JUNIOR SCHOOL'S ART AND DESIGN TECHNOLOGY DEPARTMENT, WHERE PUPILS HAVE EMBRACED NEW CHALLENGES, EXPLORED DIVERSE ARTISTIC INFLUENCES AND DEVELOPED AN IMPRESSIVE RANGE OF CREATIVE AND TECHNICAL SKILLS. FROM THE FIRST WEEK OF TERM, THE CLASSROOM HAS BEEN ALIVE WITH COLOUR, INVENTION AND ENTHUSIASM.

ROB FELLOWS
ART & DESIGN
TECHNOLOGY LEAD

THROUGHOUT the year, pupils have continued to study the work of influential artists from across history. In Art, the girls immersed themselves in the mesmerising dots of Yayoi Kusama, the kaleidoscopic mosaics of Antoni Gaudí and the joyful shapes and colours of Henri Matisse. These artists sparked lively discussion and inspired pupils to create their own interpretations using paint, collage, printmaking and digital media. Each project encouraged the children not only to understand artistic styles but to develop confidence in expressing their own ideas.

A new highlight this year was a Year 2 printmaking project inspired by the Finnish design brand Marimekko. Pupils explored the company's iconic florals and geometric patterns before designing their own repeating motifs. Using foam sheets, they created personalised printing plates, applied ink with rollers, and produced prints that echoed Marimekko's playful yet sophisticated aesthetic. The project introduced pupils to the principles of pattern and composition while giving them the joy of seeing their designs come to life through the printing process.

In Design Technology, innovation and problem-solving were at the heart of every lesson. Year 5 pupils combined engineering with aesthetics as they designed and built their own programmable night lights, using coding software to create personalised colour



***Above:** Photography Club **Top:** Year 5 digital floral design*

sequences. Year 3 pupils explored forces and motion through the construction of their own Marble Runs, discovering the importance of precision, testing and analysis.

Sewing skills were developed across several year groups through a series of creative textile projects. Year 2 pupils designed and stitched travel-themed felt souvenirs, learning simple joining techniques and decorative details. Year 4 created sleep masks, beginning with paper prototypes before sewing their final fabric versions, giving them valuable experience in planning and refining a design. Year 6 pupils visited the Little Hands Design studio, where







Left: *Year 3 Gaudi mosaic* ***Above:*** *Year 3 cave art*
Below left: *Year 5 ceramics* ***Below:*** *Year 4 charcoal tree*





Year 5 urban drawing

they used sewing machines – many for the first time – to transform old school uniform into charming plush toys, an exciting and confidence-boosting introduction to machine sewing.

Cross-curricular creativity flourished during the Year 5 visit to the Senior School's Ceramics Department, where pupils created beautiful 3D feather-themed tiles. The feather motif linked directly to their English work on *Skellig*, a novel rich with imagery of owls and flight. Pupils sculpted raised feather forms onto their tiles before glazing them in carefully chosen colours, resulting in striking ceramic pieces that blended literature and art in a meaningful and memorable way.

Food Technology offered a delicious variety of hands-on learning across the year groups. Pupils created fruity cheesecakes, baked scones, assembled colourful Hawaiian poke bowls, prepared vegetable couscous salads and made refreshing fruit jellies, developing essential kitchen skills while exploring flavour, nutrition and presentation.

We were thrilled to celebrate the achievements of our artists in this year's Young Art competition. Five pupils from the Junior School had their work selected by a panel of judges to be exhibited at the prestigious Christie's Auction House in Central London. We are equally proud of all 80 pupils who submitted artwork to the competition this year.

From Aztec masks to wire sculptures, from cheesecakes to moving fairground rides, this year has been a rich tapestry of creativity and discovery. We are immensely proud of every pupil's achievements and look forward to another year filled with imagination, innovation and artistic adventure.



Computing

IT HAS BEEN AN INCREDIBLY BUSY AND PRODUCTIVE YEAR IN JUNIOR SCHOOL COMPUTING LESSONS. FROM OUR YOUNGEST LEARNERS DISCOVERING THE FUNDAMENTALS OF TECHNOLOGY TO OUR OLDEST STUDENTS BUILDING COMPLEX WEBSITES AND DIGITAL TOOLS, THE CLASSROOMS HAVE BEEN BUZZING WITH CURIOSITY AND INNOVATION.

ELIZABETH EVANS & GINA ELIAD
COMPUTING LEADS

GUIDED BY A curriculum that carefully balances computer science, information technology and digital literacy, pupils across all year groups have significantly expanded their skill sets this academic year.

In Year 1, pupils were introduced to the basics of the technology around them. They learned to identify computers and their main parts, mastered different ways to use a mouse and discovered how to use a keyboard to type and edit text. They also took their first steps into programming by moving Beebot robots to build command sequences, explored data by labelling and counting objects and tried their hand at media creation with digital painting tools. Building on this foundation, Year 2 pupils expanded their perspective to explore information technology inside and beyond the school walls. They explored digital photography by experimenting with image editing tools, learned to compile data into pictograms whilst advancing their coding skills via ScratchJr robot algorithms and programmed Marty Robots to execute structured instruction sets.

Year 3 and 4 pupils made brilliant strides in understanding how data and systems operate. Year 3 took a deep dive into the inner workings of networks, investigating how digital devices communicate and share information safely. They also stepped into creative design through stop-frame animation and desktop publishing, while mastering sequential block-based coding. Meanwhile, Year 4 pupils explored the broader concepts of the Internet, learning to critically evaluate the reliability of information they encounter online. Their technical skills were put to the test in creative units covering audio production and digital photo editing, alongside data logging to observe information gathered over time.

In Upper Key Stage 2, the analytical challenges grew more sophisticated. Year 5 students focused on complex computing systems, discovering how search engines function, utilising databases to organise data and levelling up their coding logic from simple repetition to conditional selection scripts. Finally, Year 6 capped off their primary school computing journey with real-world applications. They explored advanced online communication platforms, applied complex mathematical formulas within spreadsheet data sets and structured functional web pages while adhering to image copyright laws. They also excelled in advanced block programming, successfully manipulating variables to create and improve interactive games, and coding controllable physical devices to sense movement using conditional statements.



Year 2 Marty robots

A major highlight of our calendar was Safer Internet Day, where our student-led Digital Leaders truly excelled. Recognising the rapid integration of emerging technologies into everyday life, the Digital Leaders collaborated to produce a highly informative, child-friendly video explaining Artificial Intelligence (AI). The video cleverly broke down how AI works and gave practical advice on how to navigate AI tools safely and responsibly, proving to be an exceptional resource shown across all year groups.

Beyond our core coding and creative modules, practical digital citizenship has been an ongoing priority. A significant focus across the entire Junior School this year – stretching all the way from Year 1 through to Year 6 – was learning how to properly care for and maintain our physical school technology. Even our youngest learners actively participated in creating and following standard rules for using technology responsibly, which included safely shutting down systems, careful handling of hardware and appreciating the value of the infrastructure supporting their education. Ultimately, our pupils have not only proven themselves to be capable creators of technology this year, but also safe, respectful and highly conscientious digital citizens ready for the future.

Drama

LUCY LYNCH
DRAMA LEAD

2025–2026 HAS BEEN A VIBRANT AND IMAGINATIVE YEAR FOR DRAMA IN THE JUNIOR SCHOOL. PUPILS FROM RECEPTION TO YEAR 6 HAVE DEVELOPED PERFORMANCE SKILLS, CONFIDENCE AND CREATIVITY THROUGH ENGAGING LESSONS, GROUP ACTIVITIES AND A WIDE RANGE OF PERFORMANCE OPPORTUNITIES.

RECEPTION pupils delighted audiences with their festive production of *The Snowman*. This heartwarming adaptation involved every child in a magical retelling of the much-loved story. Through music, movement and imaginative storytelling, pupils brought the characters and winter scenes to life, creating a memorable experience for families and staff alike.

In the Summer Term, Year 2 pupils performed an energetic adaptation of *The Jungle Book*, bringing Rudyard Kipling's famous characters to the stage with enthusiasm and confidence. Through colourful costumes, lively songs and excellent teamwork, pupils captivated their audience and showcased their creativity, strong stage presence and developing performance skills.

Year 6 pupils dazzled in their Spring Term production of *Oliver!*. They delivered a flawless performance featuring strong lead roles, confident ensemble numbers and ambitious choreography. Working with a professional choreographer and a costume and set designer, pupils developed their understanding of the many creative elements that contribute to a successful production. The performance was a fitting celebration of their talent, creativity and progress throughout their time at the school.

This year, pupils also benefited from a range of enriching workshops, visits and transition activities. Reception and Year 2 pupils took part in the magical *Midnight in the Toyshop* workshop, using imagination, movement and storytelling to bring characters and adventures to life. Year 4 and Year 5 pupils enjoyed a *Wicked Wellbeing Workshop*, exploring how drama techniques can support mindfulness, emotional wellbeing and self-expression.

As part of the transition programme with the Senior School, Year 5 pupils attended the Key Stage 3 production of *James and the Giant Peach* and took part in a Senior School Drama lesson, giving them a valuable insight into Drama beyond Junior School. Year 6 pupils were also inspired by attending the Key Stage 4 and 5 production of *Hadestown*, experiencing high-quality performance work and seeing first-hand the opportunities available to them in the years ahead.

'THIS YEAR, PUPILS ALSO BENEFITED FROM A RANGE OF ENRICHING WORKSHOPS, VISITS AND TRANSITION ACTIVITIES'

Beyond the classroom, our Key Stage 1 and Key Stage 2 Drama Clubs provided opportunities for pupils to develop their improvisation and performance skills and showcase their work in whole-school assemblies. A particular highlight of the Summer Term was the *Lights Up Parent Showcase*, a devised performance entitled *The Box of Delights*. Pupils were actively involved in the creative play-making process, contributing ideas for script writing, staging, costumes and props, as well as exploring the technical elements of lighting and sound.

A welcome addition to the extra-curricular programme this year was the introduction of LAMDA lessons, which has proved extremely popular with pupils across Key Stage 1 and Key Stage 2. Through the study of verse and prose, pupils developed their communication, performance and presentation skills while building confidence and self-expression.

A Parent Curriculum Talk earlier this year highlighted how Drama lessons promote and support the development of oracy across the school. Through a range of drama strategies, pupils are given regular opportunities to develop their speaking and listening skills in meaningful and engaging contexts. Activities such as role play enable pupils to speak in character, explore different viewpoints and develop expressive language. Through freeze frames and thought tracking, pupils articulate emotions, thoughts and motivations, helping to extend vocabulary and verbal reasoning. During group devising tasks, pupils collaborate, negotiate ideas and use discussion to shape performances.

From taking part in imaginative retellings of *Where the Wild Things Are* and performing in a Michael Rosen poetry recital to exploring historical events such as the Great Fire of London, filming their own Charlie Chaplin-style silent movies, developing musical theatre skills through acting, dancing and singing, and devising their own detective plays, the Drama curriculum at Channing gives pupils the freedom to express themselves creatively while fostering collaboration in a safe and supportive environment.

Well done to all the pupils at Channing for their hard work, dedication and enthusiasm in Drama throughout the year!







English

SARAH MCHARD (EY & KS1)
JOSÉ WESTERMAN (KS2)
ENGLISH LEADS

OUR GIRLS demonstrated excellent progress in English this academic year. In Reception, they built vital confidence in early phonics and independent writing. They engaged thoroughly with the adventures of Supertato, which stimulated their creative storytelling and allowed them to practise active sounding-out skills through writing "Wanted" posters.

Enthusiasm for writing has also blossomed in Year 1. Following a memorable trip to London's Postal Museum, the girls posted letters home. They dived into Mini Grey's *Traction Man* to practise sequencing, speech bubbles and descriptions for an original narrative. Through Emily Gravett's *Meerkat Mail*, they mastered questions, postcards and five-senses descriptions. Later, they linked English with Science to create plant fact files and shared these proudly with the Reception classes.

