

# Queen Elizabeth's School

FOUNDED IN 1573

A state  
school like  
no other

[qebarnet.co.uk](http://qebarnet.co.uk)



CONTINUED DEVELOPMENT

## The Friends' Recital Hall and Music Rooms: Now open!



At Queen Elizabeth's School, we invest strategically in the continual upgrading of our estates. Our latest development, The Friends' Recital Hall and Music Rooms, was officially opened with a gala festival in May 2022.

The facilities provide larger teaching, rehearsal and performance spaces to support Music lessons and our many thriving extra-curricular ensembles, as well as additional space for assemblies. Also included is a covered atrium and café. We have now started fundraising for our next project, The Robert Dudley Studio – a 104-seat drama and lecture studio.



*Queen Elizabeth's is making the top spot in our annual rankings its own and our award this year recognises that sustained excellence..*

Alastair McCall, editor of *The Sunday Times Schools Guide*, *Parent Power*, announcing QE as 2022's *State Secondary School of the Year*.



Our mission  
is to produce  
young men who  
are confident, able  
and responsible.



# Welcome to Queen Elizabeth's School, Barnet

For well over four hundred years, successive generations of boys have benefited from an education at Queen Elizabeth's School. In this brochure, you will be able to read about how we continue to fulfil our mission to produce young men who are 'confident, able and responsible'.

I would like to highlight two matters at the outset. Firstly, QE is a meritocracy. As a selective, non-denominational and non-fee-paying School, we offer opportunities equally, admitting and educating boys irrespective of parental income, residential location or religious affiliation.

Secondly, the School delivers a richly faceted, holistic education, and we expect parents to support us in this, undertaking that their sons will participate fully in the wider life of the School, much of which takes place outside the normal timetable.

We are committed to the pursuit of academic development at the highest level among our boys. We unashamedly celebrate intellectual accomplishment, including our outstanding examination results; we also endeavour to nurture scholarly curiosity through a programme of academic enrichment that takes pupils well beyond the constraints of the GCSE and A-level curriculum.

Our extensive range of exciting and worthwhile extra-curricular activities broadens boys' horizons and helps them acquire new skills. Through our meticulously developed pastoral arrangements, we inculcate attributes such as confidence, resilience and perseverance. We also emphasise service and philanthropy, encouraging Elizabethans to look beyond purely personal success and to seek ways to contribute to society.

QE has won several recent national accolades. We are *The Sunday Times Schools Guide's State Secondary School of the Year for 2022*. Following an inspection, Ofsted confirmed our 'outstanding' rating in all categories in June 2022. From this position of strength, we press ahead to the significant milestone of our 450th anniversary in 2023. The School's development plan, *Building on Distinction*, re-imagines our mission, enabling us to equip pupils to live successful, worthwhile lives in our fast-changing, and sometimes unpredictable, world.

Our overall approach, combined with our excellent facilities and our distinguished history, ensures that an education at QE is truly a state school experience like no other.

**Neil Enright**  
Headmaster, Queen Elizabeth's School



# Free-thinking scholarship

Queen Elizabeth's School offers an intellectually rigorous academic programme that includes traditional approaches and 'hard' subjects, yet is also exciting and embraces worthwhile innovation.

Our results in examinations at GCSE and A-level are exceptional by the standards of both the state and independent sectors; QE is now recognised as one of the most outstanding schools in the country.

However, impressive as this is, our ambitions for our pupils go much further: not only should QE boys gain a thorough mastery of the curriculum, but we also seek to cultivate in them effective habits of independent learning and of deep academic curiosity. In short, we are committed to free-thinking scholarship.

This is achieved in the first place through excellent teaching by staff who are themselves highly academically accomplished and are well-trained in the best pedagogic practice. QE's culture of excellence has been built on the bedrock of very many years of experience in educating boys and young men.

The unstinting commitment of our staff to the pupils in their charge was emphatically demonstrated during lockdown by the way they showed great dedication and flexibility in learning to exploit to the full the extensive capabilities of the School's eQE virtual learning platform.

Secondly, it is achieved through our programme of academic enrichment activities extending through all year groups. These are tailored to further boys' understanding beyond the confines of the day-to-day curriculum, inspiring them to stretch themselves, to collaborate in exploring new areas, and to dig deeper into topics that interest and stimulate them intellectually.

Our growing partnership work with other schools includes regular collaboration with leading London girls' schools in areas such as academic symposia and debating.

Our aim is that, by the time they leave the School, QE pupils will be ambitious thinkers possessed of a substantial measure of intellectual poise. They will be 'young men who are confident, able and responsible', as our mission statement has it. Moreover, they will be equipped to flourish at the best universities, to excel in interesting and rewarding careers, and to thrive in life generally.



