

ST GEORGE'S
ASCOT 

www.stgeorges-ascot.org.uk

The Dragon 2020/21

We endeavour to strive for excellence and develop self confidence, whilst working to maintain balance in all aspects of our lives.

From the Pupil Promise



ST GEORGE'S
ASCOT 

The Dragon
2020/21

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It really has been the most extraordinary year and I am sure I am not alone when I say that it has been the most challenging year of my professional life. For those of us who work in schools, there is a certain rhythm to an academic year.

There is also a shape and pattern to the journeys of the girls who join us, grow with us and leave us. From enthusiastic First Years, to emotional Second Years riding the adolescent rollercoaster that speeds through to the end of the Third Year (I can assure you it stops, and they all get off during the Fourth Year!), to the wonderful young women that grow with us through the Fifth Year and into the Sixth form as academically confident, self-assured and engaging adults.

But this year has been so different. Yes, we have been together for nearly two terms of the three, but not in the usual way. We have had to keep the staff distanced from the girls, the girls confined to their year groups and they have not even been allowed in certain areas of the School! We have missed the buzz of year groups mixing at break, lunch, tea and supper and felt the absence of school-wide, co-curricular opportunities across the year groups that we all so relish, and are such an important part of the St George's experience.

Communication has been so important. We have tried to balance those who want to be reassured by regular correspondence with those who are happier to leave us to get on with doing what we do well, trusting us to deliver consistently in difficult circumstances. Dragonfly continues to be the 'go to' whether that is for weekly parents' letters or the Parents' Noticeboard, specific information about public exam qualifications, or the girls' prep tasks.

We have also enjoyed feeling more connected to the School through our

informative newsletters that come out every exeat, half term and end of term.

We have continued to be a very strong community. Our size and the authentic, and close, relationships between staff and pupils have been a real strength.

I often talk and write about the importance of the St George's community and parents, staff and many, many girls have contacted me to say how much being a part of the St George's community has meant to them.

We know that if our girls are going to live life 'well', it is vital that we identify, nurture and grow our pupils talents wherever their interests and abilities may lie.

This year, we have adapted, we have upskilled, we have evolved, and while we have, at times, had the rug pulled from under us, we have found new ways in which to come together and celebrate the difference we can make together as a School community.

I can honestly say I do not know a time in my 20 years of teaching that staff have had to work harder in schools, be that additional cleaning, ever changing timetables and plans, reorganising rooms, building new classrooms in larger spaces, changing activities,



upskilling to deliver an impressive online provision or supporting girls who are struggling academically or personally. I won't even get started on the hours and hours spent creating assessments, marking, standardising, moderating and submitting grades for GCSEs and A Levels! I feel very privileged to lead such a positive, committed, friendly and cohesive group of professionals. From teaching staff to support staff, admin staff to domestic staff, everyone has worked together to provide the very best education for the girls.

Staff leavers and joiners in the past academic year are in the pages that follow and, of special note this year, we say farewell and thank you to Mrs Debra Schmidt who has been in our Science department, and latterly Teacher in Charge of Physics, for 16 years.

It is certainly true that one fundamental, our academic provision, has remained strong. Whether online on a Google Meet or in the classroom, the small classes and strong relationships between staff and girls have ensured that the girls have hardly missed a beat.

It has been especially challenging for the Fifth Year and the Upper Sixth year groups. Their GCSE and A Level journeys culminated in assessments and grades that were submitted by the school following a thorough internal quality assurance process and external review. We are so proud of the girls for rising to this challenge in the context of wider uncertainty. We continue to be committed to supporting the younger year groups who have had ongoing uncertainty about the exact nature of their future public exams also.

While we have not been able to hold in-person, on-site events, I would like to thank all our parents for their ongoing support and trust in the School. I would also like to thank the the Parents Association for sourcing some much needed morale at pivotal moments: a crêpe van at the end of the Spring term, Easter eggs for all pupils and an ice cream van parked up in the quad in the Summer Term. Our Alumnae community have also continued to give us great support and their news can be found in the later pages. This community is such an important part of who we are and the girls continue to benefit from careers, further education and professional advice and personal guidance from past Georgians.

As restrictions eased for a time in the latter part of the Summer Term, we were treated to the brilliant Junior Musical, 'Mary Poppins', an energetic House Athletics in the sunshine on the School Fields, a lovely in-person concert with the Chapel Choir and Jazz Band in the Sue Cormack Hall and an impressive array of talent on show in the inaugural House Performing Arts competition. We have been able to do lots of sports in School, taking advantage of our extensive and impressive facilities. We now host a fully accredited Swim England swim club and look forward to welcoming more swimming scholars next year as our swim programme takes off. We have not, however, had the opportunity for competitive sport and our senior girls' disappointment at not being able to represent the school in their final year is a sentiment I share.

I was delighted that we were able to hold Prize Giving at St George's at the end of the year and we hosted the Upper Sixth girls and their guests and the Lower Sixth and Fifth Years in person, with the younger year groups joining online in the Sue Cormack Hall and the Chapel. Whereas often in the past we have heard from an

visiting speaker, I had a strong feeling that, for the end of such an unusual year, our Prize Giving should be about celebrating the School community.

We heard from a number of staff and pupils about their experiences over the past year as well as learning about new areas of focus within the School. Miss Pierre, our Head of Modern Foreign Languages spoke of joining St George's near the start of the pandemic, as a Head of Department whilst locked down in Paris! She talked about what it is like to teach at a new school online, but also spoke of her passion for developing our innovative and progressive curriculum, teaching and learning as she joins our Academic Management Team in the new role of Learning Innovation Lead.

Over the past year our girls have shared with us the challenges of restricted or limited learning; of learning in 'bubbles' as well as remote schooling, of the dreaded 'self-isolation' and 'not wanting to be the one who sends your whole year group home'. While we have managed very well in keeping the year group 'bubbles' apart, and had few Covid cases at St George's compared to many schools over the year, we did have a few. The only small 'outbreak' we had was back in November 2020 and was confined to the Third Year 'bubble'. It proved a really hard time for these girls and their families as we heard during Prize Giving from Rosie. As her year group endured isolation, Rosie decided she would try and brighten up her classmates' screens and you can read more about her creative efforts in the later pages.

At St George's we continue to encourage the girls to look up and out, not down and in, and we greatly value our connections outside the School.

We continue to grow our local community partnerships enabling members of the community to use our facilities, including the netball and tennis courts, the swimming pool and the theatre, outside of the school day and during holidays. We are looking forward to reconnecting in person with the local primary schools and care homes where the girls had been doing

such great work in the past. These activities are of enormous benefit to the recipients but also help our girls to develop that strong self of confidence and self-esteem for which our pupils are renowned.

By developing the girls' self esteem, challenging them to take risks and supporting them when things don't go their way, they become courageous.

As Rev Watts said recently in Chapel, we need courage to not always take the easy path. Sometimes the trickier route might need greater bravery but will be more rewarding in the end. If we exercise courage in the small things we grow the confidence to be courageous in the bigger things. It is like a muscle, with practise, it grows.

In this context, and as a fitting finish to the year, at our Prize Giving I invited two members of staff to share how, here at St George's, we are addressing two challenging, diverse issues in wider society. These two areas have been part of our development plan objectives for this year and, despite the challenges of the pandemic, we are making great strides. The first is Diversity and Inclusion and Mrs Kratt, Head of History and Politics, shared our journey so far in addressing Diversity and Inclusion both in our School and more broadly. The second is our commitment to the environment and sustainability and Mr Anderson, the Bursar, spoke about the development of a dynamic, new Environmental Strategy at St George's. Neither topic is easy, neither is straightforward, but it is right that we focus on them to better equip our girls for life beyond St George's. They are bigger than us as individuals, they are bigger than us as St George's, but we can make a difference and we are in a strong position to do so.

We may not always have easy choices but, as you will read in the articles following, here at St George's we continue to develop our girls' courage and confidence to work together to shape a better future.

Liz Hewer / Head

NEW Staff AT ST GEORGE'S

The following staff joined St George's in the academic year 2020-2021.



STAFF PORTRAITS Left to right from the top.

- | | | |
|---|---|--|
| 01 Miss Victoria Alford
Assistant Housemistress | 06 Mrs Irene Fanning
Spanish Language Assistant | 11 Mr Craig Leisten
Head Chef |
| 02 Mrs Verity Allen
Head of Science | 07 Mrs Christie Gillatt
Teacher of PE | 12 Mrs Susanne More
Visiting Tutor of German |
| 03 Mr James Anderson
Bursar | 08 Miss Emma Gluziki
Artist in Residence | 13 Ms Jo Quinn
Operations Manager |
| 04 Miss Sophie Earnshaw Punnett
Director in Residence | 09 Miss Mara Kalsi
Teacher of Classics | 14 Miss Kate Wooldridge
Director of Sport |
| 05 Mrs Maysam Elssadi
Visiting Tutor of Arabic | 10 Miss Naleesha Kvik
School Nurse | |

Farewell TO STAFF LEAVING



Mr Hugh Bowyer - Carpenter

Hugh Bower left St George's after a remarkable 25 years with the Maintenance Department, where his skills as a carpenter were invaluable.

