



Founded in 1888

Queen Elizabeth's Girls' School

Educating Women of the Future

April 2025

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The Tudor Rose

Your half-termly newsletter from Queen Elizabeth's Girls' School



From the Headteacher

This week, as everyone at school felt a real sense of spring and rejuvenation such as always comes with the start of British Summer Time, I was both delighted and proud to attend an incredible event at the Royal Albert Hall, a concert performed by 30 Barnet schools including our own. It was a wonderful evening of music and song, performed en masse, by school choirs and musicians. Together they formed a riot of colours given the range of school uniforms, each grouped in one part of the auditorium. I know many of you were also part of the audience and shared an uplifting experience in the presence of school representatives and Barnet dignitaries including the Mayor and Local MP. Performances showcased the talents of students from Primary, Special and Secondary schools and of course the commitment of young people in response to the musical passions that they pursue. I was accompanied by Mr Jones and we extend congratulations to all our students who were involved and also to Ms Stepanyak who has been leading music in school so ably and also Ms Albrecht for her support of the students at this event.

I hope you enjoy this edition, with its many pieces written by sixth form students, sharing some of the opportunities with which they have involved themselves this term. Our sixth form students are flourishing and that is reflected in the vibrant community of young women who are role models for the rest of the school. Their opportunities arise through the commitment of our staff, who volunteer their own time to broaden student perspectives, so important in a world whose peoples seem to be increasingly conflicted.

I extend all good wishes to you, on behalf of all the staff, for a restful and enjoyable spring break.

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New Podcasts from ICGS

International Coalition of Girls' Schools



[Episode 4: The EQ Advantage](#)

Join renowned author and educator Rosalind Wiseman as she explores how you can help students navigate conflict, strengthen communication, and foster meaningful relationships through emotional intelligence.

Perhaps, emotional intelligence (EQ)—the critical skills used to get along in a world full of others who don't think or feel like we do—should get more attention. The reality is that as we manage our lives, it is our EQ that helps us navigate relationships and express our feelings productively. The good news? Emotional intelligence can be strengthened through reflection, practice, and experience. The further good news? This is important work that we can do in partnership with the girls in our lives; we can and should help them be smart about being emotionally smart as it will matter to their ability to get along in the world.

In this episode, "The EQ Advantage," Rosalind Wiseman focuses on why and how a girl's EQ is critical to her meaningful engagement with the world around her. Rosalind, a bestselling author and thought leader, works on the global stage helping parents, educators and students understand the fascinating realm of EQ and its impact on our lives. Rosalind has a unique ability to capture challenging concepts in compelling, "sticky" phrases, and she is on a quest to help us do this important work in our lives and the lives of our girls.

[Episode 5: Becoming Body Confident](#)

Researcher Dr. Phillipa Diedrichs offers evidence-based strategies for promoting body confidence in girls and shares how the adults in their lives can model healthier attitudes.

It is estimated that young girls are exposed to nearly 600 media images per day, unable to escape the barrage of messages about the perfect look, the perfect weight, the perfect size, the perfect skin tone. Research tells us they are internalizing these images, likely to start believing their body image defines who they are. Far too many girls are held hostage by their own negative body image issues and need powerful counter messaging that reminds them they are so much more than their weight on the scale.

In this episode, Dr. Phillipa Diedrichs, a professor of Psychology at the Centre for Appearance Research at the University of the West of England, in Bristol, England, shares research-based strategies to build body confidence in girls. Dr. Diedrichs, who delights in smashing beauty stereotypes, is the Founder of Everybody Consulting, a global consulting group of thought leaders and social scientist experts in body image, appearance diversity and mental health. She believes we all play a role in helping girls become "body confident" and offers an abundance of resources to empower us.



UCAS Discovery Day

Ms Shah, Assistant Headteacher
and Head of Sixth Form

On the 25th March, the sixth form attended the UCAS discovery day at the ExCel in London. We were able to walk around the stalls, talking to university representatives, apprenticeship experts and learning about other potential post-18 options following A levels. It was also a great opportunity for us to get some free merchandise!

It also gave us all a chance to see what options are available, especially in terms of university courses and the fields they can take you into.