In Year 2, writing stamina has reached impressive heights. The girls recreated the Great Fire of London using rich sensory vocabulary for dramatic diary entries. They channelled Roald Dahl when writing unique versions of *George's Marvellous Medicine*, mixing ingredients using powerful imperative verbs. Finally, inspired by *The Robot and the Bluebird*, they built physical birds and wrote character profiles with expanded noun phrases to bring them to life.

We are immensely proud of the incredible vocabulary growth and sheer joy of writing demonstrated across both year groups this year.

Over the course of this academic year, the Junior School girls embarked on an extraordinary literary voyage across Key Stage 2. From the myths of Ancient Greece to the streets of Victorian London, our English curriculum challenged perspectives, fostered deep empathy and unleashed creative flair whilst sharpening technical precision.

In Year 3, the girls travelled through time and dived into magical realms. Creative and theatrical skills took centre stage as they enthusiastically reenacted The Ancient Egypt Sleepover for their class assembly. They channelled their inner scientists to research arachnids, crafting detailed reports about spiders, before stepping into the shoes of archaeologist Howard Carter to pen vivid historical diary entries. Finally, an extensive study of *Charlotte's Web* sharpened their comprehension and expanded their grammar knowledge to conclude a brilliant year.

Year 4 girls pushed the boundaries of their creativity whilst mastering complex grammar. Their journey began with the mysterious world of Varjak Paw, inspiring narrative chapters, graphic novels and suspenseful playscripts. Real-world drama followed

'WE ARE IMMENSELY PROUD OF THE INCREDIBLE VOCABULARY GROWTH AND SHEER JOY OF WRITING DEMONSTRATED ACROSS BOTH YEAR GROUPS THIS YEAR'

'OUR YEAR 6 GIRLS EXPLORED *THE ORIGIN OF SPECIES*, VIRTUALLY RETRACING DARWIN'S VOYAGE TO THE GALAPAGOS ISLANDS TO DESIGN THEIR OWN PERFECTLY ADAPTED CREATURES'

with *The Man Who Walked Between the Towers*, which saw the girls report on Philippe Petit's high-wire feat as journalists. Imagination took over during their study of *The Lone Robot*, inspiring creative storytelling, whilst Michael Morpurgo's *My Friend Walter* inspired empathetic diary entries and formal letter writing.

In Year 5, the girls immersed themselves in emotionally mature texts, elevating their grammatical precision. They began with the Victorian world of *Street Child*, composing evocative diary entries, before turning to *Skellig* to master suspense writing and dramatic playscripts. Adventure took centre stage with The *Girl Who Stole an Elephant*, inspiring perspective-shifted retellings and fast-paced chase scenes. Developing their inner journalists, the girls deployed indirect speech, experimented with headline puns and perfected the 5 Ws in lead paragraphs, whilst confidently introducing colons and semi-colons to link sophisticated clauses.

Finally, our Year 6 girls immersed themselves in writing themed on ancient myths, twentieth-century history and groundbreaking science. The journey began in Ancient Greece with *The Adventures of Odysseus*, where the girls explored the Homeric Hymns to write original epic myths. Moving to World War II, they put themselves in the shoes of a wartime evacuee to pen moving personal narratives, whilst mastering a persuasive, vintage tone to script and record Dig for Victory radio advertisements. Concluding the year, they explored *The Origin of Species*, virtually retracing Darwin's voyage to the Galapagos Islands to design their own perfectly adapted creatures and compile sophisticated non-chronological reports.



Forest School

CHRIS RICH & RACHEL BAKER
FOREST SCHOOL LEADS

***"The best classroom and the richest cupboard is roofed only by the sky."* – Margaret McMillan**

Throughout the year, Forest School has continued to provide our Junior School pupils with opportunities for exploration, discovery and personal development. Set within our established woodland of beech, dogwood, plum, holly, laurel and yew trees, the sessions have encouraged the girls to engage directly with nature, developing both practical skills and a lasting appreciation for the environment. From crisp autumn days beneath colourful canopies to chilly winter mornings warmed by hot chocolate, every season has brought new experiences and adventures.

***"When they are given space to lead some of their own learning, they begin to flourish and see in themselves that they can make a difference."* – Stephen Simpson**

A key element of Forest School is learning through doing. This year, pupils have developed a range of practical woodland skills, gaining confidence in the safe use of tools and equipment. Using potato peelers, they carefully whittled decorative wands, while bowsaws and loppers enabled them to cut branches and recycle discarded Christmas trees. Alongside building dexterity and perseverance, these activities encouraged independence, responsibility and teamwork. It has been wonderful to watch the girls support one another, whether helping a friend master a new skill or collaborating to construct dens from branches and tarpaulins.

Creativity has also flourished outdoors. Using natural clay, pupils carefully sculpted a variety of woodland animals, including hedgehogs, owls and mice. To add detail and character to their creations, they decorated them with woodland flowers and other natural materials gathered from the forest floor. This activity encouraged imagination, fine motor skills and close observation of the plants and wildlife that inhabit our woodland environment.

***"Children need nature for the healthy development of their senses, and therefore, for learning and creativity."* – Richard Louv**

The woodland has been a place of challenge, imagination and adventure. Climbing trees, crossing rope bridges and travelling along rope slides encouraged pupils to test their abilities in a supportive setting. Favourite games such as sardines, enhanced with camouflage nets, transformed the forest into an exciting natural playground. Sensory activities, including identifying trees while blindfolded through touch alone, strengthened observation skills and deepened the girls' understanding of the world around them.

***"What's important is that children have an opportunity to bond with the natural world, to learn to love it, before being asked to heal its wounds."* – David Sobel**

Wildlife encounters have provided some of the year's most memorable experiences. While exploring the pond, pupils discovered frogs, newts and a variety of aquatic insects. During winter birdwatching, including participation in the RSPB Big Schools' Birdwatch, they spotted crows, magpies, robins, woodpigeons and parakeets. One particularly exciting moment came when a peregrine falcon suddenly swooped from high above in pursuit of



'THE WOODLAND HAS BEEN A PLACE OF CHALLENGE, IMAGINATION AND ADVENTURE'







a pigeon. The dramatic chase unfolded in full view of the girls, who watched in awe as the pigeon narrowly escaped, disappearing safely into the trees. Encounters such as these offer a vivid reminder of the remarkable wildlife that shares our woodland environment.

As spring arrived, pupils created seed bombs to encourage wildflower growth and learned about the importance of pollinators and biodiversity. Tree identification activities using bark and leaves helped them recognise and appreciate the rich variety of species that make up our woodland ecosystem.

"And into the forest I go, to lose my mind and find my soul." **– John Muir**

Perhaps most importantly, Forest School has continued to nurture qualities that extend far beyond the woodland itself. The girls have demonstrated kindness, resilience, curiosity and a genuine respect for both nature and one another. Forest School remains a place where muddy boots are welcomed, discoveries are shared, and learning grows naturally from exploration. Each pupil leaves with a stronger connection to the natural world, to their peers and to their own developing confidence and wellbeing.

We are extremely grateful to everyone who helps make Forest School such a success. In particular, we thank our dedicated Forest School teachers for their enthusiasm and expertise, as well as the Facilities Team and site staff, whose care and hard work ensure that Fairseat Forest remains such a welcoming and inspiring environment throughout the year.



Geography

THIS YEAR IN THE JUNIOR SCHOOL, OUR BUDDING GEOGRAPHERS HAVE BEEN ON A JOURNEY OF DISCOVERY – EXPLORING NEW PLACES, BOTH NEAR AND FAR, AND DEVELOPING A REAL CURIOSITY ABOUT THE WORLD AROUND THEM.

SOPHIE SNOWDOWNE
GEOGRAPHY LEAD

ACROSS THE school, the girls have enjoyed a wide range of geography-based learning, from map reading and research projects to workshops, trips and talks from parents about their home countries. Whether learning in the classroom or beyond it, the girls have approached each topic with enthusiasm and energy.

Reception girls began the year by getting to know their new school – after all, learning how to find your way around is an essential first step! In Year 1, the girls discovered what life is like in the North and South Poles and went outside to explore their Wonderful Weather topic, while Year 3 explored the features of rivers, with a particular focus on the River Nile.

The Spring Term saw Year 2 diving into the geography of the British Isles. Meanwhile, Year 4 and Year 5 broadened their horizons with topics on Kenya and India. These studies involved learning about the climate, daily life and the culture of these places; the girls then drew comparisons to life here in the UK.

Meanwhile, Year 5 became global detectives, turning their attention to a mystery right inside their own kitchens: Where does our food actually come from, and how far does it travel to reach our doors? The results of their research were absolutely eye-opening. While we might buy our groceries at the local supermarket, the ingredients themselves have often been on a massive, round-the-world adventure before they arrive on our plates.

The girls mapped out the origins of everyday foods and calculated the staggering distances, known as food miles, that some items travel. To put that into perspective, an apple from New Zealand travels nearly halfway around the entire planet just so we can have a crunchy snack in autumn!

Through this project, Year 5 didn't just practise their geography and maths skills; they also became critical environmental thinkers. They discovered that to eat fruits like strawberries and tomatoes all year round, the UK relies heavily on warmer climates and the Southern Hemisphere during our colder months.

'IT'S BEEN A FANTASTIC YEAR FOR GEOGRAPHY ACROSS THE JUNIOR SCHOOL. FROM WORKSHOPS AND FIELD TRIPS TO CROSS-CURRICULAR LEARNING AND HANDS-ON EXPLORATION, THE GIRLS HAVE BUILT STRONG GEOGRAPHICAL KNOWLEDGE AND, MORE IMPORTANTLY, A DEEP INTEREST IN THE WORLD AND HOW IT WORKS'

However, the classes also learned a surprising twist about carbon footprints: transporting foods such as bananas on massive cargo ships actually creates fewer emissions per fruit than flying fragile berries across shorter distances on an aeroplane. Ultimately, by contrasting these massive numbers with local British staples like potatoes and carrots, the girls saw exactly how buying local food can drastically cut down on global energy and pollution.

The Junior School girls continue to enjoy the cross-curricular Orienteering Course, which was introduced just last year. Some year groups participated in an Orienteering Easter Egg Hunt, exploring the trail which spans from the driveway round the school down to the Forest School area.

During their two-night residential stay at PGL in Liddington, the girls enjoyed spending time with their friends while navigating their way around the site. Activities included fieldwork skills, the giant swing, trapeze, orienteering and even some archery training!

It's been a fantastic year for Geography across the Junior School. From workshops and field trips to cross-curricular learning and hands-on exploration, the girls have built strong geographical knowledge and, more importantly, a deep interest in the world and how it works.

Here's to another year of adventure, discovery and global thinking!



Year 4 fieldwork





Year 5 food miles



History

FROM THE BUSTLING STREETS OF VICTORIAN LONDON TO THE ANCIENT COURTS OF ANGLO-SAXON KINGS, THIS PAST YEAR HAS BEEN AN UNFORGETTABLE JOURNEY THROUGH TIME, CULTURE AND IMAGINATION. HERE IS A LOOK BACK AT THE INCREDIBLE ADVENTURES, PERFORMANCES AND DISCOVERIES THAT BROUGHT LEARNING TO LIFE ACROSS CHANNING JUNIOR SCHOOL.

ALISON FROST
HISTORY LEAD

WE KICKED off the Autumn Term in October by celebrating Black History Month with immersive storytelling. Our Reception pupils joined the Story Tree Tickler for an enchanting adaptation of *Handa's Surprise*, travelling alongside Handa and her friend Akeyo through Africa. Meanwhile, the rest of the school was captivated by Focus, an energetic storyteller who shared the fascinating histories of brilliant Black British figures who have shaped our nation.