A very popular member of the St George's community, Hugh made a valued contribution to many projects and the quality of his work means that his presence will be felt for years to come. He was also the School's locksmith, seemingly knowing the legacy behind every lock; many staff will thank him for helping them into rooms when their keys had vanished. Hugh will be much missed. His early retirement will provide him with more time for his family, walking their dog and watching his beloved football team, Arsenal.



Ms Debra Schmidt - Teacher of Physics

Debra has been an unbelievable role model for our girls as lead teacher of Physics for the past sixteen years. She has successfully taught all year groups at the school, having sole responsibility for Physics A Level for a number of years. Anyone that knows Debra will appreciate her straight talking attitude and also her wicked sense of humour. Her subject knowledge is exceptional and I know her experience of examining for AQA has proved invaluable to the ongoing success of the department.

Debra is one of the most organised and hard working teachers you could ever hope to meet and these qualities have been invaluable in her role as cover supervisor, which she has excelled at. She has also been a reliable and approachable Sixth Form tutor. Her tutees have always spoken very fondly of her and appreciated her advice and support, especially with the UCAS application process. Beyond the classroom, Debra has demonstrated a significant commitment to the life of the school, running both science and tennis clubs and accompanying many girls on DoFE over the years.

Debra leaves us this year to spend more time doing what she loves most: golf and tennis. It has been a pleasure having her in the Science Department and we wish her an active and happy retirement with her husband. She will be sorely missed by the St George's community.



Mrs Rachel Belkacem - Head of Computing, ICT and Digital Learning Co-ordinator

Rachel was an industrious and invaluable member of the staff room for seven years and has contributed to school life, both as parent to her two daughters and as Head of Department for ICT & Computing and latterly Digital Learning Coordinator. She not only brought great enthusiasm and innovation to the teaching of her subject but was also an invaluable support as we developed the St George's IT provision, spending many hours working on future steps as part of the IT strategy group. Rachel was also a consummate trainer and gave significant time, often one-to-one, with many in the staffroom, in order to get them up to speed on Google Classroom. Her bespoke videos were a vital part of our smooth transition to remote learning and we are all the more familiar with the Loom video and Go Guardian on the back of Rachel's teaching! She will be greatly missed, both by girls in the younger years - who, I am told, were considering revolt on her departure - and by the Lower Sixth who greatly benefitted from her IT skills for Higher Education course which she pioneered at the school.

We wish Rachel the very best as she moves to be full time Head of Computing at Tomlinscote School in Camberley. She joked about the challenge ahead but we all know that they are very lucky to have her!



Mrs Trini Bello - Spanish Assistant

Mrs Trini Bello arrived at St George's in November 2014 to work in the Modern Languages Department as the Spanish Assistant. Friendly, polite, good-humoured and an expert in all things pertaining to Spain and its language, Trini quickly became popular with both staff and pupils alike. She spent long hours preparing material that was tailored to the needs of individual pupils and was always willing to work late hours to fit in with the schedule that best suited the girls. In the past year, she received the very happy news that she was to become a grandmother. She leaves St George's in order to assist her daughter at this exciting time.

As Trini's pupils over the last six years will attest to, she has been an excellent and thoroughly helpful teacher at St George's. We wish her happiness and success as she gently tutors her grand-daughter in the art of speaking perfectly fluent Spanish!



Mrs Rhiannon Graham - Teacher of Religious Studies

Rhiannon has been an exemplary teacher of Religious Studies, combining a highly professional approach with wonderful good humour and a deeply caring nature. She has dedicated herself to ensuring that every pupil that she teaches reaches their potential and. It always sounded like everyone was having great educational fun whenever you walked past her classroom! Rhiannon has also impressed in the way she supports pupils, giving time to meet with girls outside of lessons. During my maternity leave, Rhiannon took on the role of Head of Religious Studies. It was a great reassurance to leave the department in the hands of such an extremely capable leader who is passionate about consistently striving for excellence.

Outside of the classroom, Rhiannon has fully involved herself in life at St George's: she led the philosophy and debating clubs, accompanied trips, read the Lord's Prayer in Welsh in chapel and was a group leader of the School's Teaching and Learning Focus group investigating what makes lessons 'motivating and inspiring.' Rhiannon has been a wonderful colleague, teacher and friend to so many of us at St George's. We will miss her and we wish her every success with her new adventure as Head of Religious Studies at Pipers Corner.



Mrs Mandy Soni - Housemistress and Teacher of History

Mandy wore two hats during her time at St George's, not only as Housemistress to Markham, but also as a valued member of the History Department from April 2016 until December 2020. During this time, she had two beautiful sons whilst also making a significant impact on the department. Mandy was a reliable, cheerful and valued member of the department. She was always focused on whatever she was teaching and her care for the girls and their progress was evident. She was professional in whatever she did. Mandy was always ready to help on trips, taking on their organisation with her usual cheerful demeanour. However, it will be in the department meetings that she will be particularly missed.

Her contributions were often humorous and her commitment to the department will be very much missed as it certainly was greatly appreciated. We wish her the very best as she takes time for her family.



Sister Naomi Tomsett - School Nurse

Since joining St George's as School Nurse in 2016, Naomi has provided a wealth of support to our girls, ensuring they had the perfect balance of warmth and compassion along with carefully considered advice. She knew the girls incredibly well and was always keen to gain an understanding of their lives inside and outside of the classroom in order to have a full picture of them as individuals. She dealt with bumps and grazes with the same care and attention as mental and physical health issues and her knowledge and experience never ceased to amaze!

Naomi also enjoyed strong relationships with parents, developing healthy lines of communication and bringing sensitivity to, at times, difficult and distressing situations. Our parents had confidence in Naomi's ability to not only make the right decision in such circumstances, but also to follow them up thoroughly. It's not easy being the 'sole' nurse, and yet, over her four years, Naomi built up a strong network of support, including staff from the boarding team, the school counsellors, the school doctor and other agencies. A mark of her professional capability was the manner in which Naomi took on the challenges of the pandemic; from the outset she was central to our planning and preparations

Naomi has been a true support to many, both personally and professionally. We wish her the best of luck in her new role in disability assessment.



Mrs Jess Condliffe - Teacher of Drama, English and Classics, Housemistress Loveday

Jess joined the St George's community in 2016 and has made fantastic contributions to the boarding community and in the Drama Department over the last five years.

Jess has directed and supported a number of year group and school wide productions. She started with 'Bring it On' in her first year and there have been many more since then. 'Second Person Narrative' was a particular highlight. Mrs Condliffe directed the Second Year in a performance that combined humour with pathos which was remarkable for girls of that age. Jess is a bubbly and ebullient person and her energy and positivity - alongside her empathy and kindness - have been greatly appreciated by colleagues and pupils alike. She also has a great sense of humour, finding the fun in any given situation.

When Jess was housemistress of the St George's Upper Sixth boarding house, Loveday, she added great energy and enthusiasm to the house, making changes to modernise the environment for the girls. She cared greatly for the girls in her care and spent many evenings supporting and advising them on all elements of life, from university applications to friendships. Jess is leaving us to join the Royal Hospital School and we wish her the very best in her new position.



Ms Kim Tran - Accounts Assistant

Kim Tran joined St George's as our Accounts Assistant in November 2018, having previously worked at Waitrose headquarters and spending time bringing up her son, Matthew.

Kim settled in quickly and rapidly grew in confidence during her time at St George's. Fiercely loyal to the School, she enjoyed interacting with staff and girls alike and was particularly proud to see the new swimming pool open.

Sadly for us, Kim moved to Lincolnshire to be nearer her sister in November 2020. We wish her well. She will be missed.