The staff were all really helpful in answering questions for us and it was definitely worthwhile for us to go to the event because they also had student ambassadors for a lot of the universities. They were able to give us their perspective on what life is like on campus, particularly with extra-curricular activities and any advice they had on how to choose what path to take.



The sixth formers really recommend the day to anyone who can go to it because you will be able to get dates for events like open days and emails with updates on what will be occurring that relate to your interests. Overall it was a great day out and was definitely helpful in making those big decisions about where to go next.

Lucy, Year 12

Maths Outreach Event

Mrs Khodabacus, Head of Maths

On Tuesday 25th March, I had the opportunity to attend the annual Maths Girls Outreach Virtual Event hosted by Imperial College London. This event was designed to offer insight into the world of Mathematics, showcasing how it can be applied to real-life scenarios and encouraging young women to pursue Mathematics at university level. We learned first about Imperial as a whole and were introduced to three female PhD maths students, who introduced us to a platform called 'menti' to answer interactive maths problems. The presentation included why you should study maths; reasons including gaining skills of problem-solving, increased employability in later years, a flexible degree etc. One of my questions was to ask about what a degree in maths might lead to beyond university, the answer being 'essentially anything'- that employers search for people who can easily work with numbers; maths is used everywhere in everyday life. We also heard about real life experiences in the field of maths, and finally from students studying at Imperial College at the moment. The event was really interesting and I found it a very valuable experience.

Eve, Year 10



Year 12 visit to Tate Britain

Ms Stavrou, Art Teacher

We recently had the wonderful opportunity to visit Tate Britain. The trip gave us a chance to see some incredible works of art up close and gain insights that we can now bring back into our own artistic practice. Tate Britain's collection of British art spans hundreds of years, and we were able to dive into works from the 1500s all the way through to contemporary pieces. Walking through the galleries, we were amazed by the variety of styles and the depth of creativity that British artists have shown over time. We didn't just look at art — we also learned from it and thought about how we can apply some of those lessons to our own work. The visit really made us think differently about art and gave us practical ideas that we can use in our projects. Personally, I'm excited to experiment with Turner's watercolour blending techniques and his unique use of light and colour, as the visit really inspired me to explore new approaches in my own art. Thank you to our teachers for the opportunity to go on this trip to Tate Britain knowing how the trip will help us all to develop our creativity in the upcoming weeks.

Faye, Year 12



6th Form Politics Q&A Session with Mr Dan Tomlinson MP

Mr Baxter, Lead Teacher for Politics and Head of Year 11

On Friday 28 March, Year 12 and Year 13 Politics students were given the opportunity to participate in a Q&A session with Labour MP for Chipping Barnet, Dan Tomlinson.

Mr Tomlinson was on a scheduled visit to the school to meet with Mrs Walker and with students and offered time to receive questions from students studying A Level Politics.

Rihanna Year 12 commented "The Q&A session with the MP Dan Tomlinson was extremely interesting as it gave me a proper insight into what MP's usually do as well as how they are willing to adapt to the community's needs and do what's best for the constituency."



Solving the Doctor Crisis!

Ms Shah, Assistant Headteacher and Head of Sixth Form

Two students going on to study Medicine write:

My decision to study medicine stems from a deep curiosity about the ways diseases affect individuals differently and a strong desire to provide patient-centered care that extends beyond diagnosis and treatment. Through months of work experience and volunteering in hospitals, I developed a profound connection to the healthcare system and gained a true appreciation for the sense of community it fosters. The process of deciding to study medicine began in Year 12, when I started engaging in academic pursuits beyond the school curriculum. I sought opportunities to

expand my knowledge and skills through leadership programs, work experience, volunteering, wider reading, and courses. These experiences not only deepened my understanding of healthcare but also reinforced my passion for the field. They allowed me to explore various aspects of medicine, from patient care to the importance of teamwork and communication. After this, crafting my personal statement allowed me to reflect on my experiences. Then came interview season, which was a stage I particularly enjoyed. It provided me with the opportunity to engage in thought-provoking discussions with healthcare professionals about medical topics I am deeply fascinated by. These conversations not only allowed me to share my perspectives but also challenged me to think critically and expand my understanding of the complexities of medicine.