History continued to come alive as Year 2 took to the streets of London, retracing the fateful events of the Great Fire of 1666.

In November, the school paused for Armistice Day, coming together to reflect on gratitude, remembrance and a shared global commitment to peace. Our focus then turned to the stage: Year 6 transported us to ancient lands, following the warrior-king Odysseus on his perilous ten-year journey home from the Trojan War. Not to be outdone, Year 5 swept us away to the bleak streets of Victorian London with their powerful performance of *Street Child*, following the life of the orphan Jim Jarvis.

The new year began in January with a spectacular clash of historical icons in the Year 4 assembly, *Anglo-Saxons Got Talent*. From Alfred the Great to Æthelflæd, legendary figures performed to dazzle the audience, each competing to see who would be crowned the ultimate champion.

In February, history became an overnight adventure. The Year 3 girls packed their sleeping bags and headed to the British Museum to bring Stephen Davies' Ancient Egyptian Sleepover to life. Meanwhile, back at school, Year 6 received a special visit from historian Dr Peter Morgan, who delivered a gripping, deeply insightful talk on the realities of World War II.

In March, Year 2 invited us to "sit back, relax and enjoy the journey" as they soared through the history of aviation. With a nod to legendary pilots such as the Wright brothers, Bessie Coleman and Amelia Earhart, the pupils gracefully guided us through some of the world's most spectacular aviation achievements.





Come April, Year 2 swapped the skies for royal stables with an exclusive trip to the Royal Mews. The children discovered the fascinating history behind its name – derived from the "mewing" (moulting) of the falcons originally kept there – and walked the very grounds that have played a central role in major state occasions, from Coronations and Jubilees to the State Opening of Parliament.

We wrapped up the academic year in June with two incredible field trips. Year 4 stepped back in time to 1599 for an unforgettable overnight stay at Ufton Court, fully immersing themselves in the life of an Elizabethan household. Meanwhile, Year 6 took to the water, stepping aboard HMS Belfast – the last surviving Royal Navy cruiser from the Second World War. Launched in 1938, the historic vessel, which famously supported the D-Day landings, offered the pupils a breathtaking, tangible link to the past.

Junior School Library

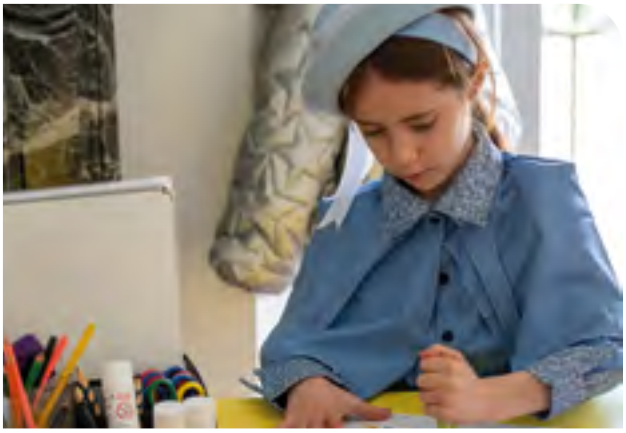
THE JUNIOR SCHOOL LIBRARY IS A MUCH-LOVED OASIS OF QUIET READING BUT ALSO A HIVE OF LITERARY ACTIVITIES, BOOK CHAT, CREATIVE CHALLENGES TO COLLECT REWARDS AND PUPILS CREATING COLOURFUL DISPLAYS.

CAROLINE JUPP
LIBRARIAN

USING PUPIL recommendations, the library continues to grow its stock with the latest picture books, fantasy fiction, inspirational biographies, dyslexia-friendly titles, comics and wellbeing books to reflect the diverse reading tastes and interests of Channing girls. We also subscribe to *First News* and *The Week Junior* to enable pupils to engage with current affairs, as well as *National Geographic Kids*, *The Phoenix* comic and the science magazine *Whizz Pop Bang*.

Over the past year, Reception pupils visited the library regularly for story times and chose picture and non-fiction books to borrow. Year 1 pupils took great delight in the quirky stories set in Moominland and have spent the Summer Term reading a picture book based on the classic *Alice in Wonderland*. Year 2 are well on their way to becoming independent readers, taking first steps with chapter books such as *Isadora Moon*, the Daisy series and Lottie Detective. This year, the *Malory Towers* series celebrated its 80th anniversary and is still a firm favourite with Year 3 and Year 4 girls! Year 5 pupils explored and reviewed different genres of fiction in order to expand their reading choices, while Year 6 girls took part in choosing books to stretch and challenge themselves as readers. In the Spring Term, each form created a mini library of zines inspired by their favourite books. These zines, full of personal opinions and highly imaginative responses to books, gave a fascinating snapshot into the reading lives and interests of Channing girls.

Avid readers took part in the Bibliobuzz Children's Book Awards, joining other pupils in Haringey to read, judge and vote for the winning title of 2026. The Bibliobuzz Book Club met every week to discuss the six shortlisted books and then attended a special literary event at Alexandra Palace to meet the authors at book signings and writing workshops. Our pupils enjoyed a special Bibliobuzz workshop led by shortlisted writer JP Rose before joining the awards ceremony, when *The Beck* by Anthony McGowan was revealed as the winner.



Making a Starbird on World Book Day

The highlight of the reading year is always World Book Day. As is the tradition, pupils and teachers dressed up as their favourite book characters for our much-loved costume parade. This year, we also welcomed two visiting authors: Sophie Cleverly, who wrote the popular Scarlet and Ivy series, and artist Sharon King-Chai, who wrote *Starbird* and illustrated Julia Donaldson's *Animalphabet*. Reception and KS1 girls took part in a creative workshop, making 3D paper Starbirds decorated with vegetable prints. KS2 girls really enjoyed meeting Sophie Cleverly and listening to her riveting stories of spooky boarding schools.

In May, we held our annual book fair for pupils and parents to buy some popular titles to boost engagement with reading. With rewards gained from hosting the fair, pupils chose some favourite book titles for their classroom book corners.

Throughout the year, our Reading Champions and Library Leaders have worked hard to spread the love of reading across the school, assisting the librarian, organising activities and regularly choosing a 'Book of the Week' for reading for pleasure in their form rooms.



Year 2 with illustrator Sharon King-Chai



Book signing with author Anna James at Bibliobuzz 2026



Maths

BRINGING MATHS TO LIFE IN THE JUNIOR SCHOOL

ANDREA ALFARO PALACIOS (EY & KS1)
DANI DAVARI (KS2)
MATHEMATICS LEADS

IT HAS BEEN an action-packed year for Mathematics in the Junior School! While last year we explored numbers through the lens of storytelling during Maths Week, this year we turned our attention to a skill that impacts every aspect of our lives: financial literacy. The school was buzzing with the sounds of commerce and calculation during our dedicated Maths Week. With the theme of 'Money', our goal was to introduce the girls to the practical skills and knowledge needed to navigate money matters in the real world.

The creativity on display throughout the week was truly impressive. In Reception, our youngest mathematicians set up their very own shops, practising the fundamentals of exchange. Year 1 took it a step further with a bustling toy shop, meticulously adding coins to pay for their items. In Year 2, pupils became savvy consumers by comparing the costs of preparing a home-cooked meal versus dining at a restaurant – a lesson in value that sparked some very sophisticated debates! As the girls progressed through the year groups, the challenges grew. Year 4 tackled the responsibilities of pet ownership by calculating the lifetime costs of a furry friend, while Year 5 honed their decision-making skills by learning how to make spending choices based on a strict budget. These projects didn't just teach arithmetic; they fostered a deep sense of financial responsibility and real-world reasoning.

To round off this exciting week, the Junior School once again joined in the national celebrations of NSPCC Number Day. Pupils took part in the popular Dress Up for Digits event, arriving in a dazzling array of Maths-themed costumes. We saw everything from part-whole models and Numberblocks to human dice. It was wonderful to see the girls use items they already had to create sustainable, imaginative outfits, all while raising money to support vital services such as the NSPCC's 'Speak Out, Stay Safe' programme.

Beyond our themed weeks, a major focus this year has been encouraging pupils to explain their mathematical reasoning. We want our girls to be able to articulate not just the 'what', but the 'how' and the 'why' behind their answers. This has been supported by our continued use of the Power Maths programme and the CPA (Concrete, Pictorial, Abstract) approach. By moving from physical objects to drawings and finally to abstract symbols, we ensure that mathematical concepts are deeply rooted in understanding. This mastery-based approach allows the girls to tackle challenges with a resilient and positive attitude.

Our competitive spirit also remained high this year. In November, pupils in Years 4–6 enthusiastically participated in the Primary Mathematics Challenge (PMC), a national competition involving a variety of thought-provoking, non-routine problems. More recently, in June, pupils from Years 2–4 took on the First Mathematics Challenge, which is designed to stretch and inspire our younger mathematicians. From the practicalities of budgeting to the thrill of national competitions, it has been a joy to see the girls' confidence and enthusiasm for Mathematics grow throughout the year.



MFL and Inclusion



Year 3 practising descriptions in Spanish by playing Guess Who?



Imogen (5S) with the poster she created about Uranus in French.

ANA JIMENEZ
MFL & INCLUSION LEAD

AT OUR SCHOOL, we are proud to offer a rich and engaging Modern Foreign Languages (MFL) curriculum in both Spanish and French. Our aim is to foster a love of languages from an early age, while also promoting cultural awareness, confidence in communication and a strong sense of inclusion across all year groups.

Spanish Curriculum Overview

Our Spanish curriculum begins in Reception, where children are introduced to the basics of the language through fun and interactive learning. They explore greetings, numbers from 1–10 and colours in the Autumn Term, before progressing to numbers up to 20 and fruits in the Spring Term. By the Summer Term, they are confidently learning the days of the week and naming animals.

In Key Stage 1, pupils build on these foundations. In Year 1, they learn to introduce themselves, count up to 40 and name the months of the year. They then explore seasons, weather and farm animals before finishing the year with topics such as body parts and shapes. Year 2 pupils extend their knowledge further with numbers up to 100, dates and seasons, and vocabulary related to breakfast. They also begin learning about family members, pets and basic grammar such as articles (el, la), alongside developing their phonics and alphabet knowledge.

In Key Stage 2, Spanish learning becomes more structured and detailed. Year 3 pupils learn about gender agreement and weather expressions, while also learning classroom objects, physical descriptions, sports and simple health-related vocabulary. In Year 4, pupils deepen their understanding of numbers into the hundreds and thousands, revisit dates and seasons, and explore shapes and colours through links to artists such as Picasso and Miró, alongside historical topics like the Tudors.

Year 5 focuses on practical communication, including telling the time, describing daily habits and revising gender agreement. Pupils also learn about food, breakfast items and -AR verb endings, before moving on to school subjects and verbs. By Year 6, pupils are confidently using regular verbs in the present tense, exploring Spanish-speaking countries and their traditions, and learning about festivals around the world, while consolidating their grammar knowledge.

French Curriculum Overview

French is introduced in Key Stage 2, starting in Year 3. Pupils begin with greetings, numbers up to 20 and colours in the Autumn Term. They then progress to numbers up to 31, fruits and days of the week, before learning about animals and months of the year in the Summer Term.

In Year 4, pupils explore topics such as weather and European countries and languages. They extend their knowledge up to 100 and learn how to express dates and describe body parts, before moving on to leisure activities and sports.

Year 5 pupils focus on family members and even explore topics like planets, followed by pets, the verb 'to have' and an introduction to gender and plural forms. They also learn about French-speaking countries, developing their cultural understanding alongside their language skills.