## *A leader in the QE mould*

*The 2022 School Captain, Theo Mama-Kahn, epitomises QE's mission to produce young men who are confident, able and responsible. Self-disciplined and with a breadth of academic accomplishment, he is fully involved in extra-curricular activities. Moreover, as the staff citation on his appointment to head the 120-strong prefect body noted, "Theo is notable for his altruism: he is kind and enjoys selflessly helping others."*

*A keen musician – he was one of two boys selected to lead the topping-out ceremony during construction of the new Music building – Theo is also a star linguist and was part of the team that won the Goethe-Institut's national German-language debating competition in 2022. Over the past two years, among several other School prizes, he has won subject awards for German, Music and Geography. He is a QE eco representative and helps in the French & German clinics.*

*What sticks with me most about my time at QE... [is] the way the School and teachers enabled us to be confident, free-thinking, independent young men. Something I feel has served me well through to today.*

**Mike Ajayi (Old Elizabethan 1998–2005),  
Co-founder, AMF Records, part of  
the global Universal Music Group.**



# Introducing Enrichment at QE

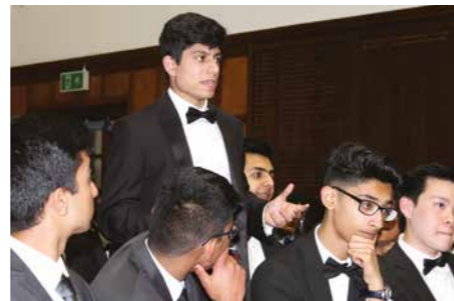
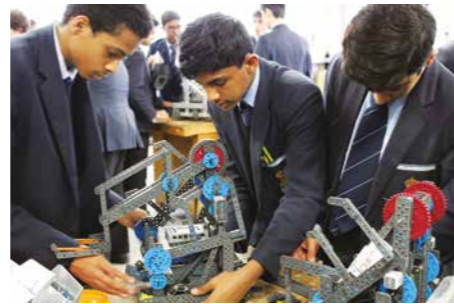
## *Beyond the Classroom*

**Flourish** is our new enrichment programme, which comprises all that is done outside of lessons. It is carefully curated across four areas: Create, Compete, Challenge and Care. Through Flourish, we strongly encourage our pupils to spend their recreational time in ways that are both fun and constructive. The programme encompasses clubs and societies suitable for all tastes and talents, as well as inter-House competition, academic enrichment activities, sport & games and the performing arts.

Thus, while some areas of Flourish enable boys to explore entirely new pursuits, others are directly related to curriculum subjects. There are, for example, extensive enrichment opportunities in the STEM subjects (Science, Technology, Engineering and Mathematics). Very many boys take part in the UK Mathematics Trust's individual and team challenges, with the best going on to the British Maths Olympiad. Similarly, QE regularly achieves national-level success in the various science Olympiads and has excelled in space design competitions, reaching international finals hosted by NASA. The School is prominent in the exciting field of robotics, winning national and even global titles.

The arts & humanities are by no means neglected: for example, our new Palaeography Society – believed to be the first of its kind in the country – sees A-level History students learning the skills necessary to study historic manuscripts, including the School's Tudor records.

Chess club is perennially popular, the game enhancing concentration, memory and patience. And while its studious hush presents a contrast to the verbal cut-and-thrust of the many competitive debates in which QE is involved (including foreign-language competitions), the two activities have this in common: they put bright boys on their mettle, requiring them to think quickly as well as strategically. Our Combined Cadet Force develops personal responsibility, leadership and self-discipline. Established in 1992, it remains one of relatively few CCFs to be based in a state school.



Queen Elizabeth's School  
**FLOURISH**  
ENRICHMENT FOR ALL



### *Inspired to learn*

Year 7's Krishna Gajendra has thrown himself enthusiastically into the extra-curricular life of the School, pursuing existing interests and learning new skills. He is even leading a club himself – for creative writing, perhaps his first passion – and has organised an inter-House writing competition for his peers.

Music is another major interest: he sings in the School Choir and plays the flute in Junior Winds, while hoping to take singing lessons and join the Chamber Choir next year. Krishna participates in History Raiders and Young Entrepreneurs, and is a Chess Club novice: "I watch the way the coaches can remember complex moves and want to be like that one day." He also finds inspiration at the Bio Innovations Society led by Year 12 students.

"Clubs and societies have put me forward in my learning and provide a great opportunity to meet those in other year groups."

And how does he fit it all in, alongside his academic work? "I try to do my homework on the night it is set, to stop things from piling up!"

**Scaling the heights**  
Pictured here is a Geography trip to Sicily, one of the many overseas travel opportunities offered to our boys.

# Beyond the Classroom

## The Performing Arts

Dramatic productions and music concerts contribute immeasurably to the life of our School community.

