

UCS  
HAMPSTEAD

A photograph of a young boy in a school uniform (maroon and black striped blazer, white shirt, maroon tie) sitting at a desk in a classroom. He is looking down at a book or paper on the desk, holding a pen. Other students are partially visible around him.

# IMPACT REPORT



# 2023



Dear Friends, Supporters, Parents, and Old Gowers,

I am pleased to present to you the latest edition of our Annual Impact Report. I am truly grateful for the support we have received over the last year; together we continue to build a community that fosters a love for learning, encourages critical thinking, and harnesses the natural curiosity of our young people. It is this shared commitment that helps to shape and inspire the leaders and change-makers of tomorrow.

During the last 12 months, we have redoubled our efforts to ensure that this transformative education is available to more pupils from low-income and under-represented backgrounds. Your support has been crucial to our success. Thanks to our generous community, we will now be able to provide more than 50 bursaries to pupils across the Senior School in the 2023-24 academic year, directly enabling more pupils to realise their fullest potential.

In the pages that follow, you will read about just some of lives changed by this remarkable generosity. From academic achievements to artistic triumphs, athletic milestones to community service initiatives, this magazine showcases the journeys made possible by your philanthropic support.

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. Alongside our provision of bursary support, we are launching an exciting programme of Capital Projects to improve the Froggnal site, particularly focused on pastoral and wellbeing provision for pupils, and extending our performing arts offering. We hope to share more about these as we finalise the details this year.

I hope that this report serves as a testament to the remarkable work happening within our school and as we look to the year ahead, I invite you all to join us on this journey to empower the next generation.

**Thank you for your continued dedication, support, and belief in our mission.**

*With gratitude,  
Mark Beard, Headmaster*





Thank you to  
all those who  
have come  
together  
to make a  
difference to  
this amazing  
institution.



## DONORS

### 2022 - 2023

Allan Caldwell  
Andrew Smith  
Angela Gallagher  
Anna Josse  
Anthony Macro  
Ben Shaw  
Brian Susskind  
Caspar Berensden  
Catherine Robinson  
Catherine Thomas  
Celia Munroz  
Charlotte Christensen  
Chris Elston  
Daniel Ison  
David Dunstan  
David Lifton  
David Stoll  
Dominic Casserley  
Dominic Mathon  
Donald Rau  
Edd Pickering  
Edward Silva  
Eilish Sorohan  
Geoff Hunt  
Geoffrey Greenhough  
Gordon Smith  
Hyman Calvert  
Ian Fleming  
Ian Macdonald