In Year 6, pupils apply their knowledge in more complex contexts. They learn vocabulary related to school subjects and the verb 'to study', as well as clothing. They then explore telling the time, daily habits and grammatical structures such as gender and plural agreement. By the Summer Term, pupils are using regular verbs confidently and describing physical appearances.

Promoting Inclusion Through Language and Culture

In addition to our language curriculum, we place a strong emphasis on inclusion and celebrating individuality. This year, we held a special workshop bringing together Year 2 and Year 12 pupils to create sunflowers for Inclusion Week. Each child reflected on what makes them unique, writing their thoughts on the petals to create a vibrant and meaningful display celebrating diversity.

We also marked International Women's Day with a whole-school assembly, where pupils shared and read a story centred on the message that "girls can do anything". This was a powerful opportunity to promote equality, challenge stereotypes and inspire all pupils to believe in their potential.

Through both our MFL curriculum and wider school activities, we strive to create an environment where every child feels valued, included and inspired to learn about the world around them.



Music

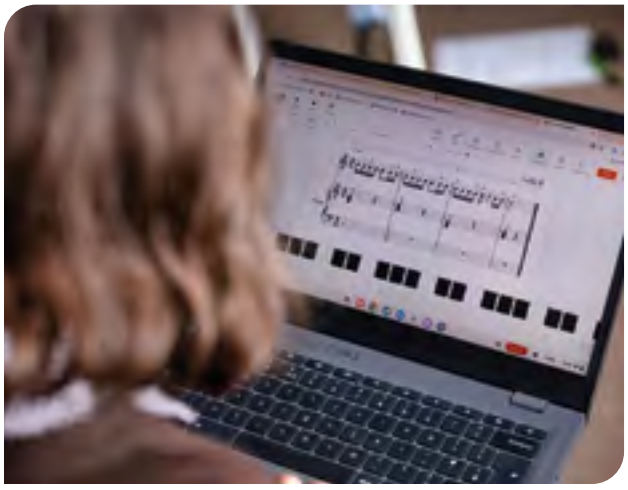
MAKING MUSIC AT CHANNING JUNIOR SCHOOL: A YEAR OF DOING

MIMI MUNRO
MUSIC LEAD

AT THE HEART of our Junior School Music Department sits a simple but powerful belief: you learn music by doing music. Listening carefully, staying focused and noticing details. These are musical skills, but they are also life skills, and we build them every day, across every year group, through hands-on, active music-making.

This year has been one of our most vibrant yet.
Reception children have found their voices! Through exploring how sound can tell a story, they have begun to discover the instruments of the orchestra, learning not just their names but their characters. Year 1 have moved, played and created: a toys-themed unit brought music and movement together, while their 'Musical Bouquet' composition project gave each child a chance to arrange their own piece from scratch.

Year 2 have embarked on an exciting new chapter with the launch of our wind and brass training programme. Year 3 threw themselves into folk and ceilidh culture, singing, playing and dancing their way through a unit that had the classroom feeling like a village hall on a Friday night. Year 4 brought the house down at our Spring Showcase with their djembe playing. Year 5 took their samba outside, filling the MUGA with rhythm and energy during their samba parade. It was one of the more joyful afternoons of the school year, and the sun came out to cheer them on!



'IT HAS BEEN A WONDERFUL YEAR. WE CANNOT WAIT TO SEE WHAT THE NEXT ONE BRINGS'

Across Key Stage 2, composition has gone from strength to strength. Children are increasingly confident using digital tools to realise their musical ideas, and the quality and ambition of their work have been genuinely impressive this year.

In February, a group of our pupils joined thousands of children from across the country at Young Voices in Wembley Arena. To sing at that scale, with that energy, is something children carry with them long after the coach journey home. Our ABRSM exam results were stellar, reflecting both the hard work of individual pupils and the dedication and expertise of our visiting instrumental staff.

The Folk Band made their public debut at the Fair in the Square Highgate festival. They were excellent. The crowd agreed!

Performing Arts Leaders
Our Performing Arts Leaders continue to go from strength to strength, compering performances, contributing to the planning of workshop lessons and championing active listening throughout the school. They are genuine ambassadors for music and a brilliant example to younger pupils of what real engagement with the arts looks like.

Extra-Curricular
Beyond the classroom, the programme remains as busy as ever. Two string orchestras, three choirs, a chamber music programme, and folk, brass and mariachi bands mean that pupils at every stage have an ensemble to belong to and a musical community to call their own.

It has been a wonderful year. We cannot wait to see what the next one brings.

Philosophy

THIS YEAR, WE HAVE CONTINUED TO CHAMPION PHILOSOPHICAL ENQUIRY AS AN ESSENTIAL TOOL FOR PERSONAL GROWTH AND LIFELONG LEARNING.

CHARLOTTE ROBERTSON
PHILOSOPHY LEAD

OUR MISSION at Channing Junior School is to develop a culture of ambitious and inspirational teaching, empowering our pupils to become critical, independent thinkers. This high-quality environment shines through in lessons, our vibrant daily conversations and the rich learning evidence documented throughout the year. The '4C' principles of Philosophical Thinking (Caring, Collaborative, Creative and Critical) allow pupils to express themselves meaningfully while exploring age-appropriate ideas.

Our dedication has earned us some fantastic news: we have successfully renewed our Bronze Award status. The team at Thoughtful shared this commendation:

"Channing Junior School have been re-accredited Bronze for your sustained commitment and progress across the whole school. Channing Junior School will continue to appear on our map of award schools published by Thoughtful for purposes of information and promotion of the Grow P4C scheme. On behalf of Thoughtful, may I congratulate you on your award."

Embedding our unique Channing Characteristics into this framework has made philosophy a truly lived experience. Caring thinking comes alive as pupils practise respectful listening and valuing one another, showing empathy and sensitivity to each other's experiences. In collaborative work, they draw upon personal bravery, responsibility and the self-confidence to share original ideas, build upon one another's thoughts and support the wider community of enquiry. Critical thinking is driven by a sense of curiosity and independence, as pupils explore concepts, reason effectively and reach sound judgements. Finally, creative thinking encourages them to make connections and suggest alternative explanations, displaying resilience and perseverance when discussing abstract problems.





Can you have too many toys?

We have explored a variety of themes and ideas across the school this year. Reception pupils began developing their speaking, listening, reasoning and turn-taking skills while exploring questions such as: 'What is friendship?', 'What makes us happy?' and 'Would you rather...?'

Year 1 worked on their questioning skills, using 'lightbulbs' to help them explore 'big' ideas and tackling deeper questions such as 'Can anything be a toy?' and 'Is it ever OK to cut down a tree?'

Using activities such as the 'Naughty-o-meter', Year 2 classified actions while listening carefully to their friends and showed respect by agreeing or disagreeing kindly. Linking to The Great Fire of London, they considered questions such as 'Is Thomas Farriner to blame for the fire?' and 'Should someone be punished for an accident?'

By observing teamwork in nature, Year 3 pupils were prompted to ask, 'Is it better to be a leader or part of a team?' Using a 'talking tool' to ensure everyone was heard, they shifted the focus from winning arguments to thinking together.

Linking to their History work on the Tudors, Year 4 debated ideas including respect, empathy, gratefulness, fairness and equality. They generated questions such as 'What makes something unfair?' and 'Is it fair that some people have more than others?'

Pupils in Year 5 explored the idea of freedom and what it means to be free. They learned the difference between open, closed, factual and philosophical questions and shared their thoughts on these deeper concepts.

Finally, Year 6 developed appropriate scepticism by examining the truth of what is said, questioning evidence and challenging assumptions. Using structured arguments and links to their own experiences, they discussed the meaning of 'bias', generating their own questions around the theme 'Is it possible to be completely unbiased?'

With our Bronze Award renewed, we look forward to another year of nurturing curiosity and thoughtful discussion as part of Thoughtful's national network of award schools.

'OUR DEDICATION HAS EARNED US SOME FANTASTIC NEWS: WE HAVE SUCCESSFULLY RENEWED OUR BRONZE AWARD STATUS'



Religious Education

THIS ACADEMIC YEAR, RE AT CHANNING HAS BEEN A VIBRANT TAPESTRY OF EXPLORATION.

DINA PARMAR
RELIGIOUS EDUCATION LEAD

ACROSS EVERY year group, our pupils have dived into the rich traditions of world religions, building a deeper understanding of diverse faiths and celebrating the shared values that connect us all. Through storytelling, creative arts and big philosophical questions, our pupils have shown wonderful curiosity and an open-minded respect for the beliefs of others.

Our curriculum has been brought to life beautifully by our incredible parent community. This year, parents stepped into the classroom to lead interactive workshops that gave the girls a vivid, first-hand look into living faith and cultural identity.

This year, our Reception classes have embarked on a wonderful journey of discovery in their Religious Education lessons, focusing on the core themes of belonging, celebration and community. Throughout the terms, they have developed a foundational understanding of different world faiths by exploring special stories, sacred places and major festivals, including Diwali, Christmas, Eid and Easter. Through hands-on activities, creative crafts and reflective discussions, the pupils have learned the importance of kindness, sharing and respecting others.

In Year 1, our pupils were introduced to Diwali, exploring the beautiful significance of the Hindu Festival of Lights and how it is celebrated. They also looked across the Atlantic to discover the history and joy behind the Fourth of July celebrations and sat captivated during a special presentation on the story of Passover.





Our Year 2 pupils connected their RE learning directly to our Channing Characters. They spent time exploring the essential qualities that make a good leader – highlighting the importance of being a good listener, helpful, encouraging, respectful and kind. The pupils then debated the roles and responsibilities of different positions within our own school, reflecting on why they themselves would be great for those jobs, before beautifully linking these same traits to the inspiring figures who lead world religions.

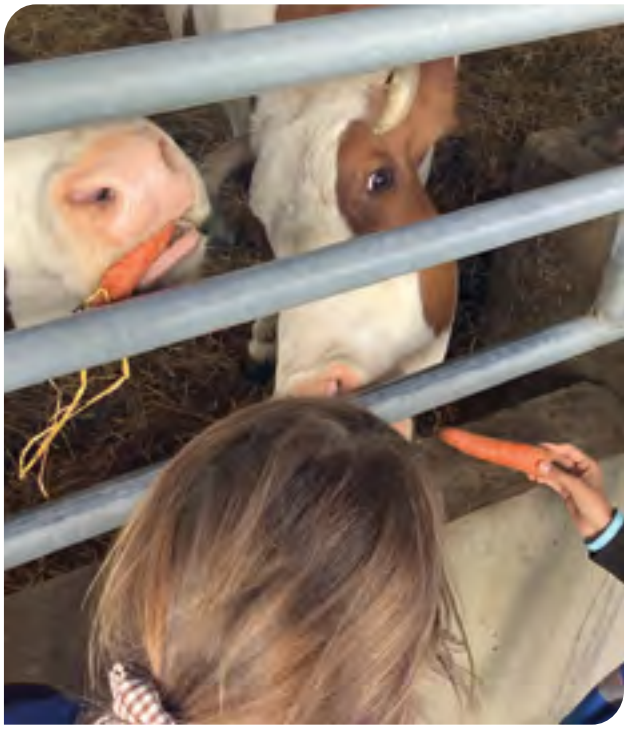
Year 2 also enjoyed deeply immersive cultural workshops. One session focused on Shabbat, where the girls loved learning about the blessings of the candles, the traditional handwashing and the significance of Challah bread. Later in the year, a wonderful presentation on Greek Orthodox Easter showed the girls how this major celebration intertwines with Greek history and identity.

In Year 3, curiosity flourished with a deep dive into Sikhism, where pupils learned about its founder, Guru Nanak, alongside the core beliefs and daily practices of Sikhs. The pupils also expanded their knowledge of Christian and Jewish calendars through engaging parent talks on Pentecost Sunday and the traditions of the Passover holiday.

