

THE EXCLUSIVE MAGAZINE FOR EDGBASTON HIGH SIXTH FORM

SIXTH

Cover art by Maya Hussain, Y11 GCSE Design



EDGBASTON HIGH
SIXTH

SECOND EDITION **SPRING 2025**

EDITOR'S NOTE

Welcome to SIXTH magazine, your inside look at life in Sixth Form at EHS! Whether you're a current student reflecting on recent events, a prospective student curious about what awaits you at EHS Sixth, or a parent or teacher keen to see what we get up to, this magazine is for you.

At its heart, SIXTH is a celebration of our vibrant and dynamic community. What makes this magazine truly special is that it is shaped by the voices of those who live and breathe EHS Sixth every day – our students, teachers, and supporters. Their contributions bring to life the experiences, achievements, and opportunities that define our Sixth Form, making this publication a true reflection of what it means to be part of our school.

But this is more than just a magazine – it's an interactive experience. Throughout these pages, you'll find QR codes and links to videos that bring our stories to life, giving you a real glimpse into the energy and spirit of EHS Sixth. From academic achievements to extracurricular highlights and everyday moments, we hope this edition gives you a true sense of what makes our Sixth Form such an inspiring place to learn and grow.

If you'd like to get involved and contribute to future editions of SIXTH, we'd love to hear from you! Simply contact us at hello@edgbastonhigh.co.uk and someone will get in touch with you.

Happy reading!
Editor, SIXTH Magazine

EHS SIXTH – ADMISSIONS TIMELINE

Transition Day	July 2025
Entry to Sixth Form	September 2025
Spotlight on Sixth Form evening	Autumn term 2025
Sixth Form Taster Day	Spring term 2026
Transition Day	July 2026
Entry to Sixth Form	September 2026

SIXTH

IMPORTANT DATES FOR EXISTING YEARS 12 & 13

Beyond EHS information evening for Parents	May 15 2025
Beyond EHS day for Year 12	June 2025
Parents evening	Autumn term, usually September
Deadline for submission of UCAS applications	November 2025
Mock exams	December 2025 or January 2026
Parents evening	Spring term, usually beginning of February
A level examinations	May & June 2026

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WELCOME TO SIXTH

Meet the Sixth Form Leadership Team



Zahra, Head Girl

“I Want to Be the Voice of Every Girl”

Zahra's journey at Edgbaston High School has been anything but conventional, and this fuels her passion for leadership. After briefly leaving EHS, she realised no other school offered the same support, opportunities, and encouragement – so she returned, determined to make a difference.

Reflecting on her early years as one of only two hijabi girls in her year, Zahra recalled feeling both invisible and different. Now a confident young woman, she is eager to ensure every student feels heard and represented.

Her key initiative focuses on networking. While careers fairs and Learning Hub talks offer insight, she envisions student-led Networking Nights – giving students the chance to meet professionals, gain tailored advice, and build long-term mentorships for career guidance.

Beyond careers, Zahra's leadership is rooted in service. Drawing from her charity work in Jordan supporting Syrian refugees, she believes leadership is about collaboration – ensuring every student, regardless of background or confidence level, feels valued and empowered.

Quoting EHS alumna Malala Yousafzai – “We cannot all succeed when half of us are held back” – Zahra hopes to lead in a way that helps every student reach their full potential.

“Leadership is about more than just a title – it’s about making a positive impact on the lives of others.”

Kate, Deputy Head Girl – Empowering the future

“I’ve grown immensely since joining this school, thanks to the experiences and knowledge I’ve gained along the way.”

Kate recently addressed the school community with a speech that was both reflective and forward-thinking. From her first day at EHS with an oversized bag and boundless curiosity to becoming a confident leader, Kate shared her journey and aspirations for every student.

Juggling Maths, Biology, Graphics, and Spanish alongside commitments in lifesaving, hockey, mentoring, and tech, Kate embraces all that EHS offers. She believes in ensuring that every student feels prepared for life beyond school.

Rather than making empty promises to abolish homework or rewrite the uniform code, Kate posed two key questions: “Where do you want to be in 10 years?” and “How will you get there?” Recognising that academic excellence is only part of the journey, she proposed a life skills programme to equip students with practical knowledge like banking, job applications, and confidence-building. Kate’s vision is to create a student-led curriculum that prepares everyone for life beyond EHS.

With Kate’s dedication and insight, the future of EHS is undoubtedly in safe hands.



Yang, Deputy Head Girl

“Imagine a platform where your voice matters – where we can discuss everything from school life to career advice.”

Yang, a dedicated and passionate candidate for Head Girl, took to the stage with a heartfelt speech about leadership, community, and the power of student voices. Reflecting on her five years at EHS, she spoke about how the school has shaped her and why she is eager to give back.

As a Sixth Former studying Biology, Chemistry, Maths, and Physics with ambitions to study Dentistry, Yang is no stranger to hard work. Beyond academics, she has played the drums for a decade, recently performing in SIX, showcasing her well-rounded nature.

Yang’s key focus is on amplifying student voices through a Student Voice Podcast, a platform where students can discuss important topics, from mental health and exam stress to ranking school lunches.

Beyond conversations, Yang is committed to preparing students for the future. She proposes workshops and a Life Skills Day, covering essential topics like financial literacy, budgeting, and student loans to equip students with practical knowledge. “Leadership is about collaboration, and I would work closely with students, teachers, and the leadership team to bring these ideas to life.”

Yang’s vision is clear: to create an inclusive, supportive school environment where every student feels valued and empowered. With her passion and drive, she aims to make EHS a place where every voice is heard, and every student is prepared for life beyond school.