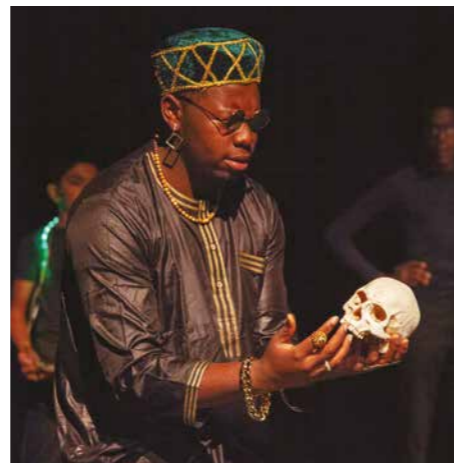
Our extensive concert programme and other musical performance opportunities bind together musicians and audiences in enjoyment of some of the most sublime products of human creativity. Similarly, QE's acclaimed Drama productions give our young actors the chance to explore great works of literature while presenting a rich visual spectacle.

For musicians and actors, the shared experience of appearing on stage often draws out more technically accomplished and creative performances, simultaneously building confidence and maturity. In addition, boys benefit from the discipline required to prepare for such events and develop sought-after attributes such as teamwork. This applies equally to the dedicated pupils providing technical support in areas such as sound and lighting.

During the autumn, the Shakespeare Schools Festival gives QE boys the chance to deepen their knowledge of England's greatest writer as they work towards the staging of an abridged version of one of his plays at a professional venue.

The School Play, a colourful highlight of our spring calendar, is a full-length production involving large numbers of pupils of all ages, while the Summer Term's inter-House drama competition yields further opportunities.

QE has more than 20 regularly rehearsing musical ensembles. These range from our Symphony Orchestra, three choirs and the Jazz Band to chamber ensembles such as the Saxophone Group, String Camerata and our Junior and Senior Indian Music Ensembles. There are frequent performance opportunities for QE musicians away from the School, including concerts in this country and abroad; many also make music with outside organisations, including the junior branches of institutions such as the Royal Academy of Music and the Royal College of Music.



*It gives me great joy and it's a great honour to support this incredible initiative. I genuinely believe the new studio will provide students with an exceptional space to cultivate self-presentation, empathy, reasoned argument, debate, and... confidence.*

Old Elizabethan Jay Shetty (1999–2006), global internet personality, podcaster and purpose coach announces his support for QE's Robert Dudley Studio project to create a 104-seat drama and spoken-word studio.



### *Making musical history*

Year 8's Noah Morley joined the School just as the first 'concrete pour' took place during construction of The Friends' Recital Hall and Music Rooms. An excellent pianist (Grade 8+) and a flautist in Junior Winds who also sings in the School Choir, he well remembers the days when there was insufficient space within the old Music rooms for the whole choir to rehearse together.

The department's move into the new facility in 2022 has changed all that, with Noah a key participant in the celebrations. He was chosen to perform both a piano solo (Beethoven) and in a duet (Ravel) in the centrepiece concert for the gala opening festival in May. In addition, he was picked to participate in festival masterclasses led by two internationally renowned pianists.

He continues to relish the opportunity to use the facility and to play his Yamaha CF6 piano: "The recital hall has great acoustics, which makes it a special place to perform in for concerts, and the new grand piano is a fantastic instrument and a privilege to play."

# Beyond the Classroom

## Sport and Games

Our talented young sportsmen benefit from opportunities to achieve House, School, county, divisional and national honours, while the School seeks to nurture the enjoyment of sport and to lay strong foundations of physical fitness in all our pupils.

The combination of high-quality teaching in PE lessons, expert extra-curricular coaching and our impressive facilities ensures that we quickly identify talent and then nurture it to a very high level. Boys participate in external sporting competitions in our main summer and winter games of cricket and rugby, as well as in athletics, basketball, cross-country, Eton Fives, swimming, tennis and water-polo.

Fundamental movement skills are taught in lessons for Years 7–9. Alongside this, we seek to develop communication skills and, through team and individual sports, to nurture leadership and resilience. In an increasingly sedentary society, the ancient maxim of *mens sana in corpore sano* (a healthy mind in a healthy body) rings truer than ever.

We firmly believe in competition. Our extensive fixture programme provides opportunities not only at elite level, but also for those of lesser ability who nevertheless enjoy their sport. A full programme of inter-House matches gives many further opportunities.

Successes this year have included our Year 7 cricketers being crowned Middlesex County Champions and our water polo teams reaching national semi-finals in all three age categories.

We expect commitment from all boys representing the School, including mid-week and Saturday involvement.

There are regular national and international rugby and cricket tours to destinations such as Sri Lanka, Canada and Holland, together with trips such as the annual Year 7 excursion to the Varsity Match at Twickenham. Every February half-term, we run a skiing trip. One calendar highlight is the QE Sevens Tournament: hosted here annually since 1976, it attracts leading rugby schools from across the country.

QE's own extensive list of clubs includes fencing, table tennis, karate, volleyball, strength and conditioning, and both beginners' and elite swimming groups, while we enjoy close links with sports associations in the local area.



*Being at QE has allowed me to explore a wide range of sports, and this variety, as well as the coaching and competitive opportunities, has helped me to improve in all of them.*

Danny Adey, First XV Rugby; has also represented the School in water polo, cricket and athletics.