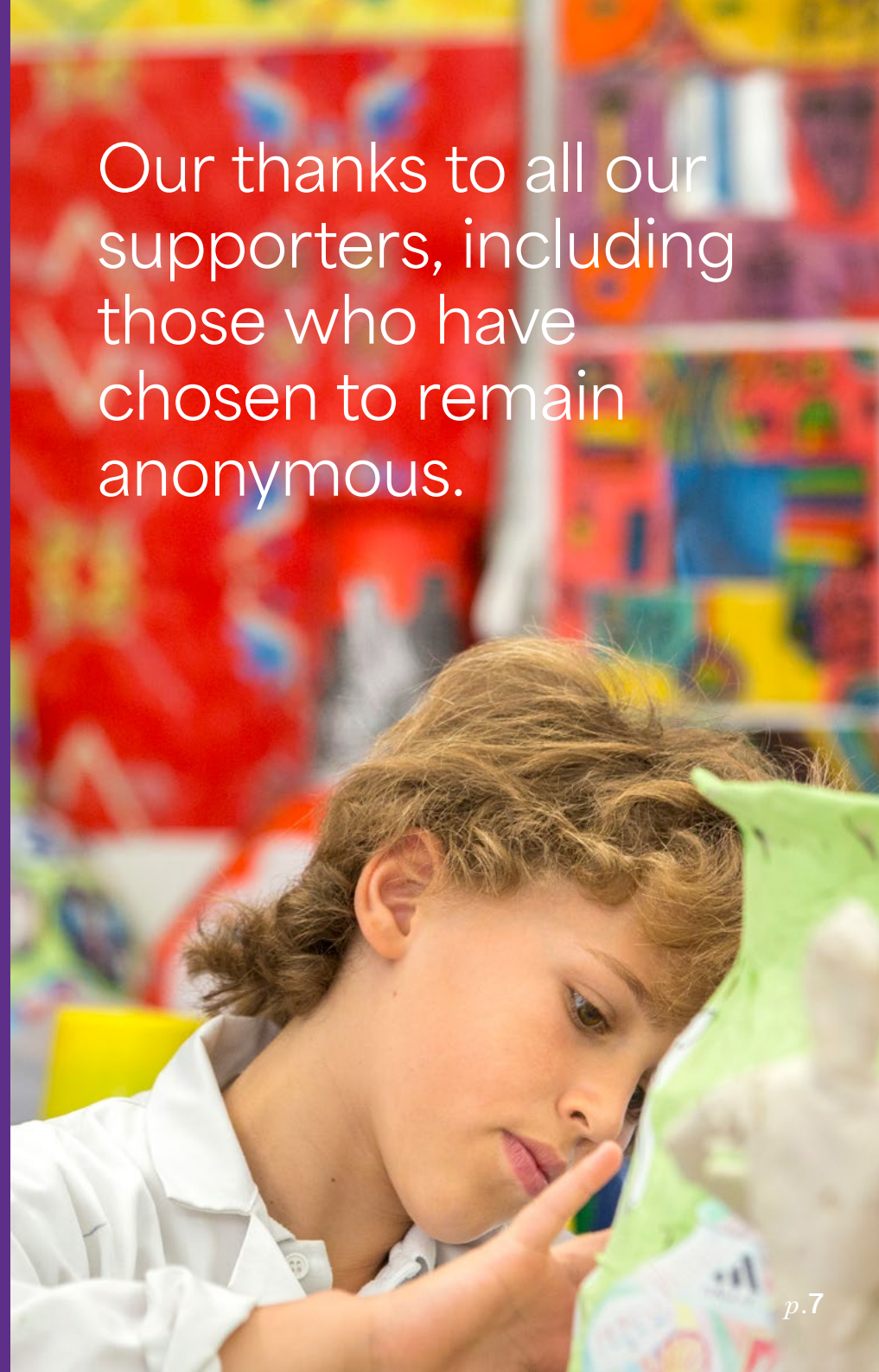
Jeffrey Calvert  
Jennifer Elston  
Joe Cohen  
John Gemery  
John Hall  
John Hewett  
John Kelly  
John Older  
John Waddington  
Jonathan Turner  
Julian Sondheimer  
Keith Marshall  
Marc Waterman  
Marcus Bankes  
Michael Mitzman  
Nicholas Robin  
Nicholas Slack  
Owring Rahmani  
Philip Glyn  
Richard Ayling  
Robert Bride  
Rupert Oliver  
Sanjay Vidyarthi  
Sean Hackett  
Steven Adams  
Tracey Turner  
Dr. Ronnie Barber  
Dr Ian Wardell

Alon and Karen Zakaim  
Kenneth and Julian Layton  
Mr and Mrs Lievens-Chiarini  
Mr and Mrs Feiereisen  
Mr and Mrs Hirschovits  
Prof. Aytakin Ertan and  
Mrs. Zeynep Ertan

The Babich Family  
The Beard Family  
The Brem Family  
The Dwek Family  
The Fung Family  
The Israelyan Family  
The Marchand Family

The Larksfield Trust  
The Old Gowers' Association  
The Parents' Guild  
The Rose Foundation  
The Charity Trust  
ISAM

Our thanks to all our supporters, including those who have chosen to remain anonymous.





Funding donated 2022-23:

**£1.2M**

Number of gifts:

**353**

Number of donors:

**75**

# UCS is gearing up to commemorate a remarkable milestone in our history – the celebration of our 200th anniversary.

As part of this momentous occasion, the School has pledged to expand its commitment to economic and social inclusivity and hopes to enhance the co-curricular and wellbeing provision available to all pupils.

We aim to increase the number of bursaries available to students from low-income and under-represented backgrounds, providing greater financial support to deserving students and enabling them to access a world-class education alongside their peers.

Additionally, we are keenly aware of the crucial role that co-curricular activity and holistic wellbeing provision play in nurturing the development of our pupils, which is why we are aiming to enhance our infrastructure to better serve these goals.

As UCS enters its third century, these initiatives will not only honour the School's rich heritage, but also provide a more holistic experience for pupils from all walks of life. To help us achieve these ambitious plans, UCS has expanded its Development and Alumni Relations Team.





## MEET THE TEAM



**Edd Pickering**

*Director of Development and 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. 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. 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 Froggnal, or to travel to where people are based.



If you would like to hear more, or discuss these plans, please contact me at [edd.pickering@ucs.org.uk](mailto:edd.pickering@ucs.org.uk)



**Eilish Sorohan**

*Head of Fundraising and 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 the wider community. This year, my focus is on enhancing the profile of our Bursary programme, helping you to see more of the impact your support is having on Bursary Award Holders at UCS and enabling more young people to receive a UCS education alongside their peers. I will also be working to celebrate the support of our community through events, recognition programmes, communications and more.