THE INSIDE SCOOP

Meet the Sixth Form Heads: Mrs Ehiogu & Mrs Parsons

Who better to introduce you to the Sixth Form Heads of Year than the students themselves? We handed the mic over to our Sixth Formers to put Mrs Ehiogu (Head of Year 12) and Mrs Parsons (Head of Year 13) in the hot seat. Whether you're already part of EHS, new to the school, or thinking about joining, this is your chance to get to know the people who help shape Sixth Form life.

Interview with Mrs Ehiogu, Head of Year 12 by Leen and Layla



What made you want to get into teaching?

Oh, okay – this is a bit of a tricky one because teaching wasn't my first career choice. I had a very short – too short – career as a dancer before moving into dance teaching. I worked in London on several community dance projects and realised how much I enjoyed working with young adults. At that point, I knew I didn't want to be a full-time dance teacher, but I did want to teach. So, I decided to pursue a degree and then completed my PGCE. Although I'm now Head of Year 12, I'm actually a trained primary school teacher – I specialised in Key Stage 2 before moving into secondary education. Teaching has become something I truly love.

What was your favourite subject at school and why?

This is a tricky one because, to be honest, I didn't really like school! I would say PE, mainly because I was part of the first-ever GCSE PE cohort, and I was able to incorporate dance into it. The other subjects didn't really engage me as much. However, as a teacher in a primary school, I'd say English became my favourite subject. I love that it includes drama, persuasive writing, and debates – all things I enjoy.

Was there a specific teacher who inspired you to go into teaching?

This is a tough question because, as I said, I didn't really enjoy school! I probably didn't leave the best impression as a student.

But there are two dance teachers who stand out for me. One was Mrs Woodruff, who trained me in dance from the age of three, and prepared me for my auditions in London. She was a fierce character, but she gave me strength and self-confidence, and without her, I wouldn't have made it into dance school.

The other was a teacher called Omar Okai. He was a true inspiration – he was still actively working in the industry while teaching, and his energy and character left a lasting impression on me. I'd like to think that both of them have influenced my own teaching style.

Who's your biggest role model and why?

I've been really lucky to have several role models in my life. My dad is one of them – like me, he was an artist, but he ended up working in banking in London. He's a well-rounded individual – kind, generous, and passionate about the arts. Seeing how he managed to balance both worlds made me realise that I could do the same.

Do you feel like you got your passion for the arts from him?

Yes, definitely! I used to love going to the theatre with him. I lived in London with him while I was at dance school, and going to the theatre became our shared passion. I certainly didn't inherit his love for maths, which was his other passion!

What do you love most about EHS?

I've been at EHS for 12 years now, and what stands out to me is how the school allows every student to be themselves and to become the best version of who they are. It encourages them to grow without fear,

take risks, and develop in every aspect – academically, personally, and in their passions. Having worked in many different schools, I can confidently say that this is what makes EHS unique.

What has been your most memorable moment as Head of Year 12?

I have two very contrasting moments. In my first year, we sadly had to support a year group through the loss of a student. It was one of the hardest experiences of my teaching career, but it was also a privilege to support those students – both individually and as a group – through such a difficult time. That experience will always stay with me.

On the other end of the spectrum, I remember feeling that the same year group needed something joyful to round off the year. So, we organised an outdoor cinema experience. Watching students turn up with bean bags and onesies, eating hot dogs on the prep playground, and enjoying a film on a giant screen was such a special moment.

That's the thing about being a Head of Year – you never know what the next day will bring. There are so many memorable moments, both challenging and uplifting, and that's what makes the role so incredible.

What do you do in your spare time?

I'm a mum of two, and I also have a dog called Carson – so a lot of my time is spent walking him. I'd say I'm very much a 'dog mum'. With my daughters, I feel like I'm mostly a taxi service! But as a family, we love going to the theatre (of course!), watching drama series – especially period dramas – relaxing, and cooking together – though I'm a terrible cook. I also enjoy yoga and, unsurprisingly, dance.

Thank you so much for this.

No, thank you – brilliant questions!

THE INSIDE SCOOP

Mrs Parsons, Head of Year 12 interviewed by Tyra Jabawa



Thanks for taking the time to talk to me today. Let's jump right in. Moving from Year 12 to Year 13 can feel like a big step, so what support systems are in place to help students manage that transition?

I think one of the things we do well in Sixth Form is that we work as a team. Even though I'm your Head of Year in Year 13, I'm in so many meetings where we're discussing students, so I get to know you quite well in the background.

One of the things I really enjoy at the end of Year 12 is the Beyond EHS day because it gives me the chance to learn more about you – your aspirations, how you found Year 12, and what support you might need moving into Year 13. For me, those one-to-one interviews that Mrs Smith and I conduct are another valuable opportunity to help with the transition.

I can say on behalf of my year that it was really helpful! Speaking of support, balancing academics and well-being can be quite challenging. What advice would you give to help manage both?

A key thing is to be kind to yourself, because we can't do everything all the time. Being organised and prepared is important, but it's just as crucial to know your own limitations. For example, if you know you're not the most organised person, speak to staff about how best to manage your time.

Using study periods wisely is key, and I think that realisation really sinks in during Year 13. But you still need balance. We don't want you working through every study period – it's okay to take that much-needed caffeine break with your friends!

Outside of school, small things like regularly seeing your friends, engaging in physical activity, or reading before bed (which I'm a big fan of!) can make a difference. We also organise Sixth Form well-being events – whether it's breakfast, socials, or fun activities like Just Dance and dodgeball during enrichment. It's important to have those moments to unwind and just be 17-year-olds.

We all need that reminder sometimes! On a lighter note – what's your favourite Sixth Form tradition or event and why?

I don't have just one – I have a couple! I love our Christmas Party because it takes on a different theme every year. For Year 13 specifically, I really enjoy the Leavers' Assembly and Prize-Giving at the end of exams. It feels like closing the chapter on your journey, and it's wonderful to see how far you've all come since the start of Year 12.

You leave as completely different individuals, ready to take on the world.