# At a glance: QE by numbers

98.1%



A\*-B GRADES AT A-LEVEL

2021 was the 16th consecutive year in which our benchmark A\*-B figure exceeded 95%. With results awarded under the national moderation system because of the pandemic, 57 boys – more than a third of Year 13 – achieved straight A\* grades.

114



OXBRIDGE OFFERS AND PLACES, 2020-2022

Thirty-five Elizabethans received offers from Oxford and Cambridge universities this year, and 79 places were secured over the previous two years. A large majority of leavers go to Russell Group universities, while some opt for US Ivy League colleges.

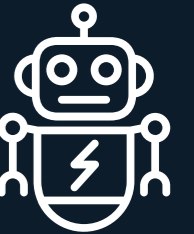
88



DIFFERENT CLUBS, SOCIETIES & ACTIVITIES

QE offers a very extensive range of worthwhile leisure-time activities throughout the year groups to cater for all tastes and talents, including clubs, sports, societies and musical ensembles.

150+



VEX ROBOTICS TROPHIES

QE has a stellar record in Vex Robotics competitions, having been crowned World Champions in 2018 and UK Champions in 2020. No fewer than ten junior and senior teams qualified for this year's World Championships in Dallas, Texas.

85%



GCSEs AT HIGHEST TWO GRADES

2021 saw the number of GCSEs awarded levels 8 or 9 (both equivalent to an A\* grade under the old system) rise to 85%. This increase was driven by a strong performance at the very top: 60% of grades were at level 9.

96%



PARENTS WHO WOULD RECOMMEND QE

Our survey of current parents, commissioned from independent specialists R5Academics, also found that 94% of parents rated the 'quality of teaching' at the School as either 'good' or 'very good'.

7.2k



HOURS OF LOCAL VOLUNTARY SERVICE

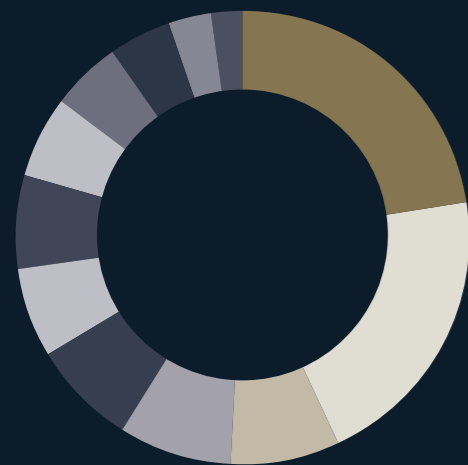
In normal (non-Covid-19) times, all Year 12 boys complete 40 hours of voluntary service to the community over the course of the year, with many opting to keep contributing their time in Year 13.

24



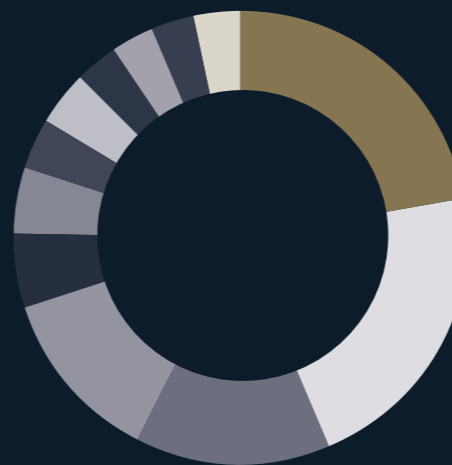
REGULARLY REHEARSING ENSEMBLES

QE's musicians play in a wide variety of ensembles, from chamber groups to the orchestra, from jazz bands to choirs, and from guitar groups to Indian music ensembles. Some 250 individual music lessons are delivered each week – and rising!



## TOP UNIVERSITY DESTINATIONS 2021

University College London	31	Warwick	7
Cambridge	28	Queen Mary University of London	6
Imperial College London	11	St George's, University of London	4
Oxford	11	Leeds	3
Bristol	10		
King's College London	9		
Nottingham	9		
London School of Economics	8		



## MOST POPULAR DEGREE SUBJECTS 2021

Economics	29	Chemistry	5
Medicine	28	Accounting & Finance	4
Engineering	18	Politics (inc. PPE)	4
Mathematics	16	Languages (inc. Classics)	4
Natural Sciences	7	Architecture	4
Computer Science	6		
Law	5		



# Our history; our heritage

Queen Elizabeth's School has a long and proud history; we celebrate our 450th anniversary in 2023. While much has changed since our founding in 1573, and while the School continues to evolve as we seek to provide for our pupils the best that modern education has to offer, QE is today still underpinned by the values enshrined in our original Charter.

The Charter, granted by Queen Elizabeth I at the request of Robert Dudley, Earl of Leicester, was for "one Common Grammar School... for the education, bringing up, and instruction of boys and youth... and the same to continue forever".