Ms Emma Carrington - Domestic Bursar

Emma Carrington joined the School from the Royal Grammar School in April 2018 and instantly became a highly valued member of staff. As the Domestic Bursar, not only was she responsible for overseeing Housekeeping but also catering and, as anyone who had dined at St George's will know, our food is exceptional. Be it themed dining, match teas, or routine fresh and revitalising food, Emma Carrington was always at the heart of things. Working closely with her team, she consistently developed exciting, novel menus and was pivotal in ensuring the School adopted an approach which ensured more ethical purchasing, improved environmental sustainability and support to the local community. Our menus have expanded, as have - dare we admit it - the waistlines of many of the staff. Calm under pressure, Emma saw us through a challenging period when dealing with the COVID pandemic; never was the importance of good housekeeping, hygiene and cleaning more apparent. She developed a remarkably loyal team and had a wonderful relationship with staff and pupils alike. She will be sorely missed. Indeed, she leaves the School a better place for her presence. Our loss is of course another's gain. Emma will be moving to St Mary's as the Head of Housekeeping, working alongside her partner who runs the catering team. We wish her every success.



Miss Jenny Letley - Science Technician

Jenny joined us as a Science Technician in 2018. On first meeting her, we were all struck by how personable she was and she quickly became one of the team. Jenny always looked for the detail in everything she did. Her biological knowledge from years working in a laboratory was invaluable, especially in supporting the teaching of Biology A Level. Her thorough and organised nature meant our practicals always ran smoothly and efficiently.

Jenny was highly appreciated as an amiable and supportive colleague. Her support for the Science Department has been incredible and I know that girls and teachers alike will miss her enormously. Jenny leaves us to join The Marist School in Ascot. We wish her all the very best for the future.



Mrs Donna Rouse-Collen - Teacher of Mathematics

Donna joined the Maths Department just two years ago, but the ease with which she adapted to our procedures and ways of working makes it seem as though she has been an integral part of the department for far longer than that! It was immediately obvious that she had a teaching style that was perfect for St George's pupils and she was an instant hit with the girls. She has shown incredible capacity for motivating our pupils and getting them to perform to the best of their abilities.

Donna has coped tremendously well with the demands of teaching remotely, getting to grips with all of the technical aspects required to deliver purposeful lessons.

Due to her friendly nature and willingness to listen, as well as talk, she has made many friends amongst the staff and we have been regularly entertained by her stories of exciting sailing exploits. I know that Donna is reluctant to leave St George's but her move closer to all things sailing has created a commute that is too long to be continued in the long term. She has been a great friend and a fantastic teacher and I know that those of us in the Maths Department, along with the girls and her fellow staff, will miss her greatly.



Miss Sophia Earnshaw-Punnett - Director in Residence

Sophia has been an incredibly enthusiastic and diligent member of the Drama Department in her time as Director in Residence. The restrictions of this frustrating year have forced the whole Drama Department to re-evaluate their teaching methods and Sophia has wholeheartedly grasped every opportunity this strange situation has presented her with. She created a hilarious radio play with a small group of Fourth Year pupils and directed the fantastic First Year production of 'A Christmas Carol', thinking of creative and alternative ways to work within restrictions. This was a phenomenal achievement given the circumstances and Sophia demonstrated just how adaptable and hard working she is.

She has been a breath of fresh air in the department. Her professional attitude and ability to build relationships have been a great asset; she has boundless energy and always says yes when faced with a challenge. This was obvious in the production of Mary Poppins. Sophia managed to get the most amazing performance out of the First and Second Years in a very tight, two week rehearsal window.

Sophia is going on to do a PGCE and, wherever her placements may be, I have no doubt that she will prosper and thrive. I can only hope that we might be able to lure her back to St George's in the future once her training is complete.



Dr Victoria Henshaw - Teacher of History and Geography (maternity cover)

Victoria's professional skills were extensive, working not only within the History Department for a year in 2020, but also in the Geography and Classics Departments as well during her maternity cover post. This clearly was a challenge, but Victoria was not fazed. She prepared thoroughly for all her lessons and was very concerned for those who perhaps found the work more challenging. Her commitment to supporting those who needed that extra bit of input was certainly appreciated by the girls.

Victoria took up the challenge of remote teaching in her NQT year and was soon adept at using Google Meet and Classroom. She enjoyed exploring different extensions to make the remote lessons as engaging as possible. Victoria certainly had an encyclopedic knowledge of the History she taught and many of her classes learned about areas of History others were not able to explore. Her commitment to the school was seen in her Stretch lectures on the British Empire as well as her talks for SCA Prepared. We wish her the very best in her new position at St Aloysius in London.



Miss Emma Gluziki - Artist in Residence

Always friendly and happy, Emma has been a wonderful addition to the Art department this year as Artist in Residence. She has many strings to her bow and is one of the most organised and busy Textiles artists you could hope to meet. Her Art clubs for the Second Year have been very popular and Emma has supported many GCSE & A Level pupils with their coursework.

Emma enjoys pattern making, embroidery, making clothes, painting, lino printing and illustration and has brought all her interests and abilities to the classroom, benefitting the girls' artistic education. In addition to supporting girls in some of our practical lessons, Emma completed the first year of a two year distance learning PGCE in further education; a very impressive accomplishment.

The pupils and Art Department will miss Emma greatly and we wish her all the best with her exciting future in education and Textiles. We have no doubt that her future will be a bright one!

Awards AND PRIZE GIVING

PREFECTS

Head Girl
June Chung

Deputy Head Girls
Solana del Azar
Celia Jackson

House Captain – Alexander
Olivia Clouting

House Captain – Becket
Georgia Morris

House Captain – Churchill
Alexandra Townsend

House Captain – Darwin
Olivia Gregory

Art Prefect
Eve Hayward

Charity Prefect
Lydia Viney

Library Prefect
Ruby Nolan

Marketing and Admissions Prefects
Grace Dunn
Imogen Wigzell

Sport Prefect
Alessandra Ehmer

UPPER SIXTH SUBJECT PRIZES

Prize for Art
June-Seo Chung

Prize for Biology
Celia Jackson

Prize for Business
Alessandra Ehmer

Prize for Chemistry
Tabitha MacSwiney

Prize for Classics
Alazne Hatton-Mountjoy

Prize for Drama
Olivia Clouting

Prize for Economics
Shaina Lovell

Prize for English
Olivia Clouting

Prize for Extended Project Qualification
Alessandra Ehmer

Prize for French
June-Seo Chung

Prize for Geography
Celia Jackson

Prize for History
Olivia Clouting

Prize for History of Art
Grace Dunn

Prize for Mathematics
Wufei Fan

Prize for Music
Lydia Viney

Prize for Photography
Alessandra Ehmer

Prize for Physical Education
Imogen Rodger

Prize for Physics
Aliya Millins

Prize for Politics
Ruby Nolan

Prize for Psychology
Solana del Azar

Prize for Religious Studies
June-Seo Chung

Prize for Spanish
Solana del Azar

Prize for Textiles
Imogen Wigzell

Dourountakis Cup for Academic Excellence
Olivia Clouting

Upper Sixth Progress
Eve Hayward

Upper Sixth Effort
Alessandra Ehmer

Upper Sixth Kindness & Community
Philippa Miles

Sixth Form Diplomas
Ruby Carty-Din
Beau Clarke
Alyssa Davis
Keira Johnson

Jasmine Keilling
Fleur Lewis
Dominique Older
Phoebe Pantlin
Maya Torkington
Elizabeth Trefgarne
Olivia Turner
Ziqi Xu

UPPER SIXTH CO-CURRICULAR PRIZES

Senior Acting Cup
Olivia Clouting

The Miranda Leatham Singing Cup
Olivia Clouting

The Kafena Cup for Music
Lydia Viney

Services to Chapel Choir
Olivia Clouting
Alexandra Townsend
Lydia Viney

Senior Sports Cup
Adrienne Silvano

Alexander Award
Olivia Clouting

Becket Award
Georgia Morris

Churchill Award
Alexandra Townsend

Darwin Award
Olivia Gregory

Deputy Head Girls' Award
Solana del Azar
Celia Jackson

Head Girl's Award
June-Seo Chung

FIRST YEAR COMMENDATIONS

Commendation for Art
Evie Ewens

Commendation for ICT and Computing
Marta Shanahan

Commendation for Drama
Ishpel Williams

Commendation for English
Senna Choudree

Commendation for French
Ishpel Williams

Commendation for Geography
Manon Morgan-Cooper

Commendation for History
Manon Morgan-Cooper

Commendation for Latin
Senna Choudree

Commendation for Mathematics
Marta Shanahan

Commendation for Music
Tabitha MacPhee

Commendation for Religious Studies
Luisa McAllister

Commendation for Science
Luisa McAllister

Headmistress's Award for Outstanding Achievement in Drama, Latin, Music and Science
Devon Jessop

