

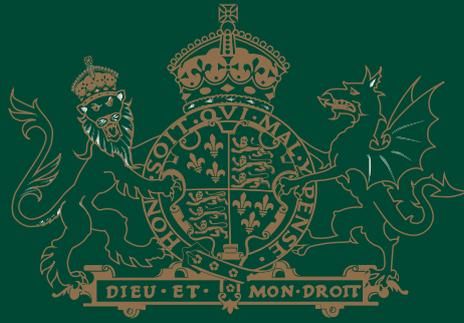
# The Review

2020-2021

The annual review of the  
Royal Grammar School, Guildford



**RGS** GUILDFORD



## School Values

*The RGS is a kind, inclusive, tolerant community where diverse opportunity, personal development, high achievement and collaborative partnership define who we are, and where our values underpin all we do.*

### Inclusivity

We remain loyal to our founding principles to educate bright local students, irrespective of background or financial circumstances, and we inherently believe in establishing a culture of diversity and acceptance, and in educating our students in a welcoming, tolerant community where each individual is valued and enjoys a deep sense of belonging.

### Scholarship

We encourage the growth of intellectual curiosity, independence, creativity, innovation and habits of learning within a scholarly community through inspirational subject specialists who provoke and stretch the students' minds and inculcate a lifelong love of learning.

### Integrity

We promote the development of self-discipline and responsibility, spirituality and a personal moral code, and cultivate an ethos where enduring qualities of decency, honesty, courtesy, humility and good humour are celebrated.

### Respect

We nurture an atmosphere of mutual respect between all members of our community, and foster self-respect and self-esteem in terms of physical health, emotional maturity and personal well-being, while establishing lasting friendships in a positive, happy environment.

### Courage

We develop leadership, teamwork, resilience and life skills through a diverse range of activities where all students, regardless of their talents and attributes, are encouraged to challenge themselves, take appropriate risks and work hard to fulfil their potential.

### Collaboration

We work closely with others for mutual enrichment, and encourage a spirit of generosity and service, a sense of perspective, and a firm belief that we can work in partnership with others, locally and internationally, to make a difference and have a positive impact on society.

# FROM THE HEADMASTER

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In a world which can be obsessed with achievement and as another school year comes to a close, it is worth reflecting on *What does success look like?* In a school setting, the most measurable, comparable data are examination results and league tables, and yet for me, despite their high profile to the public, these pale into insignificance compared with other elements of school life. The media furore surrounding the Centre Assessed Grades (CAGs) and then last year's Teacher Assessed Grades (TAGs) mean that examination results have never been under greater scrutiny or had so many column inches devoted to them. I often say, however, that examination results will get you the job interview but they won't get you the job and this has never been more evident.



“If our students are happy then they have the potential to harbour the most ambitious of aspirations and then to achieve their goals...”

As I reflect on the last academic year – and what a year it has been! – the successes contained within *The Review* are often less tangible, often less quantifiable, and yet these achievements are what makes the RGS such an extraordinary community and ensure that our boys emerge at the end of their educational journey with the skills, values and mindset to flourish at university and beyond, and to make a real difference to the lives of others.

Our values of integrity, scholarship, integrity, respect, courage and collaboration are the life-blood of our school; they are what make the RGS tick and what make our students so special. To me, success lies in our ongoing commitment to diversity and inclusion, to widening access, to nurturing a culture of respect for all, to being kind and supportive, to having an altruistic outlook, to being resilient and flexible, to embedding those transferable skills – our Learning Habits – which allow our students to thrive in the modern, global world and to be competitive in securing places on the leading course at the leading universities: all of these are aspects of which I am extremely proud.

As I look through this edition of *The Review* and as I walk the corridors of the RGS on a daily basis, however, there is one over-riding impression which strikes me and which is, perhaps, the most important element of success, and that is quite simply happiness. Friendliness, laughter and smiling individuals characterise the classrooms and corridors of the RGS. If our students are happy then they have the potential to harbour the most ambitious of aspirations and then to achieve their goals, and if this edition of *The Review* is anything to go by then our students could not have a more exciting future ahead of them.

A handwritten signature in white ink, appearing to read 'Jon Cox', with a long, sweeping underline.

**Dr Jon Cox**  
Headmaster

Front cover: *The Headmaster's Study, the Chained Library*

# Scholarship

We encourage the growth of intellectual curiosity, independence, creativity, innovation and habits of learning within a scholarly community through inspirational subject specialists who provoke and stretch the students' minds and inculcate a lifelong love of learning.

# ACADEMIC REPORT

Academic enrichment is about so much more than grades and percentages in public examinations, never more so than in the current climate. The growth of intellectual curiosity, independence, creativity, and habits of learning within a scholarly community are all at the heart of an RGS education. The impact of the pandemic meant that students had to show even greater levels of enterprise to maximise every opportunity. As well as notable successes in national essay competitions and science Olympiads, the following highlights capture the true spirit of a love of learning:

★ **Young Enterprise:** Budding entrepreneurs from the RGS were crowned Best Overall Company at the Young Enterprise National Final 2021, having – quite literally! – lit up this year's awards ceremony. The RGS team, *Firefly Technology*, shone during the final which celebrated the achievements of 12 Young Enterprise companies and progressed to represent the UK in the European Finals, where they competed against 40 other European countries. Against the backdrop of a challenging period for sectors of retail and business, the spirit of innovation and enterprise were absolutely captured by a hugely successful new product from RGS team, *Firefly Technology* with their *Do not Deskturb* signs responding to the needs of a new working environment by designing and manufacturing their range of technically complex smart signs.

★ **Independent Learning Assignment:** The ILA Presentation Event showcased short presentations of the students' research projects as, once again, the sophistication and originality of research were very much in evidence from our Sixth Form. The finalists – from both the Arts and from STEM (science, technology, engineering and mathematics) – presented on topics as diverse as voting habits to global warming, Down's syndrome to the possibility of an electric Boeing 737, the Gacha genre to the chemistry of dyes, Brouwer's fixed point theorem to pot-luck politics. Salvatore Nigrelli was crowned as winner in the STEM category with his talk entitled *Supramolecular Cages: Their design, chemistry and applications* and Stan Lawrence as winner in the Arts category with *The 12 Note Conspiracy*.



★ **Model United Nations:** RGS boys attended the first-ever virtual MUN conference held by Wycombe Abbey. It was modelled on a virtual US Senate and the boys impressed with their tenacity and passion when speaking and debating. Omeet Atara, Joe Colton and Boldi Paladi-Kovacs were awarded highly commended delegates to round off an excellent RGS performance.

★ **Enterprise:** In the virtual final of the London Institute of Banking & Finance Student Investor Challenge 2020, *Team Stonkbros* represented the RGS. The Fifth Form team consisting of George Hewitt, Daniel Hitchcox, Rudi Rannabugardie and Gus Scadding achieved notable success by reaching the final seven: 9,840 teams started the process comprising over 33,000 students.

★ **Scholarship Conference:** The RGS Scholarship Conference 2021 was a huge success and, with the theme of the *New Normal*, it really couldn't have been more apt as the conference was staged entirely virtually, allowing more than 600 unique views of the talks and in excess of 150 viewers tuned-in for each live component. In addition, the conference was joined by students and staff from across the RGS international community as well as the local academic community. As Head of Scholarship Mr Bradford noted, "This bringing together of minds in the pursuit of scholarship is very much what our school and our family of schools is all about, and I am very proud to have helped facilitate this." With experts from various fields, topics included Brexit, future trade with Africa, the language and posturing of polarization, the recent BLM movement in the UK, pandemic and future pandemics, climate change, the promises and dangers of Artificial Intelligence and the importance of science education.

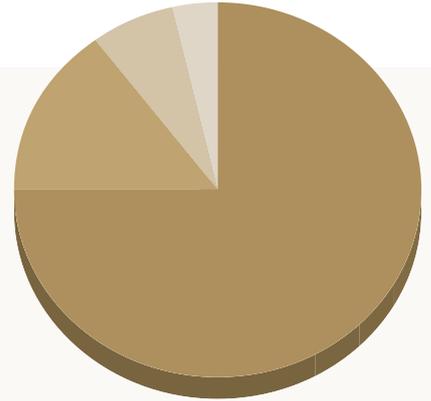


# ACADEMIC ACHIEVEMENTS

## GCSE RESULTS

RGS students were rewarded for two years of impressive endeavour, disciplined application and rigorous preparation with an outstanding set of GCSE results.

“The fact that the Teacher Assessed Grades (TAGs) were the result of the analysis of so much individual data and regular formal assessment as well as care, time, reflection and, importantly, integrity means that I have every confidence that the grades are a fair reflection of the boys’ levels of achievement.”



- 74.8% Grade 9
- 14.9% Grade 8
- 6.5% Grade 7
- 3.8% Other



“I am extremely grateful to my staff who have worked tirelessly to minimise the impact of the pandemic’s disruption and whose methodical, meticulous and professional judgements have ensured the TAGs are a robust set of results.”