There are definitely so many great events to choose from. It's always nice to have something to look forward to, but of course, it's not all just fun – we also have to prepare for what's next. How do you ensure students feel ready for university, apprenticeships, or other post-18 pathways?

We have a fantastic Futures team with Mrs Coley and Ms Chambers, who do amazing work embedding career guidance throughout the school. We offer a wide range of talks in the Learning Hub – from university and apprenticeships to alternative pathways. We also run a UCAS Day in Year 12, where students can meet representatives from universities, apprenticeships, and employers. The key to all of this is being aware of what you want your journey to look like. Our role is to support you towards your goal.

Another great resource is The Laurels, our alumnae network. You might have heard students in your year say, “You should contact student X, who’s doing something similar.” The Laurels are always happy to help, particularly Year 13s, because they know how important that transition is and want to be a friendly face when you start university.

That's great! And for those who want to get more involved in Sixth Form, what roles of responsibility are available, and how do they benefit students?

Well, I could turn that question back on you – you’ve been involved in nearly everything! In Year 12, students can become prefects or participate in the Prep Readers programme, where they support younger pupils. In Year 13, we have the full committee structure, led by the Leadership Team. There are so many roles – from House Captains and Deputies to PR & Marketing and EDI – giving every student an opportunity to make a difference.

Yeah, I think making a difference in your role is so important. Finally, if you could describe Sixth Form in three words, what would they be?

Okay... Positive, fun, and my third one is a bit of a twist, but I’d say opportunities!

I love it! Thank you so much for your time, Ms Parsons – I really appreciate you sharing your insights.

No worries.

I'm going to put you on the spot now, Tyra – this is payback! Reflecting on your time in Sixth Form, what has been your highlight?

That’s hard! There’s definitely more than one. One of my biggest highlights was becoming Deputy Head Girl. I’m proud of myself for delivering a speech to over 600 people – an opportunity I may never have again. I also got to implement my initiative from my speech: having the Leadership Team lead School Council meetings to strengthen student voice. Seeing it work so well has been amazing. Making a difference and leaving my mark on the school means a lot to me.

Another highlight has to be working alongside Ruby and Amy in the Leadership Team. We’ve developed new skills, strengthened old ones, and built a great friendship.

And finally, the Christmas Social we planned! It was such a success – both Year 12 and 13 had the best time, and for that one evening, A-Levels were the last thing on our minds.



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LET'S GET SOCIAL

Christmas Party 2024!





The Sixth Form Christmas Social 2024 was a night to remember, jam packed with fun activities, food and atmosphere. It all started with a collaboration of Sixth Form ideas, beginning on the first day of term after the summer, where forms worked together to plan their 'perfect' Sixth Form social. As the leadership team, we listened to the forms' presentations and took ideas from each of them to build our extravaganza.

The night started with pizza for all, as everyone flooded into the dining hall anxious for the night to begin, swiftly followed by a hide 'n' seek around the school where students scattered across the school in search of the best hiding spots.

And then the main event...A lively silent disco (with participation even from the Sixth Form staff), which included three channels of music and an amazing light display put on within The Octagon – the incredible space we have at our disposal. The inflatable assault course added a brilliant competitive edge to the night with races from two to 12 people at a time. What a night to remember!

A PHENOMENAL PERFORMANCE

SIX: Teen Edition at EHS

When Mrs Macro originally called for a production that would celebrate girls and their power, no one could have anticipated just how spectacular the outcome would be. *SIX: Teen Edition* came to EHS in February 2025, and the students and staff did an amazing job of bringing it to life. The production exceeded all expectations, proving just how much girls truly rule!

Samara Kulatunge, our very own Catherine of Aragon, shares her journey of this unforgettable experience:

"SIX: The Musical has been my favourite musical ever since it started trending back in lockdown. Trust me, all I wanted to do was to be one of those queens, up on the stage, under the lights... So, when Mr Skilbeck, our music director, announced that we'd be putting it on at school, I was elated. But there was just one problem – I didn't like the way I sounded when I sang. Over the past couple of years, I've experienced something I think all teenagers experience: insecurity. Whether it's to do with how you look or your grades, it's a horrible feeling. For me, it's been my ability to sing. Comparing myself to those around me, who could be in the West End by now, made me feel like I didn't stand a chance.

Nevertheless, I would never forgive myself if I didn't at least try for a role in my all-time favourite show, so I did, and I got one: Catherine of Aragon, in the eldest of the six casts. It felt like a dream, but I was also losing my head over it. Some of the girls in the younger casts had never even performed in front of a live audience, let alone had a main part in a fully-fledged musical, so they'd probably look up to us as an example. How could I be an example if I couldn't sing?

I'd got the lyrics down and the dances were a walk in the park once we had actually decided on the moves. All that was left was my character. Catherine of Aragon is a girlboss warrior queen who doesn't let anybody push her around. She's the definition of confidence. And at the time, I was anything but that.

Thankfully, our Katherine Howard, who just so happened to be my older sister, the rest of our cast and the music department were on the job. Mr Skilbeck offered me singing lessons free of charge, my sister helped me to work through each area of my song, and the cast gave me so much love, support, and appreciation. I ignored the fear and accepted that I would be fine, and though it took a lot of encouragement, by the time I stepped out onto the stage, I felt just like Catherine of Aragon. Confident.

As a cast, we faced a multitude of challenges, but we kept pushing ourselves to the limit, and the result definitely showed that. The show was amazing. I would do anything to relive even five more minutes of the experience – not just the show, but the journey – to take back the microphone from the voice in my head that told me I couldn't do it, and tell it that I'm so much more than who I was when I started.

But, for the record, there's n-n-n-no way I could have done it in the first place without the people who let me love my voice again."