-Aysel, Year 13

I chose to study medicine because I believe it offers a perfect combination of science and human connection, providing a unique opportunity to explore the complexities of the human body while engaging deeply with the lives of others. The process of applying to medicine was both exciting and demanding, involving rigorous preparation throughout. I found that the most difficult aspect of the application process was the UCAT—an aptitude test that applicants must take before applying for the course.

The exam seemed daunting as it was unlike any of the tests I had taken during my A-level courses, as there was no content to learn; it purely assesses a candidate's situational judgement, decision-making, and problem-solving abilities. However, by starting my preparation early and completing many mock exams, I familiarised myself with the exam structure and overcame this challenge in my application journey. Through writing my personal statement, I was able to reflect on my motivations for pursuing medicine, as well as discuss my work experience and super-curricular activities, which reinforced my decision to choose this career path. The next stage in the application process was the interview phase, which took place in December and January. At first, I found the series of interviews quite intimidating. I felt nervous going into each one, unsure of what to expect. However, as the interviews progressed, I began to appreciate the opportunity to engage in stimulating academic discussions with professionals in the field. The process allowed me to develop my critical thinking and interpersonal skills, and what initially felt like a daunting experience ultimately became an enriching and rewarding journey, reaffirming my commitment to pursuing a career in medicine.

- Nina, Year 13



English Department Paris Trip

Ms Madigan, Co-Head of English

The English Department took 44 students from Years 12 and 13 on a two day trip to Paris. What started as a trip to complement the study of a Paris anthology of non fiction texts in English Lang / Lit A Level developed into a cultural, cross-curricular experience for students from all subjects. We travelled to the wonderful city of Paris early on Friday morning and, once we had checked into the hostel, were taken on an open top bus tour of the city. We discovered that the traffic jams there are almost as bad as London but we also saw the incredible landmarks throughout the city and in particular the iconic Eiffel Tower.



After disembarking, we walked past the Musee D'Orsay and up to the Pompidou Centre where we enjoyed frere time to explore and have some welcome lunch. The rain came then but we bravely walked back to the hostel, winding our way through the Parisian streets.



The next day, the sun shone on us and we saw Paris at its glorious best! We walked to the Louvre and admired the size and majesty of this immense and beautiful building. We then went on a sightseeing boat trip, sailing past sights such as the incredible Notre Dame cathedral, currently being intricately refurbished after the catastrophic fire. After the boat trip, it was time for some well deserved lunch. We then ventured onto the Paris Metro which was a challenge as it is even more packed than the London Underground. Once safely back in our hostel, it was time to travel home. We had walked over 30,000 steps each during the weekend

but not one student complained. Our students were a credit to the school and their families and were a genuine pleasure to be with.

Goldman Sachs Women's Insight Day

Ms Tsang, Lead Teacher for Economics

The event provided a fantastic opportunity to connect with professionals across different levels of Goldman Sachs. Through discussions with analysts, associates, Vice Presidents, and Managing Directors, I gained a clearer understanding of what it takes to thrive in the financial industry. Engaging in conversations with like-minded individuals and experienced professionals allowed me to ask questions about career progression, industry expectations, and personal experiences within the firm. The networking sessions were invaluable for building connections and learning about potential mentorship opportunities.

During the Women's Insight Day at Goldman Sachs, I gained valuable insights into the structure of investment banks, particularly the distinction between bulge bracket banks, independents, and boutiques. A talk with David Njorge, Executive Director in Private Asset/ Wealth Management, provided a deep dive into revenue-generating and non-revenue-generating functions within the firm. He also outlined the typical progression path at Goldman Sachs, from Analyst to Associate, Vice President, and Managing Director. This session helped me understand the diverse career trajectories within the firm and the skills required to advance.

One of the most inspiring parts of the day was the panel discussion centred around the theme Accelerating Accounts, featuring four women from different backgrounds who have built successful careers at Goldman Sachs. They shared how their unique experiences shaped their professional journeys and accelerated action/inspired not only for them but others they worked with and provided insights into their various roles at the firm. Hearing first-hand how resilience, adaptability, and determination played a crucial role in their success was incredibly motivating. Their stories reinforced the importance of diversity and the various pathways to entering and excelling in investment banking.

