

THE FROGNAL

UCS NEWSLETTER — ISSUE JULY 2023

Celebrating the events and achievements of the Summer Term at UCS Senior School.



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Welcome To The Summer Term Edition Of The Frognal



Well, here we are at the end of another academic year. As I said to the pupils in their respective end-of-term Prizegivings, I feel this has been a year where each of them has truly developed significantly in academic and personal attribute terms. Certainly, the academic progress was marked by summer exam results but, also, by the opportunities for enrichment this term alone such as the Remove Enrichment Programme and Transitus Symposium. A good many have been writing for school magazines relating, for example, to Art History, Psychology and sustainability. We've had success in external competitions including the UK Linguistics Olympiad, the Royal Society of Arts Pupil Design Awards, the Oxford University Computing Challenge, the National Scientific Thinking Challenge and the Orwell Youth Prize for short stories. I also enjoyed signing off various Certificates of Excellence for academic endeavours such as Modern Languages

competitions and clubs, debating, Maths mentoring and so much more.

Yet further Certificates of Excellence reflected how busy the pupils have been on the cultural front as well. Music, Drama, partnership work, Allotment Club, Lower School and Deme competitions – the list goes on.

And there's been plenty to celebrate on the sporting front beyond the traditional summer Sports Days. Our Under-13, U15 and U19 tennis teams have remained undefeated all season, whilst our cricket teams have seen success at cup level as well as in their regular weekly fixtures; this includes the U13s being finalists in the London section of the English Schools Cricket Association Cup, and the U15s winning their London Cup and beating Colfe's and City of London to be finalists in the inter-regional competition.

Welcome To The Summer Term Edition Of The Frognal



As usual, this end-of-term Frognal magazine reflects all this and other highlights.

So, from me, a broader reflection on our community: our pupils have clearly grown this term through ways illustrated above. But, above all else, they have grown as humans. We make a grave mistake if we think of education only in terms of knowledge and skills – what the American writer David Brooks calls the “résumé virtues” as opposed to the “eulogy virtues”. Never has the world changed so fast, and it’s getting faster still. We don’t know what the patterns of employment will look like two – let alone 20 – years from now, what skills will be valued and which will be done instead by artificially intelligent, preternaturally polite, robots.

I like to believe this year that our pupils’ internalised moral satellite navigation systems

have developed to help them navigate the undiscovered country that is their future. I believe they have a strengthened sense of collective responsibility for the common good, to care for others, especially those not like them. They have become more confident in who they are, so they can handle change without fear and can continue to learn.

Schools are about more than what we know and what we can do. They are about who we are and what we must do to help others become what they might be. The positivity and energy the pupils have displayed this year give me much hope of an exciting future for all of them, and for UCS. They really have achieved a great deal.

I wish you all a super summer.

— *Mark J. Beard, Headmaster*

A Spotlight On... The Monitors Team



If UCS ever produced its own dictionary then one sure-fire entry would be the word ‘Monitor’ defined as ‘prefect’.

It may look strange at first sight but anyone connected to the school quickly gets the meaning. What may be less familiar is the application process to be a Monitor and the intentions of those vying for these roles.

The process takes place during the Summer Term of the Transitus year, and involves a written application and an interview. There is no shortage of applicants for both the Monitors team and the group of Deme (UCS meaning: ‘house’) Captains, each numbering 18 pupils. This typifies the volunteer spirit of UCS and the readiness of pupils to step out of comfort zones and take on challenges.

The process is thorough and extensive, and, within it, the applicants – highly impressive in quality and quantity – enjoy that rare commodity of time and space to think. ‘How to distil the full extent and experience of a UCS career into a concise and coherent application?’ Well, the essence extracted by those Monitors introduced to the pupil body at an all-school assembly earlier this month was, quite

simply, an expression of gratitude.

Oskar Gershfield and Thalia Kermisch, replacing Xavi Mesquita and Minnat Mohammed as Captains of Monitors, would agree that they appreciate more than ever the academic and co-curricular openings at UCS that have aided their personal development. The period of self-reflection also allowed Maya Selby, one of two new Vice Captains of Monitors alongside Samir Rahman, to stand back, put the strands together and see the full tapestry.

“The process allowed me to recognise how far I have come,” she said. “I have learnt an enormous amount from each activity here, including performance, public speaking, working as a team, and operating under pressure. My application made me realise this.”

Now, it seems, the Monitors want to give something back during the coming year of service. *“I wanted to be in a position to contribute by being part of the same supportive framework that assisted me,” explained Thalia. “UCS is an environment where kindness and integrity are paramount. I hope to echo the kindness and compassion I’ve experienced and to offer advice and support to new pupils.”*

A Spotlight On... The Monitors Team



Relationships will be key to the success of the new Monitors and Deme Captains. There will be opportunities to meet and integrate different year groups and to reinforce connections between pupils, teachers and parents. The leaders of this generation will require the same cohesive teamwork and communication skills demanded of any productive enterprise. *“As Captains or Vice Captains, we must give clear guidance to the lower years, communicate with staff, students, peers and the rest of the team, and finally enable those we lead to be innovative, expressive and individual,”* said Maya.

If there is pride at representing the pupil body and being entrusted with what Samir calls the *“honour and privilege”* of key responsibilities, there is also excitement at the chance to positively influence life inside Frognal. Oskar aims to do justice to his Captain’s badge by providing inspiring and effective leadership, saying: *“I hope my ideas about the immediate future of UCS will complement the efforts of the Senior Leadership Team to encourage the commonality of culture and individualism that make UCS unique.”* Of course, leadership comes in different guises. It is not necessarily about being vocal and extroverted. *“I’ve always admired people*

who are able to lead with compassion, integrity and good humour,” added Thalia. *“Leadership entails good listening skills and being aware of how others are feeling beneath what they present on the surface.”*

So, as well as being role models whom the younger pupils can look up to and learn from, the Monitors will strive to ensure that all new pupils receive the same warmth and support they benefited from and still vividly remember. Those pupils attending morning assembly on 7th June encountered passionate, motivated and informed allies who are ready to advocate for them and for the school at large.

In sincere and heartfelt ways, the new Monitors wish to give service to a community from which – they so graciously insist – they have received so much. Cue Samir’s statement of intent: *“We hope to show our commitment and gratitude by representing the pupil body and using our experiences to shape the lives of all pupils. I remember the impact previous Monitors had on me and we hope to replicate this close connection.”*

“The Captains and Vice Captains are selected for their strong ability to role-model the values

A Spotlight On... The Monitors Team



of being a senior student at UCS. Perhaps most conspicuously this involves an outward-facing, ambassadorial role: meeting governors, visitors and prospective families for example. More subtly, but at least as importantly, their qualities command the respect of not only younger pupils but also their peers. The Captains and Vice Captains are therefore integral to the life, mood and spirit of the school, and their input to helping us achieve the school's aims is most welcome.”

— *Mark Beard, Headmaster*

“The Captains and Vice Captains of the Monitors really embody a spirit of dedication, collaboration, and responsibility. Through their roles, which take them from the end of *Transitus* to the end of their schooling entirely, they develop crucial skills as leaders, but also as team members, and their impact is a significant one. Their efforts foster unity, inclusivity, and social awareness, benefiting the entire school community.”

— *Rebecca Baxter, Assistant Head (Head of Sixth Form)*

“Pupils were asked to submit a formal letter of application for the role, which was the initial part of the process of selecting candidates for interview.

Those interviews were carried about by one of Ms Baxter, Mr English or myself and focused on the candidates' views on the importance of the role both for them and for all of the community and on what their personal qualities are. All three of us were enormously impressed by the conversations we had and it was not easy to narrow down such a high quality field – yet another reminder of just how impressive our pupil body is!”

— *Andrew Wilkes, Deputy Head (Pastoral)*

“The Captains and Vice Captains of Monitors are central figures in the daily life of UCS. They lead the pupil community and set a tone for others to echo. These leadership positions promote student empowerment and representation and foster a positive school culture, contributing to a more engaging, inclusive and supportive environment for everybody. For the Captains and Vice Captains themselves, their roles allow them to develop skills that will serve them well in later life, as well as to write themselves into the history of our school by having their names on our Refectory honours board for posterity.”

— *Mark English, Vice Master & Academic Director*

The Lower School



Wow! What a term! In many ways it has been a term of two halves. The first half brought cold weather and, for the Shell, revision and end-of-year assessments. These pupils revised with ambition and dedication and I was delighted by how they approached the assessments.

Meanwhile, 17 Shell pupils completed the Young Leaders Award and were congratulated by the Headmaster at the Group Achievement Award dinner. The Entry cohort have also made a strong start to this award programme and we are excited to see the fruits of their first community project. Furthermore, 70 Shell pupils successfully finished the Headmaster's Lower School Award and were thrilled to receive badges and certificates in assembly. They had all completed, and reflected on, their contributions to key areas of UCS life (academic, co-curricular, sustainability, adventure and community) and we were pleased that this award had inspired a number of pupils to try something new.

Shortly before half-term, a small group of Entry pupils embarked on the second incarnation of our Pupil Champion Course. This course explores aspects of bravery, compassion, allyship,

vulnerability and humility and the pupils responded very well to the discussion points. The boys were joined by eight Year 7 girls from St Margaret's School and working with pupils from a different school really added to the educational experience for both parties.

Immediately after Easter, five Lower School pupils competed in Table Tennis England's Schools Team Championships. The team had qualified for the national finals following wins in the London and regional heats and they travelled to the Midlands with high hopes. Twenty-four hours later they came home with winners' medals and a trophy in the bag. It was a strong team performance and they were delighted to have claimed the national crown for UCS for the first time. With the north wind blowing, the boys then wrapped up well for cricket fixtures in April and May – embarking on successful London Cup runs at both Under-12 and U13 level.

From the theatre of sport to the theatre per se, the annual Lower School production was delightful, and I was assured by the cast that performing in *The Wind in the Willows* had been as much fun as it was to watch. Hugely entertaining! The

The Lower School



Lower School Performance Platform, meanwhile, was embraced by around 20 musicians and it was wonderful to see them perform in the Great Hall. The annual Rock Concert was another raucous affair and I was really impressed by the performances despite the bands staying clear of Britpop (my favourite genre!).

June brought glorious sunshine and a chance for pupils to fully embrace education outside the classroom. A welcome relief. There were fantastic trips to Shakespeare's Globe (Entry) to see *A Midsummer Night's Dream*, Thorpe Park (Shell), Skern Lodge (Entry) and the battlefields of France and Belgium (Shell). I don't think I will forget the glee on one Shell boy's face when he met me upon returning from Thorpe Park: "*We had an amazing day. I got to go on the front row of the rollercoaster with my friends and Mr Beard!*" Clearly, Headmasters have changed since I was at school.

The House Drama and Dance competitions were keenly contested and the Houses did their utmost in an attempt to catch Bannister in the House

points table. The Lower School Awards Evening in late June then allowed us the opportunity to congratulate the Shell on everything they had achieved over the past two years. They really have made the most of their time in the Lower School.

Despite the array of co-curricular activities, it is easy to forget work inside the classroom. Our pupils may have played hard this term but they have also worked hard. They worked with diligence and enthusiasm right until the final whistle. I observed a number of lessons in the final weeks and was thrilled by the boys' attitude in the classroom. It really was impressive – even when the sun was out in mid-June! The referee has now finally blown for full time. Pupils can enjoy a well-earned break and I wish them all a wonderful holiday.

— Contributions by E. Roberts

The Middle School



Summer Term is traditionally the season of exams and we have wished particular luck to the departing Upper Remove who have just completed their GCSEs and now face a long wait for results. As they move into the Sixth Form in September, they can look back with much pride on what they have achieved in the Middle School, and they should look forward with much confidence to future challenges. The Remove and Lower Remove have also received valuable feedback from their summer assessments. This will help to sharpen their focus on Public Exams in the years ahead.

As we hope is true every term, the summer affords opportunities out of the classroom and it has been good once again to hear of, or witness, the co-curricular busyness of our school. Activities Week in particular always presents lots of variety. With

options from sailing, canoeing and climbing to the Wellbeing Day and UCS Apprentice, the Lower Remove were able to test or learn a whole raft of skills. Meanwhile, the Remove started the week debating COP27, followed by Sports Day and then a day spent considering issues related to equality. Their week finished with Film School.

On the sporting front, our Under-15 cricketers are London champions and will represent the area in the regional and national finals; well done to them. At the time of writing, they are also in the final stages of two other tournaments. A number of players have already been seen playing in the First XI, which is a great achievement too. Table tennis, pool and playground basketball are all enjoying a revival – certainly two of these are becoming competitive against other schools – and

The Middle School



tournament success will surely follow soon to emulate the national table tennis champions in the Lower School.