SECOND YEAR COMMENDATIONS

Commendation for Art
Sofya Novokshonova

Commendation for ICT and Computing
Laranya Clacher-Chopra

Commendation for Drama
Grace Davy

Commendation for English
Amber Dhamrait

Commendation for French
Chanel Grainger

Commendation for Geography
Dominique Nobrega

Commendation for History
Scarlett Scaddan

Commendation for Latin
Cara Viney

Commendation for Mathematics
Dominique Nobrega

Commendation for Music
Cameron Elston

Commendation for Religious Studies
Katie Guest

Commendation for Science
Lucy Kieran

Commendation for Spanish
Aanya Shukla

Headmistress's Award for Outstanding Academic Achievement in English, French, Latin and Religious Studies
Asees Dhanda

THIRD YEAR PRIZES

Prize for Art
Felicitas Petersen

Prize for Classics
Zara Mkparu

Prize for ICT and Computing
Estella Dhanda

Prize for Drama
Zara Mkparu

Prize for English
Rosemary Dangerfield

Prize for French
Lucia El-Bacha

Prize for Geography
Amelia Wells

Prize for History
Rosemary Dangerfield

Prize for Latin
Chloe Moston

Prize for Mathematics
Anya Hagen

Prize for Music
Orla Smith

Prize for Religious Studies
Amelia Wells

Prize for Science
Matilda Ward

Prize for Spanish
Matilda Ward

FOURTH YEAR COMMENDATIONS

Commendation for Art
Judith Arvidsson

Commendation for Biology
Milly Holdsworth

Commendation for Chemistry
Kar Hang Yuen

Commendation for Classics
Alexandra Rotheroe

Commendation for Drama
Elodie Stacey

Commendation for English
Isobel Thomas

Commendation for French
Charlotte Himsworth

Commendation for Geography
Charlotte Coates

Commendation for History
Judith Arvidsson

Commendation for Latin
Anna Dripps

Commendation for Mathematics
Shuyue Zhang

Commendation for Music
Milly Holdsworth

Commendation for Physical Education
Charlotte Coates

Commendation for Physics
Shuyue Zhang

Commendation for Religious Studies
Elizabeth Macaulay

Commendation for Science
Paige Clarke

Commendation for Spanish
Ellie Darke

Commendation for Textiles
Leila Nicholas

Headmistress's Award for Outstanding Achievement in Art, Drama, English, French and History
Oona Gibbons

Headmistress's Award for Outstanding Achievement in Biology, Chemistry, Latin, Mathematics, Physics, Religious Studies and Spanish
Jessica Guest

Awards AND PRIZE GIVING

FIFTH YEAR PRIZES

Prize for Art
Isabel Gleasure

Prize for Biology
Oi Yee Zhang

Prize for Chemistry
Lucy Grant

Prize for Classics
Alice Nicholson

Prize for Drama
Daisy Booth

Prize for English
Annabel Shaw

Prize for French
Hannah Beason

Prize for Geography
Charlotte Pusey

Prize for History
Hannah Beason

Prize for ICT
Annabel Macpherson

Prize for Latin
Kendra Jervis

Prize for Mathematics
Oi Yee Zhang

Prize for Music
Veronika Maurus

Prize for Physical Education
Lara Scott

Prize for Physics
Lucy Grant

Prize for Religious Studies
Lucy Proctor

Prize for Science
Charlotte Pusey

Prize for Spanish
Kendra Jervis

Prize for Textiles
Megan Cale

Headmistress's Award for Outstanding Achievement in Biology, Chemistry, Geography, Physical Education and Physics
Ruby Woodward

Headmistress's Award for Outstanding Achievement in Drama, English, History and Music
Amelia Taylor

LOWER SIXTH COMMENDATIONS

Commendation for Art
Lucy Keddie

Commendation for Biology
Leyan Sun

Commendation for Business
Mannat Sahota

Commendation for Chemistry
Ariana Ribeiro

Commendation for Drama
Isabel Kardos-Stowe

Commendation for Economics
Amelia Marriott

Commendation for English
Daisy Rhead

Commendation for French
Amelia Marriott

Commendation for Geography
Daisy Rhead

Commendation for History
Matilda Cayton

Commendation for History of Art
Thea Scaddan
Summer Masood

Commendation for Mathematics
Qiqi Wu

Commendation for Photography
Thea Scaddan

Commendation Physical Education
Alice Kyle

Commendation for Physics
Ka Wai Lam

Commendation for Politics
Summer Masood

Commendation for Psychology
Leyan Sun

Commendation for Religious Studies
Isabel Kardos-Stowe

Commendation for Spanish
Ariana Ribeiro

Commendation for Textiles
Amelia Mitten

PROGRESS PRIZES

First Year Progress
Annabel Tsang

Second Year Progress
Maya Evdokimova

Third Year Progress
Erin Marshall

Fourth Year Progress
Kexin Zhang

Fifth Year Progress
Amelia Hampshire

Lower Sixth Progress
Lucy Keddie

EFFORT PRIZES

First Year Effort
Lola Tomlin-Jones

Second Year Effort
Ava Timms

Third Year Effort
Olivia Wells

Fourth Year Effort
Kar Hang Yuen

Fifth Year Effort
Imogen Hillary

Lower Sixth Effort
Amelia Mitten

KINDNESS AND COMMUNITY PRIZES

First Year Kindness and Community
Ishpel Williams

Second Year Kindness and Community
India Knowles

Third Year Kindness and Community
Rosemary Dangerfield
Fourth Year Kindness and Community
Sophie Elliot

Fifth Year Kindness and Community
Lucy Proctor

Lower Sixth Kindness and Community
Ariana Ribeiro

THE GOOD COMPANION CUP

Awarded to a pupil who has given exceptional service within the School community during the past year
Olivia Clouting

THE SPIRIT OF ST GEORGE AWARD

Awarded to a pupil who has shown true Georgian Spirit during the past year
Hannah Beason