We continue to draw extensively on those Tudor ideals to this day, applying and re-interpreting them to inform all that the School does. Our Elizabethan forebears recognised that a truly successful school not only delivers outstanding academic outcomes, but also promotes the development of character in its pupils and encourages them to go on to make a worthwhile contribution to society. As the pages of this brochure make clear, we devote considerable time, expertise and resources to these priorities, which are encapsulated in our mission to "produce young men who are confident, able and responsible".

The Charter set out the need for continuity and a long-term approach. Furthermore, it enshrined arrangements to make this possible, ensuring that the Governors could "more plentifully and decently maintain the Free School".

Queen Elizabeth's School's first building, Tudor Hall, in Wood Street (pictured here), served us well: it was to remain our home for nearly 350 years. During those long centuries, QE's values supported it even as its fortunes fluctuated through such epoch-making events as the plague, the English Civil War and the great educational reforms of the Victorian era.



Since the School moved to our current Queen's Road site in 1932, new traditions have emerged, such as the reading of the School Chronicle after the Founder's Day service, as well as our annual Rugby Sevens Tournament. Recent decades have seen substantial changes to the campus as the Governors have made major investments to ensure our School continues to support both current and future generations.



Through all this, Queen Elizabeth's School has remained true to its original Charter, and in so doing has emerged as one of the most outstanding schools of the 21st century.



1573 — 2023

*A Grammar School for the education, bringing up, and instruction of boys... and the same to continue forever.*

From the 1573 Charter granted by Queen Elizabeth I

# An inspirational learning environment

Queen Elizabeth's is truly a 21st-century school built on 16th-century foundations. Proud as we are of our long history and of its role in informing the School's values, we are also focused on the future and on facilitating the continued progress of the School by creating a superb learning environment.

Our latest major development, The Friends' Recital Hall and Music Rooms, opened in style with a three-day festival in May 2022. Music is flourishing at the School, and this multi-million-pound building brings further opportunities for all our young musicians, as well as a flexible additional covered area incorporating the Mayes Atrium Café. Its completion was made possible through extensive financial backing from The Friends of Queen Elizabeth's. Our next important planned project is a 104-seat drama and lecture facility, the Robert Dudley Studio. Significant FQE support will again be required.

The 2019–2020 academic year saw the opening of a dedicated robotics suite, while in 2018, the School's historic Main Building was refurbished, greatly enhancing facilities for several departments, notably Languages.

Other developments in recent years include the Heard Project, which created an attractive home for the English department – carefully designed with collaborative, seminar-style learning in mind – and the construction of the impressive Queen's Library and dining complex.

Standing at the very heart of our campus, the complex incorporates a centre for the

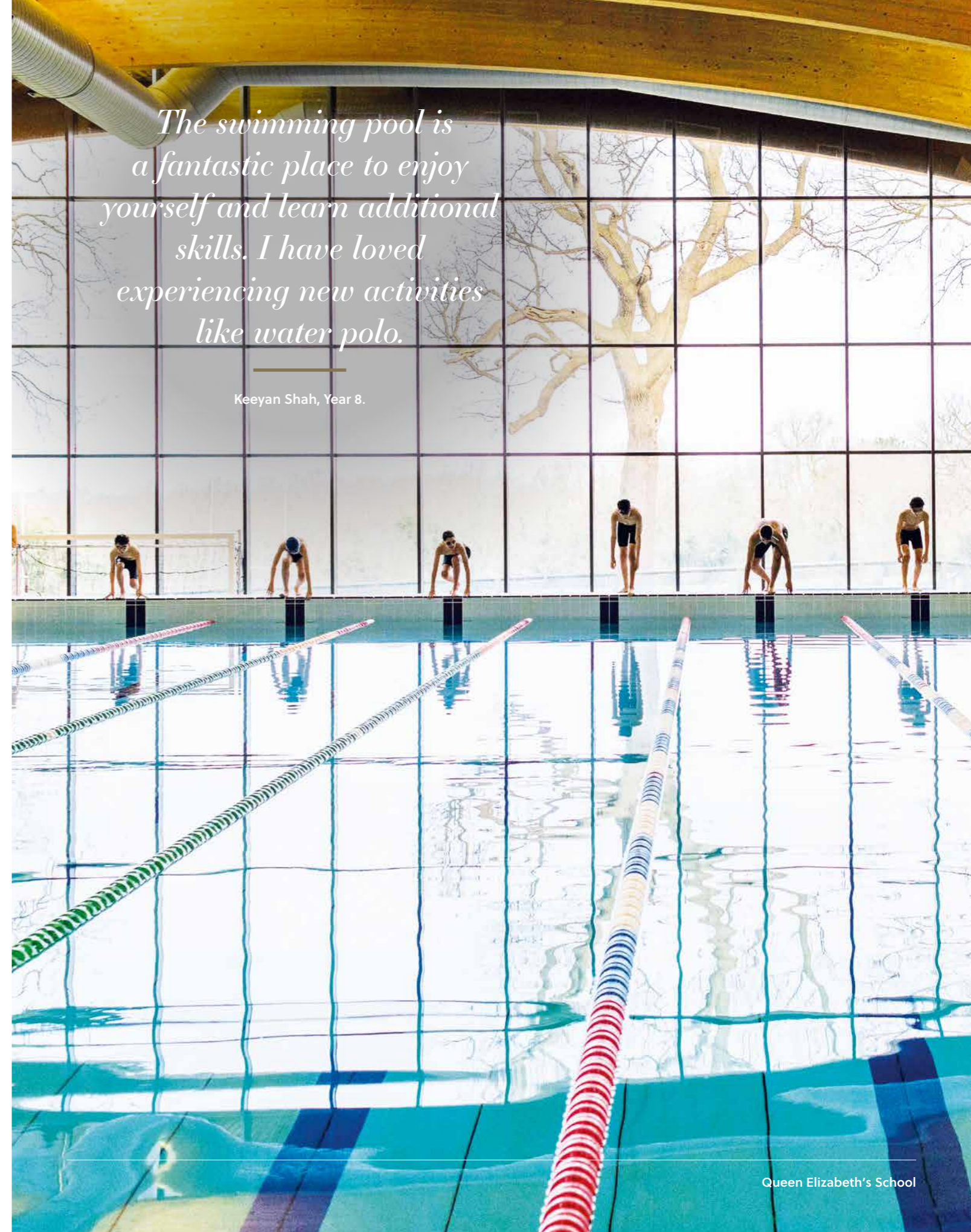
Sixth Form, a Food Technology suite and the stylish Dining Hall and Café 1573.