To find out more about how your support can help, please contact me at [eilish.sorohan@ucs.org.uk](mailto:eilish.sorohan@ucs.org.uk)



**Elana Dwek**

*Head of Alumni Relations*

My job is to strengthen the relationships between Old Gowers, parents and friends of the School, and to connect them with UCS as it is now. 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 maintaining a relationship with the School. We facilitate connections through networking events, year group reunions, our online community UCS Connect and through making personal introductions for mentoring and work experience requests.



To find out more, please contact me at [oldgowers@ucs.org.uk](mailto:oldgowers@ucs.org.uk)



**Cat Thomas**

*Development Operations Manager*

It is my job to ensure that all members of our community can remain in contact with UCS. This is essential for us to communicate effectively with parents, carers, donors 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 is critical to the school's success – past, present and future.



Please get in touch at [development@ucs.org.uk](mailto:development@ucs.org.uk) if you need to update any of your details.

WHY 110%?

# 110% bursaries enable our pupils to...



This additional 10% provision enables all Bursary Award Holders to experience the full UCS experience alongside their peers.



## Entry

Purchase full school uniform, compulsory sports kit for all seasons and back to school equipment.



## Shell

Participate in Duke of Edinburgh Bronze and Silver award camping trips and music lessons.



## Lower Remove

Purchase fresh uniform and sports kit for all compulsory sports and co-curriculars and covers travel fees to and from competitions.



## Remove

Attend compulsory trips to shows for those taking Art and Drama and enables pupils to travel for performances or competitions.



## Upper Remove

Buy specialist software for GCSE subjects, final year uniform and sports kits for compulsory and co-curricular sports.



## Transitus

Attend A-Level performances and participate in co-curriculars which can enhance University applications.



## Sixth Form

Attend open days, complete interviews and purchase necessary revision materials for A-level exams.



## YOUR SUPPORT IN ACTION

Your support enables more pupils from low-income and disadvantaged households to attend UCS and achieve their fullest potential.

**Dylan,**  
*Upper Remove*

“When I joined UCS in year 7, I was initially daunted. The resources available were overwhelming compared to what my local primary school had to offer and none of my friends from primary school had even heard about UCS, let alone considered attending the school. However, I soon felt at ease at UCS, with the help of attentive teachers and a community spirit which was present in my primary school and I soon discovered was a core part of UCS.

Academically, smaller class sizes allowed teachers to give me a level of feedback and attention that was not possible in my previous school, where classes contained at least 30 students. This has enabled me to thrive academically and has left me more confident going into my last year before I do my GCSEs.

UCS has also allowed me to pursue more co-curriculars and has encouraged me to discover new ones. In year 8, I joined the debating club, in which I had no experience, and since then I have participated in countless debating competitions. I have also appeared in fixtures for the School hockey, cricket, football, and tennis teams. In only the last term, I have had an incredible opportunity to go on a French trip to the south of France and I have competed in the Independent Schools Tennis Association tournament at Eton. This just goes to show the numerous extra-curricular opportunities that all students get to experience at UCS.

Ultimately, I think the most important thing is that over the past four years of my education at UCS I have enjoyed my time in school immensely. I am really grateful for the opportunity to attend UCS, and I hope more young people like me can have this chance.”



## YOUR SUPPORT IN ACTION

### Freddie, *Lower Remove*

“I was initially anxious about joining UCS from my small state school. I was concerned that I would not fit in with the other boys but, I made friends quickly in my form and across the entire year. My teachers helped me to thrive so I was at the same level as all the boys who had come from the prep school. Despite being nervous at the start, I am now so grateful that I applied and was offered this place. I have enjoyed a vast array of co-curricular clubs and I have earned Trinity Drama qualifications, which I would have never done before UCS.

The Bursary Award has allowed me to attend drama and dance showcases, go on trips and even allowed me to go with other boys on the ski trip. My school laptop supplied with my bursary has helped me a lot with digital work assigned by my teachers and has made all homework a lot more enjoyable. I was given the opportunity in year 8 to participate in a national programme which allowed me to develop team skills which will be immensely useful in later life. The Young Leaders Award was one of my most enjoyable parts of UCS and is a course which will help me when applying for jobs straight out of University.

I am so thankful that I was given this opportunity from the bursary programme because without this fee assistance I would have missed out on so many learning opportunities inside and outside of lessons.

Thank you.”

### Thank you.

Your support continues to help boys like Dylan and Freddie to step out of their comfort zone and push their limits, equipping them with invaluable knowledge, skills and experience for the future.



To support more pupils like Dylan and Freddie, please contact us at:  
[development@ucs.org.uk](mailto:development@ucs.org.uk)



The words of UCS Deputy Head (Pastoral), Andrew Wilkes, ring true when you consider the School's extensive and prioritised wellbeing provision. All teachers are committed to pupil welfare in their various pastoral roles and UCS is constantly fine-tuning its support network.