Similarly impressive is our Irish dancer in the Remove who travelled to defend his World Championships title. Increasingly, he is having to invent new moves as others emulate his exploits of the preceding year. It was a really close competition this time round, with the decision over the winner falling to the very last judge. Incredibly, the world title returned to UCS! We were delighted, too, to hear of a Lower Remove musician gaining a very high Distinction in his Grade 8 oboe exam – meaning he has now secured a ‘triple crown’ of Grade 8 Distinctions in piano, recorder and oboe.

The Final Assembly for Middle School recognised

a wide range of activities and achievements by many boys but I would like to take this opportunity to congratulate every single Middle School pupil for the progress they have made this year. They all need to be recognised for the friendships they are building, the academic progress they are making, and the contributions they make to our school.

— Contributions by S. FitzGerald

The Sixth Form



At the beginning of May, Minnat Mohammed and Xavi Mesquita – our outgoing Captains of Monitors – stood in front of the school and delivered their outgoing assembly of the year. Their message spoke of endings and how these so often herald the start of something new. That is true for all the Sixth Form this term, as we bade farewell to our Sixth students while the Transitus began to step up into positions of responsibility.

The Monitors and Deme Captains, along with the officers of the Sixth Form Union, all completed their final duties, having shown admirable commitment to their roles throughout the year. In their place, the new Monitors team has been appointed, following a lengthy process of application and interview, and the new Captains introduced themselves to the school in June. The

Deme Captains have also assumed their positions at the helm of their respective Demes, ready for 2023–24, while the Sixth Form Union awaits fresh elections due in September.

Our top year group departed for study leave after a fond and nostalgic final day of school, and have since forged their way through A Level exams. With the Transitus the only year group remaining in the Sixth Form Centre, it has been both quieter and emptier. But with this shift comes a change in focus, and as the younger cohort take up new roles of responsibility, so too does their attention turn more firmly to the next phase of their education. The once-distant prospect of university becomes a more present reality, and as they embark on open days these options appear far more exciting. The preparation for university has gained pace, with

The Sixth Form



Transitus students working on admissions tests, personal statements and research skills. Indeed, as part of this development, the Summer Term featured their Academic Symposium. Transitus pupils gave presentations to small groups of peers on a topic of their choice, and impressed the supervising teachers with the range and depth of their knowledge. Beyond the academic, students from Transitus and Sixth were as involved as ever with the co-curricular life of the school: playing in concerts, preparing for the Edinburgh Fringe, leading Film Soc, Charity Society, Fem Soc, and so much more.

So for all pupils in the Sixth Form, endings have been synonymous with beginnings. In the words of Minnat and Xavi: *“We have control over how our own stories play out and we can make the endings as good as we want them to be.”* In this light, I hope the end of this term has been a marvellous one, and the summer holds a well-earned rest.

— Contributions by R. Baxter

Sixth Graduation



In a poignant gathering on the penultimate day of the academic year, parents, staff and pupils congregated in the Great Hall to honour and celebrate the departing Sixth Form students. The event served as the grand finale of an extensive farewell journey that had spanned the first day of their final year at school, a myriad of last lessons, reports, assemblies and assorted nostalgic moments. However, on Thursday 29th June, this bittersweet farewell came to a natural end, and we ushered them towards their promising futures.

Over the past two years, these remarkable individuals have successfully traversed the challenging terrain of A Levels, emerging on the other side with eyes fixed on the boundless possibilities and new-found freedom that lies ahead. Stepping out beyond the nurturing confines of UCS, they are embarking on university adventures across the country and around the globe, eager to pursue their chosen disciplines armed with the invaluable knowledge and education they acquired here. Graduation served as an opportune moment for reflection, allowing us to acknowledge their wonderful achievements during their time at the school, the enduring legacy they

leave behind, and the bright prospects that await them in the wider world.

During the ceremony, prize winners were honoured and applauded for their exceptional accomplishments, while each student received a special memento, Zadie Smith's *Feel Free*, symbolising their journey and time spent at UCS. As the event drew to a close, attendees gathered at a reception where staff, pupils and parents exchanged final goodbyes, embracing the closure of this significant chapter in their lives.

As the outgoing Sixth Formers embark on a well-deserved and rejuvenating summer break, we extend our warmest wishes for their impending results and the best of luck in their future endeavours, whatever they may hold. September awaits with new horizons and exciting opportunities, and we remain confident that these amazing individuals will seize every moment, flourishing in their chosen paths.

— Contributions by R. Baxter

Prize Givings



It is tradition that the final week of the academic year is punctuated with prize giving assemblies for pupils in every year of the school. This year was no exception! It was a delight to be able to share in the pupils' sense of achievement and celebrate their successes in the company of peers and teachers.

It would be impossible to name every child that was awarded a prize but some honourable mentions follow.

It has been a really successful year for the Shell with so many of them stepping up to be House Captains and such a large and impressive cohort of Headmaster's Award winners. Milo Kester was also rewarded with the Shell Drama Prize for his outstanding contribution to the Drama Department and most notably his wonderful performances as Oliver in *Oliver!* back in the Autumn Term. Ian Handley and Dylan Winner clinched the coveted Futter Mathematics Prizes and the Lower School Science Prizes were won by Dhruv Prasad and Isaac Redi. We look forward to seeing how these STEM enthusiasts, and the rest of the Lower School academic prize winners, continue to excel throughout the Middle School and beyond. Adding to the extensive list of prize winners from

this impressive cohort in the Lower School were the five Entry pupils who won the Entry House Prizes nominated by their Year Warden, Mr Hughes, and the Head of Lower School, Mr Roberts, for their commitment and dedication to life at UCS in just their first year! Huge congratulations go to Deniz Parker Brady Kurtas, Thomas Baker, Samuel Morris, Aarav Aswani and Aaryian Vicknaysen.

Pupils in the Lower Remove and Remove received and celebrated their prizes in dedicated assemblies during the final week of term and those in the Upper Remove attended a special Upper Remove prize giving as part of their induction into the Sixth Form. All of these occasions were joyful and full of celebration, as everyone shared their congratulations with prize recipients and everyone had time to reflect on their achievements throughout the year, whether they'd won a prize or not. In the Upper Remove, among many other prize winners, Finn Kjaergaard was celebrated for his contribution to Music, Pela Andrews for his contribution to Drama, Charlie Wheeler for his contribution to Sport, and Tommy Bard for his tireless work in Community Action – winning the Bacton Prize for Community Action. We are especially excited to see how their efforts in

Prize Givings



such important areas of the life of the school will grow as they take on more leadership in the Sixth Form! The esteemed Paulatim Prizes were awarded to pupils by the Head of Middle School in conjunction with each Deme Warden. These are reserved for those who have contributed most fully and wholeheartedly to UCS life and were lifted by Joseph Hayes (Baxters), Ben Levene (Black Hawkins), James Gold (Evans), Freddy Salem (Flooks), Jake Park Lovering (Olders) and Edward Dyson (Underwoods).

Along with one pupil in every Lower Remove and Remove form being awarded a Form Prize, a raft of prestigious academic prizes went to members of the Remove who have demonstrated academic excellence in their classroom subjects. Charlie Rollo received the Remove Modern Languages Prize, Alexander Haines and William Brady claimed Remove English Prizes and Florian Golser won the Remove Geography Prize – to name just a few!

Similarly, members of the Transitus gathered on the final day of term to celebrate the various achievements, spanning the entire academic and co-curricular provision, of their year group. Five

pupils received the Transitus Prize for all-round contribution to the school and it's no surprise that these pupils are all either newly appointed Captains and Vice Captains of Monitors or a Deme Captain. These pupils were Thalia Kermisch, Maya Selby, Joseph Young, Oskar Gershfield and Samir Rahman. Other prizes that sit outside of the academic but firmly in the life of the school are the Prize for Entrepreneurship won by Talia Grossbard, the Bacton Prize for Community Action picked up by Tristan Jenkins and the Transitus Harvard Book Prize which Amy Shapiro collected.

We wish every pupil who won a prize the most heartfelt of congratulations. It is quite an achievement to be recognised among such talented and bright pupils who each give so much to the school community.

— Contributions by S. Bennett

Royal Society of Arts Design Awards

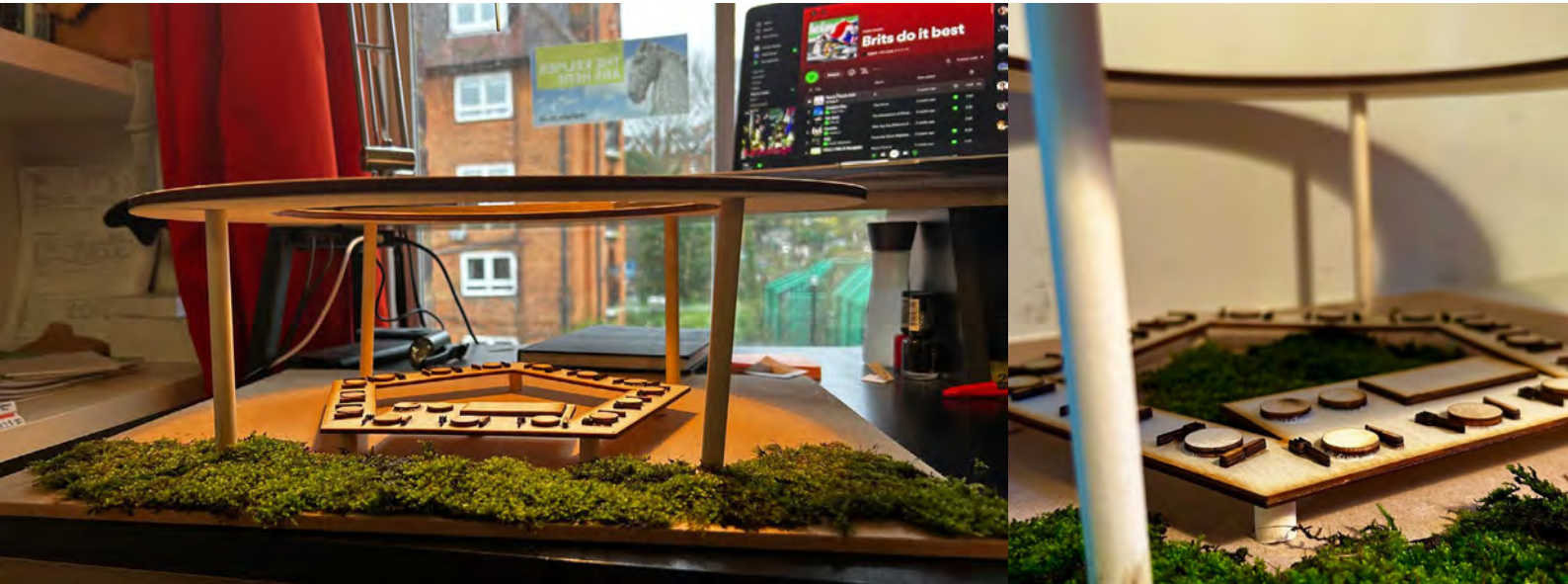


This year, the Transitus Design & Technology pupils took on an exciting challenge as part of their A Level studies, set by the prestigious Royal Society of Arts (RSA). Over the course of five weeks, the pupils delved into a design challenge aimed at expanding their knowledge of social design and its practical applications. The RSA provided thought-provoking briefs, tailored to different age categories, to encourage students from all corners of the nation to participate. Undertaking the RSA's briefs was a valuable opportunity for the pupils to develop their understanding of how social design can be applied in real-world contexts. The professionally written briefs challenged their problem-solving skills and encouraged them to

think critically. The competition also emphasised the importance of transdisciplinary skills, as the evaluation criteria encompassed a wide range of competencies. Following an intense marking process conducted by a panel of expert judges, UCS students achieved remarkable success in the Pupil Design Awards competition, with Ruby Milward and Calum Papworth emerging as winners, their projects highly commended.

Ruby's project, aptly named *'The Comfort Flow Pad'*, showcased her innovative thinking. She designed a multifunctional ergonomic heating and cooling pad that specifically targeted crucial and painful areas of the body during menstruation. Ruby's aim was

Royal Society of Arts Design Awards



to alleviate pain and provide comfort to individuals during this challenging time. Calum, on the other hand, presented a project called *'Community Haven'* which demonstrated his commitment to promoting green energy and fostering community unity. His project offered a unique solution to bringing the community together while advocating for environmental sustainability.