WELL-BEING & **MINDFULNESS**

On Wednesday 29 January, Year 12 students took part in a day dedicated to mindfulness and well-being as a reward for their hard work throughout the year. The day featured three engaging sessions focusing on empowerment, CVs and interviews, and well-being.



Empowerment and Mindfulness

The first session was a self-empowerment workshop led by hypnotherapist Samantha Goddard. She highlighted the importance of focusing on oneself, emphasising that everyone is unique, and comparisons to others are unnecessary. Samantha also discussed the power of the subconscious mind, teaching us how to transform negative thoughts into positive ones. The session concluded with a mindfulness meditation, where she guided us through positive affirmations to reinforce self-belief. We found this activity both enjoyable and beneficial.

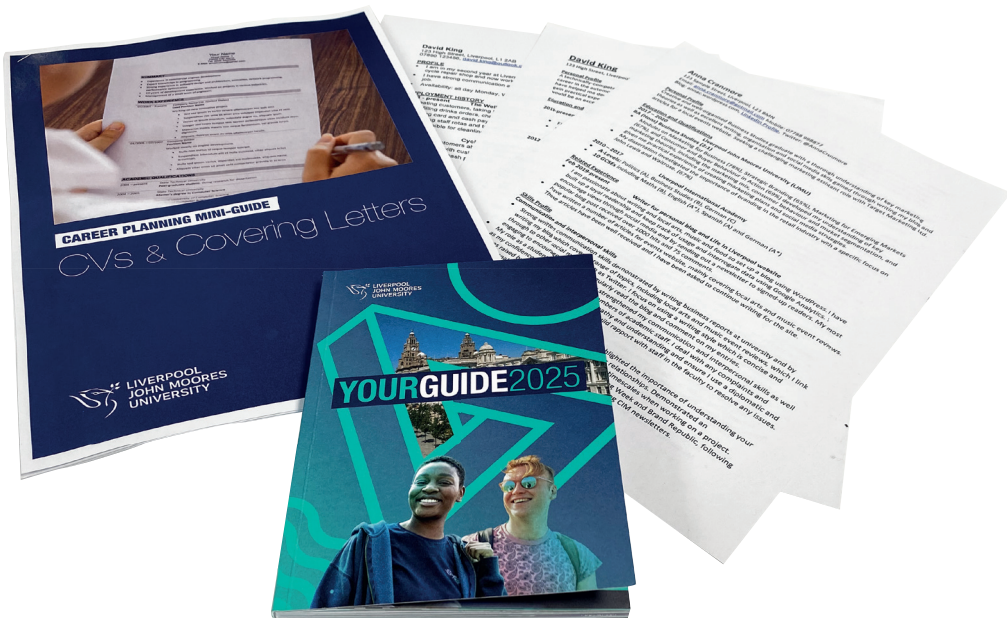
Addison Byrne, Year 12

CVs, Cover Letters, and Interview Skills

Another valuable workshop was led by Mariama from Liverpool John Moores University, who provided insightful guidance on CV writing, cover letters, and interview techniques. Mariama explained the key elements of a well-structured CV, emphasising the importance of professional language and action words. She also broke down the different sections of a CV and provided examples of well-written ones to help us feel confident in crafting our own.

The session also covered the significance of cover letters. Mariama introduced the AIDA technique – Attention, Interest, Desire, and Action – to help us structure compelling cover letters that complement, rather than repeat, the CV. She highlighted how a strong cover letter can enhance our chances of securing a job.

Finally, we learned essential interview



techniques. Mariama stressed the importance of researching the company before an interview, asking thoughtful questions, and demonstrating how we could contribute to the role. This session left us feeling more capable of writing CVs and cover letters and better prepared for future interviews.

Thank you to Mariama for such an informative and practical session!

Millie Hardiman, Year 12

Well-being Workshop

The final session of the day, led by Mrs Coley, was a relaxing well-being workshop. We made beaded bracelets using different colours and patterns, which allowed us to unwind. Each student received a well-being pack, including a booklet with self-care tips, mindfulness colouring sheets, a scrunchie, a nail file, stickers, and a worry stone. The session provided a calming space to de-stress while bonding with friends.

Chloe Woodall, Year 12

Final Thoughts

Overall, the well-being and mindfulness day was an enriching and insightful experience. Here's what some of our other Year 12 students had to say:

"Samantha was very engaging, interactive, and considerate. She used positive reinforcements that encouraged participation." – Ronaya and Anna

"It was very informative and provided a lot of insight for my future."
– Lucy Coleman and Adela

"The bracelet-making was a calm and relaxing experience where we could bond with our friends." – Aleeza and Emily

LEADERSHIP OPPORTUNITIES



At EHS Sixth, leadership is an integral part of student life. During Year 12, students are encouraged to step up and take on roles of responsibility, fostering confidence and key skills for the future.

Many students apply to become school prefects, subject or form mentors, or members of the front-of-house team. They also gain valuable experience by leading tours for prospective students and parents at school events.

In the Spring Term of Year 12, the election process begins for the new Sixth Form Committee, which will take over responsibilities from the outgoing Year 13 students when they go on study leave. This process starts with students submitting a letter of application for their chosen role. Shortlisted candidates are then invited to interview, ensuring a thoughtful selection process. Once the new committee is in place, the leadership team – comprised of the Head Girl and Deputy Head Girls – delivers an assembly to the Senior School,

introducing themselves and outlining their vision. Each year, the committee finds its own creative way to do this. This year, Head Girl Ruby, along with her deputies Tyra and Amy, embraced a cinematic approach, producing a James Bond-style animated film in which Mrs Macro sets them a secret mission!

These leadership experiences not only shape students' time at EHS but also prepare them for success beyond the Sixth Form.

Watch the secret mission video here:



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Join the Sixth Form Committee

Students on the Sixth Form Committee really help to bring together EHS as a community, enabling Sixth Formers to engage with Senior School in a multitude of events, academically, pastorally and socially. Which role can you see yourself doing?