“The last two years have been characterised by disruption and uncertainty, with frequently shifting goal posts. All our students, but in particular those facing public examinations, have worked with admirable discipline and determination to maintain their enthusiasm and curiosity.”

“To have not only reached the same academic standards as their predecessors but even surpassed them is an incredible feat under such demanding circumstances; our students have responded to every challenge admirably.”



“As well as emerging with excellent grades, our boys have also put into action invaluable life skills such as resilience, flexibility and independence, these – as much as their grades – will stand them in good stead as they embark upon the next stage of their education.”

Quotations from Headmaster, Dr Jon Cox

# ACADEMIC ACHIEVEMENTS

## A LEVEL RESULTS

We could not be more proud of the way our Class of 2021 conducted themselves during what has been an incredibly disrupted Sixth Form experience. The manner in which our students stoically and resolutely faced every challenge which the pandemic threw at them over this two-year period was simply remarkable. Lockdowns, remote learning, periods of isolation were all successfully navigated.

“It has been a Sixth Form experience like no other, filled with unpredictability and uncertainty; the boys’ hard work, determination and resilience have been tested to the full and they have emerged with results which are fully justified and of which they should be very proud.”



“These have been unprecedented times and I am grateful that our talented students have emerged with excellent results which have allowed them to secure places on the most competitive courses at the leading universities in the country. They can now look forward to the future with confidence.”

“I would also like to take this opportunity to pay tribute to the phenomenal professionalism, integrity and dedication of all the RGS staff who have gone above and beyond what I could reasonably expect in terms of preparing and assessing the students to ensure a fair and transparent process.”



Quotations from Headmaster, Dr Jon Cox



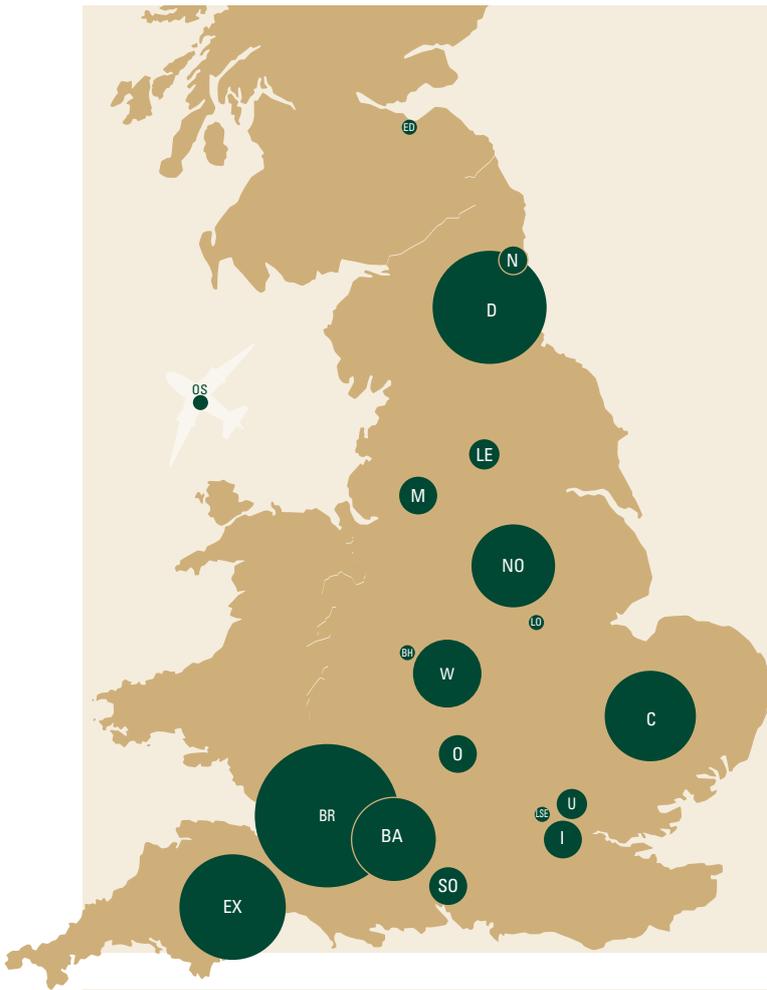
77.3% of grades were A\* (or equivalent);

95.3% were A\*/A (or equivalent)



“I am absolutely confident that the RGS has determined each student’s grades in scrupulous detail and followed not only the letter, but also the spirit, of the process. Multiple points of evidence across every subject, all based on rigorous examination assessments, have allowed us to provide robust, realistic results. Our students feel they have had to work hard for their grades and they are rightly delighted with their grades.”

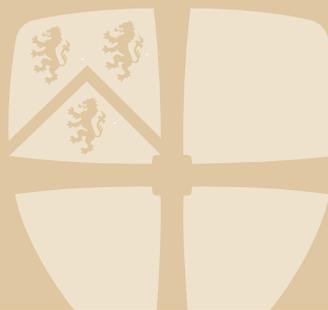
# ACADEMIC ACHIEVEMENTS



## UNIVERSITY DESTINATIONS

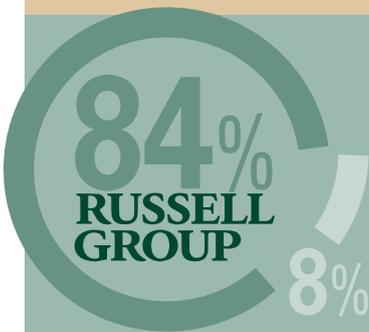
| UNIVERSITY                     | NUMBER OF RGS STUDENTS |
|--------------------------------|------------------------|
| BR Bristol                     | 19                     |
| D Durham                       | 15                     |
| EX Exeter                      | 14                     |
| C Cambridge                    | 12                     |
| BA Bath                        | 11                     |
| NO Nottingham                  | 11                     |
| W Warwick                      | 9                      |
| I Imperial                     | 5                      |
| M Manchester                   | 5                      |
| O Oxford                       | 5                      |
| SO Southampton                 | 5                      |
| LE Leeds                       | 4                      |
| N Newcastle                    | 4                      |
| U UCL                          | 4                      |
| BH Birmingham                  | 2                      |
| ED Edinburgh                   | 2                      |
| LO Loughborough                | 2                      |
| LSE London School of Economics | 2                      |
| OS Overseas (USA)              | 2                      |

Bath, Cambridge, Durham and Exeter have been in the Top 5 destinations of RGS students every year for the last six years.



## TOP DEGREE COURSES

| SUBJECT                            | NUMBER OF RGS STUDENTS |
|------------------------------------|------------------------|
| 1 Economics                        | 38                     |
| 2 Sciences                         | 23                     |
| 3 Engineering                      | 13                     |
| 4 Maths/Computer Science           | 10                     |
| 5 Medicine/Dentistry               | 9                      |
| 6 Politics/International Relations | 8                      |
| 7 Business/Management              | 8                      |
| 8 Philosophy/PPE                   | 7                      |
| 9 History                          | 4                      |
| 10 Modern Languages                | 4                      |
| 11 Combined Honours                | 3                      |
| 12 English                         | 2                      |
| 13 Geography                       | 2                      |
| 14 Law                             | 2                      |
| 15 Music                           | 2                      |



84% of all accepted offers were to Russell Group universities with a further 8% to Bath University.



300 boys have received Oxbridge offers in the last ten years.

131  
1st

131 students went to their first-choice institutions: securing places on the most competitive courses at the leading universities in the country.

# Inclusivity

During a period of history where so much of our daily terminology has been about exclusivity – lockdown, remote, virtual, social distancing, isolation – so it has never been more important that our community remains connected. Our hashtags #RGSTogether and #AlwaysPartoftheRGS encapsulated the importance of a welcoming community and a deep sense of belonging for students, staff, parents, governors, Old Guildfordians, former families and staff, and our wider community alike.

# PHILANTHROPY AT THE RGS

Widening access and opening the doors of the RGS to every bright local boy is at the heart of our philosophy. In 2016, the Headmaster, Dr Jon Cox, announced the School's long-term ambition to be able to offer a place to any boy who has earned their place, irrespective of their financial means.

We are thrilled to announce that we have achieved the first step on this journey. In June we successfully completed our Twenty for 2020 Bursary Campaign goal with over 1,100 of our community including boys, parents and staff, past and present, now funding 20 transformational bursary places. This means 20 exceptional young men are now benefitting from an RGS education.

Our 2020 Giving Day focussed on uniting all our community; our digital School House themed competition encouraged an incredible 1,361 of you to raise over £100,000 towards the bursary programme and hardship fund. Congratulations to Austen who topped the leaderboard for the highest number of donors, and Powell who took top billing for funds raised.