The Design & Technology Department at UCS is ecstatic about Ruby and Calum's exploits. They eagerly anticipate the upcoming awards ceremony and workshop day, hosted by the RSA, where the winners will have the opportunity to showcase their work alongside other talented individuals and learn further during a range of workshops and lectures.

The success of Ruby and Calum is a testament to their hard work, creativity and dedication to the subject. Their projects not only evidence their talent but also highlight the importance

of incorporating social and environmental considerations into the design curriculum. UCS takes great pride in nurturing such exceptional students and looks forward to witnessing their continued growth and future achievement.

— Contributions by H. Franks

Deme Competitions



Deme competitions have continued to be a source of camaraderie, healthy competition and terrific fun, giving pupils the opportunity to represent their Demes in a wide range of co-curricular activities and to create and strengthen bonds with peers in their own and other year groups. Deme captains have worked hard to support their Wardens in selecting teams that showcase the breadth of talent across the Middle School and Sixth Form. From Drama and Dance (with a new variety act category) to rugby, Chemistry, football, chess, hockey, cricket, swimming, tennis and Sports Days, these events continue to foster a strong sense of community within the school.

In the realm of the arts, Deme Song and Deme Drama and Dance enabled pupils to unleash their creativity and express themselves on stage. The performances attested to their dedication, hard work and teamwork. Underwoods took the top spot at Deme Song, and tied in first place with Baxters in Drama and Dance. On the sports front, rugby, football, cricket and tennis matches showcased pupils' athletic abilities and tactical thinking. The chess and Chemistry tournaments, on the other hand, challenged pupils' intellectual abilities. With

every move, they had to think several steps ahead, testing their analytical skills and strategic thinking. Evans came out on top in Middle School Chess, and Flocks in the Sixth Form competition, while Black Hawkins were the Chemistry victors.

The year ended with Sports Days in the glorious sunshine at the playing fields, where the Transitus closed out the competition just days ago. Pupils competed in team sports including cricket, tennis and volleyball, as well as athletics, with victories overall for Black Hawkins and Evans in the Lower Remove, Black Hawkins in the Remove and Flocks in the Transitus.

After a year packed with competition, the deserving winners of the UCS Deme Cup 2023 were Black Hawkins.

— Contributions by J. Lewis

Entry Pupil Champion Course with St Margaret's School



The first incarnation of the Lower School Pupil Champion Course was run for 16 Shell pupils in March. The trial was successful and the boys enjoyed discussing the importance of empathy, vulnerability and humility in the world today.

The course was tweaked and we were delighted that over 40 Entry pupils applied to be part of the second cohort. Miss McVicker took the reins for this course and the eight pupils selected were joined by eight pupils – and the Headmaster – from St Margaret's School, a nearby all-girls school. The first 20 minutes of the four-hour course were awkward but after some introductory games the pupils from the two schools worked as a cohesive group and produced some impressive and thoughtful work. The pupils responded particularly well to the discussions around allyship, and bringing together children from two different schools allowed for a deeper, broader and more meaningful discussion. Part of the course involved listening to a female semi-professional footballer talk about her experiences in sport and her experiences of sexism and islamophobia. The

passion these pupils showed during the discussions was both reassuring and inspiring. The course ended with a chat about what a 'Random Acts of Kindness Week' would resemble and I am intrigued to know how many of these pupils have carried out a random act of kindness at home in recent weeks?!

We now look forward to welcoming another group of pupils to undertake the course in October.

— Contributions by E. Roberts

Pride Month



Once again June sees the Progress Pride flag flying at Frogna in celebration of, and in solidarity with, the LGBTQIA+ community.

Over the course of the month pupils have engaged in open conversation in form times about why Pride Month remains important. These discussions provided a platform for pupils to learn about the history of the LGBTQIA+ rights movement, the challenges faced by the community and the importance of diversity and acceptance. By encouraging dialogue, UCS aims to create an inclusive environment that respects and celebrates multiple identities.

The Inclusion & Representation Committee has also been selling UCS Pride badges to pupils, parents and staff. These remain available from Reception and the UCS TicketSource website. The badges are not only a symbol of solidarity but also serve as a visual reminder of the school's commitment to fostering an inclusive atmosphere. All proceeds from the badge sales will be donated to the Albert Kennedy Trust, a charity that supports

LGBTQIA+ youth experiencing homelessness.

As well as delivering an assembly exploring Pride Month to the Lower School, the student leads of Queer Soc organised a special Pride event for the Transitus year group, asking each form within the year to wear a constituent colour of the Pride flag to create a powerful and imaginative demonstration of allyship and unity. In addition to this element of the day, pupils contributed towards the fundraising effort by selling snacks and badges to pupils from across the age range.

These visible and tangible initiatives enable staff and pupils to demonstrate their commitment to making UCS a safe and supportive environment for all.

— Contributions by J. Lewis

Transitus Public Speaking



In the Spring Term, UCS ran the second edition of the annual Transitus Public Speaking Competition. This contest was inaugurated last year and is open to the whole year group. Eighteen students entered and were judged in heats where they had to speak for three to four minutes on a subject of their choice. Topics were varied, including whether we should rejudge our relationship with caffeine, the possibility that the moon landings were faked, and why we shouldn't be afraid of death.

From the heats four finalists were chosen:

- Sophie Clapham – *on trans rights and the Brianna Ghey murder*
- Maya Selby – *on the link between music and emotion*
- Jake Altmann – *on the tyranny of English spelling*
- Titus Graham – *on the morality of corporal punishment*

The finalists received extra coaching and help from Mr Pollock, who gave pointers on their stage presence and the pace and structure of their talks. The final took place during the year group's BIOS (PSHE) lesson on a Tuesday afternoon in the Lund Theatre. Thanks to the stage crew, appropriate lighting and staging served to create an excellent atmosphere.

All the finalists performed to a remarkably high standard. They were well prepared, articulate and engaging, and the judges were very impressed by the level of competition. The winner, however, was Titus Graham for his speech on capital punishment. His speech was extremely well structured, paced and emotive.

Overall, the competition proved an excellent chance for students to share their views on important issues and to develop their public-speaking skills. It was also a great opportunity for them to learn from each other and to be inspired by the work of their peers.

— Contributions by R. Johnson

Inside Frognal



This term's edition of Inside Frognal, our series of parental lecture events, focused on the process of applying to university. Parents of pupils in the Lower and Middle Schools were invited into school to hear about this exciting, important and sometimes mysterious process that their children would one day be undergoing.

Though we usually reserve information about higher education for parents of Sixth Form students, we felt that parents further down the school might be interested in the longer-term preparation that their children can be doing, especially as they move towards decisions about GCSE and A Level subject choices. To use a cliché, 'knowledge is power' when it comes to the ever-complicated and increasingly competitive higher education landscape. We also know that

a number of UCS parents did not apply for, or attend, university in the UK and so hoped that an evening spent demystifying this process would help empower them to successfully navigate the UK system with their children in due course.

The event was introduced by Vice Master and Academic Director, Mark English, who oversees the school's academic strategy and vision. His words of encouragement and emphasis on the importance of the process and playing pupil wellbeing at the centre of it helped set the stage for an interesting and inspiring evening. Three of the most experienced members of our specialist Sixth Form Team then gave talks that each illuminated an aspect of the process and preparation. Rebecca Baxter, Head of Sixth Form, shared advice on habits that pupils could work on developing in advance

Inside Frognal



of reaching the Sixth Form to help build their academic interests and horizons. She noted how the very best and most competitive universities value candidates with a scholarly approach and genuine academic passions – not those they have fostered solely for a personal statement.

Lisa Jenkins, Head of Higher Education, followed Ms Baxter and took parents through the process of applying and how it fits in with the assistance UCS offers its students as they navigate the system. From personal statement writing sessions, mock interviews and university fairs, the message from Mrs Jenkins was that the support is both wide-ranging and bespoke for every student. Meanwhile, Assistant Head of Higher Education, Holly Levy, leads the support that the Sixth Form Team puts in place for pupils who decide to apply to study

overseas. This is an aspect of higher education that UCS has become rather specialised in over the years, with pupils receiving offers from the most prestigious universities in the US, Canada and Europe each year. This process differs from UCAS and the UK system and so it was fascinating to hear about how it works alongside the help available to students negotiating it.

These events are always engrossing and well-delivered and this term's instalment was no exception. We look forward to continuing to host these evenings for parents next year.

— *Contributions by S. Bennett*

Lower School Awards Evening



In late June, Shell pupils and their parents gathered in the Great Hall for an evening that celebrated everything that this year group have achieved during their time in the Lower School. The House Captains led from the front and delivered some insightful and humorous speeches recollecting their experiences of UCS in Entry and Shell. They mused on various aspects of UCS life and while I am glad they enjoy the food here, I do wish that katsu chicken didn't feature quite so highly! Other highlights included: Skern Lodge, fundraising for charities, music concerts, the cars of Form Tutors, making new friends, the ski trip, becoming a House Captain, trying new clubs, House competitions, the Young Leaders Award, sport, the mock COP26 conference, the Pupil Champion Course, Lower School plays and (believe it or not) lessons. The Shell band rocked the house with their rendition

of 'Everlong' by the Foo Fighters and Matteo Carriere showed that it's not just Alicia Keys who can captivate a Great Hall audience on the piano with his performance of 'New Kid' by Christopher Norton. Ayan Chaudhry and Mika'Eel Rahman recaptured the magic of their Trinity duologue and then handed proceedings over to Mr Beard who congratulated the year group on their accomplishments. He welcomed every pupil onto the stage to award them a memento of their time in the Lower School, before Mr FitzGerald closed proceedings by welcoming pupils to the Middle School. A fitting end to a remarkable two years.

— Contributions by E. Roberts

Sixth Prom



As the academic year drew to a close, the final week began with a time-honoured tradition that holds great significance for graduating Sixth Form students: the highly anticipated prom. Spearheaded by Gaya Sabharwal, Ruby Isaacs and Charlotte Marchand, the prom marked the first of a slew of events designed to bid farewell to our 2023 leavers. Held at a splendid venue in Hackney, the students ran and organised the event from start to finish, meticulously organising the venue arrangements, food, decor, and securing the services of a DJ. The evening unfolded with an air of refined elegance here at Frognal, characterised by polite conversations and delectable canapés, as the students revelled in a well-deserved ‘pre-prom’ reception. While the prom itself was exclusively for pupils, the pre-prom was an opportunity for staff to give their charges a fond farewell. The

Refectory was transformed into a vibrant party room, where students gathered for an hour of mingling before embarking on their journeys to the main event. This pre-prom served as the catalyst for a week of heartfelt goodbyes, culminating in the much-anticipated Graduation. Undoubtedly, the prom and its accompanying festivities provided students with a fitting and joyous conclusion to a momentous chapter in their lives.