House Captains and Deputies help with running and organising house events such as the House Bake Off and Sports Day to round off the Summer Term. The captains and deputies encourage participation and enthusiasm within their houses in all of these events.

Charity Representatives help to run fundraising events such as samosa sales and talent shows to raise money for charities who help those in need.

The Green Representative is there to represent environmental concerns of the school, this ensures that EHS stays as environmentally-friendly as possible. They carry out eco-surveys and enforce pledges and codes to develop the school's green activity.

The Front of House Team oversees displays for productions, concerts and open days as well as promoting the importance of guiding and helping at these school events.

The Mentoring Team oversees the mentoring system which is throughout upper school and Sixth Form. They allocate mentors to pupils and approve their suitability for the role. There is also a team of Pastoral Mentors who look at fostering positive mental and emotional health at EHS. They can help to support younger pupils one on one or provide information about pastoral concerns.

Student Head of Music is responsible for music assemblies, helps to organise musical opportunities and events, and provides leadership to music scholars.

The Sports Captain will provide leadership to the individual sports captains lower down in the school. They encourage participation of students in sporting activities such as sports day and need to be present at sporting events and record results of matches and tournaments.

The Head Prefect organises meetings with other Year 12 prefects, they will create rotas for the prefects and their duties. They can also act as support and guidance for the rest of the committee.

The PR Ambassadors write Sixth Form-related content for Friday Headlines, the school's weekly e-newsletter, arrange blogs and assist the front of house team with displays for events as well as playing a key role in speaking to prospective parents at open days.

The Laurels Association Liaison is there to liaise between the Laurels Association, the network for former students of EHS, and pupils currently attending school. They often attend events run by the LA as well as provide information to the rest of the school about how they can get support through the LA.

EDI Ambassador The Equality, Diversity & Inclusion Ambassador will have the opportunity to help organise workshops to educate pupils on a chosen topic. They arrange drop in sessions for pupils to ask questions and voice any concerns on EDI within school.

SIXTH FORM

How can you utilise this power?

Think of an area in your life where you:

- Lack confidence
- Experience self doubt
- Worry or feel anxious
- Lack motivation
- Procrastinate

TASTER DAY

Year 11 Student reviews

Each year, we welcome students from Years 10 & 11, along with external applicants, to experience life in the Sixth Form at EHS through our Taster Day. This event gives students the opportunity to take part in A-level lessons of their choice, explore our dedicated Sixth Form Centre, and meet current Sixth Formers and teachers. It's a chance to gain a valuable insight into what studying at Sixth Form is really like, helping them make informed decisions about their future. Here's what some of our Year 11 students thought of the event:

Simran B – Year 11 Student

Simran found the Taster Day inspiring, as it gave her a fresh perspective on subjects she had previously overlooked. The experience helped her reconsider her options and make a more informed decision about what to study. She was particularly impressed by how the Sixth Form Centre fosters independence while bridging the gap between Year 12 and Year 13. The relaxed and open environment made it easier to connect with others and get a real sense of the Sixth Form community.

Anya D – Year 11 Student

Anya found her Taster Day experience incredibly valuable, helping her solidify her subject choices and deepen her enthusiasm for them. Having always been sure about which subjects she wanted to pursue, the experience reaffirmed her decisions. What stood out most to her was the Sixth Form's welcoming atmosphere – smaller class sizes made lessons feel more personal and engaging. She also appreciated the supportive environment and found the teachers to be particularly helpful.

Year 11 Student

The Sixth Form Taster Day provided a clearer idea of subject choices, with many students finding subjects like Physics, Chemistry, and Media Studies particularly exciting. The small class sizes and supportive teachers stood out, as did the modern facilities, including The Edge café and dedicated Sixth Form spaces. Interacting with current Sixth Form students during the breakfast morning gave a real insight into life beyond Year 11. The day also helped students understand the differences between GCSEs and A-levels, with many now considering careers in fields such as optometry, dentistry, and medicine.

OUR REFLECTIONS

The outgoing Leadership Team looks back on their year...



“Being on the leadership team has been a clear highlight of our time in Sixth Form.”

We can't quite believe that our time at EHS is already coming to a close. When reflecting upon our time as the leadership team, it's fair to say that this year has been a whirlwind, jam-packed with so many amazing events – from Sixth Form socials to hosting House Gala.

As a team, we have made so many achievements – for example, we have now made it possible for the student leadership team to run some School Council meetings, in order to create a more relaxed environment for students to bring forward their concerns.

We have also worked together to reinstate much-missed EHS traditions such as the Sixth Form Christmas flash mob, as well as organising fun Christmas events to give everyone some seasonal cheer. We've run assemblies, planned events, directed videos, delivered speeches and overall we've gained so many valuable opportunities within our roles. It's fair to say that being on the leadership team has been a clear highlight of our time in Sixth Form, and we plan to continue to seize every opportunity as we enter our last term at EHS.



INTRODUCTION

Ruby Gayle

Tyra Jambwa

Amy Sargeant

EDGBASTON HIGH SCHOOL

STAFF SPOTLIGHT

Getting to know your teachers is a great way to feel more connected to school life! In this feature, we've interviewed three of our dedicated teachers: Ms Mullet, Head of Art; Ms O'Brien, Teacher of Physics and Chemistry; and Mr Smith, Teacher of Religious Studies and Director of Academic Enrichment & Communications. If you've been with us for a while, you may already know them – but you might just learn something new! And if you're new to the school, this is the perfect chance to get to know them. Scan the QR codes to listen to their interviews if you prefer.

Aleeza and Elisha interview Ms Mullet, Head of Art at EHS.

Aleeza: *What is your name, the subject that you teach and how long have you been teaching for at EHS?*

So I'm Miss Mullet, I'm the head of the art department and I've been teaching at EHS for 17 years now.