We are also extremely grateful and somewhat humbled to have been bequeathed £1 million by the wonderful widow of an OG who left in 1919. This is a significant milestone and has created the 'George Pullen' bursary which will fund a full 100% bursary at the School in perpetuity.

Thank you to everyone who has been a part of the story so far. The RGS is now in the top 7% of independent schools in terms of bursary expenditure. But the Twenty for 2020 campaign was just the first step in fulfilling our ambition of complete merit-based access and we hope you will continue to join us on the journey.

We welcome Monica Popa as our new Development Director, who joins us from the University of Oxford with time at St Peter's, St Hilda's, Oriel, Kellogg and Linacre Colleges.



**PASS IT ON**



*"I just wanted to say a deep heartfelt thank-you for making me more proud today of being a member of this school than at any point in my time here. Those boys will have their lives transformed... and in turn, the whole school will continue to be transformed by their presence here as we continue this journey."*

An RGS staff reacting to the success of our 2020 Giving Day.

## THE RGS COMMUNITY

Angus Groom OG 2010 (second from right) winning Silver in the quadruple sculls at the Tokyo Olympics.



The Class of 2021 collect their OG ties at a final send off before they go to University.

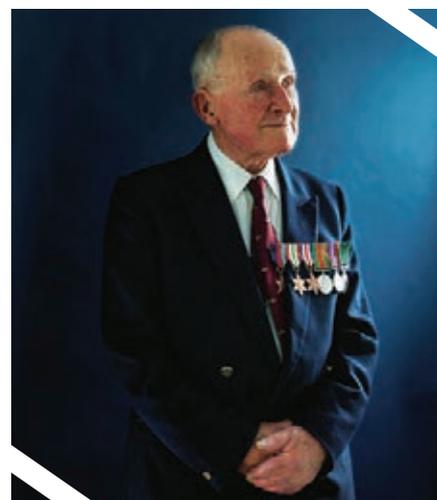


The Class of 2020 return for an OG v. staff Cricket Match.



James Miller OG 2020 was part of the Glasgow Climate Change Clock ahead of the COP 26 in November.

We were sad to say farewell to Laurie Weedon OG 1938; former glider pilot and part of the D-Day Pegasus Bridge landings, and a much-loved friend of the School.



Writer and Comedian, Adrian Mackinder OG 1996 guest presents on The Breakfast Club; our series of online thought leadership talks.



Peter Dunscombe, Director of Higher Education.



# #RGSTOGETHER

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**Our social media #RGSTogether provided an opportunity to reflect on, and show our gratitude to, all those who have worked together for the benefit of the community, at the RGS and further afield to make a real difference.**

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The last 18 months or so have been challenging for the whole workforce of the UK, and staff in schools have certainly not been exempt. With an ever-changing landscape, evolving rules and regulations, health and safety concerns, the sheer size of many school communities, and yet the pride and determination to provide the very best education for students, teachers and support staff alike have felt under significant pressure. In this light, the visit by our former Vice-Chairman of Governors, Chris Critchlow, was particularly appreciated. In his capacity as Deputy Lord Lieutenant,

Chris presented a number of certificates on behalf of Lord Lieutenant of Surrey, Michael More-Molyneux, to members of RGS staff in recognition of their sterling efforts to keep the School running during the lockdown phases. As Headmaster, Dr Jon Cox, noted: "Our whole community has pulled together throughout the pandemic and I could not be more proud of the efforts of our whole staff as they have more than risen to the associated challenges and concerns. The hard work, commitment and selfless dedication of every single member of staff have been remarkable."



# Integrity

We promote the development of self-discipline and responsibility, spirituality and a personal moral code, and cultivate an ethos where individuals approach life with humour and perspective in a community where traditional qualities of decency, politeness and humility are celebrated.

# JUST ANOTHER YEAR AT THE RGS

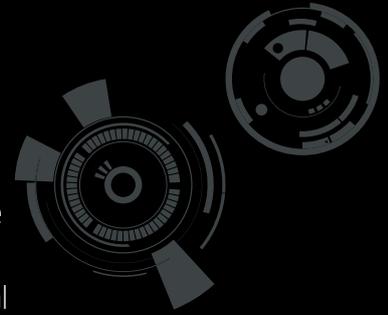




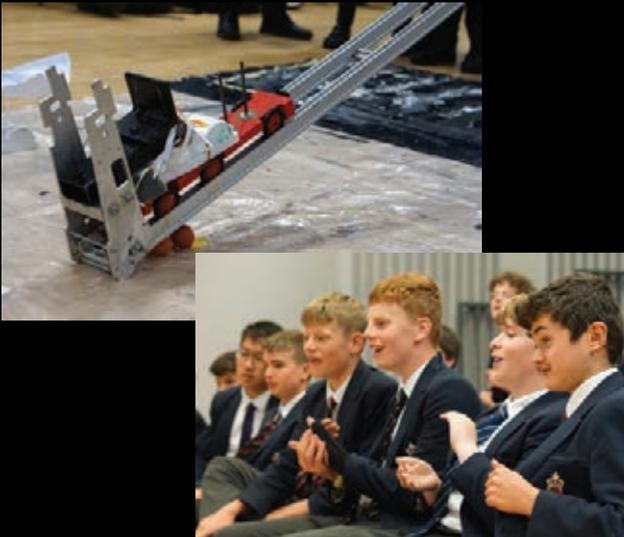
# Courage

We develop leadership, teamwork, resilience and life skills through a diverse range of activities where all boys, regardless of their talents and attributes, are encouraged to challenge themselves, take appropriate risks and work hard to fulfil their potential.

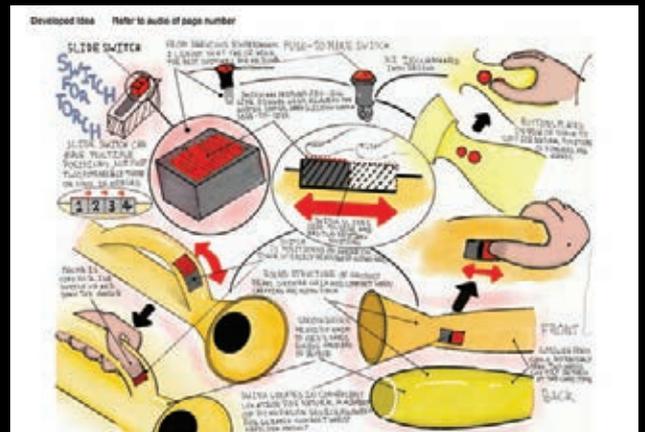
# DESIGN & TECHNOLOGY



The John Brown Building continues to house a stunning Design and Technology Centre with state-of-the-art rooms and cutting-edge technology. This environment has allowed the students to continue to innovate, to refine and develop a range of practical skills and to realise their ambitious designs in various media: whether it is junior boys participating in the Great Egg Race or older students completing more advanced projects and design.



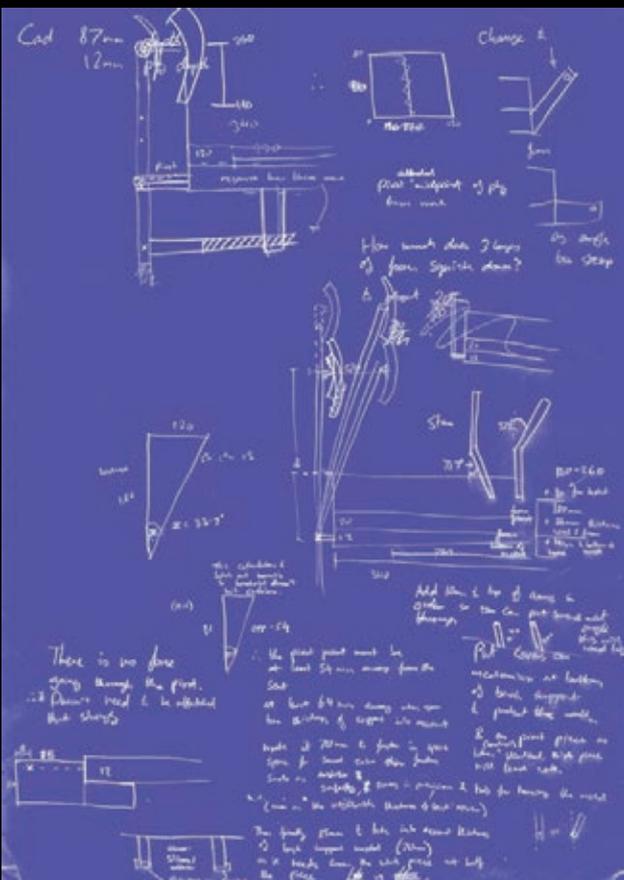
The Great Egg Race



A Level Sergey Volkov



Sam Banks



A Level Chris Wright



Will Eyles

# ART

The stunning architecture and design of the Art School, and the inspiration and guidance of the staff, once again provided the inspiring setting for work of quite extraordinary quality and originality from our students. A wide range of style and media from GCSE and A Level students was very much in evidence as work of remarkable diversity, innovation and maturity was produced throughout the year.