— Contributions by R.Baxter

Gabriel Magalhães visits UCS

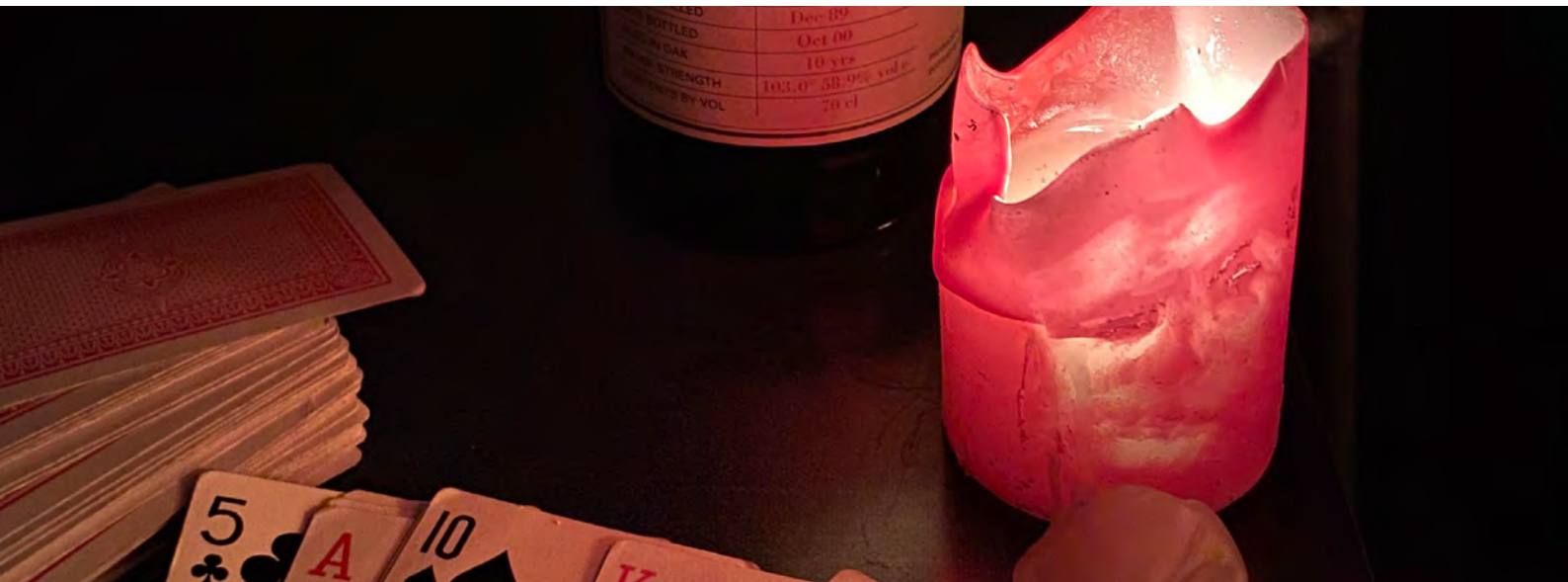


Arsenal's Brazilian central defender Gabriel Magalhães took a break from his side's impressive Premier League campaign to spend time with UCS pupils at the sports fields. Gabriel was happy to share insights into his playing career and life outside football during two question-and-answer sessions with Shell pupils. The 25-year-old also moved from the pavilion and on to the grass pitches with the boys to participate in their practice matches. The centre-back looked anything but weighed down by the pressures of chasing a league championship as he enjoyed the fun of grassroots football. Indeed, in the first of his Q&As, Gabriel spoke openly about his life, aspirations, rivalries and toughest opponent – namely, Kylian Mbappé. The pupils were also fascinated to hear about the intensity of Arsenal training under manager Mikel Arteta as well as about Gabriel's fitness preparations and approach to resting. The former Avaí and Lille player had been doing something right since, at the time of his visit, he had not missed any of the last 60 matches for which he had been eligible. Wearing UCS shorts and socks, the South American joined in a series of practice games involving around 80 Shell pupils on adjacent pitches. Accompanied by a Brazilian countryman in UCS's Head of Football, Rodrigo Sousa, he got stuck in, joked with the

boys, and even dispatched a penalty past one pupil! Gabriel then returned to the pavilion for a second Q&A, this time with four Lower School students who had been awarded certificates of excellence on account of their outstanding commitment and contribution. Before leaving for home, the Brazil national team member stopped for autographs and selfies with thrilled pupils. *"The idea was to give pupils the experience not just of having a kick-around with somebody they have watched on TV but of meeting somebody who left his home country very young to move to France and face the challenges of living in a different country with his family and speaking different languages,"* said Mr Sousa. *"As a boy, Gabriel didn't enjoy facilities like ours, he had a tough background, so it reminds our kids to appreciate what they have."* Gabriel was the second Arsenal player to have visited UCS during the past 12 months, following on from young midfielder Charlie Patino's talk to students in spring 2022.

— Contributions by P. Hart

A report on the latest Frognal Bothy Society expedition



We took the 9.15pm train from Euston, in our minds only a vague image of what our journey would entail. Midnight conversations in the hallway by the toilets and desperate attempts to sleep had us teleported from the realm of English countryside, to a place only familiar to our dreams, somewhere so familiar yet unexplored.

The first leg served a reminder of the true scale of our endeavour. Walking out of Fort William and laying eyes upon the likes of Ben Nevis and Glen Nevis, places only familiar on slideshows, was a surreal sensation like no other. Since I had intricately studied almost every Munro and loch the Highlands have to offer, the sensation of witnessing them in reality was much like seeing the set locations for one's favourite book. In a way, the Highlands had become that place, described countless times to me in school, yet I had never been there before.

All four days of hiking, filtering, camping, bothying, boiling, carrying (and plenty more besides)

offered ample opportunity for us to reflect on our accomplishments thus far. To us, this had only been a plan, one discussed many times in the chambers of the Chemistry Department on Thursday lunchtimes; it had remained a hole to be filled. On our expedition, we did just that. If we can turn plans into realities, into train tickets and equipment, other future adventures await us. Nothing can possibly stop us now...

— Contributions by Kristian Partridge (Transitus)

Remove Enrichment



Remove pupils took part in the Middle School Academic Enrichment programme over five weeks in May and June. The programme offered a range of exciting courses aimed at extending pupils' knowledge beyond the GCSE syllabus and affording an insight into A Level choices. It was also an opportunity to develop academic research skills and learning habits. Although the Remove cohort are not yet in Year 11, they will nevertheless be making provisional A Level choices as early as December 2023. Indeed, what might currently seem a distant proposition will within six months' time, have materialised into A Level subject names on a form signed by them.

What Middle School Academic Enrichment does is to present pupils with an extension of the subjects they are being taught at GCSE along with

other subjects that are not available at this stage of their careers. It broadens horizons; it informs and influences pupils' thinking about their academic aspirations. Every Remove pupil was allocated one subject from the following selection: Art; Chemistry; Classics & English; Drama; Design & Technology; Economics & Philosophy; Geography; History of Art; Computer Science & Maths; Modern Languages: World Cinema; Modern Languages: Code Breaking & Language Analysis; History & Modern Languages: Oriental Studies; Physical Education; Physics & Engineering; Politics; Biology & Psychology; and Music. They attended five sessions either side of the half-term holiday. The list included subjects like Psychology, History of Art and Philosophy, all A Level options at UCS, thereby guaranteeing exposure to these subjects for students expressing an inchoate interest

Remove Enrichment



in such courses. Previous editions of Middle School Academic Enrichment had featured courses with snappy titles like ‘Appy Hour’ for Computer Science. This time round, Head of Enrichment, Mark Reiderman, kept it simple, explaining: *“I left it as ‘Economics’ or ‘Philosophy’, but then gave a course description, a paragraph to outline what the course actually looked like. I wanted to make clear that they were choosing an enriched subject.”*

Many of the courses followed a trajectory, building incrementally on the previous week’s material. For instance, in Chemistry, pupils could carry out a synthesis where they created a substance which they would then use the following week to analyse purity. Some subjects, meanwhile, collaborated on a joint offering – for example, Economics and Philosophy came up with a programme that examined whether the consumer was a rational actor or not. Fascinating, right? And thoroughly enriching.

— Contributions by M. Reiderman

Academic Symposium



The Transitus Academic Symposium took place in mid-June but was an event weeks in the making – and one requiring serious thought, research and planning by Transitus students released from the pressures of recently completed summer assessments. Pupils were familiarised with the concept of the Symposium at a meeting on 9th May and were then expected to carry out a significant amount of independent work on their chosen topic and presentation, in addition to one weekly form period ring-fenced for this purpose. The first step for each student was to pick a question to answer through their own independent research – and they had total freedom in this choice. The only guidance was that it needed to be academic in nature, and preferably a question not answered by any A Level. The challenge was to ask (and answer) something beyond the A Level qualification, which would

make them experts in a field untouched by the syllabus as well as experts in independent research – identifying and evaluating the sources that enable understanding of a topic. Some pupils selected a subject taught at school, for instance attempting to answer a question related to Physics, Computer Science or Maths. Others looked at legal questions even though Law isn't part of the curriculum here. Two examples were 'The impact of AI on law firms in the 21st century' and 'The effectiveness of restorative justice in the criminal legal system'. The deadline they worked towards was 14th June, when, grouped with peers presenting on vaguely similar subjects, e.g. Classics and History, they presented to a combination of students and a staff member. The respective teacher came from a department bearing some relation to the presentations, and assessed each pupil not just on the content of their

Academic Symposium



presentation, but also on how they responded to questions from staff and peers. The onus on students was to measure their talks in such a way that they did not immediately give every piece of information but retained some for the ensuing Q&A. Pupils received marks out of 50, with ten points each set aside for content, structure, clarity of expression, evidence of effective research and wider reading, and the ability to handle questions.

However, the Transitus Academic Symposium was no point-scoring exercise that would directly affect students' A Level prospects next year. What mattered was that the Transitus learned valuable lessons from both the process – all that independent thinking and research – and the presentation. Crucially, the feedback they received was qualitative as well as quantitative, with staff

members pinpointing two strengths of every presentation and areas for improvement for next time. Well done to them all.

— Contributions by M. Reiderman

Evening of Economics: Trading Simulation



The AmplifyME financial trading simulation event was an engaging and exciting activity for all pupils across multiple year groups along with our partnership schools. Initially, the event was fascinating as our host explained the differences in the roles of investment bankers and asset managers while mentioning the influence they have on money supply. Furthermore, the speaker introduced us to economic techniques that investors use. It was intriguing to hear how basic economic models like Supply and Demand really do apply to people in this industry and how investment bankers and asset managers use these models as a signal for investment decisions.

We were then introduced to state-of-the-art investing software, which had been produced by AmplifyME, and commenced our task of being asset managers with a starting balance of £20 million. The simulation lasted 40 minutes but somehow incorporated two years of realistic information. Our ability to manage risk and maximise profit was

rigorously examined in an intense experience which we all enjoyed.

We were extremely fortunate to be able to do this simulation, which extended our knowledge beyond GCSE and A Level curricula and gave insights into what a career in certain realms of finance might look like.

— Contributions by Harry Owens (Transitus)

Research at UCS



In the ever-evolving educational landscape, research plays a pivotal role in shaping the future of learning. With a focus on evidence-based practices and diverse methodologies, educational research at UCS seeks to address pressing challenges and uncover new insights to improve educational outcomes for students.

This year we focused on investigating the impact of homework on pupil achievement. We reviewed a great amount of academic research and discovered that traditional methodologies fail to establish robust correlations between specific variables affecting homework use (such as quantity and time spent on task) and its benefits to students' learning. As researchers, we wanted to provide staff with tools for reviewing and refining their practice, and so we went on a quest to find a new evidence-based idea that could fill in this gap.

Despite the fact that data suggests homework at UCS is generally well-designed, purposeful and aligned with classroom instructions, we always aim to fine-tune what we do. We found that

possibility in the work of educational psychologist and reformer Lee Shulman on types of content knowledge. His theory seems to provide a fruitful channel to rethink and enhance our homework practices.

The findings of our research and the proposed theory were shared with staff across the foundation in our last TeachMeet of the year, hosted in the Junior Branch. Joe Jones and Charlotte Carter, leading educational research in the JB and Pre-Prep respectively, are especially important links in this professional network which helps to increase the impact of research carried out in any of the school sites. June's meeting was the first in a series of presentations and professional development opportunities that will arise from the academic work we do behind the scenes. The full homework review will feature in the next edition of the *UCS Research Review* journal to be published in the next academic year.

— Contributions by A. Martini

Chinese paper cutting with Confucius Institute



One Modern Languages highlight of the Summer Term was when Lower Remove pupil Kousei Hamajima won a Chinese paper cutting competition and had his work displayed at an exhibition at the Confucius Institute of London South Bank University.

The backstory to Kousei's success was a Mandarin lesson earlier in the term in which Ms Zhang, one of the school's Confucius Institute teachers, came and taught pupils how to paper cut a Chinese pattern. *"At first I drew the pattern on folded paper and then I cut the intricate paper to make a butterfly shape."* Kousei's handiwork and that of his classmates was subsequently entered into a competition organised by the Confucius Institute at LSBU – and soon enough he learned that he had won!

Kousei attributes his achievement to the fact that he *"always loved to craft and make things with paper. I found the whole exercise exciting and*

intriguing". As a competition winner, the Year 9 pupil attended a ceremony at the Institute with his family and Ms Zhang. *"I was awarded a card and a book filled with professionally made paper cutting, including Chinese zodiac animals. We also listened to a lecture about how paper cutting had been an art form for centuries."* Indeed, Chinese paper cutting is a traditional Chinese art dating back to when paper was developed. Kousei added: *"I really loved this experience and am looking forward to more activities like it during the next few years."* Mandarin students at UCS also practised calligraphy during a Chinese New Year workshop in the Spring Term. The Confucius Institute engages with schools for Mandarin teaching and runs academic and artistic events.