Our state-of-the-art Martin Swimming Pool is used by all QE boys, and has hosted special events, such as the National Senior Schools Water Polo Finals. The Shearly Hall has excellent acoustics, making it ideal for concerts and recording, while its versatile and well-equipped auditorium is also used for drama, sport, examinations and social occasions. As a result of our growing partnership initiatives, our facilities are proving increasingly popular in the community. Examples include visits by local primary schools and the use of the pool for swimming lessons, while the new Music building is already in demand, serving as a venue for High Barnet Chamber Music Festival.



*The swimming pool is a fantastic place to enjoy yourself and learn additional skills. I have loved experiencing new activities like water polo.*

Keeyan Shah, Year 8.



*A place where boys can expect to get carried away with the collective will to learn both in and outside the classroom, the result of which is one of the most inspiring learning environments we've ever come across.*

The Good Schools Guide's 2020 review of QE

# Providing support and guidance

At Queen Elizabeth's School, while we work carefully and systematically with pupils and their parents to secure academic success, we consider it of paramount importance that boys are both happy and resilient.

We have, therefore, put in place a carefully structured programme of pastoral support and guidance to nurture good mental health throughout the School. Significant effort goes into promoting boys' wellbeing by means of our programme. This is delivered through weekly Personal Development Time sessions, bespoke tutorials with tutors and senior staff, peer mentoring, the leadership of our Equality, Diversity & Inclusion Ambassadors (part of the prefect team) and via a host of extra-curricular activities. During the Covid-19 crisis, our eQE online platform came into its own as a means of keeping in touch with boys in lockdown and has been extensively used alongside video-calling technology to provide boys with pastoral support during this difficult time.

Our aim is to assist boys in making a smooth transition to adulthood and to build resilience to enable them to thrive in the modern world, where they must contend with pressures that older generations did not have to face.

If boys do experience difficulties, staff, older boys and, if necessary, external professional counselling and other support are always on hand to help them, and they are treated with great care and sensitivity.

A similar approach is taken in providing academic support. Each year, boys are set personalised targets in every subject and are given individual support to ensure they progress.

Many tools are employed to help them reach their full potential, including bespoke interventions, differentiation and additional one-to-one work in subject clinics. As our senior boys look to their futures, we provide an extensive programme to assist them in making university applications and in considering career choices that best match their talents and aptitudes; this includes activities ranging from our Year 11 Careers Convention to initiatives offering tailored support for Oxbridge and Ivy League applicants.

More generally, an atmosphere of positivity is created by a culture of celebrating success. Boys are praised for their efforts, service and achievements, whether through merits, good notes, commendations or, more publicly, through our formal Junior and Senior Awards evenings. By such means, we motivate pupils, spurring them on to still greater success and creating a virtuous circle in which success becomes a habit.



*Pupils are happy and safe... Leaders place great importance on pupils' personal development. Staff... prioritise teaching about mental health, managing stress and online safety.*

Ofsted

# An Elizabethan for life

From the day they join our ranks in Year 7, pupils become part of a unique community which includes not only their peers, but those who have gone before and those who will come after, as well as parents, staff, Governors and many other supporters of the School.