• Michael Gatzoulis, A Level •



Cameron Philp, A Level



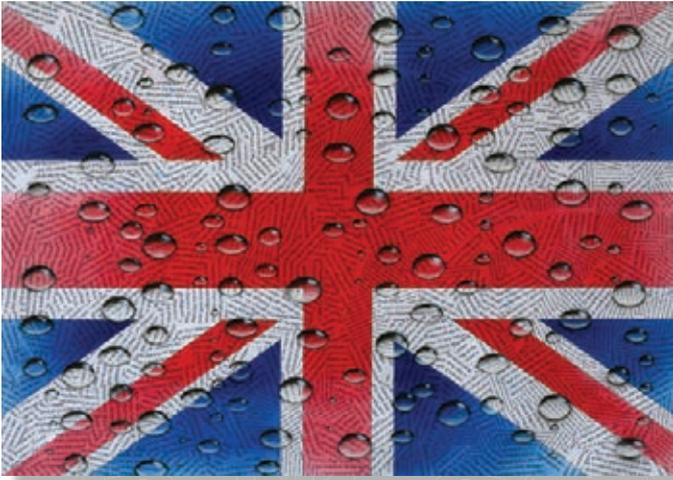
• Robbie Timberlake, GCSE •



• Yingji Li, GCSE •



• Oliver Lytle, GCSE •



• Ben Edwards, GCSE •



• Mark van Eykenhof, GCSE •



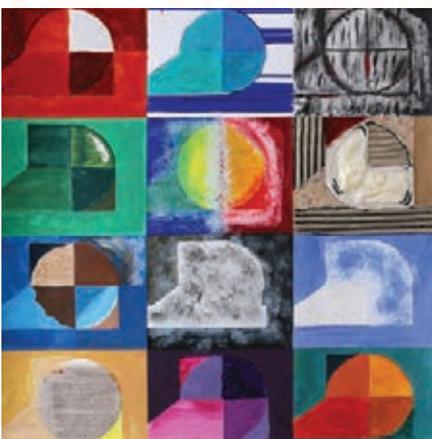
• Harvey Laing, GCSE •



• Mattia Santoni, GCSE •



• Michael Wu, GCSE •



• Emre Ozkan, GCSE •



• Alessandro Harker, GCSE •

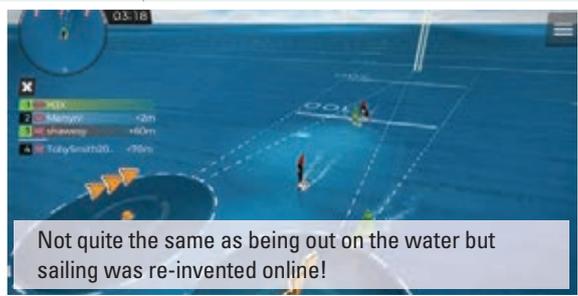
*That most important outcome of artwork, self-expression, is best achieved for boys through a training in technical skills and they are encouraged to work as ambitiously as possible.*

# CO-CURRICULAR

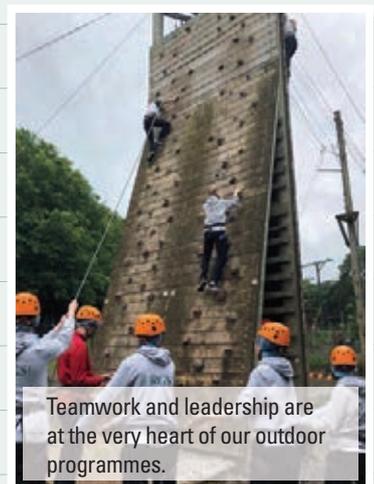
*The exceptional range of co-curricular activities is one of the greatest strengths of the School. Such activities are central in developing the character of the boys and in nurturing teamwork, leadership, independence and resilience. This was particularly evident in a year when so much of our co-curriculum had to be re-invented either remotely or in year-group bubbles, or with certain restrictions.*

## OUTSIDE THE CLASSROOM:

*“Many of our Clubs and Societies moved and flourished online, including Book Group, Chess Club, Design Technology Maker Club, Games Workshop, Junior Drama, Pride Society, Quest Society, Sailing Club, Sceptics’ Society, Science Club, and Spanish Debating, to name but a few.”*

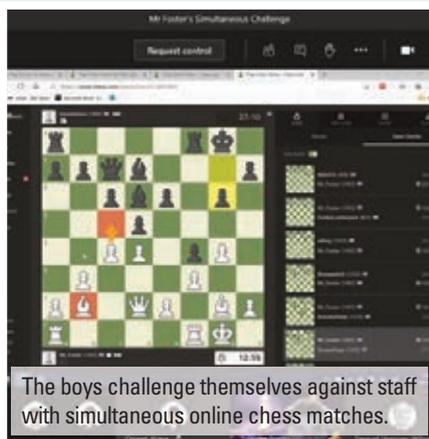


*“To avoid mixing year groups, for one year only, many Clubs and Societies were re-launched as year-group activities. These included Ceramics, Christian Union, Codebreaking, Filming Society, Games Workshop Club, Jazz Band, Junior Philosophy, Lit Quiz, Manga, Medics Society, Photography, Puzzle Club, Python Coding, Skiing, Strings and many, many more.”*

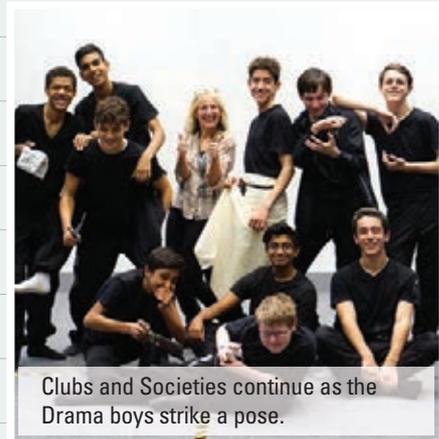




The sun shines on Exmoor as the boys prepare for the night.



The boys challenge themselves against staff with simultaneous online chess matches.



Clubs and Societies continue as the Drama boys strike a pose.



Some things never change: DofE and rain go hand in hand!

*“On our five Field Days each year, the normal teaching timetable is suspended; every single boy and member of staff is involved in co-curricular pursuits.”*



The First Form boys prepare for their Bushcraft adventure.

*“Every Monday afternoon, the co-curricular life of the School takes precedence during Period 8 activities; half the boys are involved in the Combined Cadet Force and Outdoor Pursuits.”*



Technology allows even music rehearsals to continue remotely.

*“During the last 12 months over 470 boys have taken part in Duke of Edinburgh’s Award expeditions, with certain modifications to ensure the safety of the boys. A new Certificate of Achievement was created to recognise participants who completed all sections except for the expedition.”*



The boys have a safety briefing before trying their arm at archery.

*“In the last 12 months, we presented 43 Certificates of Achievement – 5 Gold, 14 Silver and 24 Bronze – as well as 18 Gold, 24 Silver and 54 Bronze Full Duke of Edinburgh’s Awards.”*

# GOVERNORS & STAFF

## Board of Governors

|                              |  |   |
|------------------------------|--|---|
| <b>Chairman of Governors</b> | S K Creedy, MA                                   |   |
| <b>Vice-Chairman</b>         | C D Barnett, MA                                  |   |
| <b>Vice-Chairman</b>         | P G Peel, FCA                                    |   |
| K T Atkinson, BDS            | S G S Gimson, MSc (Def Tech)                     | S Price, MSc, PhD, FBTS, ERT, FHEA        |
| R L Cotton, MA, DipTh        | Professor Matthew Humphreys MBE, PhD, LLB, PFHEA | C T Shorter, CEng, MIStructE, FConsE, FFB |
| D J Counsell, FCA *          | L S K Linton, MA, MB ChB, MRCP                   | H Styche-Patel, BSc, MBA                  |
| The Earl of Onslow           | T E Lingard, BSci, MInstP *                      | H E Treharne, BSc, MSc, PhD, SFHEA, FBCS  |
| J D Fairley, BA              | M-L Logue, MA                                    | N E J Vineall, QC, MA *                   |
| P Fell, BA, FCA              | N Nelson-Smith, BA                               | M J Windsor, BA, MA                       |