Aaliin, Year 12



A Schoolgirl's War

Ms Shah, Assistant Headteacher and Head of Sixth Form

On the 10th of March, we had the privilege of attending a lecture delivered by a former QEGS student, Mary Smith, about the experience of secondary school girls in London during the Second World War. The lecture focused on a recently discovered artefact: a diary left behind by a war-time art teacher from Maidstone Grammar School for Girls, Helen Keen, made up of her paintings and sketches.

The art displays all aspects of daily life on the Home Front, from students running to the air raid shelters during the Battle of Britain to a sixth former completing her Oxford entrance exam under the table while German aircraft flew overhead. The diary quite strikingly displays how schoolchildren adapted to the situation they found themselves in - lessons at Maidstone Girls' School continued even during air raids, with algebraic equations still chalked onto the walls of the underground shelters as a remaining symbol of dedication and perseverance.

The Diary has been compiled into a book, 'A Schoolgirl's War' by Mary Smith, including interviews with the students from the paintings and research dissecting all the hidden details across Keen's art. The lecture was fascinating and broached many powerful questions but ultimately left us feeling inspired by the determination of children our age to keep living through such horrific events. The book in question can be purchased online and Maidstone Girls' Grammar School plans to open up their underground air raid shelters to the public in 2026 - something we encourage anyone interested in the history of World War 2 to look out for.

Olivia and Lucy, Year 12

Careers Assemblies

Mrs M St Ledger, Careers Coordinator

Barnet and Southgate College

In February, Year 11 students had an assembly to inform them of the Post-16 technical qualifications available. They heard about the T-Level and BTEC qualifications offered at our local college so that they could make informed decisions about the courses they wish to apply for.



Construction Week and International Women's Day

This term it was Construction Week and International Women's Day. To highlight the importance of both events and to shed light on the role of women within a stereotypically male field, Year 8 and 11 had assemblies from external speakers from construction companies. Year 8 heard from Poppy Kennedy from Marlborough Highways, who delivered an inspiring assembly



about women in construction. Within this, she discussed the role of a civil engineer, the multitude of careers available in the construction sector, and myth busting some common misconceptions about women in construction.

Year 11 had an assembly by Karla Motts and Selassie Agroh from Wates Construction. Their assembly focused on their roles as Project Manager and Design Manager, as well as the theme of women in construction. Wates Construction advocate for empowerment of young girls and women to be leaders and drivers of positive change.



Thank you to our guest speakers for delivering these important messages.

Careers Talks

Mrs M St Ledger, Careers Coordinator

This term we have had a number of after-school careers talks on a variety of sectors including creative writing, engineering and law. These have been well attended by students from a variety of year groups who asked thoughtful questions in the Q&A portion of each talk.

Alec Worley

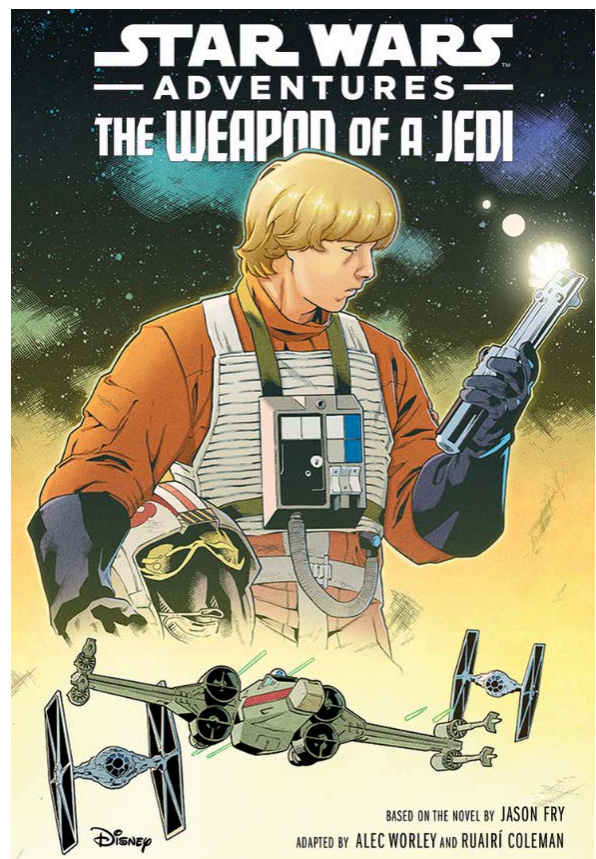
Alec Worley, an award-winning freelance creative writer, shared his expertise in the world of writing comics and other creative writing pursuits.