— Contributions by M. P. Maggioni

‘A Midsummer Night’s Dream’



On Tuesday 6th June, the Entry went on a school trip to Shakespeare’s Globe theatre. We travelled by Tube, first walking down to Finchley Road Station in groups, then going all the way to London Bridge. After that, it was a short walk to the Globe theatre where we waited, chatting and discussing the London skyline before us. When we finally got in, I was struck by the intricate decorations and painting both on and off stage. Murals and carvings everywhere! As we sat down, the stage was empty apart from a strange bundle of cloth that seemed to be moving. Then, suddenly, heavy drum beats resonated through the theatre and everyone fell silent. The play was amazing, using special effects to enhance the performance, like smoke to conceal people entering

the stage, and the trapdoor on the stage. My favourite character was Puck, because he really gave off an air of mischievousness, cunning and playfulness. In particular, everybody laughed during the scene where the Mechanicals did their play, a hilarious scene in which a group of terrible actors tried to put on a professional play – an attempt that failed miserably. After the performance, everybody was buzzing with excitement, talking about the play all the way back to school.

— Contributions by Alexander Maigler (Entry)

'The Lehman Trilogy'



*On a warm early-summer evening, around 30 UCS Economics students made the trip from Hampstead to the West End to see the award-winning play *The Lehman Trilogy*. We were met by 163 years of history, presented in the Gillian Lynne theatre. The play was divided into three acts with two intervals, lasting a total of three hours and 20 minutes. The first part of this extraordinary trajectory covered the rise of the Lehman brothers as the original sibling trio of Henry, Emanuel and Mayer arrived in America from Bavaria in 1844 with a common dream of economic prosperity. Their journey began with a dry goods store in Alabama, before they proceeded to become cotton brokers. The play then portrayed the 'scaling up' stage that the Lehman brothers went through as they established the role of a 'middle man'. The Lehmans subsequently went on to set up the fourth-largest investment bank in the*

*US, proving how success can come from anywhere. *The Lehman Trilogy* continued to tell the tale of the Lehman dynasty – its sons and grandsons – and how the Lehman Brothers bank collapsed into bankruptcy, ultimately triggering the financial crisis of 2008.*

This epic production was a brilliant opportunity not only to learn about the economics of the past, but also to appreciate the art of acting and how special theatrical experiences can be. The play itself was fascinating and went into 163 years worth of detail! We, as students, would like to thank Mr Fernando and Ms Martin for organising this trip and for allowing us to have such a great experience.

— Contributions by Oliver Cedar (Transitus)

Antibes



On Monday 29th May, a team of teachers and 40 pupils met at Stansted Airport's check-in desks. Fast-forward several hours and we were already going off to our familles d'accueil (host families). Following a quick dinner with my new hosts, I went to bed in anticipation of an early start the next day.

I am a morning person, so a seven o'clock start to my day wasn't a problem (despite the time difference). After some brioches, toast and tea, my partner Alex and I set off for the language school where we were to meet for 8.45 every morning. Each of our three full days began with language school up until lunchtime, which meant almost four hours daily of learning French. The school was very effective because absolutely everything was done in French – forcing us to speak the language regardless of our confidence.

Our first afternoon began with lunch at the school cafeteria, followed by a short tour in Antibes, a visit to the beautifully situated Picasso Museum, and some free time to explore this Riviera town. Given the heat, however, my priority was to find an ice cream – something I had no trouble doing! If I had a bigger word count then I would definitely go on about all the flavours on offer.

The second afternoon comprised another excursion – this one in Nice – followed by more free time to walk around the city on what was another summery day (necessitating more ice cream!). Some of us went to investigate the shops deeper into the city; others preferred to stay beside the coast. I took the opportunity to find some speciality shops, before making the most of a cloudless day on the beach.

For our third and final afternoon, we headed off to Monaco, arguably the most eagerly awaited destination. After another short excursion, learning about the Prince's Palace and agreeing on our meeting point, I grabbed an ice cream (I couldn't break the trend!) and set off to discover what was left from the Monaco Grand Prix the previous weekend. Unfortunately, train strikes (prompting us to take the coach) had reduced the duration of our visit, but I still got the best view of Monaco I could have asked for.

Although it costs \$1 million to apply for residency in Monaco, and it is arguably a beautiful country on paper, I was still glad to return to London and, having focused on my French for a solid three days, finally speak English again.

Antibes



Lundi, une équipe de professeurs et 40 étudiants se sont donné rendez-vous au bureau d'enregistrement de Stansted. Quelques heures plus tard et nous partions déjà vers nos «familles d'accueil ». Après un dîner rapide, je me suis vite couché en prévision d'un départ matinal le lendemain.

Je suis plutôt du matin, donc commencer ma journée à sept heures n'était pas un problème (malgré le décalage horaire contre nous). Avec des brioches bien préparées, des toasts et du thé, mon partenaire Alex et moi sommes partis pour l'école de langues, où nous devions nous retrouver tous les matins à 8h45.

Chacune de nos trois journées complètes commençait par une école de langue jusqu'à l'heure du déjeuner, ce qui signifiait près de 4 heures d'apprentissage du français chaque jour. L'école de langue a été la plus

efficace pour moi dans la mesure où absolument tout était en français, nous obligeant à parler la langue quelle que soit notre confiance.

Après avoir fait le plein avec un déjeuner à la cafétéria de l'école, notre premier après-midi a été consacré à une courte excursion autour d'Antibes, à une visite du musée Picasso magnifiquement situé et à du temps libre pour explorer la ville. Avec la chaleur, cependant, ma priorité était de trouver une glace - que je n'ai eu aucun mal à trouver. Si je pouvais écrire plus de mots, je parlerais certainement de toutes les saveurs proposées.

Le deuxième après-midi a été consacré à une excursion, suivie d'un peu de temps libre, pour nous promener dans Nice pendant une autre journée estivale (et acheter une glace bien sûr). Certains

Antibes



d'entre nous sont allés explorer les magasins plus loin dans la ville, et certains ont préféré rester juste à côté de la côte. J'en ai profité pour dénicher des boutiques uniques, avant de profiter d'une journée sans nuage sur la plage.

Pour notre troisième et dernier après-midi, nous nous sommes dirigés directement vers Monaco (sans doute le jour le plus attendu). Après une autre petite excursion pendant laquelle nous avons appris à connaître le Palais et après avoir fixé notre point de rendez-vous, j'ai acheté une glace (je ne pouvais pas briser la tendance là-bas) et je suis rapidement parti découvrir ce qui restait du Grand Prix de Monaco, qui ne s'était terminé que récemment. Malheureusement, les grèves de train (nous obligeant à prendre l'autocar) ont réduit notre temps, mais j'ai quand même eu la meilleure vue de Monaco que

j'aurais pu souhaiter, aux côtés de beaucoup de mes amis.

Bien que cela coûte 1 million de dollars pour demander la résidence à Monaco, et que ce soit sans doute un beau pays sur le papier, j'étais quand même content de retourner à Londres et, après m'être concentré sur mon français pendant 3 jours, j'ai enfin reparlé anglais.

— Contributions by Carlo von der Tann (Remove)

The Lake District



During the first weekend of May half-term, 40 *Transitus* Geographers met at Euston Station to travel north to the Lake District National Park for their A Level fieldwork residential. This excursion, organised by the Geography Department, was the first school residential opportunity for these pupils to venture away from home after the restrictions of the pandemic. As such, the Geographers were excited to head out, undaunted by dorm life and stodgy (albeit plentiful) field-centre food.

Our accommodation for the trip was the beautifully positioned Field Studies Council centre at Blencathra, nestled into the side of Blencathra and a mile or two outside of the market town of Keswick. This stunning location provided the perfect setting for our studies, allowing us to fully immerse ourselves in the idyll of the northern Lakes.

Our first full day was dedicated to a rivers study, where we explored the local hydrological conditions and analysed the factors that contribute to the large flood events that the Lake District is increasingly exposed to. We could then apply our understanding to a tangible example, conducting a walking tour of Keswick's flood defences and

gaining valuable insights into the 2015 record-breaking flood and the destructive force of the river Greta.

Our focus then shifted to the major issues affecting rural settlements in the 21st century. Threlkeld, a quaint village sitting in the shadow of Blencathra mountain, served as our case study. Primary fieldwork techniques and field observations enabled us to examine the challenges faced by rural communities and investigate the solutions in place to preserve village life, be it regenerated community buildings or local occupancy housing developments.

Sunny evenings were whiled away with basketball, football, table tennis and cartwheels, and it was a pleasure to spend time in an out-of-school context with such a lovely group of pupils. Indeed, this residential trip marked an important milestone as it rekindled the spirit of adventure, togetherness and field-learning that had been on hold during the pandemic. It served as a reminder of the significance of immersive experiences in nurturing a lifelong interest in Geography.

— *Contributions by B. Murphy*

Brussels



At 6.15am on Tuesday 30th May, 30 Transitus pupils arrived at St Pancras to take the Eurostar to Brussels. After breakfast at a cafe, we embarked on a three-hour journey where we gelled by playing board games supplied by Mr Fernando. After a nap and discussing the UK's economic state (the inflation rate!), we reached Brussels and walked to our hotel. Duly briefed by hotel management – “no smoking, no drugs, no fun!” – we set off to navigate the efficient public transport system, arriving early for a tour. We then explored the restaurants of central Brussels, with my group enjoying pommes frites. After filling our stomachs, it was time to expand our minds, learning about local architecture, the history of the statues, buildings and monuments including the urinating baby landmark ‘Manneken Pis’. Next stop, Brussels’ famous shops such as Neuhaus Chocolates, which saw an outward shift of demand from UCS

pupils. After increasing our utility/satisfaction (i.e. spending our allowances), we had dinner and returned to the hotel for further board-game fun. An early rise the next morning warranted a delicious breakfast and a team meeting to preface our trip to the European Commission, where a guide presented the organisation and inner workings of the Commission. Then came a hands-on tour of the museum of the Bank of Belgium, where we played a game involving interviewing and selecting the correct workers for bank management. We also attempted to differentiate real money from fake and printed bank notes with our faces on them, creating ‘Baxters Bucks’, ‘Evans Euros’, ‘Flocks Francs’ and much more. The final destination that day was the Planetarium, a perfect space to relax as we viewed the stars. Excellent planning by Mr Fernando, Ms Potter, Mr Bugler and Mr Liddiard-Williams!

Brussels



Back at the hotel, a tough general knowledge and Economics quiz awaited us, and proved that not only do we not read the news, there is also much revision to be done! Our night ended with a cup of tea (because you can take the students out of England but you can't ...). The last day marked the intellectual part of the trip as we toured a brewery and visited a chocolatier. A thoroughly delectable finale. We are very grateful to the teachers who made this trip possible, especially Mr Fernando, whose UCS swansong was a beautifully crafted journey through Economics and Brussels. He is a wonderful teacher who has made every lesson something to look forward to, always pushing us to be better Economists and people. Thank you again, Mr. Fernando, and good luck.

— Contributions by Didier Levenfiche (Transitus)

Juniper Hall



On Friday 16th June, our whole cohort of *Transitus* Biology students (30 in total), along with Miss Potter, Dr Carling, Mr Liddiard-Williams and Mr Hurst, made their way to the Field Studies Council centre of Juniper Hall, nestled in the beautiful Surrey Hills. With the sun shining, and surrounded by nature, our Biologists put their ecology hats on and got to work collecting data for their practical investigations.

As part of the OCR A Level course, our A Level Biologists are required to complete some ecological studies and in order to maximise this as a learning experience, every year we take them to one of the FSC centres to learn about ecology in the field. This time we chose Juniper Hall, where we spent three days and two nights.