Year 4 experienced a brilliant, hands-on workshop all about Hanukkah. Volunteers took to the stage to act out the Hanukkah story as a live show for their peers. The girls were introduced to a real Menorah, learning how it is carefully lit each night and discovering the traditional dreidel spinning top. The classroom then transformed into a game show arena; split into four teams, each representing a letter on the dreidel, the girls enthusiastically answered quiz questions about the Hanukkah story whenever the virtual 'Wheel of Names' landed on their team.

Meanwhile, our Year 5 pupils took a memorable trip to Bhaktivedanta Manor. This immersive visit allowed the girls to engage with Hindu traditions in a profoundly peaceful setting. They walked through the tranquil gardens, fed the resident cows, experienced a traditional bullock cart ride and, after a delicious lunch, took part in dressing up and a story re-enactment.

'THIS YEAR, OUR RECEPTION CLASSES HAVE EMBARKED ON A WONDERFUL JOURNEY OF DISCOVERY IN THEIR RELIGIOUS EDUCATION LESSONS.'



Year 5 feeding the cows at Bhaktivedanta Manor

In Year 6, the girls learnt about 'Expressing Faith through the Arts'. They analysed religious artwork from around the globe, looking deeply at the symbolism, deliberate colour choices and meaning behind each piece. They also showed curiosity when learning about Sikh Worship and Community, prompting insightful discussions around its foundational pillars of equality, devotion to one God and selfless service.

Of course, our seasonal celebrations brought the whole community together. From the spectacular Winter Show and traditional festive lunch to our uplifting carol singing at St Michael's Church, the school was filled with song and laughter. Spring later arrived in a burst of colour with our annual Easter Bonnet Parade, where pupils proudly showcased their wonderfully creative designs.

Science

SARAH CANNING & KATIE MILLER
SCIENCE LEADS

FROM OUR youngest learners in Early Years to our Year 6 pupils preparing for their transition to the Senior School, the pupils have demonstrated an admirable dedication to exploring the natural world through investigation and observation.

Autumn Term
Our Year 3 scientists were pulled into the fascinating world of Magnets and Forces by crafting their own compasses, learning firsthand how the Earth's own magnetic field can guide us across the globe. To make the invisible visible, the girls experimented with iron filings. They watched in awe as the dust moved into place to reveal the hidden 'loops' of a magnetic field. From testing which everyday materials are magnetic to discovering the push and pull of attracting and repelling poles, it was a thoroughly engaging, hands-on journey of discovery.

Spring Term
Spring Term saw Science Week reach new heights, perfectly blending a healthy competitive spirit with a sense of wonder across the entire school. The girls put their engineering skills to the ultimate test in a STEM challenge, using only marshmallows and spaghetti to construct the tallest, most stable tower possible. Collaboration was also at the heart of the week during our House Buddy Quiz, where pupils from different year groups teamed up to tackle complex scientific puzzles.

Our Reception girls were treated to a spectacular 'Magic Show' hosted by the Senior School Science teacher, proving that what looks like sorcery is often just brilliant chemistry. Meanwhile, Year 6 pupils took an exciting step forward in their academic journey by visiting the Senior School laboratories. Working in a professional lab environment provided a fantastic preview of the advanced experiments awaiting them next year.

The learning extended far beyond the classroom walls this term with two fantastic trips.

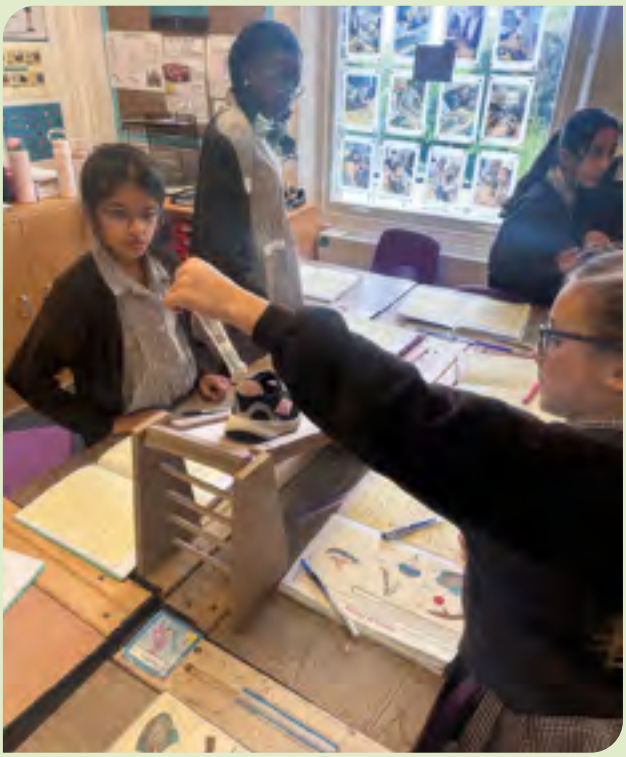
Reception enjoyed a trip to the Science Museum as part of their Out of This World topic. The girls loved exploring the space exhibition, examining historic spacecraft and playing in the interactive garden to investigate construction, water, light and sound.

Our Year 4 explorers swapped the classroom for the great outdoors at Barnet Environment Centre. The day was packed with pond dipping for dragonfly nymphs and diving beetles, a minibeast hunt and a practical study of intricate local food chains.

Back in the classrooms, Year 1 embarked on a captivating journey into the animal kingdom. Adopting the roles of junior zoologists, they mastered classification by identifying the unique characteristics of the five main vertebrate groups. This culminated in a spectacular class assembly tracing the travels of Sunny the Meerkat, combining scientific enquiry with creative storytelling.

Summer Term
In the final term of the year, Year 4 turned into dental scientists investigating the effects of different liquids on our teeth. Since eggshells are made of similar minerals to tooth enamel, they submerged hard-boiled eggs in a variety of liquids. The eye-opening results showed the Coke turning the shell dark brown, while fruit juices softened it – a powerful reminder of the importance of dental hygiene!





Our Year 5 scientists put their physics skills to the test in a friction investigation. Working in teams, the girls used newton meters to measure the force required to pull a shoe up a ramp lined with different materials. They expertly controlled their variables to ensure a fair test, showcasing brilliant scientific precision.

Finally, our Year 2 botanists got their hands green digging into the life cycle of plants. By dissecting various seeds, the girls identified the hidden parts that allow a plant to sprout and carried out experiments to determine the perfect conditions needed for growth. Witnessing their plants thrive first-hand left the girls with a lasting curiosity about the natural world.

Sustainability

CHRIS RICH & RACHEL BAKER
SUSTAINABILITY LEADS

EMPOWERING our community to protect the planet has been the driving force behind the Sustainability Team's incredible work this past year. Marked by deeper environmental insights and a shared mission to make eco-friendly living a daily habit, the team has worked hard to ensure that our school looks toward a greener future. Driven by a desire to inspire every pupil, they launched a series of brilliant whole-school initiatives designed to protect our local environment and the wider planet.

At the heart of this fantastic progress were our dedicated Sustainability Officers. Meeting weekly, this passionate group of students consistently brought creative, actionable ideas to the table, sparking school-wide awareness and proving that even the youngest hands can drive meaningful change. Their unwavering commitment and infectious enthusiasm have truly transformed environmental awareness from a casual topic of conversation into a central, vibrant part of daily Junior School life.

Hands-on action was at the very core of their efforts this year, with a strong focus on nurturing nature right on our doorstep. To boost local biodiversity, the officers rolled up their sleeves to construct thriving 'bug hotels' creating vital safe havens for insects and creepy-crawlies. Meanwhile, the terrace garden area has continued to flourish and bloom under their dedicated, daily stewardship, turning a simple outdoor space into a sanctuary of colour and life.

Beyond gardening, the officers took practical steps to improve the school's daily habits. They designed clear, vibrant new labels for our recycling, waste, and compost bins, making it easier for everyone to sort their rubbish correctly and reduce waste contamination. To ensure these good habits stuck, the officers carried out regular 'eco-patrols' around the building. Wandering the corridors with a keen eye, they made sure energy-saving actions – like turning off lights and computer screens when classrooms were empty – were being followed, motivating their peers to take active responsibility for their own spaces. The team also took their pride outside, participating in several energetic litter picks around the school grounds and local neighbourhood to keep our shared spaces beautiful.

Recognising that true sustainability means embracing a circular economy, the officers also introduced some incredibly popular events. They hosted a pre-loved book sale that gave stories a second life while raising vital funds for Kentish Town City Farm. Building on that success, they launched the school's very first Craft Swap Shop. This ingenious initiative allowed students to bring in unused craft kits and exchange them for something new-to-them, proving that reducing waste can be incredibly fun. Plans are already underway to expand these swap shops next year!

All of this incredible dedication culminated in a massive achievement: our school was officially recognised with the prestigious Eco-Schools Green Flag award once again. This internationally celebrated accolade reflects the immense hard work of our Sustainability Officers, staff, and students across both the Junior and Senior School. It is a testament to how deeply environmental responsibility is now embedded in our school culture. We owe a huge thank you to our brilliant Sustainability Officers for leading the charge – they have truly shown us that the journey to a greener planet starts right here.



Sport

WHAT A SENSATIONAL YEAR OF SPORT IT HAS BEEN! FROM THE MUD OF THE CROSS-COUNTRY TRAILS TO THE PRESTIGIOUS PITCHES OF ST GEORGE'S PARK, OUR ATHLETES HAVE PUSHED BOUNDARIES, SHATTERED RECORDS AND BROUGHT HOME AN INCREDIBLE HAUL OF SILVERWARE.

CAROLINE BOLTON
HEAD OF JUNIOR SCHOOL SPORT

OUR RUNNERS set the pace early this year with some breathtaking performances. At the Haringey Cross Country event, our Years 5 and 6 team ran a superb race to clinch second place out of sixteen schools. A special mention goes to Emily S (Y6), who finished an outstanding third out of 119 runners, earning her a spot to represent Haringey at both the London Youth Games and the London Mini Marathon.

She wasn't alone in her marathon success, as fourteen of our pupils conquered the London Mini Marathon, completing a thrilling 2.6km dash from Horse Guards Parade to the official finish line.

In other running news, Rachel K (Y4) showed incredible grit to secure a fantastic third place in the UCS U8/9 Cross Country race.

On the football pitch, it has been an absolute masterclass of a season across all age groups. The unstoppable U11 Football Squad was crowned winners of both the St Mary's & St Christina's Tournament and the GSA Football Festival in Warwick. They also took home the Plate at the Prep4Sport Tournament at St George's Park and secured third place at the U11 IAPS Tournament. Most excitingly, after a brilliant second-place finish at the ISFA Tournament at Ardingly College, the U11s qualified for the National Finals at St George's Park this June. Our younger stars also shone bright, with the U8s winning all three of their debut fixtures, while the Year 3 and 4 team took a stellar second place at the London Youth Games Qualifier.



London Mini Marathon



UCS Cross Country





U11 St George's Park - plate winners



U11 Netball - London netball league winners

'THE UNSTOPPABLE U11 FOOTBALL SQUAD WAS CROWNED WINNERS OF BOTH THE ST MARY'S & ST CHRISTINA'S TOURNAMENT AND THE GSA FOOTBALL FESTIVAL IN WARWICK'

On the court, the powerhouse U11 Netball Squad won the North London Netball League and placed a commendable eighth out of thirty-two teams at the competitive IAPS Tournament. In Hockey, players enjoyed a significantly expanded fixture list, highlighted by an unforgettable, inspiring masterclass from GB Hockey star Martha Taylor.

Beyond the main fixtures, our sports programme truly offered something for everyone. Our Gymnastics and Cheer squads dazzled audiences at their Spring Showcase following several podium finishes at multiple gymnastics competitions. As the weather warmed up, Years 5 and 6 took to the water for Summer Term watersports sessions, mastering kayaking, paddleboarding and canoeing. We also hosted a fantastic, inclusive multi-sports afternoon with Chelsea's Cameron Vale School.