Mr Worley works mainly in the genres of fantasy, horror and sci-fi, predominantly on tie-in titles set in a pre-existing universe. In this way, he has worked on Star Wars, Teenage Mutant Ninja Turtles, Judge Dredd, Trollhunters, Games Workshop's Warhammer and for horror director John Carpenter. Students were lucky enough to see some samples of Mr Worley's work.

Kay Mason & Isobelle Rushton

Kay and Isobelle from the company Costain came in to speak about their respective roles. Isobelle is a Social Value Consultant at the company. She explained that her job is not just

about hitting monetary targets, but a commitment to create tangible benefits within the heart of



the communities served by Costain as a company. Their impact is not measured just in numbers, but lives transformed, the well-being of people, and the opportunities they create.

Kay Mason is a senior engineer working on the TfL account currently doing works at Brent Cross. Kay gave an overview of all the different roles involved in a major engineering

project (from stakeholder, environmental, to 3D modelling etc), a focus on civil engineering and lots of photos of past engineering projects she has been part of. She talked through the skills required for a successful engineering project, linking these to our Skills Builder framework.

Emily Johns-Putra

Emily Johns-Putra is a Solicitor and Risk Manager at PwC. Emily gave an informative talk about the different areas of law one could go into (becoming a solicitor vs a barrister) and the routes into each. She then delved into her journey of becoming a solicitor and the skills and qualities needed at each step. Emily then shared her personal experience of getting on the career ladder and her experience of working in house at PwC. She also shared insights about the importance of perseverance and resilience when applying for work experience/shadowing and training contracts. Emily honestly and thoroughly answered students' questions, giving them a realistic idea of what to expect when pursuing a career in law.

Thank you to each of our guests for volunteering their time to provide these valuable opportunities for our students.

Psychology A Level Trip to London Zoo

Mrs St Ledger, Mr Blyth

Year 12 Psychology students had the opportunity to visit London Zoo to see how the principles of learning they have studied on their course are used to train animals at the Zoo. Students also used their Research Methods knowledge to conduct a structured time sampled observation of an animal of their choice.

Kyle, 6MSR, summarised the day:

On 11th March 2025, the year 12 psychologists ventured toward London Zoo, with the goal of being able to understand and differentiate between the behaviour of humans in comparison to that of animals. We conducted an observation in order to strengthen our psychological knowledge, learning that we often have a human-centric perception of psychology that often clouds our views concerning animal behaviour, as we only measure them by the standards dictated by human beings.

In addition, we had the pleasure of spending time enjoying the multicultural sights that lie within the facility, and in fact had the privilege of recording the behaviour of the wildlife during a psychological observation, an experience that was greatly appreciated by all those involved (in spite of the bitterly cold weather conditions!). All in all this trip was a massive success and certainly aided us in our journey of educational growth.



Psychology and RS A Level Trip to the Freud Museum

Mrs M St Ledger, Lead Teacher for Psychology and Careers Coordinator

Year 13 Psychology and Religious Studies students visited the home of the famous psychoanalyst Sigmund Freud. Known as the Father of Psychology, Freud moved from Vienna to Maresfield Gardens in Hampstead, London, approximately a year before he passed away. He managed to get the majority of his belongings to London and these have been preserved in a museum dedicated to his life and work in the home he shared with his family. Students got a unique insight into Freud's work and the work of his daughter Anna Freud, and had the opportunity to see his famous couch that he used during psychoanalysis sessions. Although the original couch is protected, a replica couch has been added to the museum in recent years, which students took the opportunity to sit on and imagine what a psychoanalysis session with Freud would have been like



Mind Matters: Wellbeing & Exam Success – Advice from Our Student Leaders!