Our home-school partnership sets out the essential role that parents have in supporting their sons. We are acutely aware of the part parents play in the success of the School. That our current pupils are able to enjoy the fantastic learning environment on offer here is due in very large part to the generosity of parents. Since the mid-1990s the fabric of the School has been transformed by regular parental giving through the Friends of Queen Elizabeth's. A registered charity, FQE offers parents the opportunity to get involved in fund-raising through a calendar of enjoyable social events, which reaches its summer climax with our annual Founder's Day Fete.

Through our Valediction Ceremony, introduced in 2022, we say a fond farewell to Year 13, but also welcome them into the ranks of the Old Elizabethans. The overwhelming majority of our leavers go on to Russell Group and other top universities in the UK and beyond. After university, they follow a very diverse range of careers. Large numbers enter the professions, including medicine, law and accountancy, and many others find fulfilment in entrepreneurship and commerce, in the creative arts, in academia or in science and engineering.

*Pictured here (background) is the annual cricket match between past and present pupils on Founder's Day.*

At every stage, our alumni support the School in the extensive work we do to prepare pupils for their futures, often liaising with us through our thriving QE Connect online network. This support ranges from inspirational talks given by Old Elizabethan speakers who have excelled in their careers, to mock university interviews and mentoring. Alumni facilitate work experience programmes and internships, helping boys gain that vital first foothold in highly competitive professional careers.

QE Connect also serves the alumni themselves, making it easy for them to connect with other Old Elizabethans online, whether purely for friendship or to advance their careers. In the physical world, the School facilitates such connections by hosting occasions catering especially for alumni – such as the Old Elizabethans Association Dinner and our Elizabethan Union Dinner Debate, which pits old boys against current Year 12 debaters – and by welcoming them to many of our major calendar events.



## *Supporting the next generation*

*Old Elizabethan Bilal Harry Khan is a podcaster, workshop facilitator and event host who provides regular support to current pupils at the School, returning to lead workshops and discussions on issues such as race and discrimination.*

*After reading Theology at Sidney Sussex College, Cambridge, Bilal (OE 2003–2010) initially worked as Youth Engagement Officer at Barnet's Voluntary Service Council. Over subsequent years, he has earned a reputation as a leading international media voice. He has designed and delivered hundreds of speeches and workshops in schools and youth settings for partners including KPMG, Virgin Atlantic, Boots and Barclays.*

*'Over the Bridge', a podcast made with three black and mixed-race friends he met at Cambridge, was among the winners at the British Podcast Awards. He has led a Year 12 workshop at QE entitled 'Reflecting on Privilege & Anti-oppression' and taken part in a 'bitesize' online video discussion on 'micro-aggressions', one of a series recorded for use as a resource in tutor groups.*

# Academic Staff

## HEADMASTER

**N.J. Enright** MA (St John's College, Oxford), MBA (UCL Institute of Education, London), NPQH, FRSA

K.H. Shah BSc (Manchester), ACA  
C.T. Wallace BSc (West Indies), MSc (West Indies), PhD (Sheffield)

## ENGLISH

**R.J. Hyland** MA (Trinity College, Oxford), MA (Canterbury Christ Church), Head of English  
**V.A. Maule** BA (Central England), Assistant Head of English  
C.D. Bonham-Carter MA (St Andrews)  
L.S. Crofts MA (St John's College, Oxford)  
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P. Menelaou BA (Westminster)  
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D.J. Ryan BA (Warwick)  
S. Snowdon BA (Liverpool), MLitt (St. Andrews), MA (Middlesex)

## GEOGRAPHY

**E.R. Parry,** BSc (Bristol), MTeach (UCL Institute of Education, London), Head of Geography  
E.L. Barrett BSc (Birkbeck College, London)  
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N.J. Enright

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A.H. Macdonald MA (Robinson College, Cambridge)

## HISTORY & POLITICS

**H.C. MacGregor** BA (Bristol), MA (Middlesex), Head of History & Politics  
A.A. Gohil BA (Warwick), Head of Year 13  
L. Hargadon BSc (Bristol), MSc (Birkbeck College, London)  
J.P. Haswell BA (Newcastle)  
S.J. Neagus BA (Sheffield), Head of Year 9

## LANGUAGES

**N. Schlatte** MA (Pembroke College, Oxford), MSc (Bristol), Head of Languages  
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K.A. Hood MA (Lincoln College, Oxford), Head of Year 8  
M.J. Jacquin BA (Besançon, France)  
V. Reardon-Lepine LLB (Paris 10 Nanterre, France), BA (Cours Florent, Paris, France), MA (Queen Mary, London)  
G.A. Ross MA (St Andrews)  
H. Shephard BA (London School of Theology), MA (St Hugh's College, Oxford), PhD (London School of Theology)  
R.A. Uduwawala BA (Warwick), MA (Manchester), Head of Year 10

## LIBRARY

**J. Blackford** MA (Keble College, Oxford), MA (Leicester), Head of Library Services  
C.M. Illingworth MBBS (Free University, Berlin, Germany), PhD (Humboldt, Berlin, Germany)