HOUSE WORK SHIELD FOR MERITS

Churchill

THE HOUSE CHAMPIONSHIP CUP

Alexander

JUNIOR CO-CURRICULAR PRIZES

Junior Acting Cup
Anya McCall

Junior Music Cup
Georgina Howitt

Junior Sports Cup
Asees Dhandra

EAL Cup
Yung Hsu Yang

13+ SCHOLARSHIPS 2021

All Round Sports And Performing Arts (Dance And Drama)
Lucy Kieran

Performing Arts (Music And Drama)
Maclaren Loxton-Coe

Academic
Amber Dhamrait

Art
Shuran Zhang

Drama
India Knowles

Swimming
Amelia Marotte

Art Exhibition
Amanda Elliott

Drama Exhibition
Dominique Nobrega

Sports Exhibition
Grace Davy

SIXTH FORM SCHOLARSHIPS 2021-23

All Round Academic and Performing Arts (Drama And Music)
Amelia Taylor

Sports Scholarship
Alice Nicholson

Academic Exhibition
Hannah Beason

Sports Exhibition
Eleanor MacPhee

AUTUMN TERM ASSOCIATED BOARD OF THE ROYAL SCHOOLS OF MUSIC AWARDS

Grade 2 Singing
Amelia Wells Merit

Grade 3 Singing
Maya Evdokimova Pass

Grade 3 Singing
Aanya Shukla Pass

Grade 4 Singing
Rosemary Dangerfield Merit

Grade 4 Singing
Gemma Dripps Pass

Grade 4 Singing
Olivia Wells Distinction

Grade 6 Singing
Lydia Viney Pass

Grade 5 Flute
Oi Yee Zhang Merit

Grade 6 Flute
Anna Dripps Pass

Grade 4 Violin
Chloe Moston Pass

AUTUMN DANCE

Dance GCSE
Constance Marriott Grade 8

SPRING TERM LAMDA

Acting Grade 3 Solo
Amara Allan Merit

Awards AND PRIZE GIVING

Acting Grade 3 Solo Dominique Nobrega	Distinction	Acting Grade 3 Solo Emily Wabwire	Distinction
Acting Grade 3 Solo Lucy Kieran	Distinction	Acting Grade 4 Solo Estella Pardellas-Marra	Merit
Acting Grade 3 Solo Hemani Mehta	Merit	Acting Grade 4 Solo Aanya Shukla	Distinction
Acting Grade 3 Solo Isher Sahota	Distinction	Acting Grade 4 Solo Josephine Marriott	Distinction
Acting Grade 3 Solo Alice Grant	Distinction	Acting Grade 4 Solo Olivia Wells	Distinction
Acting Grade 3 Solo Felicitas Petersen	Distinction	Acting Grade 4 Solo Emilia Petersen	Distinction
Acting Grade 3 Duo Tirnan Gillard	Distinction	Acting Grade 4 Solo Lola Tomlin-Jones	Distinction
Acting Grade 3 Duo Leila Mount	Distinction	Acting Grade 4 Solo Thea Rhead	Distinction
Acting Grade 2 Solo Maclaren Loxton-Coe	Distinction	Acting Grade 5 Solo Emily Arbuthnott	Distinction
Acting Grade 2 Solo Maya Evdokimova	Distinction	Acting Grade 5 Solo Grace Davy	Distinction
Acting Grade 4 Solo India Knowles	Distinction	Acting Grade 5 Solo Georgia Kohring	Distinction
Acting Grade 5 Solo Ava Marson-Day	Merit	Acting Grade 5 Solo Scarlett Enticknap	Distinction
Acting Grade 5 Solo Orla Smith	Distinction	Acting Grade 6 Solo Bronze Medal Anya McCall	Distinction
Acting Grade 5 Solo Amelia Taylor	Distinction	Acting Grade 6 Solo Bronze Medal Milly Holdsworth	Distinction
Acting Grade 5 Solo Ruby Nolan	Distinction	Acting Grade 6 Solo Bronze Medal Ruby Nolan	Distinction
Acting Grade 6 Solo (Bronze) Annabel Macpherson	Merit	Acting Grade 6 Solo Bronze Medal Elodie Stacey	Distinction
Acting Grade 6 Solo (Bronze) Veronika Maurus	Distinction	Acting Grade 7 Solo Silver Medal India Williams	Merit
SUMMER TERM LAMDA			
Acting Grade 2 Solo Tina Rasti	Distinction	Acting Grade 7 Solo Silver Medal Matilda Cayton	Distinction
Acting Grade 3 Solo Isabel Disley	Distinction	Acting Grade 7 Solo Silver Medal Daisy Rhead	Distinction
Acting Grade 3 Solo Anyahagen	Distinction	Acting Grade 7 Solo Silver Medal Megan O'Hare	Distinction

Acting Grade 8 Solo Gold Medal Tabitha MacSwiney	Distinction
Acting Grade 8 Solo Gold Medal Celia Jackson	Distinction

DANCE

Junior Dance Award for Progress and Dedication Tabitha MacPhee
Senior Dance Award for Progress and Dedication Amelia Taylor
Acro Student of the Year Cameron Elston
Contemporary Dancers of the Year India Knowles Zara Mkparu
Tap Dancer of the Year Lucy Proctor
Junior Ballet Dancers of the Year Lucy Kieran Maya Evdokimova
Senior Ballet Dancers of the Year Amelia Mitten Yung Hsu Yang
Junior Street and Jazz Dancers of the Year Emilia Petersen Amar Bhogal Summer Clarke
Senior Street and Jazz Dancers of the Year Aliya Millns Olivia Clouting
Pilates Student of the Year Sofya Belchenko
Dance GCSE Students of the Year Paige Clarke Nyah Millns

Chapel CHOIR



Head of Chapel Choir

Alexandra Townsend

Upper Sixth

Olivia Clouting
Alexandra Townsend
Lydia Viney

Lower Sixth

Tilly Cayton
Isabel Kardos-Stowe
Milly Marriott

Fifth Year

Ellie Fidura
Imogen Hillary
Kendra Jervis
Connie Marriott
Erin Smith
Amelia Talyor
Lily Woodward
Ruby Woodward

Fourth Year

Gemma Dripps
Oona Gibbons
Olivia Hand
Milly Holdsworth
Nyah Millns

Third Year

Rosie Dangerfield
Katie Hewer
Georgina Howitt
Jojo Marriott
Ava Marson -Day
Anyah McCall
Felicitas Petersen
Orla Smith
Amelia Wells
Olivia Wells

Second Year

Cameron Elston
Maclaren Loxton-Coe
Lucy Kieran
Ava Timms

First Year

Evie Ewens
Manon Morgan - Cooper
Luisa McAllister
Emilia Petersen

EXAM *Results* HIGHLIGHTS

In what has been a challenging and extraordinary academic year, I am exceptionally proud of our Upper Sixth and Fifth Year pupils who have continued to work hard amid disruption and uncertainty about their qualifications.

They have, without exception, shown maturity and resilience and have been a fantastic support to each other as well as excellent role models for the younger girls.

At A Level, 90% of grades were awarded at A*-B with a stunning 42% at the highest grade of A*. We were also particularly impressed with the large number of girls who submitted Extended Project Qualifications (EPQs), an independent research task highly regarded by universities, of an exceptionally high standard; 47% attaining A* and 42% A grades.



All of the Upper Sixth girls were successful in confirming their university places on results day, with 94% heading off to their first choice of university and no one having to enter clearing. For these girls the most popular destinations will be Durham University (21% of leavers), the University of Exeter (15%), the University of Edinburgh (12%) and the University of Leeds (12%) and examples of the courses they will be studying include Psychology, Geography, Medical Sciences, International Relations, Exercise and Sports Science, Fashion Marketing, Fine Art, History, Filmmaking, and Marketing and Management.

At GCSE, the girls collectively and individually performed very well and saw their diligent efforts rewarded whilst managing to keep on top of a wide range of subjects, as is the nature of GCSEs. 37% of grades awarded were the top grade 9, 60% grade 8-9 and 78% grade 7-9. Seven girls in the Fifth Year obtained either straight grade 9s, or straight 9s and one grade 8.

We are looking forward to this year group working with the new Upper Sixth girls to lead the School as a strong and capable Sixth Form, as we come together again as a whole school community.

We are deeply proud of this conscientious, capable and accomplished cohort of girls.

Liz Hewer | Head

UPPER SIXTH *University* DESTINATIONS

(Correct as of September 2021)

NAME	UNIVERSITY	COURSE
Ruby Carty-Din	King's College, University of London	International Relations
June Chung	Durham University	Liberal Arts
Beau Clarke	Royal Holloway, University of London	Film, Television and Digital Production
Olivia Clouting	Durham University	History
Alyssa Davis	The University of Edinburgh	Psychology
Solana del Azar	Durham University	Psychology
Grace Dunn	The University of Edinburgh	Arabic with Islamic and Middle Eastern Studies
Alessandra Ehmer	University of Leeds	Business Management
Wufei Fan	University of Leeds	Fine Art
Olivia Gregory	University of Manchester	Fashion Marketing
Alazne Hatton-Mountjoy	Royal Holloway, University of London	English and Classical Studies
Eve Hayward	University of Exeter	History with Study Abroad
Celia Jackson	Durham University	Geography
Keira Johnson	Bath Spa University	Interior Design (Professional Placement Year)
Jasmine Keiling	City, University of London	Criminology and Psychology
Millie Lewin	University of Brighton	Fine Art
Fleur Lewis	University of Exeter	International Relations
Shaina Lovell	Royal Holloway, University of London	Accounting and Finance with a Year in Business
Tabitha MacSwiney	The University of Edinburgh	History
Philippa Miles	University of Sussex	Filmmaking
Aliya Millns	University of York	Environmental Geography
Georgia Morris	University of Leeds	Criminal Justice and Criminology
Ruby Nolan	Durham University	Liberal Arts
Dominique Older	University of Brighton	Psychology
Phoebe Pantlin	University of Exeter	Business and Management with Industrial Experience
Imogen Rodger	University of Exeter	Exercise and Sport Sciences
Adrienne Silvano	Oxford Brookes University	Communication, Media and Culture
Maya Torkington	University of Exeter	Medical Sciences
Alexandra Townsend	University of Leeds	Business Management
Elizabeth Trefgarne	Bristol, University of the West of England	Photography
Olivia Turner	The University of Edinburgh	Economic History
Lydia Viney	Royal Holloway, University of London	Psychology, Clinical and Cognitive Neuroscience
Imogen Wigzell	Durham University	Marketing and Management
Ziqi Xu	Durham University	Psychology

Highlights OF THE YEAR



NEW COOKERY ROOM

It was a pleasure to announce the opening of the new Cookery and Food Technology Room at the beginning of the summer term.

Cookery and Food Technology is an incredibly popular part of the curriculum at St George's. The development of a new bespoke cookery room has, therefore, long been planned to grow on the success and continuing demand for food education and cookery skills provided under the auspices of a Leith's approved cookery programme.

The Spring Term's period of enforced quiet at St George's provided the ideal opportunity to get to work! An existing, large classroom was redeveloped to create an exciting, modern space with seven cooking stations with capacity for fourteen pupils. In addition, there is a teacher's work station where pupils can watch demonstrations, supported by televisions and overhead cameras to ensure that the girls can observe technique in detail. The school has consciously chosen to use eco-friendly induction hobs within the design of each station, both to minimise energy usage and also allow for the use of renewable energy, in keeping with St George's commitment to sustainability and the environment. In terms of aesthetics, St George's colours have been applied throughout. Grey cabinets with a splash of red provide a very contemporary feel.