Ms Myint, Associate Assistant Headteacher and Senior Mental Health Lead

Senior Prefects have come together and created a list of easy things you can do to help with your wellbeing during exams:

Non-revision related

- Go on walks - it helps clear your head and gives your brain a chance to absorb the information you're revising. There is also substantial evidence behind the benefits of exercise and the release of serotonin - you'll feel happy and productive!
- Listen to music - sometimes just dancing like no one is watching can help you feel happier and more relaxed
- Occasional treats - if you have done loads of revision during the week, reward yourself with an afternoon off doing something you enjoy - whether this is a movie, tv show, book, extra curricular club it's down to you!
- Spend time with family and friends - they are your support network

Revision related

- Schedule and plan your revision - plan around any extracurriculars and any time you'll dedicate to down time. Ensuring you plan will allow you to remain on top of topics and still give you enough time to do the things you enjoy
- Do not cram! - doing revision little and often will be far more effective than the night or week before. Give yourself time to absorb the information
- Practise questions and mark schemes!! - these will tell you exactly what the examiners are looking for and are effective for small sessions of revision
- Do not set unachievable goals - creating to do lists can be helpful but do not set too many tasks per day or unrealistic targets
- Limit procrastination - put distractions away. Focus on the first five minutes of the work. Often the hardest bit is starting and you'll usually find that after those five minutes you are able to get into the swing of the revision.

Advice from the Year 11 Prefects:

With the upcoming exam season approaching for many of us, especially as year 11, we have learnt that it is really important to maintain a level of consistency throughout school work. Try to ensure that you are spending a reasonable amount of time on each subject and completing work as it is assigned. It is beneficial to regularly review your material and ask your teachers for their help in order to not feel swamped, especially closer to the exam period and to make sure that you are feeling prepared. As important as it is to make sure you keep on track with all your revision, it is also important to ensure that you are prioritising your health and make sure that you are taking regular breaks to be active and to avoid feeling tired or disheartened. You got this!!

News from the Canteen

Innovate

Innovate

Refreshed Meal Deal & New Concepts Launching After Easter

Your new menu will be live after the Easter break and includes some exciting new updates. A sneak peek at what's coming up:

Chill Deal

This summer term, we're introducing a refreshed approach to our Blue Dot offer. Following the removal of hot items, the offer is now entirely cold and can be retailed in a similar way to familiar supermarket and high street meal deals. With all items grouped in fridges for easy selection, updated signage that clearly highlights what's included, and additional staff training to ensure the deal is well-promoted, we're confident this update will enhance the student experience. We're excited to roll it out more widely after Easter!

StreetVibes

At the same time, we're refining our StreetVibes approach to ensure lunchtimes stay fresh, exciting, and student friendly. Each week on Tuesdays, Wednesdays and Thursdays, StreetVibes will feature a dedicated street food-inspired menu, reflecting current food trends while keeping choice and variety at the forefront. With a simple structure—choose a base, add a protein, and top it your way—StreetVibes continues to offer meals that are customisable and flavoursome.

QEGSA Summer Quiz Night

Queen Elizabeth's Girls' School Association

QEGSA are pleased to announce the annual summer fund-raising event, which will this year be a quiz night, taking place on Friday 16 May at 7pm, at Barnet Rugby Club.



Please see the attached poster for more information, and go to WisePay for tickets.

Useful Support Lines

If you or your child needs support with their mental health over the holidays the following organisations are here to help:

Childline is a free, private and confidential service that you can access online and on the phone. They can provide help and support for people up to their 19th birthday.
<https://www.childline.org.uk/> telephone 0800 1111

Samaritans provide free confidential emotional support at any time either by calling 116 123 or emailing jo@samaritans.org

Kooth is an online platform that has information and support for young people on how to manage their mental health <https://www.kooth.com/>

Shout is a 24/7 text service, free on all major mobile networks, for anyone in crisis anytime, anywhere. It's a place to go if you're struggling to cope and you need immediate help. Text 85258. Only available in mainland UK website <https://giveusashout.org/>

NHS Mental health services are free on the NHS.

To get **urgent medical help**, use the NHS 111 online service, or call 111 if you're unable to get help online. Only available in mainland UK.

For **life-threatening emergencies**, call 999 for an ambulance

Safer Schools for learners experiencing any form of abuse. It also provides a contact point for reporting burglaries, vandalism and other incidents that impact on efforts to ensure safe schools. The Call Centre's telephone number is 0800 45 46 47.

CEOP is here to help children stay safe online. If anybody acts inappropriately towards you or another child or young person online (such as sexual chat, or being asked to do something that makes you feel uncomfortable); you can report it here.
<https://www.ceop.police.uk/safety-centre>

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