Aleeza: *That is really long, what encouraged you to come and teach at EHS?*

Well EHS had and still has a wonderful reputation and when I came along to the interview day I was struck by the fantastic community feel of the school and I knew I really wanted to work and teach here.

Aleeza: *What are your thoughts on the Sixth Form, both teachers, students and the Sixth Form common room?*

I love the Sixth Form common room, it's amazing. I'm very jealous of the wonderful common room and the cafe and the outdoor terrace. It's a lovely multi-purpose space and a really nice sort of community hub feel as well.

Elisha: *Why did you choose the subject you teach now?*

So I've always been passionate about art and design. My dad was an artist and an engineer so that had a really big influence on me growing up and I just love the thought of being able to express a language visually.

Elisha: *What is your favourite part about teaching A-level students?*

I really like teaching A-level as we have a lot more time to investigate techniques and approaches to working and we have some great discussions about art, artists and life in general and we can really explore and experiment with visual language as well.

Elisha: *Nice and finally what is your opinion about the change from GCSE to A-levels and how do you feel students have coped with the step up?*

I think they've coped with it brilliantly. I think there's definitely more work at A-level but you're not coping with nine or ten other GCSE subjects and the students have nine periods a week to immerse themselves in their chosen subjects.

Both: *All right, thank you.*

It's a pleasure.

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"I love the Sixth Form common room, it's amazing. It's a lovely multi-purpose space and a really nice sort of community hub feel as well."



“The teachers are incredibly committed to helping students succeed, and the students are eager to challenge themselves academically, and work hard.”

STAFF SPOTLIGHT

Georgina, Maya & Sophia interview Miss O'Brien, a Physics teacher at EHS.

What is your name, what is the subject that you teach and how long have you been teaching at EHS?

My name is Miss O'Brien and I teach physics at EHS and I've been here for six months now.

What encouraged you to come and teach at EHS?

EHS has a great reputation, both for its academic standards and its supportive teaching environment. I was drawn to the strong emphasis on science and critical thinking, as well as the opportunity to work with dedicated colleagues and enthusiastic students. So I felt it was very much the perfect place to share my passion for physics and women in STEM.

What are your thoughts on the Sixth Form, both teachers, students and the Sixth Form common room?

The Sixth Form at EHS is exciting and dynamic. The teachers are incredibly committed to helping students succeed and the students themselves are eager to challenge themselves academically, and work hard. The common room is a great space to both relax and to collaborate. It's a great place to study and socialise.

Why did you choose to teach the subject that you teach now?

Physics has always fascinated me because it explains how the universe works from tiny particles to the vastness of space. And I enjoyed seeing students see the real-world applications of physics, understanding electricity, forces, or even quantum mechanics. It's rewarding to see students have those moments where they grasp a difficult concept, and that's one of the most rewarding parts of teaching.

What is your favourite thing about teaching A-level students?

I love the level of curiosity that they have, and also the independent thinking that A-Level students bring to the lesson. Throughout the stage where they start applying physics concepts to the real world and asking deeper questions, and they see the point of physics in the real world and they have ambition that the career in physics is going lead to. And it's rewarding to see them develop those problem solving skills and begin to appreciate the beauty of physics beyond just getting a GCSE in it.

What is your opinion about the change from GCSE to A levels? How do you feel about students and how they've coped with the step?

It's a big transition from GCSE to A-level. It is a big leap, as students are expected to apply those concepts in much more depth, than there is more mathematical rigour for physics. But students who are organised, students who practice consistency, they adapt well, they work hard, and as long as you work hard, students cope with that jump. I always encouraged them to ask questions and engage in discussions, and most importantly, to never be afraid to make a mistake because that's how real learning happens in physics. So the girls cope with the leap really well because they work so hard.

Thank you.

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STAFF SPOTLIGHT

Anna and Louise interview Mr Smith, Director of Academic Enrichment and Communication, as well as Acting Head of Politics and an RS teacher at EHS.

Anna: *Mr Smith, what made you want to become a politics and RS teacher?*

So the politics is easy, I'm really really interested in politics, really engaged in it. I organised quite a lot of politics events within school over the years before we introduced politics as an A-Level. So things like the Ethics Forum, which is like a question time style event. I've tried to increase political awareness amongst students for a long time before then, when I was an RS teacher. But also with RS, one of the things that interests me most about it is ethical debate and philosophy. There's a great overlap between those two things. But also, I've loved living in Birmingham and it's great that it's such a diverse and culturally rich city. And those two things go really well with religious studies.

Louise: *How does teaching A-Level differ from teaching lower-down school?*

It differs because the main thing is that the content and what we teach is more in-depth and is often more complicated. So there's that element to it, so you have to approach it in a different way. But also, the students are at a different part of their journey and they're often thinking about where they want to go after they leave. So uni and onto careers, so there's that element to it as well.

Anna: *So you'd say they're more mature?*

They're definitely more mature and you can really see that happen throughout the A-Level.

Anna: *How does your degree/ A-Levels help you get into teaching?*

It's a good question because I didn't go into teaching until I was in my mid-twenties. So I had another career before I went into

teaching. But to answer your question, my philosophy degree helped directly with the actual delivery of A-Level. It was also more just the thinking skills and the analytical skills that you needed. So I think the skills I picked up when doing my degree helped as much as the course actually did. But also I think having another career beforehand helped me too because I taught adults at that time alongside doing the actual job I was doing. So I picked up a lot then too.

Louise: *What encouraged you to come to EHS?*

I knew it was a really good school. It was a very different environment to what I'd been used to before because I came very much from the state sector. And it just seemed like an exciting challenge and a really interesting place to be. And that was a long time ago and I still feel the same way about it now as I did when I started.