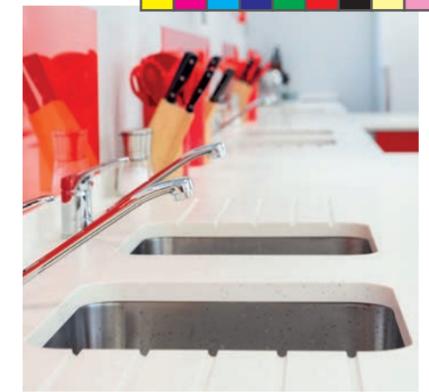
The development of this new space has also enabled the School to repurpose the former Cookery room into much needed domestic staff changing rooms and toilets. This is a welcome addition for the support staff behind the scenes, significantly improving their working conditions and alleviating congestion in other areas.



During lockdown, many from across the St George's community gathered each Friday evening under the expert tutelage of Mrs Jones - our Leith's trained teacher - to cook supper together online.

The huge popularity of 'Friday Feasts' showcased the tangible way in which Cookery facilitates that sense of connection with one another that is central to the St George's ethos.

Girls, staff and families alike were thrilled that the new Cookery and Food Technology room was ready for action at the start of the Summer Term.



Highlights OF THE YEAR

The 2020-2021 school year has seen a remarkable gear change in St George's stance on the environment, both in terms of action as well as future development.



THE DEVELOPMENT OF THE ST GEORGE'S ENVIRONMENT STRATEGY

The whole community's efforts were rewarded when we were shortlisted for the 'Green Award for Environmental Achievement' by the Independent Schools of the Year Awards at the end of the Summer Term.

With considerable support from the Governors, Head and Senior Leaders, newly appointed Bursar, James Anderson has brought invaluable vision to focus on defining the School's environmental policy and practice, ensuring that this is at the heart of St George's future planning. More broadly, the entire School community has united in delivering consistent, effective and positive improvement to its environmental footprint and sustainability.

St George's is committed to developing the whole School community's environmental education, enabling pupils and staff to lead and inform others and nurturing a strong understanding of environmental issues as well as a healthy culture of challenging the status quo. An exciting sense of momentum and a desire for environmental accountability within the pupil body developed over the academic year and, at the start of the Autumn Term 2020, the Upper Sixth Prefects set up a new pupil-led Environmental Council. Their discussions have included: an increase in recycling and the reuse of plastics, a reduction in the use of disposable plastics, reducing meat within the school menu and working on strategies to develop individual responsibility for this issue amongst pupils.

During the Summer Term, the Environmental Council, alongside the local council, gathered signatures on a petition to protect local woodland that borders the school

from development. Deputy Head Girl, Celia, expressed her ambitions for her role in leading the creation of the Environmental Council,

'I want to inspire the younger girls and get them involved in contemporary issues such as climate change and conservation ecology. I want to start an environmental council so everyone at St George's can join in and do their part.'

St George's aims not only to educate within the classroom, but to develop awareness and proactive engagement amongst staff, parents and the local community through existing and developing outreach programmes. Staff have been encouraged to look into the details: to minimise the waste of resources, eliminate single-use plastics and reduce paper usage and photocopying. Parents have been encouraged to consider the use of shared transport to minimise travel to school, and turn off their car engines while waiting to collect their daughters.

The St George's Environmental Strategy also focuses on limiting the School's negative impact upon the environment and improving the quality of the estate and the surrounding environment. The School site is entirely powered by renewable energy sources and contractors and suppliers are selected with their environmental position specifically in mind.

The beautiful and generous 30-acre School site has been developed to increase biodiversity.

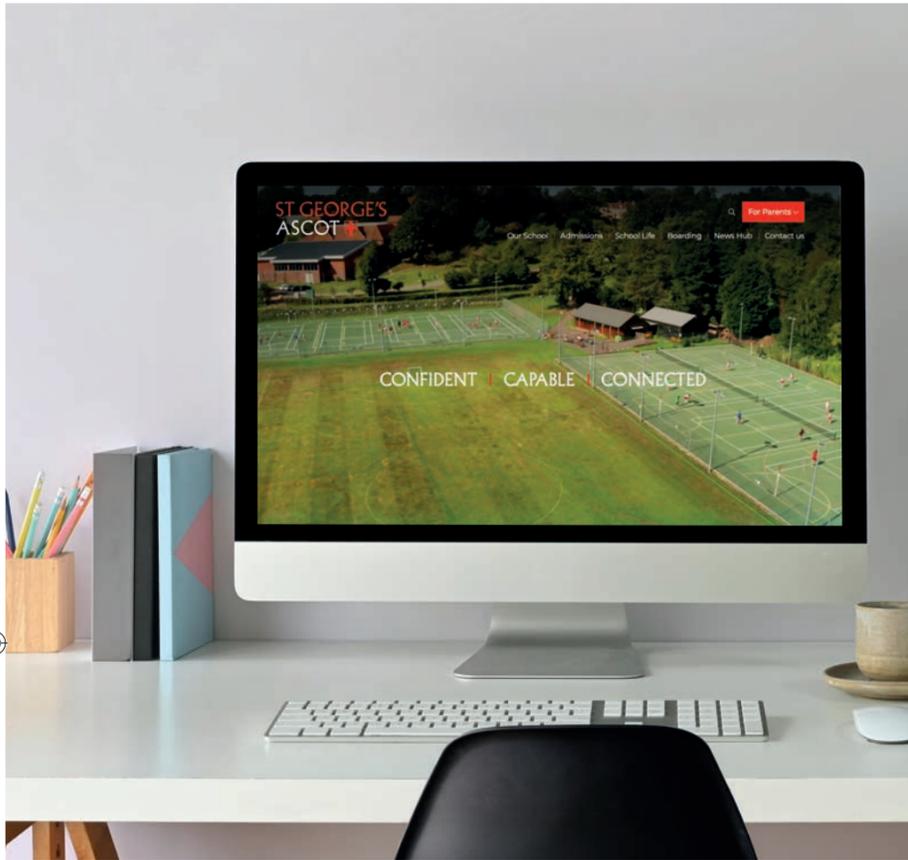
Early in September, St George's planted thirteen new trees to develop an arboretum at the school and this will be increased in the years ahead. Swallow and bat boxes were located on the side of the Swimming Pool building and flower beds were filled with plants that encourage biodiversity, emphasized in the Summer Term by the planting of two wildflower meadows. Plans are forming to maximise solar energy, using the School's southern aspect to better effect and this will focus on the introduction of more solar panels to increase in-house power generation.

The Bursar and his team are also looking at how to evolve the School's fleet of minibuses to be more environmentally friendly.

The development of an Environmental Strategy, strongly embedded within the School's strategic planning, will enable St George's to put environmental sustainability at the core of everything that it does and thus contribute towards a better future for all, for all.



Highlights OF THE YEAR



NEW WEBSITE

After a significant period of planning and detailed work, it was exciting to share the new St George's website with the School community at the start of the Summer Term.

The new design strongly reflects the ethos and life of the School and will be an invaluable resource in showcasing the school to prospective families, giving them a typically warm Georgian welcome.

ISOTY AWARD

Finalist in the Independent School of the Year - Healthy Eating Category.



The school community was absolutely delighted to have been shortlisted as a finalist in the Healthy Eating category of the Independent School of the Year Awards 2020.



By December, Third Year pupil Rosie decided to bring some much needed good cheer to her isolating cohort:

'On being told that the Third Years were going to have to be in self isolation and attend online school for two of the most festive and jolly weeks of the year, I think it is safe to say that most of us were a little dispirited!

I was putting my Christmas tree up the following weekend after leaving school when I came across an old Santa costume and thought, "wouldn't it be funny if I showed up to school in this?" So, on Monday morning that is exactly what I did! I noticed throughout the day that seeing me decked out in red and white made people smile. In fact, it not only gave other people a mood lift but it significantly boosted MY mood and enthusiasm to work harder in lessons. After the success of day one, I thought, "why not spread a little extra Christmas cheer and come to virtual school like this every day?"

Throughout the week, I created a series of costumes from materials I had at home, coming to remote school as something different every day. Some of the highlights included being a snowman, a present and the Grinch.

It reached the point where people in my year were talking about the 'Outfit of the Day' and sending suggestions!

After overcoming the initial embarrassment of being dressed up, I became more confident to turn on the camera, give everyone a wave and try my best to make every person's day a little bit brighter. The reactions I got from teachers and friends alike gave me the extra encouragement to keep going and I ended the period of remote learning with my costume finale - a fireplace with stockings and fairy lights fit for a Christmas grotto.

It was never my intention to dress up for that long - but I am glad that I did. It definitely cheered me up and I hope I made both my teachers and friends smile a little bit more as well.