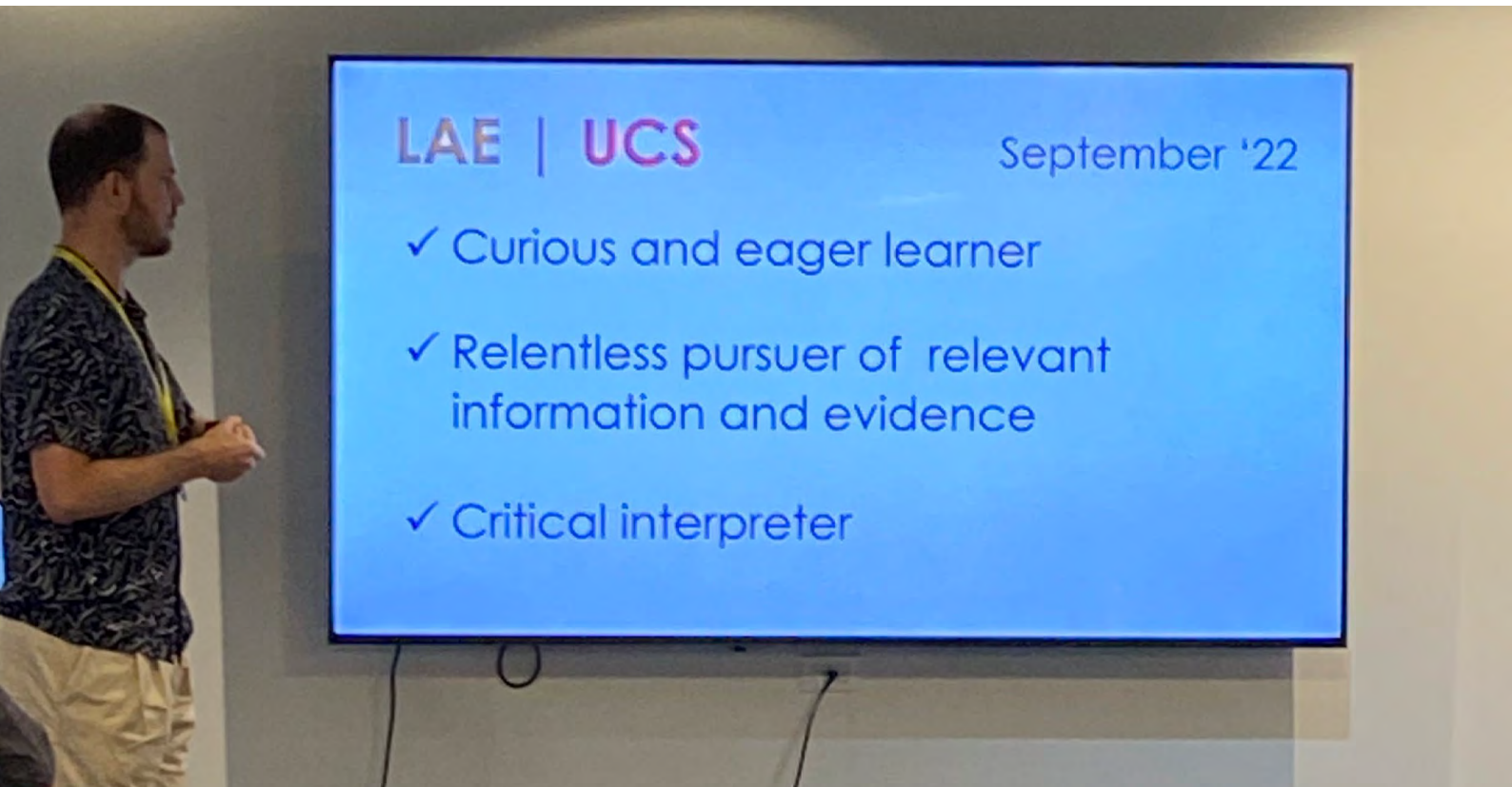
Pupils carried out two main ecological studies over the first two days. On day one, they took a short walk from the field studies centre to Mickleham Downs to perform some random sampling comparing the biodiversity at two sites. In the evening, back at the centre, they analysed

their data and completed T-tests to check for significance and then set up Longworth mammal traps around the grounds to sample the nocturnal mammals common to this type of habitat. On day two, students undertook systematic sampling along transects they had laid out. From the data assembled, they constructed scatter graphs and kite diagrams and conducted a Spearman's rank statistical test. In the evening, the group gathered around a campfire to toast marshmallows, being joined by Head of Biology, Mrs Ward.

On day three, after breakfast, we took a short coach ride to the nearby River Tillingbourne, where pupils did some fresh water sampling. They collected data using kick nets, trays and identification keys as part of their own individual investigations which they had planned and researched the evening before. They had lunch on the banks of the river and then continued sampling in the afternoon. We were finished and back on the coach home to Froggnal by 4pm.

— Contributions by K. Ward & R. Potter

London with LAE



It has become tradition that, in June, UCS pupils make a reciprocal visit somewhere with pupils from UCS House at the London Academy of Excellence (LAE), Stratford. LAE is one of our main partnership schools and this joint initiative is the second of this and indeed every year after we welcome LAE pupils to UCS each September.

In June, the joint activity is organised by Head of UCS House at LAE, Michael Huang, and always promises to be a day of fun, collaboration and networking. This time, six UCS Transitus pupils joined LAE at two main locations in central London. Firstly, we headed to the offices of Arup, a global sustainable development consultancy based in an incredible building on Charlotte Street. Pupils got to mix together and had an interesting set of discussion questions on the future of school

inspections and assessment, reflecting on their own experiences of schooling in London and further afield and what makes a good education. We also viewed a documentary on Ofsted that was made with, and filmed in part at, LAE during lockdown.

After this introductory session, pupils listened to presentations by employees of Arup who talked about the process of designing and building a space, linking together engineering, architecture, sustainability and finance as well as social sciences. The company strives to anticipate how buildings will be used by people in the future by analysing movement trends. The presentations were wonderful and matched in brilliance by the probing and thought-provoking questions from pupils on sustainable materials, gentrification and the educational background of colleagues at Arup.

London with LAE



We then enjoyed a sunny stroll through London (passing through Gower Street!) to Kings Cross to visit Frank Barnes School for Deaf Children. The big group was split in two and we received a fascinating introductory lesson on British Sign Language and then a tour around the school. The place was nothing short of inspirational and we were taken aback by its truly bilingual approach to using BSL alongside English. Even on classroom displays, the titles in written English were accompanied by images of the same words being signed. It was a really good example of how spaces can be designed with inclusion at the forefront.

As always, we are so grateful to our colleagues and the pupils at LAE for welcoming us so warmly and organising such an interesting and insightful day. Thank you! We look forward to seeing the new intake of UCS House at UCS in September.

— Contributions by S. Bennett

Sports Science with Westminster Academy



The sports science partnership is a new initiative that started in the Summer Term, connecting our Lower Remove with peers at Westminster Academy. The project was born out of a desire to provide increased co-curricular options for pupils and to help develop their collaborative skills.

Westminster were the perfect partner for the project given their experience both in sports qualifications and in preparing pupils to participate in The Big Bang, the UK's top science and engineering competition for 11 to 18-year-olds.

The partnership is still in its initial stages, but already the ideas are flowing. Both sets of pupils have met once to begin planning their studies. Supported by Westminster's Science Department and the PE Department at UCS, in the form of Mr Peck, the pupils have explored possible research ideas. There have been various proposals, from the effect of cold showers on reaction time to the links between resistance training and joint health. Happily, a suggested study on the positive impact of video games on cardio performance didn't gain much traction!

Instead, the team have settled on the following: the effects of sleep and those cold showers on a range of physical and cognitive metrics (with the latter undoubtedly influenced by the current Wim Hof method). Baseline tests were carried out in the weeks before the summer holidays, with the break being used to implement changes, before retesting in the autumn. The aim is to stretch out the studies to as many pupils as possible, albeit pupils have astutely planned for the cold showers component to be slightly smaller in its reach.

Mr Peck thinks this could have some traction in the wider scientific community, so keep your eyes peeled in the next few editions of *Nature* magazine!

— Contributions by M. Baron

Rian's seed growing



One UCS pupil's passion for growing plants generated a charity fundraising initiative that came to fruition after the Easter holidays. Shell pupil Rian Borkakoty grew from seeds a variety of plants, which he then sold to members of the school community during the Summer Term. All proceeds went to UNHCR, the UN Refugee Agency, Rian's charity of choice.

The germ of this charitable endeavour was a conversation that Rian had with Assistant Head (Head of Lower School), Edd Roberts, the previous summer and his plans crystallised following subsequent discussions with teacher Kirsty Anthony, the UCS Foundation's lead in biodiversity and conservation. Rian proceeded to work with the school's Green Impact sustainability club and its biodiversity spin-off to realise his gardening ambition. He sowed seeds at the school allotment together with Mrs Anthony, and his plants then grew in the greenhouse while the resourceful student took orders for his produce from pupils, teachers, staff and friends of the school. Rian's eventual crop included cherry

tomatoes, sunflowers, runner beans, sweet peas and cucumbers. *"This was a lovely project and we had a number of colleagues and parents willing to support Rian. Parents were informed through the Friday bulletin and I thank everyone for backing this charitable venture,"* Mr Roberts said. Rian's initiative also coincided with the Royal Horticultural Society's spring project to get schools, among other organisations, sowing and sharing seeds.

His enterprise thus helped to promote the RHS's nationwide action week, encouraging his peers to participate in sowing seeds at the UCS allotment. All pupils had the chance to sow vegetables, flowers and herbs as well as support Rian – and, of course, put in their orders! *"The school's biodiversity group funded the compost and seeds, cared for the plants as they grew, and helped to facilitate the project. This gave all students an opportunity to be involved with the national RHS scheme that the school signed up to. It also ensured that Rian had the support he needed with his charity sale,"* added Mrs Anthony.

— Contributions by P. Hart

Entry Disco



This term Community Action organised an eagerly anticipated Year 7 Disco. This was a highlight of the school calendar and the Year 7 boys were excited to welcome 90 girls from neighbouring Francis Holland School, South Hampstead High School and Channing School. So hotly contested were the tickets that they quite literally sold out in a matter of minutes!

The dress code was ‘dress to impress’ and our young people certainly did. From 80s-inspired neon ensembles to velvet jackets, the pupils pulled out all the stops and graced the Great Hall, via a red carpet, in all their finery. The professional DJ played some top tunes; there were snacks for everyone and even a photo booth to pose up a storm! The dancing was tentative at the start of the evening, until the Sixth Form assistants instigated a conga which broke the ice – in fact, it was the longest conga North London has ever seen!

From that point the dancing did not stop. According to Mr Roberts, Head of Lower School, it was the danciest Year 7 disco he could recall.

“It was wonderful to see so many of our boys up on their feet and dancing, although I was surprised that when ‘Jump Around’ came on, the floor cleared. Well, apart from the staff who definitely made up for it. The event was joyful and much fun was had by all,” he said.

A big thank you to all staff and Sixth Formers who sacrificed their time to supervise this great event which raised thousands of pounds for our Community Action 2022–23 charities. It was a fabulous event to conclude the year’s Community Action endeavours.

— Contributions by S. Alborn

Art Felt: Performing Arts Partnership



We had some very excited visitors to the Lund Theatre on Monday 19th June. Year 5 pupils from Rhyl Primary School in Camden had participated in a series of playwriting workshops as part of our Performing Arts Partnership programme and wrote a series of plays that each involved household objects. Six of these plays were chosen to receive their London premieres on 19th June, performed by a group of Remove actors from Drama Enrichment lessons. Maxim Zaikin, Bob Murray, Sam Aboud, Tom Harris, Lucas Samonas and Sam Lucas did a superb job of bringing these surreal plays to life and were helped no end by the colourful costumes created by Carys Bedford and Sarah Alborn. The lighting and sound were deftly operated by Rahul and Henrik, part of the stage crew team.

Each play created its own bizarre inner logic and communicated wittily to an appreciative audience. Haters to Friends featured a crazed Sharpie and a pristine Notebook. The Brush and the Bad Hair Day told the story of Hair rejecting the hurt that Brush would insist on carrying out each morning to make her look good. The Watermelon and the Strawberry were both petrified of the lurking human chomping down on them. The Tale of Ketchup and Mayo involved an Anglo-Gallic battle to see which of the great condiments was more appreciated. The Golden Gear featured a football boot and shirt being rejected by Ronaldo and turning instead to Riyad Mahrez to find someone who would wear them; and The Battle of the Sharpener and the Pencil was a terrifying tale of a crazed Sharpener trying to shorten the Pencil until the paper slid between them to save the day.

Art Felt: Performing Arts Partnership



The Rhyl Primary pupils were delighted to see their work performed so professionally and even took home the costumes as a souvenir of the occasion. The last word should go to their class teacher, Emily Duits, who helped make this event happen: *“The plays were a joy to watch – so well acted and those costumes were just brilliant! We really appreciate you working with us to give the kids this experience.”*

Rose Tran, Head of Dance, has also been working with pupils at another of our partnership primary schools, Argyle Primary School, alongside our Remove on some dance lessons. UCS pupils visited Argyle to teach some choreography and skills that they had been working on with Mrs Tran. Joseph Sainsbury (Remove) was one such pupil and he said: *“It was an extremely fun adventure going to Argyle Primary to teach the children what we had*

been working on this term. I especially enjoyed teaching our choreographed motifs inspired by urban living and watching them take on board our advice in creative ways as well as adding their own ideas. It was also exciting to take them through a partner exercise in which one of them was the architect and their task was to mould their partner into interesting shapes. They were all very welcoming and enthusiastic. I hope they enjoyed it as much as I did.

— Contributions by D. Swanson

Languages Immersion Day



On Friday 9th June, UCS hosted a group of Year 6 pupils from Rosary Primary School, Camden, for our annual Language Immersion Day. Rosary pupils got to grips with the basics of Mandarin, Italian and French, as well as exploring the culture and traditions of these countries. All lessons were delivered by members of the UCS Modern Languages Department.