Ultimately, our main goal this year was participation, and we delivered by providing competitive fixtures for every single pupil in Years 3, 5 and 6. This drive has sparked a brilliant trend, with a rise in our pupils joining external clubs.



Year 5 Gymnastics squad



DULCIE WRIGHT
ASSISTANT HEAD (CO-CURRICULAR)

Charity & School Council

THIS YEAR, the Junior School community truly shone, showcasing our collective generosity and compassion through an outstanding array of charitable initiatives. From creative bake-offs to musical spectaculars, our pupils, parents and staff rallied together to raise significant funds for many local, national and international causes.

Our theatrical and musical talents were at the heart of much of this year's fundraising. Ticket sales from the spectacular Year 2 and Year 6 productions were dedicated to the Whittington Health Charity, directly supporting the children's ward in their ongoing mission to enhance facilities and improve the hospital experience for young patients and their families. This important initiative was further supported by the school-wide Charity House Baking Competition and Sale, which alone generated over an incredible £1,500.

Music also served as a powerful vehicle for good during our Key Stage 2 Music Showcase and the Winter Concert. Ticket sales from both events were donated to Omega, a wonderful charity dedicated to combating loneliness by connecting isolated individuals through a carefully devised pen-pal system. The school's contribution of over £3,000 will help train the essential volunteers who run Omega's Letterbox service, free helplines and support groups. Beyond financial aid, our pupils offered tangible connection; a weekly club, run by our Head of Music, saw dedicated pupils writing letters to Omega's beneficiaries, spreading warmth and bridging generations one letter at a time.

Festive spirit and community connection came together beautifully at the end of the Autumn Term, when House Buddies gathered to support the Jacksons Lane Christmas Day Appeal. Tasked with brightening the season for the hundreds of guests and hamper recipients supported by the charity on Christmas Day, House Buddies came together to decorate and carefully write bespoke winter cards. Alongside their creative efforts, the Reception Show ticket sales raised over £500 for Jacksons Lane, ensuring that isolated and vulnerable individuals could enjoy a hot meal and the comfort of companionship on Christmas Day.

Our fundraising efforts continued year-round with a variety of vibrant, school-wide events. Our annual Christmas Jumper Day and the NSPCC Number Day proved that dressing up for a cause can have a positive impact, with each event raising over £200. Furthermore, our sustainable initiatives, including second-hand book sales for Kentish Town City Farm and Travelling Books, collectively raised nearly £1,000.

Whether baking, performing or writing letters, the Junior School demonstrated an unwavering commitment to making a positive difference in the world this year. A heartfelt thank you goes to everyone who contributed to such an impactful year of giving.



Christmas Jumper Day



Early Birds & Late Owls

THIS YEAR, THE EXTRA-CURRICULAR CLUB PROGRAMME HAS OFFERED A RICH AND DIVERSE RANGE OF ACTIVITIES FOR PUPILS ACROSS ALL YEAR GROUPS.

SOPHIE KITSIS HEAD OF KS2
SOPHIE MICALLEF HEAD OF EY & KS1
DULCIE WRIGHT ASSISTANT HEAD (CO-CURRICULAR)

TERM AFTER TERM, the girls have embraced opportunities to learn new skills, make new friends, prepare for exams, compete and perform. Not only have they been able to do this on-site at the Junior School, but they have also taken part in clubs at the Senior School and welcomed partnership schools to the Junior School.

The daily timetable featured activities from early morning through to the end of the school day. Before school, pupils participated in active and enriching clubs including Cross Country, Yoga, Gymnastics Squad, Swim Squad, Cheerleading Squad, Choir and Folk Band. Lunchtimes provided a dedicated space for creativity, where pupils engaged in Zentangle Art, Lego, Origami, Pom Pom Art, Textiles, Batik Waxing and Card Making. Music, languages and drama talents were also heavily featured, with pupils rehearsing and performing in the Choir, String Orchestra, Piano Trio, Mariachi Band, Lights, Camera, Act! and LAMDA, while girls also developed their language skills in Spanish, Latin and German.

'TERM AFTER TERM, THE GIRLS HAVE EMBRACED OPPORTUNITIES TO LEARN NEW SKILLS, MAKE NEW FRIENDS, PREPARE FOR EXAMS, COMPETE AND PERFORM'

After school, the programme expanded to offer a wealth of sports and skill-based clubs. Pupils stayed active with Athletics, Cricket, Multisports, Football, Ballet, Netball, Gymnastics and Karate, while others challenged themselves with strategic activities such as Puzzles, Board Games, Engineer and Explore, Problem Solving and Chess. The afternoon sessions also focused on developing lifelong practical skills; in Cooking, pupils prepared a wide variety of



Knitting and Cross Stitch



Pupils show off their festive penguin creations

global dishes, ranging from honey cake and granola to fajitas, Vietnamese spring rolls, ice cream and mango kulfi. Meanwhile, Gardening Club worked hard planting and nurturing the outdoor terraces, and pupils developed patience and craftsmanship in Knitting and Cross Stitch.

Technology and innovation were another major focus this year. In the AI Adventures club, pupils explored the practical and creative side of Artificial Intelligence, learning how it can be used positively for storytelling. This ran alongside a strong suite of other digital and technical clubs, including Photography, Digital Game Design, Robotics, M:Tech (Music Technology), Coding, Touch Typing and Minecraft.

Whether competing, creating or discovering new interests, the girls showed fantastic commitment throughout the year, making the entire programme a huge success.

'WHETHER COMPETING, CREATING OR DISCOVERING NEW INTERESTS, THE GIRLS SHOWED FANTASTIC COMMITMENT THROUGHOUT THE YEAR'

Wraparound Care

Let's Leap's wraparound care continues to provide a welcoming and supportive environment for pupils through both Early Birds and Late Owls sessions. Throughout the year, girls have enjoyed a wide range of engaging activities designed to suit different interests and encourage creativity, including arts and crafts, imaginative construction challenges and opportunities for outdoor play and group games. One of the highlights of the provision continues to be the opportunity for girls from different year groups to mix, build friendships and develop confidence in a relaxed setting. The calm and caring atmosphere helps pupils to settle at the start of the day and unwind at the end, while still having fun. Activities remain thoughtfully planned yet flexible, ensuring the girls can follow their interests and enjoy a positive, inclusive experience.





The Junior Duke Award

OVER THE COURSE OF THIS ACADEMIC YEAR, PUPILS FROM RECEPTION THROUGH TO YEAR 6 HAVE ACTIVELY PARTICIPATED IN THE JUNIOR DUKE AWARD SCHEME.

CAROLINE BOLTON
JUNIOR DUKE LEAD

THIS STRUCTURED initiative is designed to complement our academic curriculum by promoting independence, resilience and a wide range of practical life skills. By encouraging children to step outside their comfort zones, the challenges require them to take on real-world responsibilities from an early age. From mastering simple household tasks to learning outdoor navigation, pupils across all year groups have shown a commendable level of commitment to developing their personal capabilities.



FOUNDATION AND KEY STAGE 1 (RECEPTION TO YEAR 2)

The Junior Duke journey begins with our youngest learners tackling the Micro-Duke and Mini-Duke levels. Throughout the three terms, pupils have steadily built their practical abilities and self-reliance, documenting their progress in their individual challenge booklets. Key milestones included learning to tie their own shoelaces, memorising important emergency contact numbers and safely preparing simple, healthy snacks.

Additionally, many children practised packing their own school bags each morning and assisting with basic bicycle or scooter maintenance at home. These foundational tasks have played a vital role in developing both physical coordination and everyday confidence, helping the children understand the value of self-care and preparation.

JUNIOR DUKE
EST. 2006





LOWER KEY STAGE 2 (YEARS 3 AND 4)

In Years 3 and 4, the challenges increased in complexity, shifting the focus towards broader life skills and meaningful household contributions. A significant portion of the award at this level involved kitchen safety and culinary basics. Pupils learned how to safely wash, peel and chop vegetables, eventually preparing simple, nutritious meals for their families.

They also engaged in creative, physical and organisational tasks. These included rehearsing and performing short drama pieces, learning how to wash a vehicle thoroughly and managing their personal belongings on day trips. The independence shown during these challenges highlighted the children's growing capability to manage tasks independently without relying constantly on adult direction.



UPPER KEY STAGE 2 (YEARS 5 AND 6)

Our oldest pupils in Years 5 and 6 faced advanced challenges that demanded critical thinking, physical endurance and a greater sense of community awareness. Their booklets required a higher level of maturity, time management and long-term planning.

Key tasks completed by the upper school included learning vital basic first-aid techniques, navigating local walking routes using paper maps and planning a family grocery shop within a budget. Many pupils also dedicated their personal time to local community service projects and environmental initiatives. These challenges have provided excellent preparation for the upcoming transition to secondary school, fostering strong personal responsibility, safety and emotional resilience.

CONGRATULATIONS TO ALL OF OUR JUNIOR DUKE PARTICIPANTS ON THEIR ACHIEVEMENTS THIS YEAR.



House Activities

GOODWIN, SHARPE, SPEARS AND WATERLOW HOUSES HAVE SHOWCASED THEIR HOUSE SPIRIT IN A MULTITUDE OF WAYS THIS YEAR, FOSTERING A WONDERFUL SENSE OF COMMUNITY ACROSS THE JUNIOR SCHOOL.

DULCIE WRIGHT
ASSISTANT HEAD (CO-CURRICULAR)

THE EXCITEMENT kicked off in September with our House Buddy system, which paired girls from different year groups for regular meet-ups, activities and plenty of shared playtimes. Throughout the year, Buddy Form Times offered a fantastic mix of bonding sessions, ranging from initial icebreakers and end-of-term quizzes to collaborative Science Week challenges. A particular highlight was the winter card-making activity, where buddies worked hand in hand to create festive designs featuring fairies, Father Christmas, reindeer, baubles and Christmas trees. Our older girls stepped up brilliantly to support their younger buddies, crafting beautiful, meaningful cards that were donated to the Jacksons Lane Christmas Appeal to brighten the festive season for vulnerable members of our local community.

Compassion and charity remained at the heart of our House initiatives through our ongoing foodbank collections for the Alexandra Wylie Tower Foundation (AWTF). This incredible charity supports local families with emergency food parcels, providing a vital lifeline during the long winter months and school holidays when children cannot access school meals. Channing Junior School's donations contributed directly to these essential deliveries, helping to feed families in need across Camden, Haringey and beyond. To see the impact of these efforts firsthand, our Year 6 House Captains visited the AWTF warehouse during the Autumn and Spring Terms. The captains rolled up their sleeves to sort crates of fresh vegetables, organise Christmas gifts and package emergency parcels, which included carefully dividing mini Easter eggs and bagging essentials such as washing powder and rice.

Back at school, house rivalry took a delicious turn with our first-ever House Baking Competition. Pupils competed not only for the best-presented bake but also for the most delicious flavour, leaving our Year 6 House Captains with the enviable task of judging the entries. The level of creativity and talent on display was outstanding. The judges were treated to a spectacular array of cakes, biscuits and cookies, featuring masterfully crafted beehives, tiger heads, honeycomb-decorated biscuits, a meringue 'W', a sponge 'G', a vibrant strawberry cake and a chocolate mountain of wolves.

To wrap up a sensational year, the girls gathered for a Summer Smoothie Social. Basking in the sunshine, buddies met for one of their final sessions together alongside pupils and teachers from across their respective Houses. The Year 6 House Captains worked closely with our brilliant kitchen staff to design custom, delicious smoothies representing each House's signature team colour. Sipping these red, green, blue and yellow fruit creations was the perfect, refreshing way to celebrate a year defined by teamwork, generosity and undeniable House pride.