## School Management Team

|  |                       |  |                         |      |
|--|-----------------------|--|-------------------------|------|
| <b>Headmaster:</b>                                 | J M Cox, BSc, PhD     | Southampton                                      | Biology                 | 2007 |
| <b>Deputy Head (School Development):</b>           | G T Williams, MA      | Lincoln, Oxford                                  | History                 | 2008 |
| <b>Deputy Head (Pupils):</b>                       | A U Woodman, BSc, MA  | Edinburgh, Kings College<br>University of London | Biology                 | 2004 |
| <b>Senior Master:</b>                              | J W Pressley, MA      | St Hugh's, Oxford                                | Classics                | 2000 |
| <b>Chief Operating Officer:</b>                    | R A Ukiah, MA         |  |                         | 2013 |
| <b>Bursar and Clerk to the Governors:</b>          | C M Perceval, BA, ACA |  |                         | 2007 |
| <b>Assistant Head<br/>(Teaching and Learning):</b> | N S Goul-Wheeker, MA  | St John's, Oxford                                | Classics                | 2010 |
| <b>Assistant Head (Partnerships):</b>              | T W Shimell, MChem    | University College, Oxford                       | Chemistry               | 2007 |
| <b>Assistant Head (Operations):</b>                | N E Wild, BA          | St John's, Durham                                | Religion and Philosophy | 2000 |
| <b>Assistant Head (Curriculum):</b>                | D S J Wright, BA      | Nottingham                                       | Economics               | 2012 |
| <b>Assistant Head (Co-Curricular):</b>             | S J H Yetman, BSc     | University College, London                       |                         | 2001 |

## Teaching Staff

|                           |   |  |      |
|---------------------------|---|--|------|
| K P C Anderson, BSc, MSc  | University of Cape Town   | Chemistry                                | 2021 |
| D Amis, BA                | Univeristy of Wales, Cardiff College                                | English                                  | 2016 |
| S J Baker, BA             | Wadham, Oxford  | Modern Languages, <i>Housemaster</i>     | 2009 |
| M Bailey, BSc *           | Brunel  | Design and Technology, <i>Third Form</i> | 2017 |
| S E Besly-Quick, BA       | Magdalen, Oxford  | Classics, <i>Teacher Training Mentor</i> | 2014 |
| R C Black BSc             | Hertfordshire   | Physical Education, <i>Cricket</i>       | 2018 |
| S G Black, MMath          | Keble, Oxford   | <i>Mathematics</i>                       | 2005 |
| J L Bodmer, BSc, PhD, MBA | Birmingham; Brunel; Henley  | <i>Examinations</i>                      | 2000 |
| J S Braithwaite, BSc, PhD | Imperial College, London; The Royal<br>Institution of Great Britain | Chemistry                                | 2011 |
| M A Burbidge, BSc, BA     | Birmingham; Open  | Physics                                  | 1998 |
| I E Busby, BA             | Georg-Simon-Ohm, Fachhochschule, Nuremberg                          | Mathematics                              | 2019 |
| S Burns, MBioChem         | Bath  | <i>Biology</i>                           | 2021 |
| E K D Bush, MA            | Exeter College, Oxford  | <i>Classics</i>                          | 2006 |

|                                |   |  |      |
|--------------------------------|---|--|------|
| A P Calverley, MSci, PhD, FRAS | Durham; Darwin, Cambridge                           | Physics  | 2017 |
| J A Casale, BSc, MBA           | Bristol; City                                       | Mathematics, <i>Housemaster</i>                      | 1997 |
| D H Chambers, BMus, PCASS      | Surrey; Royal Coll. Music                           | Music  | 1997 |
| D T Chapman, BSc               | Exeter  | Economics  | 2020 |
| A J Colebrook, BSc             | London Guildhall                                    | Design and Technology                                | 2019 |
| G D G Cover, BSc               | Brunel  | Director of Sport                                    | 2015 |
| W D Cowx, BSc, MSc             | Aberystwyth; Salford                                | Geography, <i>Housemaster</i>                        | 1984 |
| S J Cox, BA                    | Royal Holloway, University of London                | Drama  | 2017 |
| H M Curtis, BA                 | Reading   | English  | 2003 |
| M M Creagh, BA, MSc, PhD       | Exeter; Nottingham; Exeter                          | Modern Languages                                     | 2016 |
| R D Crew, BTech                | Loughborough  | Mathematics  | 2020 |
| J M Davies, MA                 | St Anne's, Oxford                                   | <i>History</i>                                       | 2020 |
| S L Dennett, BSc               | Warwick   | Mathematics  | 2018 |
| A C Dodd, BA, MA *             | King's College, London                              | History, <i>Fourth Form</i>                          | 2006 |
| A H Dubois, BSc                | Aberdeen  | Biology  | 1994 |
| B Dudley, BSc                  | Chichester  | Physical Education, <i>Rugby</i>                     | 2016 |
| P J Dunscombe, BSc             | Sheffield   | Mathematics, <i>Higher Education</i>                 | 2003 |
| L A Eaton, BMus, MMus          | Surrey, University of London                        | Music  | 2020 |
| E D Eburne, BA, MSci *         | Jesus, Cambridge                                    | Chemistry  | 2019 |
| F C B Evans, BA                | University College, London                          | History  | 2021 |
| G Fanti, BA, MA, PhD           | Pavia; Corpus Christi, Cambridge                    | Classics   | 2019 |
| T E Fishpool, BA               | Newcastle   | Geography  | 2018 |
| T F Foster, BA *               | St John's, Oxford                                   | Religion and Philosophy                              | 2019 |
| C George, BSc                  | Bristol   | Mathematics  | 2013 |
| N W Gough, BSc, MSc            | Cardiff   | Economics, <i>Head of Upper School</i>               | 2008 |
| H J Gray MChem *               | Queen's, Oxford                                     | Chemistry  | 2021 |
| A R Gyford, MSc                | Univesity College London                            | Mathematics  | 2021 |
| M Hanak-Hammerl, MSc           | Imperial College, London                            | Mathematics  | 2020 |
| C E Hayes, BA                  | Sidney Sussex, Cambridge                            | History  | 2018 |
| S T Herman-Wilson, BA          | Christ Church, Oxford                               | Religion and Philosophy                              | 2017 |
| L M Holland, BSc               | Birmingham  | Physics, <i>Electronics</i>                          | 1986 |
| D N Holliday, BA               | Durham  | History, <i>Housemaster</i>                          | 2017 |
| J P Hood, MA, MSci             | Selwyn, Cambridge                                   | <i>Physics</i>                                       | 2010 |
| E J Hudson, MA, MSc, PhD       | King's, Cambridge; Imperial College, London         | Biology, <i>Admissions</i>                           | 2011 |
| S-J Hussan, BSc, CPT3A, BPS    | Brunel; Middlesex                                   | <i>Head of Learning Support</i>                      | 2020 |
| D J Jackson, MSc, PhD          | Bristol; King's College, London                     | Mathematics  | 2019 |
| M R Jenkins, BSc               | University College of Swansea                       | Mathematics  | 1985 |
| A W J Jessett, MMath           | Bath  | Mathematics  | 2016 |
| J B Kelly, BA, MA, MA (RCA)    | University of Wales; Royal College of Art; Kingston | <i>Design and Technology</i>                         | 1999 |
| E J Kenyon, MA                 | Somerville, Oxford                                  | Modern Languages                                     | 2021 |
| A B Kirkland, BSc              | King's College, London                              | Mathematics  | 2016 |
| W-S Lau, MChem, MRSC           | Hertford, Oxford                                    | <i>Chemistry</i>                                     | 2006 |
| R J A Lemaire, BA              | Leicester   | Modern Languages                                     | 2016 |
| A R Lowe, BA                   | Leeds   | Modern Languages, <i>Spanish</i>                     | 2005 |
| J D N Lythgoe, BSc             | Loughborough  | <i>Academic Physical Education, Upper Sixth Form</i> | 2018 |
| J Marchiafava, Lic.            | Toulouse  | Modern Languages, <i>Fifth Form</i>                  | 2013 |
| M-L McCarter, Lic., MA         | Tours   | Modern Languages, <i>German</i>                      | 2013 |
| N C McClean, BA, MA            | Goldsmiths'; Birmingham                             | <i>Drama</i>   | 2011 |
| E A McEwan, BA, MA, PhD        | Lancaster   | English  | 2018 |