THIRD YEAR FESTIVE FUN IN ISOLATION

Highlights OF THE YEAR

“I think being involved with the Diversity and Inclusion Group is a good educational experience for both me as a teacher and for our pupils, as, in an ever growing multicultural and diverse world, the concepts of appreciation, understanding, inclusion and interest - rather than just tolerance of a culture or group - are vital. They should be interwoven as part of our lifestyle, not just a ‘tick box’ exercise or lesson, as this is the reality for so many every day”.

Miss Kelsi



DIVERSITY AND INCLUSION WEEK



With a mix of day pupils and UK and international boarders, diversity and inclusion have always been key features of St George's as each pupil is supported on their own journey.

The staff work hard to ensure every individual knows their worth and value and all pupils have the freedom to express their individuality without judgement. In May, Diversity and Inclusion Week was celebrated at St George's, with an inspiring schedule of activities threaded through assembly, tutor times, into the classroom and out onto the sports pitches. The First Years launched the week with a wonderful video rendition

of Benjamin Zephaniah's poem, 'The British' in assembly which the author himself retweeted, adding his encouragement for the week ahead. New Classics teacher, Miss Kelsi, shared work from the Diversity and Inclusion Committee on the current lack of diversity within conventional Western perspectives of superheroes. She explained that the girls had devised superheroes based on their own identity producing characters that reflected Vietnamese, French and Japanese culture.

During tutor time over the course of the week, the girls read a number of titles to help them think more broadly about their own identity and that of those around them. The St George's pupil body is fortunate to be made up of many international pupils and a number of girls contributed to a series of videos shared during MFL lessons, taking pupils on a fascinating journey through the language, food, geography and politics of their homelands. The History of Art Department thought about how cultures express their own identities, experiences and concerns

through the media of painting and sculpture, looking at a range of interesting examples from Africa, Japan and China, as well as paintings and sculptures that raise awareness of issues concerned with the Black Lives Matter movement. Pupils took part in inclusion-based activities in the theatre and delicious aromas emanated from the new cookery room as the girls created dishes from around the world. The talented catering staff produced a wonderful array of menu choices. Girls even learned the rules of Tapu ae, a traditional Maori ball game!

There was also a great response from pupils to the Diversity and Inclusion Art Competition with a breadth of content that made it difficult for the judges to reach a decision. Amanda was announced winner of the Junior entry and Eve, the winner of the Senior entry. Special mention was also given to June, who came second in the Senior category and to Felicitas and Emilia, who received a Highly Commended.



Highlights OF THE YEAR

THE 'MATURITY, ENTHUSIASM AND COMMITMENT' OF THE PUPILS AT ST GEORGE'S ASCOT PAYS OFF AS GIRLS EARN PLACES AT IMPRESSIVE LIST OF UNIVERSITY DESTINATIONS



Alongside their peers across the country, the St George's Upper Sixth girls endured considerable disruption to the study of their two year A Level courses due to the Covid-19 pandemic. Amid enduring uncertainty and extended periods of remote schooling, the girls approached independent study and assessment with maturity, enthusiasm, and commitment throughout.

Using internally and externally quality-assured evidence from a number of assessments, 90% of A Level grades were awarded at A*-B, with 42% at the highest grade of A*. In addition, the cohort completed impressive Extended Project Qualifications with 47% awarded A* and 42% A grades.

Amid the widely acknowledged fierce competition for university places this year, it was an exceptionally strong year for university entrance at St George's with 94% of leavers securing a place at their first choice university in a broad range of specialisms reflecting their individual interests and talents.

Places were secured on degree courses including Psychology, Geography, Medical Sciences, International Relations, Exercise, and Sports Science, Fashion Marketing, Fine Art, History, Filmmaking, and Marketing and Management, with the most popular destinations for the 2021 leavers being the Russell Group universities of Durham University (21% of leavers), the University Of Exeter (15%), the University of Edinburgh (12%) and the University of Leeds (12%).

Head, Liz Hewer sang her praises of this strong cohort of pupils.

"There is no doubt that this group of students have worked exceptionally hard and have benefitted individually and collectively from the tireless efforts and unwavering support of their teachers, pastoral, boarding, and support staff. It was with enormous pride that, as a School community, we were able to celebrate this year group's considerable successes and notable personal qualities with the girls themselves and with their parents at our Prize Giving in July".

Liz Hewer



GEORGIANS REWARDED WITH CONSISTENTLY IMPRESSIVE GCSE RESULTS, HAVING EMBRACED A BUSY, DIVERSE POST-GCSE 'BRIDGING THE GAP TO SIXTH FORM' PROGRAMME

The Fifth Year pupils' GCSE results were consistently impressive across the board in 2021, demonstrating the strong, value-added education St George's was able to offer its pupils despite the adverse circumstances of the past 18 months.

A Level courses. This was followed by an opportunity to expand their horizons and enjoy time together with experiences and trips in the local area and beyond, the highlight for many being a visit to Regent's Park Open Air Theatre to watch Romeo and Juliet.

The year group consistently worked incredibly hard, both during their time in school and during extended periods of remote learning, and the strong relationships with their committed teachers, all of whom know their pupils extremely well, have no doubt benefitted them throughout a challenging time in their educational journey.

Head, Liz Hewer, reflected on her Fifth Year with great pride, "Above all, the girls have been enormously supportive of each other and excellent role models for the younger year groups. The girls can't wait to reconnect with their friends across the School, and we are looking forward to them playing a leading role as members of the Sixth Form next term when we are able to come together once more as a whole school community."

After their assessment period in May, the year group embarked on a busy and diverse post-GCSE programme including a 'Bridging the Gap to Sixth Form' programme, the introduction to the Extended Project Qualification and foundation lessons in their chosen

Confident

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- CHRISTMAS CARD COMPETITION
- ART AT HOME
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- ROYAL ASCOT SCHOOLS ART COMPETITION SUCCESS
- DRAMA
- FIRST YEAR FILM PRODUCTION OF 'A CHRISTMAS CAROL'
- FIRST AND SECOND YEAR PERFORMANCE OF MARY POPPINS
- DEvised DRAMA WORK
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- OPEN MIC NIGHT
- AUTUMN CONCERT
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- MUSIC FOR A SUMMER EVENING
- YOUNG ENTERPRISE
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- FIRST YEAR BAKE OFF: POSITIVITY CHALLENGE
- BATTLE OF THE TUTOR GROUPS QUIZ
- ACTIVITY WEEK

ART

TUNE UP ARTS

Throughout the first half of the Autumn Term, St George's celebrated the positive impact of the Arts on the wellbeing of individual pupils, in support of Girls' Schools Association's November #tuneuparts campaign.

A number of our SGA pupils spoke about how being involved in the Arts had improved their self-esteem and confidence. Over a period of five weeks, Olivia, Millie, Alex, Oona and Veronika shared their experience and showcased the wonderful work of the Textiles, Music, Photography, Fine Art and Drama Departments.

I find textiles very satisfying. When I look back on what I have created, it's always very rewarding.



I love performing, and doing anything you love has to have a positive impact on your wellbeing.



One of my stand out moments was definitely the musicals. Doing any play, you grow so many friendships across the different year groups.



I feel much more confident about expressing myself both in real life and on stage.

ART

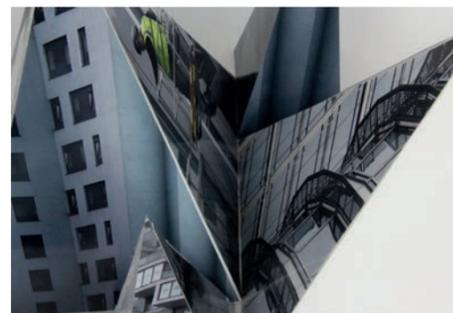
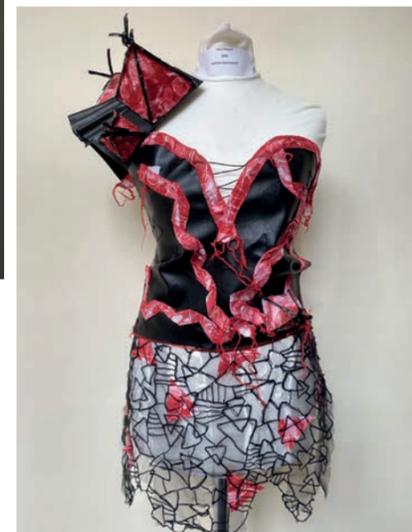
ART OVERVIEW

In September, the Art Department was busy ordering materials to accommodate teaching in cohorts and swiftly adjusting departmental practice to teach in a Covid safe fashion.