This was a fantastic opportunity for the primary school children to sample a range of languages that they do not currently learn, and gave them the chance to think about which languages they might like to study in future. Such events play a vital role in raising the profile of languages in the local community, as we hope to help inspire the next generation of linguists.

— Contributions by B. Timpson

Wind In The Willows



As May began, so too did show week for some very enthusiastic Entry and Shell pupils as they prepared to perform *Wind in the Willows* in the Lund Theatre. This beloved story was adapted from Kenneth Grahame's original tale and transported into the 21st century.

Around 60 pupils had auditioned for the production late in the Autumn Term and cast members took part in a thoroughly enjoyable five-month rehearsal process. When I first began this directorial venture, I never could have anticipated the commitment, creativity and resilience of these Lower School pupils; they surprised me in each rehearsal as they brought their energy and innovative ideas to every after-school or lunchtime session. The entire process was very collaborative and the pupils enjoyed sharing their ambitious

ideas, which included original music penned by members of the troupe.

The production featured outstanding performances from pupils and received high praise from the audience, who were impressed by the cast's passion and talent over the two-night-run. The entire cast of woodland creatures – from ferrets, weasels and stoats to the principal characters of Toad, Ratty, Mole and Badger – were supportive of one another, both on stage and in rehearsal.

When the curtain came down on the final night, the cast were already eager to audition for the next UCS production – which is testament to all involved, and to how enriching and transformative Drama at UCS is for our students.

— *Contributions by C. Thorn*

Wind In The Willows



Cast members Alec (Shell), Victor and Samuel (both Entry) also sat down with The Froggal to review their participation in a production that will live long in the collective memory of cast, crew and audience members.

What was the play about?

Alec: *It was about animals who made friends – a mole and a water rat – and who, along with other friends, defeated the weasels. The weasels were trying to take over Toad Hall so it was classic good versus evil.*

Sam: *But in our version, it was adapted into a comedy.*

What was the meaning behind it?

Alec: *Hmm, let me think... The way we staged it was about children who had in some way been neglected, so it was about how, whatever your circumstances, you can always reach out and make friends. It was very hopeful, and like all stories it had a climax*

where things looked bad, but ultimately it was about hope and friendship.

Sam: *It was a play about wanting to be an adult and then realising it's too hard!*

Victor: *Also, it was about characters out of their comfort zones.*

Who did you play?

Alec: *I played Toad and he was very rambunctious, very rich. He had squandered his wealth but still had a high opinion of himself. He made a friend along the way and with his help he saved the day. He was incredibly fun to play and had a big personality – he controlled the stage with big gestures and physicality.*

Victor: *I played Doris, who helped the Toad in one sequence of the story.*

Sam: *My character was Weasel, the villain of the piece. Weasel wanted to be the leader of the group, but he lied and threatened his way to the top. I*

Wind In The Willows



wouldn't like to be around him! Playing a villain was fun, though, as you got to have the power and to pretend to be a control freak.

What was the best part of the production process?

Alec: *I would say that when we saw the set coming together, it got very exciting and we thought 'yeah, this is going to be great' so thanks to Carys for that. Being part of the play really gave us a sense of fellowship – we were all in it together to create a final production.*

Sam: *My favourite part of the process was looking at how to break the 'fourth wall' [that imaginary wall separating actors from their audience]. As a performer, it was fun to involve the audience in direct communication.*

What made you audition for the show?

Sam: *I regretted not auditioning for the whole school musical Oliver!. And I love Drama and performance so I really wanted to get involved.*

Victor: *I have really enjoyed our Drama lessons this year and I wanted to use what I had been learning.*

Finally, how would you sum up Wind in the Willows?

Alec: *It was fun, it was exciting, and the set was beautiful. We had a great soundtrack, fluffy ferrets, dapper toads and an imposing badger – what's not to love?!*

Improvisation Evening

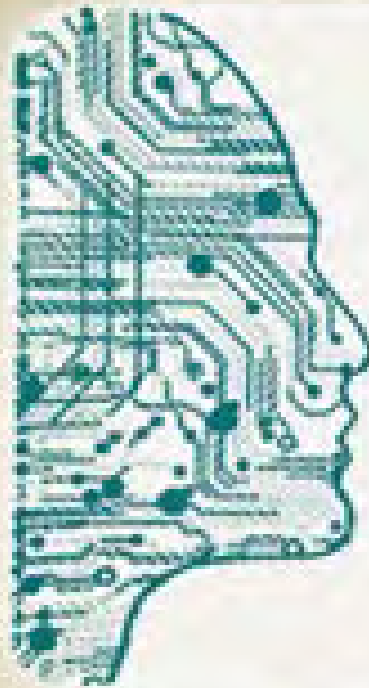


Some 42 Trinity acting pupils from Entry to Remove took part in a fast, frenzied and highly skilled Improvisation Evening on Tuesday 6th June in the Lund Theatre. Billed as *'The A-Z of Everything'*, this was the first event of its kind at the Senior School and it saw pupils compete in eight different improvisation games, including: Oscar Acceptance, Death in a Minute and Interview with an Expert. The evening was very well attended and the lively audience, who were encouraged to shout out ideas and situations for scenes, thoroughly enjoyed the wit and creativity on display. With no preparation time at all, the pupils had to think quickly on their feet and they all rose magnificently to the challenge. In the end, the combined team of Lower Remove and Remove were crowned the inaugural champions. This evening was a fundraiser for Scene & Heard, a unique mentoring

charity that partners the inner-city children of Somers Town, north London, with volunteer theatre professionals. We look forward to repeating the success of this event in next year's Trinity Improvisation Evening.

— Contributions by D. Swanson

Edinburgh Fringe & CTRL



The Edinburgh Festival Fringe production is one of the most exciting aspects of the co-curricular Drama provision at UCS. This trip follows a well-established tradition of UCS ventures to the Edinburgh Fringe, including our 2018 production of *Fine, thanks* – a new musical created by pupils which transferred to the Savoy Theatre for a one-off charity performance after a successful run in Edinburgh.

Since January, an acting company of pupils in the *Transitus* have been developing an original play which they will perform during a week-long run at the Fringe in August. The company of nine pupils have worked with staff in the Drama Department to research, write and stage their play, co-written with and about AI, named CTRL. This metatheatrical piece, set in a dystopic future, questions the human

control of creativity in an age where artificial intelligence becomes ever more prominent.

The pupils put on a preview of their witty and inventive production to an eager audience in the Lund Theatre on Thursday 29th June. They will perform it at Edinburgh Festival Fringe from Monday 21st to Friday 26th August. Alongside acting and flyering, they will also have time to explore the largest arts festival in the world – with a seemingly endless supply of comedy, theatre, cabaret and dance for our pupils to discover.

— *Contributions by C. Abbott*

In Motion



In celebration of Dance at UCS, the Drama and Dance Department proudly presented its highly anticipated inaugural dance show: *'In Motion 2023'*.

Dance was embedded into the curriculum across the foundation in 2017, and despite the two disruptive pandemic years we all experienced, our first cohort of GCSE Dance pupils took flight in 2021.

It has been a privilege to witness our GCSE pupils grow and flourish into artistic, expressive and mature performers. From little to no dance experience, we witnessed a company of strong, tenacious and technically trained dancers. It has taken much courage, resilience and risk-taking to be able to choreograph and perform such ambitious and meaningful pieces of work. Huge congratulations to Freddy S, Jack, Luca, Pietro, Tom and Troy for completing the practical components of the GCSE exam with such confidence and flair!

Come the evening of *'In Motion'*, our enthusiastic and dedicated Lower School Dance Company

debuted with *'Foundationz'*, a B-boying piece choreographed by internationally renowned B-boy specialist, Tim Hamilton. The Lower Remove also had the chance to work with a professional contemporary dance choreographer from *Company Decalage* to develop and perform a dance based on the theme of 'burden'. In addition to this eclectic mix, we had our very own Irish Dancing world champion, Freddy Beard, perform two solos.

'In Motion' was six years in the making and what a wonderful journey. The programme was a culmination of hours and hours of hard work and dedication. Our dancers were professional in their attitude and conduct, and performed brilliantly on the night – they were magnificent. I truly believe in the value and power of dance as an academic and expressive art form. You really do have to experience it and see it to believe it. I hope *'In Motion 2023'* has inspired many more to dance!

— Contributions by R. Tran

Rock Concert



On Wednesday 14th June a packed GSLT witnessed the spectacular Rock Concert. Over 50 guitarists, drummers and keyboard players from the Entry, Shell, Lower Remove, Remove and Upper Remove presented a programme of 27 Rock classics ranging from the Beatles, Elton John and Lynyrd Skynyrd to Metallica, Foo Fighters and Coldplay.

The Lower School bands were thoroughly prepared and impressed with their tight ensemble; shout-outs are due to Victor Richards, Samuel Morris, Seyan Patel and Daniel Dillon in the Entry, and Tal Desau, Neo Pejic, Max Wilson and Harry Goldberg in the Shell. The Lower Remove Band featured confident lead vocals from Zain Narula, proving particularly punchy in Coolio's *'Gangsta's Paradise'*, while the Upper Remove band made a welcome appearance given recent GCSE examinations, and the trio of Tom McQuaid (vocals), Ayan Hull-Jurkovic and Tyler Bennett (drum kit) delivered a blistering rendition of *'Hysteria'* by Muse.

Leo Hall (Sixth) opened the second half with an affecting rendition of his own *'Lose You Now'*.

The remainder of the concert belonged to the Remove. The first band brought the house down with Kendrick Lamar's *'T'*, with quickfire rapping from Bob Murray. The second Remove band furthered their increasingly legendary status with magnificent performances of Toto's *'Rosanna'*, featuring charismatic vocals from Luka Moriarty and a wonderful horn section led by Mr Da Silva, and Lynyrd Skynyrd's *'Free Bird'*, spotlighting a mesmerising guitar solo from Charlie Rollo.

The evening went down a storm and was a testament to the remarkable work that Shelley Walker continues to do for Rock music at UCS.

— Contributions by C. Dawe

Summer Concert



Despite the loss of the Upper Remove and Sixth to the rigours of public exams, the Music Department has run a full programme this term culminating in a Summer Concert that featured 12 ensembles and almost 200 performers.

The first half showcased contributions from the smaller-scale woodwind, brass, string and percussion groups: Brass Sinfonia projected with full and rounded sonority in Samuel Scheidt's '*Canzon Bergamasque*', while Clarinet Ensemble impressed with light, shade and shapely phrasing in Jacques-Jules Bouffil's '*Andante-Allegro*'. On the vocal front, Top Voices mixed delicacy and wholehearted delivery to telling effect in Gary Barlow/Andrew Lloyd Webber's '*Sing*' and the newly formed Barbershop delivered a suave rendition of '*My Evaline*'. The ever-expanding Big

Band ensured that the pulsating groove of Rufus/Chaka Khan's '*Ain't Nobody*' was keenly felt, before Senior Jazz rounded off the first half with the rip-roaring carnival atmosphere of Ary Borroso's '*Brazil*'.

As Concert Band opened the second half, it was possible to shut your eyes and forget that two out of the three year groups were missing, such was their confidence and power in Todd Salter's '*Rampage!*' and highlights from James Newton Howard's soundtrack to King Kong. Symphony Orchestra closed proceedings with an energetic and stylish account of the first and third movements of Mozart's '*Jupiter*' – truly joyous music to put everyone in holiday mood at the conclusion of this year's UCS concert series.

— Contributions by C. Dawe

Sports Days



Remove

In the morning, the Team Sports were won by Black Hawkins thanks to Misha Israelyn and Louis Woof McColl winning the tennis. Milo Sharland, Oscar Schott and the rest of the cricket team bowled and batted their way to victory. Black Hawkins didn't take their foot off the gas in the afternoon athletics either, with the team winning the tug-of-war and following up with success in the shuttle relay and 4x200m. However, they didn't manage to secure the blue-ribbon event, the 4x100m, where Evans took victory after Ben Krol led them home.

Transitus

Despite the overcast morning weather, the Transitus pupils stepped up for three competitions of tennis, volleyball and UCS's very own 'Super Smash Cricket'. All teams were mixed, with boys

and girls representing their Demes like their lives depended on it! Flooks managed to run away with the win overall in the tennis, despite Black Hawkins prevailing in the 1st seeded pair. The volleyball came down to a play-off, with Flooks just beating Olders by only two points in the final. UCS's bespoke cricket 'Super Smash' was keenly contested, and if some teams had listened to the fact that total runs scored would place them in the final, then it could have been a different result. Baxters did listen and managed to narrowly overcome Underwoods in the final game. The afternoon saw some Demes struggle with a lack of athletes; however, thanks to Oscar Brown, Lauren Thompson, Emer Brownleader, Joe Young and the rest, the Flocks team claimed first place in the athletics.