There can be no complacency because more than one in six young people experience a mental health problem while in secondary school – a figure that rises to one in three during Sixth Form. Anxiety, depression, self-harm, eating disorders; these life-altering challenges impact on pupil wellbeing, academic performance and future stability.

A survey by mental health charity Mind found that school is where young people prefer to go first for help, and when they do, they want clear information. At UCS, the network for helping pupils navigate the challenges of adolescence includes, among others, two on-site school counsellors, school nurses, Deme Wardens and the Head of PSHE. A recent innovation is the pupil-led student support service, where trained Year 12 volunteers offer impartial peer support to any pupil presenting any problem. This service is accessible to all pupils via computer or smart phone, and complements the peer education project in which trained Year 12s give lessons on mental health and wellbeing.

“At UCS we believe happiness lies at the root of a pupil's success, and that for a young person to develop fully, they must be happy within themselves. There is nothing more important than pupil wellbeing.”

Andrew Wilkes, Deputy Head (Pastoral)



“We try to cover all formats, so pupils can access support in a format that suits them – face-to-face appointment with a professional counsellor, quick chat with an older pupil in the library, or peer-support anonymous text exchange,” Mr Wilkes explains. “I am proud of the proactive ways we support pupils.”

The situation is urgent, however. The feedback makes it clear that young people want safe, supportive spaces in schools, free from pressure, judgement or dismissal. “What we provide is top of the range, but looking to the future, it is crucial that we focus on removing the barriers pupils still face,” says Mr Wilkes.

If pupil wellbeing really is at the heart of UCS’s priorities, then its paramount importance must be reflected in a dedicated space within the school site. “My vision is to bring everything we offer together, in one location, providing easy referral and a confidential space,” says Mr Wilkes. “We never want pupils to be ashamed to ask for help. We want them to know there is support available, to know where to find it, and to be able to enter that space without stigma. The health and wellbeing of pupils is everyone’s responsibility.”

The goal now for the School community is to realise this vision of positioning pupil wellbeing, physically, at the centre of UCS.



To find out more about how you can support wellbeing initiatives at UCS email us at [development@ucs.org.uk](mailto:development@ucs.org.uk)



---

## WHY WE GIVE

The stories featured within these pages are only possible because of the support of our community. We interviewed the Marchand Family about why they give to UCS and what being a part of a philanthropic community means to them.

### How did you become involved with UCS?

We were always aware of the School but our eldest two children are girls, so we weren't able to explore it as an opportunity until sixth form. Our second daughter left this year but our youngest, our son, is still with you.

### What makes UCS different?

The ethos and values. It is very difficult to describe culture; it is something you feel. As soon as we visited UCS, we could feel it. Every school says they have inclusive values or a first-rate education but UCS actually embodies that. We could tell from the way teachers spoke with us that it was embedded in the foundation of the School. I think that comes from its history.

### Why did you decide to give a gift to UCS?

It is the right thing to do. We wanted to impact the community in a positive way. Also, many schools have a London-wide community but at UCS most people are based in North London. By helping them you are helping your own community, your neighbours, your friends. Who wouldn't want to do that?

### Have you always been philanthropic?

*Stephane:* Yes! It is one of our family values. It hasn't always looked the same way though. When I was a student, I started giving to the Red Cross. I was giving just £10 a month. Over time I changed the way I give but it all adds up, I wish more people knew that. Our girls are now involved with the Empower Her project with the Red Cross and we are very proud of them.

*Marina:* Not when I was a child but, in my adulthood, yes. It is very important to us. We want our family to be citizens of the world and to do their bit, so we lead by example.

### What impact would you like your gift to have?

We always allocate a portion for bursaries. We want more pupils to be included, we want to widen our community. The rest we trust the School to distribute as they choose. We know that it always goes to strengthening or preserving the institution, and providing a better education to the pupils, so we are happy with that.

### If you could give a message to anyone who is considering giving a gift, what would it be?

Do it! We have a long way to go before philanthropy becomes common place in the UK, but I hope it does and it starts with you. It isn't about how much you give or how big your gift is, it is about consistency and community. If you want to be a part of changing the world you have to act.

We would like to thank the **Marchand Family** and all those who so generously support our School. You are transforming the lives of young people at UCS.

University College School  
Frogna  
Hampstead  
London  
NW3 6XH

T. 020 7433 2310  
E. [development@ucs.org.uk](mailto:development@ucs.org.uk)  
[ucs.org.uk/support-ucs](http://ucs.org.uk/support-ucs)