Anna: *How does the relationship between teachers and pupils change when it comes to Sixth Form, in your personal opinion?*

I think in some ways it changes, in some ways it doesn't. If you're a student at EHS, you're just as much an EHS student. And so the things that you have to do, although they are different from when you're in Year 7 or GCSE, it's still the same sort of structure to it where you've got your lessons and you've got your homework and you've got the things you need to do. But obviously the students are at a different stage in their life. So they're thinking about, as I say, going to uni and their careers and they're growing in confidence and their skills. So that's different. But in other ways it doesn't differ that much. I suppose the thing you say is that because there's a committee, you get

asked to do more stuff by students, like be involved in gala or be involved in that kind of stuff. So they approach you more with those ideas.

Louise: ***What is one piece of advice you'd give to Year 11 students entering Sixth Form?***

The one piece of advice, well, there's a couple of pieces of advice. The first piece of advice would be your A-level is a marathon, not a sprint. And so your results are a massive step up from GCSE. So keep positive and keep focused. That would be one piece of advice. Second piece of advice would be to make sure you keep on top of the work as you go because unlike GCSE, where, of course, it's very important, there's way more content. And so it's even more important to keep on top of it. The third one is think super carefully about your A-levels. Think about what you want to do. Think about what you enjoy. And choose the A-levels where those two things align because A-levels are tough and they're challenging. So you need to do subjects that you enjoy enough that when things are difficult, you're still going to be motivated and confident. And driven – that's what I would say.

Anna: ***What is your favourite part about teaching A-level?***

I really enjoy the content. I enjoy the more advanced elements to the content and the way you can discuss things in the news and current affairs to a really kind of deep degree. But also just my favourite thing full stop, is I really enjoy teaching. I really enjoy the lessons and when students make those connections and their skills in the subject start to grow.



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My favourite moment at EHS?

"There's been so many great moments, and different kinds of moments. Some of my favourite moments have been when a student has struggled throughout certain parts of the course but stuck with it, and they've ended up coming out with really great results. That doesn't always mean that they've come out with A-stars – it means that they've come out with the result which they needed and they're happy with and they've got to the place where they want to go. So there's been loads of memories like that over the years. And there's been some big events and things. There's been events that I've been involved with which I've been really proud of and really happy with how the students have responded. I've loved being involved in the culture days and the politics events and things like that too. But I also love all the other stuff that we do like gala and the things which are part of the fabric of the school. But I can't give you just one – it's impossible!"



STUDENT VIEWS



Student View – ALESSANDRIA BELLI

I joined EHS in Year 7, so I have been through the whole upper school. So far, I have thoroughly enjoyed my time in Sixth Form due to the common room, which gives a large space for Years 12 and 13 to work quietly, but also to socialise with peers. In addition to this, the Sixth Form's facilities are excellent, ranging from The Edge café to quiet booths to study in. My transition from Year 11 to Sixth Form was very smooth due to the teachers who were welcoming and encouraging when it came to Sixth Form life and A-levels. This allowed me to be more confident in my studies and continue to be so for the rest of the year.

Student View – JENNA CAMBRIDGE

EHS is a lovely Sixth Form that provides its students with many opportunities. Throughout my short time at EHS, I have been on a trip to London with the psychology department, which gave me further insight into my A-level course and helped develop my understanding of the psychodynamic approach. I found that everyone was very welcoming, and it didn't take long to find many friends who made sure I knew where I was going. Furthermore, I love the fact that the Sixth Form has its own space where I can get on with my work in a quiet environment, as well as having The Edge café where I can grab a drink to enjoy whilst I study.



SIXTH FORM MEMORIES

Megan Hardiman – Class of 2022

- Enjoyed practical lessons in A Level Biology, especially the heart dissection.
- Found the dissection fascinating and helped cement her knowledge of anatomy.



Lucille Sutton – Class of 2024

- Loved being a House Captain for St Patrick and preparing for House Gala.
- Enjoyed the school ski trip to Canada, making great memories with a small Sixth Form group.
- Found results day special, celebrating achievements with friends and teachers.