— Contributions by E. Sawtell & D. Brown

Sports Days



The Transitus Sports Day began with a slight drizzle of rain as the volleyball, cricket and tennis kicked off. The cricket was intense with Baxters coming out on top sporting a very strong team with Underwoods and Flocks coming second and third. The volleyball final came down to the wire as Flocks and Olders battled it out with Flocks edging it in the end taking first place. The sun came out over lunch, ready for the athletics. Underwoods and Olders excelled in the long distance running and relays, with Flocks scoring highly in both girls and boys shot put and javelin. Black Hawkins girls took many wins in the various jumping competitions with Flocks and Olders fighting for top spots when it came to the boys. To end with, Flocks easily secured first place in the tug of war with Black Hawkins in second and Evans pulling a very good game against Underwoods to take third.

— Contributions by Joe Young (Transitus)

Cricket



1st XI Report

This year's cricket season was one of great success and I'm sure it will live on in the memory of many of the players. The team got off to a fast start at St. Benedict's School on the first Saturday of the season, with a convincing 6 wicket win and 3 impressive debuts from Remove players. I think it's fair to say that this game set the tone for the whole squad for the exciting season that was to come. Before the May half term, UCS racked up another 4 wins, including thrashing Shiplake College & the Forty Club, as well as progressing through the Area Cup quarter final against Colfe's.

Although the second half of the season began with a disappointing loss against a strong Mill Hill side, the team bounced back well with a statement win against Newham College and booked a place in the

Area Cup final against Alleyn's. Another win against Watford Grammar School for Boys set us up for a highlight of everyone's year... a festival of cricket, this year hosted by Birkenhead School.

UCS took 14 boys across the top 4 year groups up to the Wirral and we were looking to end the season on a high. It was a good start to the festival as UCS proved too good for Scottish outfit George Watson's College in what was a strong bowling display by Captain Jacob Bor. The following day we played Gresham's School who are renowned for being tough opposition and containing a mixture of major and minor county players. In another good bowling display we did well to restrict them to 222-7 in their 40 overs, although we came up short by 50 runs in the end. Despite the result the boys weren't too disheartened and still felt confident going into the

Cricket



final game against hosts Birkenhead. Thankfully confidence didn't turn into complacency as UCS chased 112 in 15 overs, resulting in an 8-wicket win to draw a close to another fruitful festival.

As the 2023 season comes to its end, it is important to recognise the plethora of positives that should be taken from it. A healthy balance of youth and experience helped us to achieve a record of 9 wins and 5 losses. Additionally, on an individual basis both spinners Jacob Bor & Will Nesbitt surpassed the 20-wicket mark and, from a batting perspective, there were two 100s achieved (both by Jacob). As the boys prepare to represent the school for a final time this season in the cup final against Allyn's, silverware is in sight. I'm sure that we can all agree that to lift a trophy would be a fitting end to what has been a fantastic season.

— Contributions by Will Nesbitt (Transitus)

Equestrian



A UCS Sixth Former scored a double distinction in the world of equestrian sport. A Level student Lily Howell achieved a childhood dream when she participated with her horse Phoenix – show name ‘Woodfield Gold’ – in the famous Badminton Horse Trials at the start of May. She then represented UCS and London at the NSEA County Dressage Finals at Hickstead during May half-term and came third in her event. These exploits were all the more impressive for the fact Lily had to successfully juggle the competing demands of public exam preparations and high-level sport. This is her account of a hugely memorable month.

“I competed with Phoenix at the ‘Voltaire Design Grassroots Championships’ in the first week of May. After hoping for many years that I would qualify – it was one of my dreams since I was young – I finally

got through regional events in 2021 at Rackham and Chilham Castle to be eligible for the national qualifier at Chillington Hall (September 2022) as well as the Frickley Park Horse Trials (August 2022). Indeed, it was at Frickley Park that I secured qualification for the prestigious Badminton Horse Trials in Gloucestershire, which are sponsored by Voltaire Design.

“I spent the whole of winter 2022–23 training, right through mocks and exams, until April. Come the main event in May, I started strongly with a 30.9 score in the dressage phase, followed by a lovely show jumping round and a clear cross country ride within the allotted time. My performance put me 27th in a large class of about 150 starters. I had never competed in such an atmosphere before; it was quite nerve-racking having about 100,000 spectators

Equestrian



watching you! However, we managed to get through the week with no issues, an achievement of which I was unbelievably proud.

“Then, on 27th May, Phoenix and I competed at the All England Jumping Course at Hickstead in the National Schools Equestrian Association County Dressage Finals. Representing both UCS and London, I came third in the novice individual dressage final, which was a great achievement.

“I had qualified for this event at Parwood in February, being the top scorer in the whole London area. Only one rider per county is chosen for these championships, so being able to represent London was an amazing privilege. I was so grateful. We registered a score of 70.63, allowing us to break through that sub-30 barrier in a tricky test – again, something I was very proud of. With this event

coming right in the middle of my A Levels, it was fantastic to know we could still pull off such a level of performance amid the stress of exams and work. A great personal achievement!”

— Contributions by P. Hart

Tennis



The senior tennis team, despite being made up of Upper Remove and Remove players, have been quite outstanding in reaching the last 16 of the National Schools tennis competition, and we are incredibly proud of their achievements. The boys now head off to the LTA's Nottingham Tennis Centre, where we will spend the week mixing it with the very best sport and tennis schools in the country, such as Reed's and Millfield. For UCS to be even competing with these schools is remarkable, and huge congratulations must go to Leo Silverston, Alex Shuckburgh, Zeb Imber, Max Silverman and Ruben Sinanyan for their skill, ability, commitment and mental strength in overcoming some impressive opponents along the way. The standard of tennis the boys have produced has been simply breathtaking!

The journey started back in March, when the team

travelled to Barnet and Southgate College, former finalists and who beat UCS in the first round the previous year. The boys made the fixture look simple, winning by a resounding 12-0. Next up was Richard Hale School, and although UCS dropped their first sets, they comfortably prevailed 10-2. The County Final was our next test, with UCS drawn at home to Highgate. A close fixture ensued, with sets being contested right to the very last point. UCS were ahead through an outstanding individual performance from Alex Shuckburgh, but having lost two of the doubles fixtures, needed Ruben Sinanyan to win his singles to level the match at 6-6 and force a deciding tie-break shootout. Ruben, despite the heat and fatigue kicking in, secured the victory, and in a hugely tense and nerve-wracking deciding tie-break, Zeb Imber and Leo Silverston raced into a 6-0 lead that our opponents from over the Heath could not turn around.

Tennis



UCS had progressed to the Regional Finals, where Sandringham School in St Albans were waiting. National finalists from previous years, Sandringham proved an incredibly tough task; however, UCS, with new recruit Max Silverman in the side, were so dominant in the singles it rendered the doubles unnecessary and our rivals were happy to send us on our way having forfeited the last two matches. UCS were bound for Nottingham, an utterly superb achievement, and both myself and the school are hugely proud of them.

The memories the boys have created during this campaign will stay with them for many, many years, and with Leo, Max and Alex being U16 and Zeb and Ruben U15, they have a few more years yet to build on these exploits. Well done, boys!

— Contributions by O. Bienias

Table Tennis



The UCS Under-13 team went to Table Tennis England's Butterfly Schools Team Championships in Wolverhampton in April – and after two resounding opening victories in their round-robin group, found themselves one game away from glory. However, standing between the U13 table tennis aces and the English schools title were Dorothy Stringer School from Brighton. This would be the toughest match for UCS, who soon found themselves playing catch-up. They trailed Dorothy Stringer 1-0, 2-1 and 3-2 before restoring parity at 3-3 in the series. Then Ruben Michaud won the vital seventh game to make it 4-3 to UCS. This left the destination of the T Austin Harrison Cup in the balance – because if the opposition were to win the eighth match and tie the contest, points differences from the individual games would enter the equation, and likely favour the Brighton-

based team. So it fell to Avi Schliesser to deliver a climactic victory for UCS – a big ask, certainly, but one well within his compass. Avi lost his first and third sets, but, excelling at catch-up, then won the fourth to level matters at 2-2. Could he prevail in his fifth set to secure the English title? Yes, he could! This left the UCS U13s unbeaten in Championships action this year. They won all their matches in the Central London, Zonal and Regional stages, before defeating all three schools on finals weekend. The stuff of true champions!

— Contributions by J. Enemuwe

The Development and Alumni Relations Office



As there have been some changes to the team, we'd like to introduce you to...

Edd Pickering – Director of Development & Alumni Relations

My job is to engage members of our community in our fundraising and engagement efforts, and to shape the strategy for how we do so. Currently this primarily involves meeting parents, Old Gowers and other potential supporters for a discussion about our fundraising plans, and whether and how members of our community would like to be involved. We have ambitious plans as we approach our 200-year anniversary in 2030 and it is only through the support of our community that we will be able to achieve these. These projects include

increasing the number of pupils to whom we can offer bursaries, and the support we can offer these Bursary Award Holders, alongside an exciting programme of Capital Projects to improve the Frogmal site. We will be sharing more about these as we finalise the details over the rest of 2023. I aim to spend as much time as possible meeting members of our community, and will always shape my diary around this. I am always very happy to host at the Senior School on Frogmal, or to travel to where people are based. I took on the role of Director of Development & Alumni Relations in January after ten years at the University of Reading. If you would like to hear more, or discuss these plans, please contact me on:

edd.pickering@ucs.org.uk

The Development and Alumni Relations Office



Elana Dwek – Head of Alumni Relations

My job, as Head of Alumni Relations, is to strengthen the relationships between Old Gowers (alumni), parents and friends of the school, and to connect them with UCS as it is now. I also work specifically to cultivate a sense of community among Old Gowers. Not only does community foster a sense of belonging, it also has tangible benefits. I work closely with the Old Gowers' Association to provide opportunities for OGs to connect with each other as well as maintain a relationship with UCS. Within our office I work with our community to identify how the school can support them now and what they are looking for from us, in addition to identifying opportunities for our community to support and enhance the work of the school. We facilitate connections through networking events, year group reunions at UCS, via our online community UCS Connect, and through making personal introductions for mentoring and work experience requests. This is not an exhaustive list, but just some of the ways that belonging to the OGA can benefit Old Gowers of all ages and stages. I started working at UCS in September 2018, but my connection to the school began even earlier as

I'm married to an Old Gower. Please get in touch at: oldgowers@ucs.org.uk if you would like to hear more about becoming a more active part of our community.

Eilish Sorohan – Head of Fundraising & Stewardship

I connect donors with key projects and causes through which their support can make a difference, and communicate the lasting impact their generosity has on pupils, the school, and UCS's wider community. My current focus is on enhancing the profile of our Bursary programme, which provides the opportunity for low-income and under-represented young people to experience an outstanding UCS education alongside their peers. Through fostering stronger donor relationships, crafting impactful communications, and hosting donor events, I aim to increase awareness of, and interest in, supporting UCS; helping to foster a stronger community of philanthropy both internally and externally. As we approach UCS's 200th anniversary, I will be looking to find ways to celebrate the transformational impact of donor support over 200 years, while

The Development and Alumni Relations Office



working to enhance that support in the years to come. I am always keen to hear from donors, past and present, about how we can better celebrate your contributions and hope to work with you as we continue to support our pupils and our community through fundraising. To find out more about how your support can help, please email eilish.sorohan@ucs.org.uk.

Cat Thomas – Development Operations Manager

As Development Operations Manager it is my job to ensure that all members of our community can remain in contact with UCS. This is essential so that we can communicate effectively with parents, carers and Old Gowers. My role focuses on the importance of clean and consistent data; this includes streamlining processes, ensuring data integrity and building effective reporting structures so that we can more accurately reflect the ongoing support and contributions of Old Gowers and other UCS supporters that are critical to the school's success – past, present and future. I also

work closely with other departments to establish best practices around data management and processes. My overall aim is to facilitate the work of the rest of the Development team as they engage with the community to give more children and their families the opportunities and experiences that UCS offers. There is a lot of important work ahead as we approach UCS's 200th anniversary in 2030, and I am excited to be part of this team at such an important milestone. I am its newest member, having joined as Development Operations Manager just last month. Please get in touch at development@ucs.org.uk if you need to update any of your details.