Pastoral Care

THIS YEAR, WE HAVE CONTINUED TO CULTIVATE A NURTURING AND INCLUSIVE ENVIRONMENT, ENSURING EVERY GIRL FEELS SECURE, SUPPORTED AND CONFIDENT IN HER IDENTITY.



SUPPORTING pupil wellbeing remains a central focus. In the classroom, our curriculum structure is designed to actively promote social and emotional learning through dedicated PSHE (Personal, Social, Health and Economic) lessons. To reinforce this, we use Kimochis, an emotional management tool where the girls learn to identify their emotions, along with Friendology, a friendship programme that explicitly teaches the skills, language and self-confidence needed to build and maintain positive relationships. This ensures the girls feel equipped to navigate friendships with empathy and resilience.

The girls were involved in various fundraising and outreach events, which helped foster compassion and a clearer understanding of their role in the wider community. One highlight has been the school-wide seasonal card-making effort, which provided support to the Jacksons Lane project for isolated older adults during the winter break.

As in previous years, the school celebrated Children's Mental Health Week. With the theme "This is My Place," the focus was on creating safe, inclusive spaces where children feel a genuine sense of belonging. Activities were designed to empower pupils, ensuring they felt acknowledged, secure and listened to. Girls participated in mindful pursuits such as guided meditation, shared reading and dancing. The week concluded with the creative 'Dress to Express' day, celebrating each girl's unique individuality.

The Junior School marked Anti-Bullying Week with impactful form-time sessions. The activities completed within the sessions revolved around the theme of empowering young people to harness their 'Power for Good', encouraging them to speak out, advocate for peers and promote a culture of kindness. Wearing odd socks offered a strong visual reminder to celebrate differences and support one another. These ideals reflect our Unitarian values, encouraging the girls to demonstrate acceptance, compassion and empathy daily.

'THE GIRLS WERE INVOLVED IN VARIOUS FUNDRAISING AND OUTREACH EVENTS, WHICH HELPED FOSTER COMPASSION AND A CLEARER UNDERSTANDING OF THEIR ROLE IN THE WIDER COMMUNITY'

Specialist workshops further reinforced our focus on pupil wellbeing. Haringey Shed led the 'You're So Real' Social Media and Bullying performance for Years 5 and 6, a play that addressed the complex issues of social media culture, educating children on safeguarding and encouraging responsible online behaviour. Additionally, the NSPCC conducted their 'Speak Out Stay Safe' workshops for Years 2, 5 and 6, covering crucial areas like children's rights and identifying safe, trustworthy adults in a child-friendly manner.

Key to school life is transition support, structured to ensure girls are confident and prepared for progression. Our annual 'Moving Up Day' allowed the girls to meet their new Form Teachers and classmates in a calm, encouraging environment. In addition, our 'New Families







Morning' warmly welcomed incoming girls and their families, allowing them to explore the school and establish early connections.

To complement these events, we continued to share age-appropriate versions of *Connie's First Day* with all new girls joining Channing. This book provides new girls with a helpful and engaging way to explore key areas of the school before they officially begin their Channing journey.

All our endeavours are supported by a powerful sense of community, and with a wide variety of leadership roles available, every girl has the chance to contribute meaningfully to school life. These roles, which span from Reception through to Year 6, provide vital opportunities for building confidence and responsibility, showcasing leadership in its many forms.

Our Channing Character Champions have collaborated closely with Miss Hamalis to enhance character education. The older girls have particularly appreciated the inclusion of more mature graphics and additional definitions with examples, which have supported a deeper understanding of these concepts. Meanwhile, the School Councillors have diligently taken on their responsibilities, spearheading initiatives like introducing skipping in the playground and setting up 'feelings boxes' in every classroom. Their collective input is crucial in ensuring that all voices are heard and valued across the school.

Our Head Girls consistently lead by example, presenting weekly awards, welcoming visitors with warmth and confidence and speaking to prospective parents at Open Mornings. House Captains, along with their Year 5 Deputies, enthusiastically tackled their responsibilities, motivating peers and proudly recognising accomplishments. Notable achievements included the announcement of the House Cup winners



each term and the Spring Term House bake sales. Within the Library, Reading Champions and Library Leaders inspired a love for reading through compelling displays and outstanding book suggestions. Finally, Sustainability Officers championed environmentally conscious practices through key initiatives like their preloved book exchange.

The Digital Leaders are tasked with guaranteeing the creative and secure application of technology throughout the school. Meanwhile, the Sports Leaders advocate for active, healthy living, participation and collaborative teamwork. Our leaders in performing arts contribute to several occasions and act as role models for the younger students involved in performance.

Each of these leadership opportunities develops essential life skills, including teamwork, public speaking and empathy. We take immense pride in the dedication and sincerity demonstrated by the girls in fulfilling their roles. Reflecting on a rich and joyful year, it is evident that leadership, kindness and a strong sense of community continue to thrive at Channing.





PSHE and Wellbeing

AS WE REACH THE CONCLUSION OF ANOTHER VIBRANT ACADEMIC YEAR, IT IS A PLEASURE TO LOOK BACK ON THE REMARKABLE PROGRESS OUR PUPILS HAVE MADE IN THEIR PERSONAL AND SOCIAL DEVELOPMENT.

EIMAR MERRITT
PSHE LEAD

AT CHANNING, we believe that academic success and emotional wellbeing are inextricably linked. This year, our enhanced PSHE (Personal, Social, Health and Economic Education) provision has truly flourished, providing the girls with a robust foundation for life both inside and outside the classroom.

Following its introduction last year, we have been further embedding Friendology in our curriculum at Channing Junior School. Over the past twelve months, it has been inspiring to see how the girls have internalised the programme's language and strategies, turning theory into meaningful action in the playground and beyond.

Friendology has shifted the narrative around social dynamics, giving the girls a clear framework to distinguish between healthy friendships and those experiencing 'Friendship Fires'. Rather than feeling overwhelmed by minor conflicts, our pupils are now equipped with the tools to navigate tricky situations with confidence and empathy. By teaching them how to "extinguish" fires through open communication and 'Talk-it-Out' strategies, we have fostered a more resilient and supportive school culture. The girls have truly stepped up, taking ownership of their relationships and resolving differences with a newfound maturity that is wonderful to witness.

Complementing our social skills work is the Jigsaw curriculum, which continues to be the backbone of our PSHE and emotional wellbeing curriculum. Jigsaw empowers the girls with the key vocabulary needed to articulate emotions and understand their physical and mental health. Throughout the year, the various 'Puzzle Pieces' have helped the girls explore their identities and celebrate their unique strengths. By providing the girls with the knowledge of how their minds and bodies work and the skills to practise consistent self-care, we are helping them become the 'best' versions of themselves. Whether discussing physical changes, online safety or emotional resilience, Jigsaw ensures that our girls leave each year with a deeper understanding of who they are and how to navigate the modern world with integrity. A subtle yet vital part of this success is how we prepare the girls for these important conversations. Each PSHE session begins with a brief 'Calm Me' moment, helping the girls settle their minds and bodies. This small but effective transition ensures they are in the optimum mindset to learn, allowing them to engage deeply with the curriculum and reflect on their personal growth in a focused, tranquil environment.

It has been a great year for PSHE and emotional wellbeing at Channing Junior School. The combination of the self-knowledge gained through Jigsaw and the social fluency developed through Friendology has created a harmonious environment where our girls can truly thrive.

As we head into the summer break, we celebrate not just the academic achievements of our girls, but the kind, self-aware and resilient young women they are becoming. We look forward to building on this success in the coming year and continuing to support every girl on her journey of self-discovery.

'JIGSAW EMPOWERS THE GIRLS WITH THE KEY VOCABULARY NEEDED TO ARTICULATE EMOTIONS AND UNDERSTAND THEIR PHYSICAL AND MENTAL HEALTH.'



Trips, Workshops & Visits

Reception
Reception pupils have enjoyed a vibrant and varied year, filled with meaningful learning experiences that sparked curiosity, encouraged creativity and deepened their understanding of the world around them.

Our adventures began in the Autumn Term with a visit from a professional storyteller. Tied into our Black History Month celebrations, the children enjoyed lively, interactive traditional African tales. This experience sparked their imaginations and introduced them to rich cultural histories through rhythm, song and oral storytelling.

The learning continued into the Spring Term with an active workshop based on the story The Rainbow Fish. The children used movement and drama to explore the story's themes of friendship and sharing. Later in the term, we launched our "Out of This World" topic, which included a trip to the Science Museum. Seeing the rockets and exploring the interactive galleries left our young space explorers eager to learn more about the universe.



Finally, the Summer Term focused on community and essential life skills. As part of our topic on superheroes, where we learn about real-life heroes in our neighbourhood, we visited Kentish Town Fire Station. The children met the firefighters, saw the engine up close, learned how these emergency services keep us safe and even got to use the firefighters' hose! To wrap up the year, we welcomed a visit from Pond Square Dental. They taught the children about oral health in a fun, accessible way, ensuring everyone knows how to keep their teeth clean and healthy.

Year 1
Year 1 pupils engaged in a series of dynamic, hands-on experiences this year that brought their Science, Geography and History topics to life through interactive workshops and educational visits.

In the Autumn Term, they participated in an in-school workshop led by a facilitator from the Freshwater Theatre Company. Using drama and role-play, the children embarked on a transatlantic trek to explore global climates. They learned about temperate, polar, desert and monsoon environments while categorising weather patterns and creating seasonal soundscapes in a fun, interactive setting. Later in the term, they also enjoyed a walk around Highgate to spot different local landmarks such as cafés, churches and shops before recording their route on a map.

In the Spring Term, focusing on their Science topic about animals, Year 1 enjoyed an outdoor learning experience at the 'Old Orchard' garden and pond area near Kenwood House. Led by educators from Hampstead Heath, this hands-on session connected pupils with nature and ignited their curiosity about local habitats. Key activities included pond-dipping to

***Above:** Reception trip to the Science Museum*
***Below left:** Year 1 visit to the Postal Museum*



'YEAR 1 ENJOYED AN OUTDOOR LEARNING EXPERIENCE AT THE 'OLD ORCHARD' GARDEN AND POND AREA NEAR KENWOOD HOUSE'

***Above:** Year 1 Pond Dipping. **Right:** Year 2 exploring life in the time of the Great Fire of London*

discover aquatic creatures, a bug hunt to investigate minibeasts in their natural environment and a habitat game to learn how local animals survive and thrive.

An exciting trip to the Postal Museum in the Summer Term integrated multiple skills, allowing the children to participate in interactive Maths workshops while discovering the rich history of the Postal Service. The underground 'Mail Rail' ride was a particular treat... although they had to be very brave when the lights went out!

In addition to these outings, pupils in Year 1 enriched their learning with a number of cultural and religious talks from visiting parents. These included Diwali, Passover and the Fourth of July. These activities successfully enriched the core curriculum, offering memorable, practical learning opportunities both inside the classroom and out in the wider community.

Year 2

In the Autumn Term, Year 2 travelled into the heart of London to explore sites connected to the Great Fire of London. Walking through the city streets, the children discovered where the fire began and learned how it spread so quickly through the crowded wooden buildings of 1666. They investigated historical maps to trace the path of the fire. The girls also enjoyed dressing up in period costumes and experienced what it was like to write in the seventeenth century by using quills and ink to create their own pieces of writing. The trip provided a wonderful opportunity for the girls to deepen their understanding of this important historical event.

In the Spring Term, pupils took to the skies in an exciting drama workshop exploring the history of flight. Through imaginative role-play, storytelling, movement and performance, the children discovered how transport has evolved and learned about the remarkable achievements of pioneering aviator Amelia Earhart. It was a fun and engaging experience that inspired curiosity about the world of aviation and the people who helped shape it.