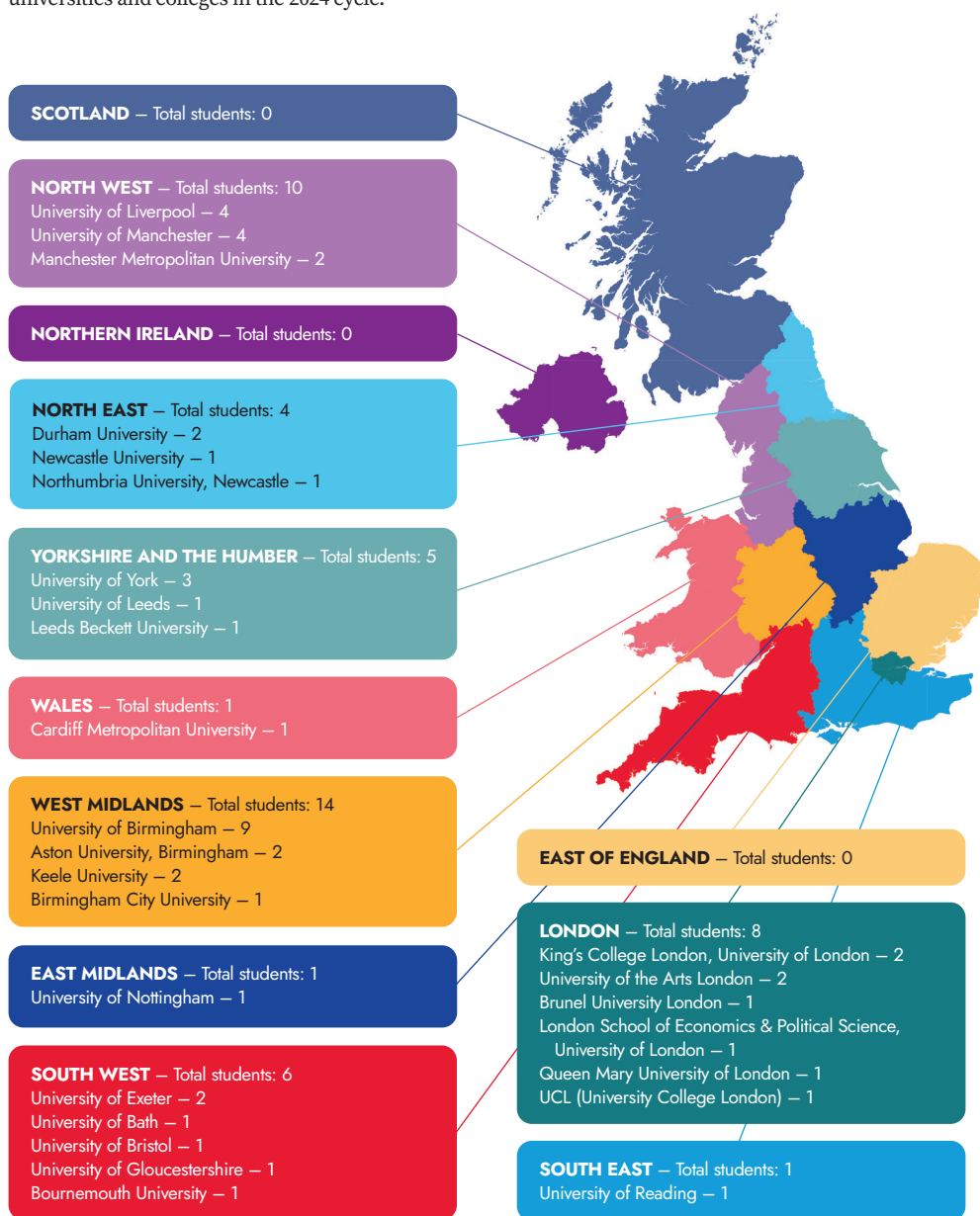


Valentine Barrios Mejia & Sanjana Raghavendran (Yearbook Committee) – Class of 2025

- Memorable after-school hockey matches with Ishmah's rallying cry, "Keep it nil!"
- Academic achievements included winners of the Imperial Summer School and university offers.
- The SIX Musical performance by Maia, Shanya, Samara, Siena, Renée, and Carmen was unforgettable, with a sold-out show and strong Sixth Form support.
- Cherished memories from the Christmas Sixth Form Social and revision clubs.
- Friendships and bonds formed during their time at EHS will always be valued.



The map below shows the numbers and destinations of Edgbaston High School students accepted by UK universities and colleges in the 2024 cycle.



After A-Levels, our Year 13 students study a broad range of degree courses at the country's most sought-after universities – from Medicine and Pharmacy in Birmingham, to Journalism in Bournemouth.

Destination	Courses	No.
Aston University	Economics; Law LLB	2
Birmingham City University	Psychology	1
Bournemouth University	Multimedia journalism	1
Brunel	Psychology with placement	1
Cardiff Metropolitan University	Graphic design and communication	1
Degree Apprenticeship	BBC; BDO; KPMG; PWC	4
Durham University	Classics, Psychology	2
Keele University	Chemistry with foundation year; Rehabilitation and exercise science	2
King's College London	English; History	2
Leeds Beckett University	Sports Coaching	1
London School of Economics	International relations and history	1
Manchester Metropolitan	Forensic psychology, Fashion Art Direction	2
Newcastle University	Food business management and marketing	1
Northumbria University	Fashion design and marketing	1
Queen Mary University London	International relations	1
UCL	Architecture	1
University of Bath	Social work and applied social studies	1
University of Birmingham	Business management; Chemistry; Classics; English Literature with digital media and communications; International business with language; Law; Medicine; Pharmacy; Psychology	9
University of Bristol	Psychology in education	1
University of Exeter	Classical studies; Communications	2
University of Gloucestershire	Healthcare Science (Vascular science)	1
University of Leeds	Food science and nutrition	1
University of Liverpool	Accounting and finance with a year in industry; Business economics with year in industry; Business management; Physiotherapy	4
University of Manchester	Business accounting with industrial/professional; Fashion buying and merchandising; History; Mathematics and statistics	4
University of Nottingham	Medicine	1
University of Reading	Geography (Human and Physical)	1
University of the Arts, London	Fashion design technology – womenswear; Fashion design and development	2
University of York	English; Human Geography and environment; Physical Geography and the environment	3



Each year, as the latest cohort of girls leaves Edgbaston High School, they opt to become part of the Laurels Association Alumnae Network, marking their place in the school's rich history. You've already made history as part of our prestigious school community – now, consider extending that connection by joining the Laurels Association.

What is the Laurels Association?

Becoming a member of the Laurels Association at Edgbaston High School opens doors to lifelong friendships, professional networks, and cherished memories. As part of an expansive community spanning across continents, alumnae gain access to reunions, social events, and exclusive updates through the termly Laurels News Bulletin.

Membership offers the chance to reconnect with peers, stay involved in school events, and build connections with former staff and alumnae who share the EHS experience. The Laurels Association fosters a unique bond that celebrates the EHS legacy, allowing members to support and inspire each other continually.

Join our Laurels community to stay up to date with the latest Laurels Association news, reconnect with fellow Laurels, and be the first to hear about upcoming events.

Follow Us on Social Media

Be part of our growing Instagram and Facebook communities, where we share updates, alumnae stories, and event news.
[**@ehs_laurels**](#) | Facebook

Connect on LinkedIn

Ensure Edgbaston High School is listed as your school on LinkedIn and follow us! This automatically adds you to EHS's Alumnae network, making it easier to stay connected and grow your professional network.

Don't have a LinkedIn profile yet? Scan the QR code to find out how to *Boost Your Future with LinkedIn*

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