|                          |  |  |      |
|--------------------------|--|--|------|
| R B Meadowcroft, BA, MA  | St Chad's, Durham                                | <i>Religion and Philosophy</i>                                       | 1995 |
| J G Muchmore, BA         | Warwick  | English  | 2021 |
| C R Mullon, BSc          | Stellenbosch                                     | Physical Education, <i>Hockey</i>                                    | 2016 |
| P G Nathan, BA, LIB      | Durham; College of Law                           | Classics, Politics   | 1998 |
| J Newman, AGSM, CRD      | Guildhall School of Music & Drama                | Music  | 2008 |
| N L Odhams, MA, MEng     | Newnham, Cambridge                               | Physics  | 2015 |
| M A O'Gorman BA          | King's, Cambridge                                | English  | 2021 |
| G S Oliver, BSc, MSc     | Aberdeen   | Geography  | 2019 |
| S J Orchard, BMus, MMus  | University of London                             | <i>Director of Music</i>   | 2009 |
| T J J Owens, BA          | Collingwood, Durham                              | <i>Politics</i>  | 2012 |
| D Patel, BSc, PhD        | Surrey; Reading                                  | Physics, <i>Explorer Scouts</i>                                      | 2007 |
| N M Patel, BA, MSt       | Josephine Butler, Durham; Fitzwilliam, Cambridge | English  | 2021 |
| N C Pinhey, BSc          | Birmingham                                       | Mathematics  | 2008 |
| P I Palmer, BA           | Josephine Butler, Durham                         | Classics   | 2021 |
| J M Powell, BSc *        | Hatfield, Durham                                 | Geography  | 2021 |
| R E Presley, MA          | Emmanuel, Cambridge                              | Economics  | 2018 |
| R J Rathmell, BA         | Exeter   | Modern Languages, <i>Volunteering Co-ordinator</i>                   | 2012 |
| T D Remke, BCom          | The IIE Varsity College                          | Physical Education   | 2019 |
| G M Richards, BA         | Emmanuel, Cambridge                              | Geography, <i>Athletics, General Studies</i>                         | 2016 |
| J J Richards, BSc *      | Hatfield, Durham                                 | Biology  | 2016 |
| M R F Royds, BSc         | Surrey   | Physics and Mathematics, <i>Lower Sixth Form</i>                     | 2019 |
| A N Rozier, BA           | West Surrey College                              | <i>Art</i>   | 1987 |
| R F Shepherd, BA         | Chelsea College of Art & Design                  | Art  | 2015 |
| C E Smith, BA            | University of London                             | Modern Languages   | 2005 |
| G E Spencer, BA          | Nottingham                                       | Modern Languages, <i>Second Form</i>                                 | 2016 |
| W H N Spouge, BA, MA     | University College, London                       | History  | 2017 |
| J D Stratford, BSc       | Bath   | <i>Economics</i>   | 2021 |
| N C Strivens, MA, MSc    | Edinburgh; LSE                                   | Learning Support   | 2017 |
| K P Tayar, BA *          | Nottingham                                       | Religion and Philosophy, <i>Outdoor Pursuits, Senior Housemaster</i> | 2015 |
| J S Thorpe, BSc          | University of Wales, Cardiff                     | Biology  | 2016 |
| K A Trim, BA             | Chelsea School of Art and Design                 | Art and Design Technology  | 2017 |
| A V E Tournier, Lic.     | Lyon   | <i>Modern Languages</i>  | 2009 |
| M D Unsworth, MEng       | Cardiff  | Physics  | 2021 |
| T M Vickers, BA          | Brighton   | Physical Education, <i>Housemaster</i>                               | 2017 |
| C Wakeling, BSc          | Warwick  | Mathematics  | 2021 |
| R G Waters, MA           | Robinson, Cambridge                              | <i>Geography</i>   | 2012 |
| D B Webster, BA          | Rhodes University                                | Mathematics  | 2017 |
| C A Wellard, BSc         | Birmingham                                       | Mathematics  | 2018 |
| L A Whall, BA, PhD       | St John's, Cambridge; Basel                      | Chemistry  | 2014 |
| P H White, MA            | New College, Oxford                              | Music  | 1984 |
| D Whitehead, BTech, RSci | Bradford   | Physics, <i>Head of Lower School, PSHME</i>                          | 1998 |
| T T Wijesinghe, MA       | St Hilda's, Oxford                               | <i>English</i>   | 2021 |
| L J A Wild, Lic, MMus    | Sorbonne; Leeds                                  | Music  | 2020 |
| I Wilkes, BEd            | College of St Mark & St John                     | Physical Education, <i>First Form</i>                                | 1998 |
| N Wilson, BA             | Open   | Modern Languages   | 2014 |
| F M Wimblett, BSc        | Royal Holloway College, University of London     | Mathematics  | 2015 |
| J C Winterburn, MA       | Fitzwilliam, Cambridge                           | Religion and Philosophy  | 2020 |
| J C Witts, BSc           | Southampton                                      | Geography, <i>Head of Middle School</i>                              | 2009 |
| A A Wood, BSc, MPhil     | UMIST; Central Lancashire                        | Art  | 2019 |

|                      |                             |                  |      |
|----------------------|-----------------------------|------------------|------|
| D J Woolcott, BA     | Reading                     | Classics         | 1984 |
| H H H Xuan, BA *     | St John's, Oxford           | Economics        | 2019 |
| R G Yardley, BA, MEd | Exeter; Homerton, Cambridge | Modern Languages | 2018 |

*italics denote Head of Department*

\*denotes Old Guildfordian

# Support Staff

## Direct Support Staff

|                    |  |
|--------------------|--|
| E Bahari           | Lunchtime Supervisor   |
| G E Barratt        | Examinations and Database Assistant                              |
| C Davidge          | Art Technician   |
| T F Farthing       | Librarian  |
| L H Gordon         | Cover Supervisor   |
| J James            | Chemistry Technician   |
| J Janmohamed       | Cover Supervisor   |
| J E John           | Technology Technician  |
| E J Latham         | Chemistry Technician   |
| M H Lewin          | Physics Technician   |
| L Petrie           | Lunchtime Supervisor   |
| S B Pontin         | School Nurse   |
| S Thomas           | Combined Science Technician                                      |
| O L Timberlake     | Careers & Outreach Projects Lead,<br>Head of Business Enterprise |
| S R Townsend-Smith | Combined Science Technician                                      |
| B-A Varley         | Library Assistant  |
| S Walsh            | Head of Athletic Performance                                     |
| H Way              | Biology Technician   |
| J Withall          | SENCO Assistant  |

## Expedition Assistance

|            |   |
|------------|---|
| A M Black  | CCF, School Staff Instructor,<br>Expeditions and Activities |
| S J Blount | DofE Expedition Logistics                                   |
| R B Payne  | Expeditions and Activities                                  |

## Language Assistants

|                  |                            |
|------------------|----------------------------|
| P Arenas-Filardi | Spanish Language Assistant |
| G Hillmer        | German Language Assistant  |
| L Lavoile        | French Language Assistant  |

## Headmaster's Office

|            |                 |
|------------|-----------------|
| M P Buylla | Headmaster's PA |
|------------|-----------------|

## Administration

|                 |                                    |
|-----------------|------------------------------------|
| J Hodson-Walker | School Office Secretary            |
| S L Kidgell     | PA to Deputy Head and Head of Year |
| J E Marchington | School Office Receptionist         |
| K H Poon        | Front Office Lead                  |
| G M Webb        | Partnerships Assistant             |

## Admissions and Marketing

|           |  |
|-----------|--|
| N L McCoy | Marketing and Communications Manager         |
| K L Sweet | Head of Admissions (Registrar and Marketing) |

## Bursary

|           |   |
|-----------|---|
| S L Brown | Departmental Administrator &<br>PA to Deputy Head |
|-----------|---|

## Development and Alumni Relations Office

|             |                              |
|-------------|------------------------------|
| H S Dixon   | Marketing and Communications |
| P M Green   | Alumni Relations Officer     |
| M Popa      | Development Director         |
| D S Stevens | Database and Office Manager  |

## Estates

|             |                          |
|-------------|--------------------------|
| C Eyre      | Deputy Head Groundsman   |
| W Fernandes | General Assistant        |
| L Gowdy     | General Assistant        |
| K E Jones   | Deputy Estates Manager   |
| R B King    | Grounds Manager          |
| P Lyons     | Estates Manager          |
| B L Mundell | Senior General Assistant |
| A K K Poon  | Site Manager             |
| M S Robbins | General Assistant        |
| L R Stevens | Groundsman               |

## Finance

|               |   |
|---------------|---|
| A L Bradley   | Financial Planning and Analysis Accountant    |
| J S James     | Accounts Assistant – Billing and Sales Ledger |
| J Markwell    | Accounts Assistant – Purchase Ledger          |
| A Mortimer    | Senior Accounts Assistant – Payroll           |
| J A Rowling   | Finance Manager                               |
| C M Stevenson | Assistant Accountant (PQ)                     |
| C Walsh       | Head of Finance                               |

## Health & Safety and Human Resources

|            |                                      |
|------------|--------------------------------------|
| N House    | Health & Safety Manager              |
| J C Isaacs | Human Resource Manager               |
| K A Mason  | Human Resource & Governors Assistant |

## IT Services and Data Management

|                  |                            |
|------------------|----------------------------|
| M Bettridge      | Assistant Systems Engineer |
| A Budhathoki     | IT Systems Engineer        |
| M Chmylko        | Assistant Data Manager     |
| G Elliott-Davies | Data Manager               |
| J W Orkney       | IT Services Engineer       |
| J K Rivers       | Director of IT             |
| J Scott          | IT Services Engineer       |

## International

|         |                                  |
|---------|----------------------------------|
| C J Lee | International Operations Manager |
|---------|----------------------------------|

# DRAMA



SOCIAL DISTANCING, YEAR-GROUP BUBBLES AND A SUCCESSION OF GUIDELINES AND RESTRICTIONS CREATED ENDLESS OBSTACLES FOR DRAMA AND REHEARSALS. THESE, HOWEVER, WERE OVERCOME AS THE YEAR FINISHED WITH THREE PRODUCTIONS WHICH MAINTAINED OUR COMMITMENT TO PROVIDING ACCESS FOR ALL TO EXPERIENCE AND CONTRIBUTE TO EVERY ASPECT OF THE CREATIVE PROCESS FROM PAGE TO STAGE.