Another highlight was a visit to the Royal Mews in the Summer Term, where pupils explored the magnificent carriages used during royal celebrations and state occasions. They were fascinated by the craftsmanship and history behind these impressive vehicles, including some that have been used for royal coronations and jubilees. The children stepped back in time as they dressed up as footmen and learned about the important roles people played in royal processions. They also examined carriages from different periods, discovering how transport and royal traditions have changed over the years.

These trips offered valuable hands-on learning experiences, helping pupils make meaningful connections between classroom learning and the world around them. Their enthusiasm and curiosity made both visits a great success.









Above and far left: The Royal Mews ***Left:*** *Year 3 Lords Cricket* ***Below:*** *Year 4 expedition to the Barnet Environment Centre*

Year 3

It has been an incredibly busy and exciting year for Year 3, filled with hands-on learning, building independence and making memories. Through a variety of enriching experiences, from cultural celebrations and historic sporting grounds to a night camping in school, the girls have been actively learning new skills.

To support their Religious Education curriculum, Year 3 stepped into a world of vibrant colour and rhythm with a Diwali dance workshop. Immersing themselves in the storytelling aspect of the Festival of Lights, the girls learned traditional movement sequences that beautifully expressed the victory of light over darkness. It was a high-energy, joyful experience that brought their classroom learning to life through creative expression.

This year, PE and History came together on the pitch during a fantastic trip to the historic Lord's Cricket Ground. To inspire our young athletes, the girls were treated to an exclusive tour of the legendary venue. This was paired with an action-packed skills session where they sharpened their batting and bowling and concluded with a fascinating exploration of the sport's history in the museum.

Year 4

As part of Year 4's RE topic, Christmas Journeys, Year 4 visited the iconic St Paul's Cathedral. While there, they took part in a guided session, which allowed them to imagine the arduous journey to Bethlehem, culminating in a wonderful, costumed procession to the manger. It was a beautiful opportunity for the children to reflect on the meaning of Christmas for Christians while standing beneath the cathedral's breathtaking dome.

In the Spring Term, Year 4 pupils turned into real-world ecologists during a hands-on expedition to the Barnet Environment Centre. Equipped with nets, they dived into pond-dipping, successfully recording various aquatic species and constructing their own pond food chains. Using simple keys, they classified fascinating invertebrates and discovered minibeasts hiding under logs. From studying plant classification in the woodland to analysing predator-prey feeding adaptations, everyone gained a deeper appreciation for how animals connect to their habitats.

'IN THE SPRING TERM, YEAR 4 PUPILS TURNED INTO REAL-WORLD ECOLOGISTS DURING A HANDS-ON EXPEDITION TO THE BARNET ENVIRONMENT CENTRE'







Above: Year 5 girls feeding the cows at Bhaktivedanta manor ***Above right:*** *Year 6 visit HMS Belfast*

This year, Year 4 were also delighted to welcome a local dentist for an interesting and interactive session all about oral health. The pupils learned firsthand how to battle plaque and how to keep their smiles sparkling. They also took a closer look at different dietary choices, discovering which tooth-friendly foods keep teeth strong and which sugary culprits to avoid. The educational session concluded with the girls putting their new knowledge into practice by creating a healthy, tooth-friendly packed lunch.

Year 5

This year, Year 5 participated in a series of educational day trips designed to enrich the curriculum and bring classroom learning to life. These excursions offered pupils practical, hands-on experiences that deepened their understanding of key topics. In addition to supporting academic achievement, these opportunities outside the classroom fostered essential social skills, collaboration and personal growth among the cohort.

In the Autumn Term, the girls visited the Royal Courts of Justice, where they experienced the workings of the legal system through a mock trial focusing on a Victorian boy who had been accused of stealing gooseberries. In this re-enactment, John Greening (11 years old) stood trial, charged with theft. This engaging role-play helped pupils understand the justice system while offering a powerful insight into this period in history.

In the Summer Term, Year 5 visited Bhaktivedanta Manor, a Hare Krishna temple set within 78 acres of beautiful gardens and farmland. The girls explored the spiritual sanctuary through a range of activities, including a tour of the grounds, feeding the temple's protected herd of cows and a bullock cart ride. They also took part in a traditional dress-up workshop, visited the shrine and enjoyed a traditional feast. To round off the day, the girls experienced yoga and meditation sessions, providing a calm and reflective close to a full and varied day. This trip supported their RE topic, Belief in our Community, offering a unique opportunity to learn about different faiths and cultures in an engaging and hands-on way.

'EACH OF THESE TRIPS DEEPENED THE GIRLS' UNDERSTANDING OF THEIR TOPICS WHILE PROVIDING WONDERFUL OPPORTUNITIES FOR SOCIAL GROWTH AND SHARED EXPERIENCES OUTSIDE THE CLASSROOM'

Each of these trips deepened the girls' understanding of their topics while providing wonderful opportunities for social growth and shared experiences outside the classroom.

Year 6

Across the academic year, Year 6 girls took part in a range of enriching experiences that brought their learning to life, supporting their development in historical enquiry, scientific investigation and critical thinking.

Kicking off the year with an exciting exploration of science in action, Year 6 girls visited the Science Museum's interactive Wonderlab. Immersed in a dynamic environment of hands-on exhibits and live demonstrations, the girls explored key scientific principles including forces, light and electricity. From experimenting with friction slides to observing dramatic live shows, they were encouraged to question, predict and investigate like real scientists.

During the Spring Term, Year 6 girls supported their History and PSHE curricula by taking part in an immersive workshop with the world-renowned research archive, The Wiener Library. The Flüchtlingskinder session invited the girls to explore the lived experiences of young refugees who had to flee their homes in Europe during the 1930s and 1940s. By examining original photographs and identity papers, the girls pieced together real historical journeys of survival, migration and resettlement in Britain. The workshop offered a unique opportunity for the girls to engage with authentic archival material, developing both their historical literacy and a deeper understanding of human rights, sanctuary and identity.

During the Summer Term, Year 6 girls went on an exciting, hands-on visit to the historic warship HMS Belfast. Stepping aboard the iconic vessel moored on the River Thames, the girls explored the realities of conflict and daily life at sea during the twentieth century. By navigating the ship's nine decks, sitting in the Captain's chair and investigating the cramped living quarters, the girls gained a vivid insight into how a crew of nearly one thousand men lived and worked together as a floating community. The immersive trip offered a fantastic opportunity for the girls to bring their classroom learning to life, developing their historical enquiry skills and fostering a deeper appreciation of the human stories behind modern maritime history.



Residential Trips





Year 3

A major highlight this year for Year 3 took place right on the school grounds with an unforgettable overnight camping residential. For many pupils, this was their first night away from home, serving as a monumental step in building independence. Even when the British weather took a turn, the girls showed incredible resilience in the rain, refusing to let a few downpours dampen their spirits.

The action-packed schedule kept everyone moving. The girls worked together to pitch tents before diving into an afternoon of archery and frisbee golf, testing their aim and technique. This was followed by a high-stakes survival game that required quick thinking and brilliant teamwork to outsmart the opposition.

As dusk fell, a delicious dinner of pizzas arrived – the perfect fuel for the evening's main event. The MUGA was soon transformed into a vibrant, neon-lit arena for a silent disco. Donning glowing headphones, the girls danced under the starlight, switching between channels and singing along to their favourite tracks in hilarious harmony.

To round off the night, everyone gathered around a crackling campfire to roast marshmallows. After a cosy night of whispering in sleeping bags and pyjamas, the pupils woke up to breakfast on the Pavilion field, brimming with newfound confidence and much deeper friendships.



Year 4

The Year 4 residential trip to Ufton Court provided pupils with an immersive experience, transporting them out of the classroom and directly into the complex world of the Tudors. From the moment they arrived, the historic atmosphere set the stage for two days of active, living history.

A major highlight of the trip was the grand Tudor Banquet, where history was brought to life. Pupils traded their school uniforms for traditional costumes, fully immersing themselves in the customs of 16th-century life. Gathering beneath the timber beams of the Great Hall, they learned court dances to entertain the "Lords and Ladies" of the manor. Pupils also explored the lighter side of Tudor culture by playing popular games of the era, testing the same skills, focus and strategy that children would have used hundreds of years ago.

However, the trip also highlighted that life in the 1500s involved significant hardship and conflict. Pupils explored the deep religious tensions of the period by re-enacting the historic raid against the Perkins family, learning about their adherence to Catholicism and discovering the secret priest holes hidden within the house's walls.

The historical exploration continued as pupils stepped into the courtroom to role-play a Tudor trial. By examining the strict legal system of the time, they quickly discovered just how harsh and unforgiving judicial punishments could be.

From legal history to period choreography, this hands-on residential gave Year 4 excellent insight into both the achievements and the perils of the Tudor age, returning to school with a wealth of new historical knowledge.







Year 5

This Spring Term, Year 5 embarked on an unforgettable, action-packed residential trip to PGL in Liddington, swapping the traditional classroom for the great outdoors. The mission for the three days was clear: face big challenges, try new things and have the absolute time of their lives. From the moment they arrived, the energy was high and the pupils were ready to dive into every adventure.

The itinerary was packed with thrilling activities that pushed everyone well out of their comfort zones. Pupils found themselves screaming with laughter on the giant swing, testing their focus and aim in archery, and splashing around during an exhilarating kayaking session. The excitement didn't stop on the ground, either; many showed incredible bravery by scaling the heights of the high trapeze, cheering each other on from below. Alongside the high-octane thrills, pupils also put their heads together for a series of mind-bending problem-solving tasks that required communication, patience and logic.

Beyond the pure adrenaline rushes, the true heart of the trip was teamwork. Living and working together away from home allowed the children to see each other in a whole new light. They practised resilience when things got tough and celebrated each other's successes, no matter how small. Their dorms, set in our favourite Stable Block, were inspected each evening by the teachers – a much-loved tradition!

Year 5 returned to school exhausted but immensely proud, bringing back much stronger friendships, a treasure trove of brilliant memories and a fantastic sense of personal achievement that will undoubtedly inspire them for the rest of the school year and beyond.

Year 6

The Isle of Wight residential: the ultimate Year 6 rite of passage. Year 6 pupils headed to the Isle of Wight for their final Junior School residential – and what a trip it was!

We stayed at Tapnell Farm Park, which provided a brilliant base for the week. Mealtimes were spent at The Cow restaurant, where the burgers, bolognese and fajitas were firm favourites. In the evenings, the girls made the most of the free time on the farm, whether that meant racing on go-karts, tackling the giant slides, bouncing on trampolines or heading off to see the farm animals. Feeding wallabies and spotting alpacas proved just as popular as the more energetic activities.

Trips across the island kept everyone busy. At Wildheart Animal Sanctuary, pupils saw a range of rescued animals, including big cats saved from the illegal pet trade, former circus bears and some (very) vocal cockatoos. Carisbrooke Castle gave the girls a chance to explore a key part of the island's history, including walking the castle walls, while Osborne House offered a glimpse into Queen Victoria's life, with a workshop followed by time in the grounds. Surfing pushed many out of their comfort zones, but it was approached with real determination (and plenty of laughs along the way). Fossil hunting was equally memorable, especially when one pupil uncovered what was later identified as a dinosaur bone. The much-anticipated aquapark was as lively as expected: cold and chaotic, with squeals echoing across the water and girls scrambling, slipping and jumping their way across the inflatables.

Back at Tapnell Farm Park, our final evening brought the now-famous room inspections. These quickly became a highlight in their own right, with groups turning them into full performances, ranging from IKEA adverts and hotel tours to pop star routines.

The week was packed with the kind of moments that quickly become lasting memories – certainly one for the memory books.



'THE ISLE OF WIGHT RESIDENTIAL: THE ULTIMATE YEAR 6 RITE OF PASSAGE.'



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