## MATHEMATICS

**J.H. Steer** MMathPhil (St Hilda's College, Oxford), MEd (King's College, London), Head of Mathematics  
**M. Tricker** MMath (Warwick), Assistant Head of Mathematics  
P.A. Brady BSc (Grey College, Durham)  
W. Fung BSc (Imperial College, London), Head of Academic Administration  
H. Haq BSc (University College, London)  
T.E. Harrison MA MEng (St John's College, Cambridge), Head of Year 7  
A. Kinsley BA (Middlesex)

D. Mahdmina BSc (University College, London), MSc (Loughborough), PhD (University College, London)  
G.K. Roberts BA (Sheffield)  
M.F. Saccardi MA (Jesus College, Cambridge), MSc (Queen Mary, London)  
K. Shah BSc (Warwick), MSc (Bayes Business School, City, London)  
S.L. Smith MA (Clare College, Cambridge)  
N. Swatch BSc (Birmingham), MSc (Cranfield)

## MUSIC

**R.F. Partington** BMus (Manchester), PGDip, PPRNCM (The Royal Northern College of Music), Director of Music  
C.E. Grint MA (Murray Edwards College, Cambridge)

## Assisted by visiting teachers:

R.A. Bowden MA (Cantab), PGDip, Voice  
H.E. Brown DipRCM, ARCM, Violin  
J. Carneiro BMus, Piano  
R. Cartmell BMus, MMus, Trombone & Trumpet  
K. Collier BMus, Clarinet  
A.J. Day BA, MA, Piano & Jazz Piano  
M. Doody BMus, Viola  
A. Hope BMus, MA, ARCO, AFHEA, LLCM, Piano  
T. Imai DipRAM, ARAM, Junior Fellow RAM, Piano  
F.M. Jimeno Yepes BA, MMus, PhD, Violin  
P. Long-Ching Yu BA, MPerf, Piano  
G. McQuade BMus, LRAM, Classical Guitar  
M. Miller MMus, LRAM, Classical Guitar  
E. Morgan BMus, MPerf, French Horn  
M.L. Payne BMusTCM, Saxophone  
D. Robinson BMus, LRAM, Cello  
V. Rakitzis DipRAM, MMus, DMA, Piano  
J.N. Rowland AGSM, Drum Kit & Percussion  
K. Saber BMus, MA, LRAM, Popular Acoustic Guitar, Electric Guitar & Bass Guitar  
E. Stephens BMus, LRAM, Oboe  
N. Tompkins DipHE, Popular Acoustic Guitar & Electric Guitar  
C. Wilson BA, Flute & Piano

## PHILOSOPHY, RELIGION & SOCIETY

**J.G. Robertson** BA (Nottingham), Head of Philosophy, Religion & Society  
N.M. Mayer MA (King's College, Cambridge)

## PHYSICAL EDUCATION & GAMES

**J.R. Hart** BSc (Wales), MA (Middlesex), NPQSL, Director of Sport  
**J.K. Clarke** BSc (Exeter), Head of Rugby  
**R.J. Scally** BSc (Glamorgan), Head of Aquatics & Head of Cricket  
O.P. Di-Lieto BSc (Birmingham)  
J. Fitzpatrick BSc (Bath)  
L. Pollard BSc (Sunderland)  
P.S. Pickford BSc (Sheffield Hallam)

## SCIENCES

**G.F. Ridge** BSc (Dundee), PhD (Dundee), Head of Biology  
**A.R. Irvine** BSc (Manchester), MA (Sheffield), PhD (Sheffield), Head of Chemistry  
**J.E. Brooke** MA (Downing College, Cambridge), BSc (Open), Head of Physics  
M. Armon BSc (King's College, London)  
M. Basic MSc (Zagreb, Croatia)  
T.J. Batchelor MChem (Hatfield College, Durham)  
T.K. Cheung MSci (King's College, London)  
A. Collins BSc (Glasgow), PhD (Bristol)  
D.S. Crouch BSc (Hertfordshire), MSc (Imperial College, London), PhD (Imperial College, London)  
G.C. Deakin MEng (Imperial College, London)  
H.B. Evans BSc (Imperial College, London), PhD (Nottingham)  
P.S. Gilbert BSc (Manchester), MSc (Manchester), PhD (Manchester)  
D. Goffin BSc (Bristol), PhD (University College, London)  
J.B. Leigh BSc (Exeter)  
T. Panis BSc (Warwick)  
H. Shah BSc (Queen Mary, London)

S.L. Westcott BSc (Exeter), MA (Middlesex), PhD (University College, London)  
X.Xu BSc (Imperial College, London), MRes (Imperial College, London)

## TECHNOLOGY

**M.T. Noonan** BEd (Limerick, Ireland), Head of Technology  
T.A. Green BA (Middlesex)  
L. Fagan BEd (Limerick, Ireland)  
J. Howard BEd (Limerick, Ireland)  
S.J. Tomlinson BA (Brunel)

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# Queen Elizabeth's School

FOUNDED IN 1573

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