## US AND THEM



Given the energy, enthusiasm and relevance of the First Form Drama production *Us and Them*, one would never guess that this play about two sets of explorers building a wall to keep the other group off their land was written in the 1960s. Alex Power gave a nuanced performance as the laconic, seen-it-all-before historian commenting on the events, as he and his more positive and hopeful sidekick, William Jones, led us through the groups' collapse into paranoia and violence. The interplay of mundane concerns and genuine political worries over borders were remarkably well played: Koko Hristov gave a brilliant turn as a chicken-obsessed settler, while Oscar Tooze and Kiki Akin-Olugbade convincingly portrayed those who are always ready to fight for land. Every boy took his opportunity to shine, from the convincing portrayal of the woodcutting, sheep-herding pastoral life mimed by Noah Luu and Finn Shotbolt, to the terror on the faces of Oliver Marsh and Victor Dalgaard as they were about to die.



*The interplay of mundane concerns and genuine political worries over borders were remarkably well played.*

*With well-choreographed dance scenes, toe-tapping tunes, and plenty of comic turns the feel-good positivity continued right to the very end.*

*...this impressive production had more than delivered its malicious intentions, with murder and mayhem in abundance. Simple yet terrifyingly effective.*



# Macbeth



Right from the harsh, aggressive cacophony of the very opening scene, framed by a stack of corpses, the Third Form production of *Macbeth* had a deliciously raw intensity to it. *Macbeth* was suitably complex and Lorcan Read gave a commanding performance as he captured with maturity the journey from loyal soldier to desperate tyrant; Felix Johnson provided an earthy realism to the manipulative Lady Macbeth. The choreography of the fight scenes, the simplicity of staging, and vibrancy of lighting all added to the poignancy and emotive feel of the play. Despite the challenges of rehearsal, it was clear that hours of toil and trouble had been invested in this production, where the remorseless rapidity allowed the audience to see *Macbeth's* inexorable journey, his rise and inevitable fall. A talented cast delivered verse with an ease and presence not always seen in productions of Shakespeare and as the audience's sustained applause continued, this impressive production had more than delivered its malicious intentions, with murder and mayhem in abundance. Simple yet terrifyingly effective.



## Grimm's Tales for Grim Times



The Second Form drama production transported the audience to a magical world where happy endings were the order of the day. Right from the opening scene where the beaked comedy duo of Elliot Butler and Peter Hallas bemoaned the wearing of masks, humorous digs at the world of Covid simmered close to the surface. Firstly, we were whisked deep into the belly of the dark, sinister forest with Will Gossage as the witch showing a social conscience by welcoming Hansel and Gretel into her childcare bubble, despite panic buying and hoarding toilet rolls! Inigo Schybergson sparkled (as did the audience) as the fairy godmother with sanitising powers immersing all in *Flash! Saviour of the universe!* The audience was then drawn into the ultimate Cinderella rags-to-riches story as the evil, spoiled sisters, Hugo Dunfield-Prayero and Will Gossage, proved to be irresistible baddies even demanding the engaging Yuvan Raja as Ashputtel to take their Covid lateral flow tests for them! With well-choreographed dance scenes, toe-tapping tunes, and plenty of comic turns the feel-good positivity continued right to the very end. Classic, timeless fairy tales, indeed, proved the ideal tonic to see us through troubled times. Grim? You must be joking!



# Music

The frustration felt by the postponement of a number of concerts was counter-balanced by the return of two of the showpiece musical events of the academic year. Capacity audiences were all the more appreciative of the extraordinary talent and musicianship of RGS students as the atmospheric Holy Trinity Church hosted two concerts of breath-taking quality, further cementing the School's established reputation for musicianship at the very highest level.



## Musician of the Year

The final of the RGS Musician of the Year Competition, The Steynor Prize, was our first live music event for 18 months. The finalists – Alex Thow (piano), Joe Ryan (violin), Henry Forrest (saxophone), Johnnie Matheson (piano), Stan Lawrence (trumpet) and Ruben Berstecher (piano) – performed a recital that was remarkable, not only in its breadth of musical programme, but for the outstanding levels of musicianship on display. Adjudicator Mr John Holmes had the unenviable task of

selecting a winner and commented that each of the performances demonstrated astonishing virtuosity, noting that he was hugely impressed by the astonishing talent of the boys. By the narrowest of margins, Mr Holmes awarded The Steynor Prize to a performer who exhibited technical prowess and conveyed a fantastic musical connection with the audience, Stan Lawrence.





## Concerto Concert

Our traditional Concerto Concert, which featured seven astonishing performances from our Upper Sixth Form musicians with Southern Pro Musica, the professional orchestra for Guildford, was as inspiring as ever, all the more so after an extended break from live music. The whole evening was a wonderful celebration of our extremely talented musicians, featuring Ruben Berstecher (piano), Solomon Poole (horn), Salvatore Nigrelli (oboe), Harry Hodge (piano), Stan Lawrence (trumpet), Henry Forrest (saxophone) and Alex Thow (piano). The standard of playing took everyone's breath away and the atmosphere and support from the audience was overwhelming, with sustained and fully deserved standing ovations for every performer.



## Carol Service

For the first time in our 500-year history, circumstances demanded that we pre-record our Carol Service from the atmospheric surroundings of St Mary's Church, Guildford. Despite the lack of a congregation, the service was memorable and uplifting.



# SPORT



With competitive inter-school fixtures severely limited, this year provided an opportunity to remind ourselves about the true value of sport: physical and emotional health and wellbeing; teamwork and camaraderie; and, most importantly, enjoyment and sportsmanship. Despite cricket played in the Michaelmas Term, year-group bubbles, and a succession of restrictions and challenges, RGS boys threw themselves into every opportunity on offer.



# SPORT



## SPORTS DAY

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With Guildford Spectrum resplendent in an explosion of colour, RGS students proudly donned their House colours for this year's Sports Day. This was made all the more special as it was the first physical whole-school event for approximately 18 months and the sun shone accordingly. With boys segregated into year-group bubbles, the boys participated and cheered as energetically and enthusiastically as ever in this, the pinnacle of all House competitions. The presence of such a vociferous crowd pushed all competitors and high-level athletics was on show throughout the day including a number of exceptional achievements.

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# Collaboration

We collaborate with others, both single-sex and co-educational partners, for mutual enrichment, and encourage a spirit of altruism and charity, a sense of perspective, and a firm belief that we can work in partnership with others to make a difference, locally and internationally.

# COLLABORATION

RGS boys and staff continued to make an impact upon the world outside the RGS as they seized the initiative to involve themselves with humour, energy and enthusiasm in community and charitable events as well as volunteering and conservation projects. Collaboration, altruism, perspective, and generosity of time and spirit remained the hallmarks of students determined to make a difference.

## Nominated Charities

With over 50 charities put forward by staff and students and over 700 votes, the phenomenal engagement in this year's charities spoke volumes for the desire of the whole community to make a difference to others. Our nominated local, national, and international charities were as follows:

*The RSPCA:* carrying out vital work for those animals suffering from neglect, cruelty and abuse.

*SOS:* working to support the vulnerable and to eradicate silence and stigma surrounding suicide and poor mental health.

*Médecins Sans Frontières:* acting fast through medical teams to save people's lives in conflict zones, natural disasters and epidemics.



## Auction of Promises

Our inaugural Auction of Promises offered money-can't-buy, Covid-can't-stop opportunities. 23 diverse and exciting Lots became the focus of intense and aggressive bidding with the categories including: Experience; Food & Drink; Clothing; House & Home; Health & Fitness; Literature; and Entertainment. Every single Lot reached its minimum bid while Headmaster for the Day, a hand-crafted sushi platter, and a golf experience were the highest-earning items. In total, over £3,500 was raised in this fun and entertaining initiative.

# #AUCTIONOFPROMISES2020

CLOSES ON SUNDAY 29 NOVEMBER AT 11.00PM: TIME IS TICKING. TICK TOCK. TICK TOCK.

**LAST  
CHANCE**

**JUST 4 HOURS TO GO!!**  
AUCTION SLAMS SHUT AT 11.00PM TONIGHT

**LAST CHANCE**



In support of our fantastic school-nominated charities: the RSPCA, SOS, and Médecins sans Frontières

# COLLABORATION

## Bake Off

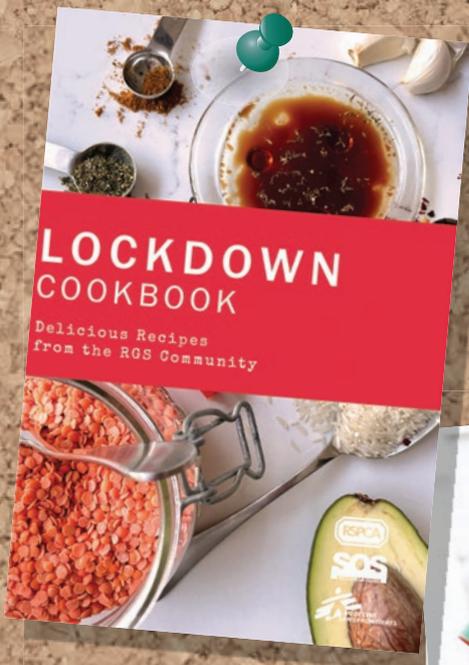
For the ultimate test of tenacity, creativity, precision, imitation, independence and reacting positively to failure, the eighth annual Great RGS Bake-Off once again proved to be the ultimate test of all of these and more! With a topsy-turvy world, the theme of #NotWhatItSeems provided the perfect opportunity for humour, often at the expense of the pandemic. Cakes reflected colourfully and imaginatively the theme, from the cerebral to the more surprising, with toilet rolls playing a central part! There were some very impressive bakes: from a leek and cheese soufflé made from rhubarb and custard, to pizza, to an avocado toast brunch, to a vintage classic PlayStation, to sliders, to spaghetti with meatballs. Absolutely nothing was quite what it appeared! The standard across the board from staff and students was extraordinary as the panel of judges rated the cakes on taste, presentation, originality and wow factor.





### Events

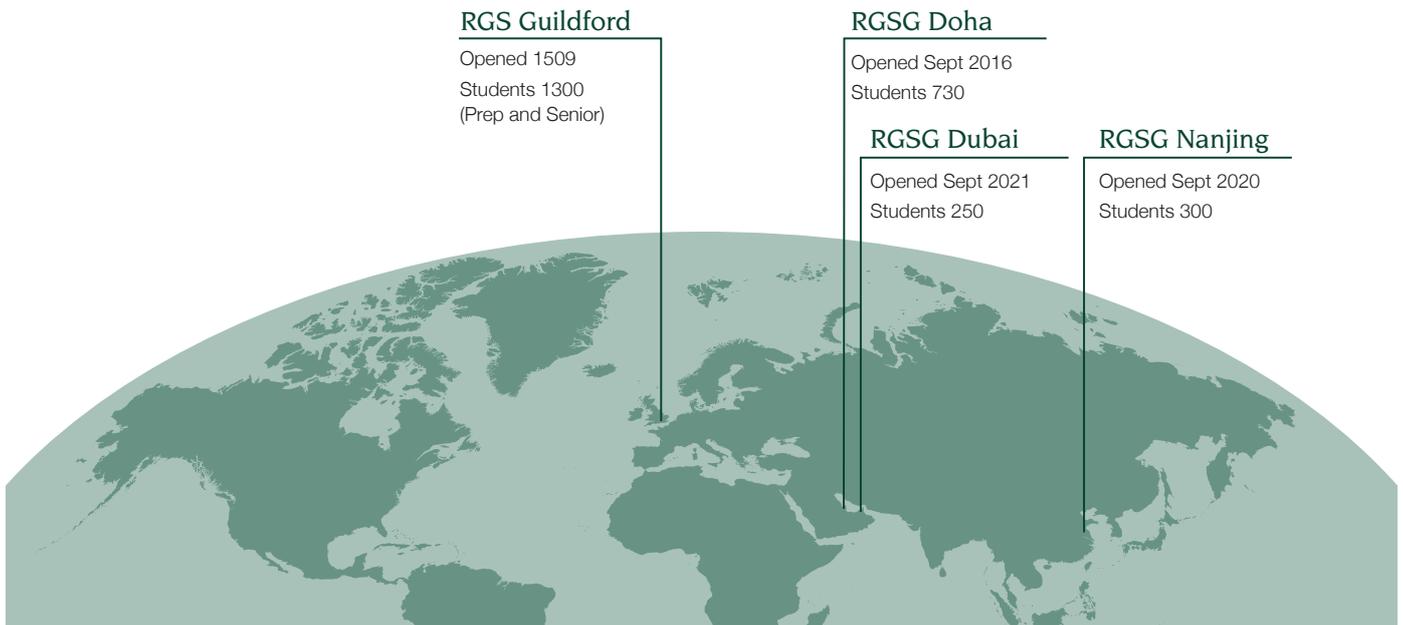
RGS students enjoyed getting involved in various community projects as they gave generously of their time for the benefit of local residents. Initiatives included trips to Pilgrim Wood, Sunrise Senior Living and Albury Care Homes, among others where the junior boys engaged with and entertained locals. Although limited opportunities were available, RGS students energetically threw themselves into a range of conservation projects for the benefit of the local environment. In addition there were a number of charitable events including mufti days including extreme Christmas mufti, doughnut sales, clothing donations, House charity events including Austen House's virtual Mount Everest climb and the Charity Cookbook, to name but a few!



# OUR INTERNATIONAL SCHOOLS

We are delighted to announce that our international school in Dubai opened in September 2021, taking our international schools to three. The reasons for our international expansion remain clear: partnership; engagement in global cultures; enhanced reputation for the School; and an income which can be used to support our school in Guildford to the benefit of our boys.

As our family of international schools expands, we are developing the collaboration between our schools in the interests of our boys in Guildford, and all our students. The House system has been adopted across our international schools and we have just completed our first whole school community event: Race Across the World.



Our school in Doha enters its sixth year since opening in 2016 and continues to expand with a new senior school building opening this academic year.



Our school in China has completed its first academic year having opened to students in Nanjing, Jiangsu Province in September 2020. Plans are underway for the opening of further schools in China.



In Dubai, building continued throughout the pandemic, and this state of the art school has created strong interest from parents in the area. The school welcomed 250 students in August 2021.



# Respect

We nurture an atmosphere of mutual respect between all members of our community, and foster self-respect and self-esteem in terms of physical health, emotional maturity and personal well-being, while establishing lasting friendships in a positive, happy environment.

# STAFF

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**Schools are synonymous with their history and their buildings, their traditions and successes; at their heart, however, they are about individuals and personalities. The staff have a deeply profound and lasting impact upon the students who pass through the School and their legacy is a lasting one.**

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The RGS has always been fortunate to have loyal, committed staff who have in their own colourful, idiosyncratic ways inspired students through their passion, pride and loyalty. This year saw the retirement of four long-serving members of support staff who, in their own ways, made a phenomenal impact on our community.

Georgie Grant Haworth (Development Director) and Jenny Rothwell (Development Executive) were both instrumental in transforming fundraising and the culture of philanthropy at the RGS. Janet Ward (Senior School Secretary) and Lyn Robbins (School Office Secretary) influenced the lives of generations of boys, parents and visitors on a daily basis.

As the Headmaster Dr Jon Cox commented: "The School is indebted to each one of our leaving staff and their impact upon the RGS cannot, for a second, be underestimated. Although being very different personalities, each of them has been united by an innate loyalty to the School and steadfast devotion to our community. We wish them all the very best for the future."



Georgie Grant Haworth & Jenny Rothwell



Janet Ward



Lyn Robbins

# The New Norm

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Another challenging 12 months for schools demanded that all our staff had to continually reassess, adapt and go the extra mile both to protect each other as well as our students. It is thanks to the tireless dedication, commitment and determination of our wonderful community that we were able to keep the school gates open for so much of the academic year and to allow the boys to enjoy as much normality as was possible.

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# THE FINAL WORD

**Previous school:**

Danes Hill School in Oxshott

**As a child what did you want to be when you grew up:**

An archaeologist

**Couldn't survive without:**

Music

**Sporting highlight:**

Beating the Guildford High School 1st team lacrosse despite limited prior experience!

**Other proudest moment:**

Managing to sweet-talk my way into getting six garlic breads at lunch

**Most enjoyable aspect of being School Captain:**

Making a genuine difference within the school community during a difficult time

**Most embarrassing moment at RGS:**

Needing a Sixth Form boy to carry my pencil case during the entrance exam

**Favourite meal at the RGS:**

Chicken fajitas: there's nothing quite like them!

**Choice of famous actor to play you in a film of your life:**

Matt Damon

**Karaoke song of choice:**

The Lazy Song by Bruno Mars

**Final nugget of wisdom:**

Always choose the kindest option

**Theo Lakin**

School Captain