Teachers quickly learnt what two metres really looks like in a classroom and a year of teaching both online and face to face has ensured that all staff are now as literate with IT as they are Art!

There have been many highlights for the Art Department in the 2020-21 school year. GCSE and A level pupils took to the grounds of the school for some experimental drawing when the weather was fine in September and it was only too clear that they were enjoying being back in school together. In October, interested A level pupils were able to watch a presentation on a variety of courses offered by University Art London. Pupils joined a Q&A with Olivia O'Hare, a student recruitment officer, to help them decide what campus and course might suit them. This year's Artist in Residence, Emma Gluziki, has made a particularly positive impact on GCSE and A level pupils whilst studying for her own PGCE with the University of Greenwich.

The Art Department ran an Art Education Day for prospective Year 5 and 6 pupils, who learnt how to decoupage onto 3D unicorns, paint with acrylic onto canvases and use scratch cards and tools to draw insects. The Head of Art, Miss Antolik organised a successful online Art Cluster Day for colleagues from a number of GSA schools which included a guest speaker, a presentation on the St George's Art Department and a group discussion.



ART

ART PREFECT'S AUTUMN TERM COMPETITION

During the autumn term the Art Prefect, Eve, challenged pupils to design a piece using recycled or sustainable materials.

The winning design by Felicitas in the Third Year was a stylish dress made entirely from bin bags.

Mrs Antolik and Eve were incredibly impressed with Felicitas' finished piece, not only in terms of the detail and the creativity of her design, but also the thought that had gone into planning her project.



CHRISTMAS CARD COMPETITION

The 2020 Christmas Card Competition was won by Second Year pupil, Sofya.

Her beautiful design just pipped some strong competition to the post to be placed first. Lucy, June, Mila and Yeva were also highly commended for their beautiful seasonal creations.



ST GEORGE'S
ASCOT

CHRISTMAS CARD
COMPETITION WINNER:
SOFYA NOVOKSHONOVA

www.stgeorges-ascot.org.uk



ART AT HOME

Throughout the Spring Term the Art Department shared some wonderful work completed by the girls at home on their social media channels.

It was hugely encouraging to see that learning remotely had provided space for the girls to develop their individual creativity, rather than limiting it.

The Third Year's imagination was evident, as bug art was incorporated into fashion designs. Sculptures from Third Year pupils showcased all that can be done with some kitchen foil as they emulated Giacometti's work. The experimental landscapes the Second Year pupils worked on in their Textiles class were just beautiful. A number of pupils also enjoyed getting creative in the Co-curricular Art Club that was offered online.



The Dragon 2020-21



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ART

NEWSPAPER FASHION SHOW

SGA Stretch Week took place in April and Art Prefect and A Level Textiles pupil, Eve, came up with the ambitious idea of asking the girls to create a dress made of newspaper in just one hour!

Prizes were awarded for technical ability, creativity and teamwork and it was wonderful to see the teams of two or three busy at work whilst having so much fun. The standard of the finished products was impressive, with teams embellishing their designs using techniques that Eve had shown them.

Eve prepared an electronic slide with inspiration, in order to help the girls get started on their design. She also resourced all the materials that the girls needed and provided ongoing encouragement to the teams throughout the challenge. Francesca, Nailah and Luisa won for creativity, Emilia and Marta for technical ability and Lola and Manon won the prize for team work.

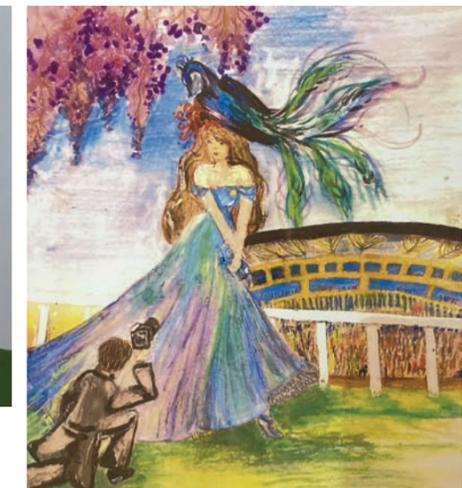


ROYAL ASCOT SCHOOLS ART COMPETITION SUCCESS

Royal Ascot 2021 formed part of the second phase of the Government's Events Research Programme, with a capacity of 12,000 guests visiting Ascot each day from 15th - 19th June. St George's has always enjoyed a strong connection with this local calendar highlight, with a number of girls entering their artwork into the Local Schools Royal Ascot Art Competition.

Entries were received from eighteen schools and the competition ran across six age categories, with over 3,000 online votes cast. A number of St George's entries were shortlisted, including: Sofya in the age 12 category, Alex in the age 13 category and Tesni, Rosie, Olivia and Georgina in the age 14 category.

The Art Department were thrilled when Third Year pupil Georgina's beautiful digital drawing won 'runner-up' in the age 14 category. Georgina's artwork was added to the Ascot Racecourse Heath Tunnel Gallery, joining artwork by previous winners Bea Ryan, Isabel Gleasure and Lucia El-Bacha.



DRAMA

DRAMA

As a school that has such a strong tradition of Drama and performance, it has been a particularly challenging year.

Restrictions on audience attendance and rules on social distancing in performances meant that the Drama Department had to be creative and think outside the box.

Despite the fact that for much of the year, external audiences were unable to physically enjoy the school's superb theatre, the girls continued to produce exciting and interesting examination work, influenced by the ideas of a range of theatrical practitioners. Rather than focusing on naturalism, the girls embraced the theories and work of physical theatre companies such as Frantic Assembly and Punchdrunk, which allowed them to explore the performance space in a Covid safe manner. Full use was made of online platforms as the new virtual theatre and a highlight of the year was undoubtedly the First Year's filmed performance of 'A Christmas Carol', more can be read about this fantastic production on the following pages.

It was just fantastic to get back into school in March and the girls clearly enjoyed working on some practical Drama together in person.

As the A Level and GCSE Drama courses came to an end, the Upper Sixth pupils put the final touches to their scripted performance of 'Monsters' by Nicholas Radstrom. Fifth Year pupils worked on extracts from 'Attempts on Her Life' by Martin Crimp and 'Adult Child/Dead Child' by Claire Dowie, meeting the challenge of social distancing head on and incorporating it into their performances. Fourth Year

pupils produced some eye-catching work on the themes of child soldiers and 7/7. They really embraced new techniques and styles to create some strong work with a particularly emotional impact on the audience, both online and in person. The Lower Sixth, meanwhile, produced an immersive and interactive performance based on the play '100', created for the Edinburgh Fringe Festival by The Imaginary Body.

Pupils from the Third Year created some brilliant silent movies, the Second Year showcased their skills in lessons on Soap Operas, and the First Year pupils settled back into school life by producing some great work on Murder Mystery.

Alongside this, LAMDA exams took place in the Spring Term and those taking part showed characteristic application and capability in preparing for and delivering their work.

The zenith of the year was undoubtedly the moment we welcomed an audience of First and Second Year parents back to the Sue Cormack Theatre to watch the Summer Term's production of 'Mary Poppins'. The girls had worked incredibly hard in an intense two week rehearsal period to produce a typically Georgian, eye-popping performance. Enjoy photographs from the production and more information on the following pages.



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FIRST YEAR FILM PRODUCTION OF 'A CHRISTMAS CAROL'

The Autumn Term of a First Year at St George's normally culminates in a traditional, festive Christmas pantomime.

The challenge for 2020 was to figure out how to replace a live audience whilst still giving the girls the lasting memories of preparing for and delivering a significant performance. What could be more lasting and permanent than film?

Auditions for 'A Christmas Carol' began early on in the Autumn Term. Parts were allocated and the girls were given their scripts just before half term. This meant that they had two weeks to research their characters and learn their parts. They then hit the ground running, rehearsing every day to try and get through all of the material in four weeks.

The girls all demonstrated great commitment and worked extremely hard to ensure that they were ready to rehearse in different locations around the St George's site after the first two weeks. Mr Pearn came on board in the third week, focusing on angles and directing scenes for the camera. The whole filming process took just over a week, culminating in a full day of filming on 5 December. The girls are to be commended for maintaining their consistent high level of performance over the course of filming, donning their costumes and makeup perfectly every evening.

The film was made available on the St George's YouTube channel for families to enjoy.



Confident

DRAMA

FIRST AND SECOND YEAR PERFORMANCE OF MARY POPPINS

Before the Easter holidays, girls from the First and Second Year were asked to enter video auditions for the summer term's production of 'Mary Poppins'.

Many pupils submitted wonderful renditions of classic songs from the show and the production was cast in the first week of the Summer Term.

With only two weeks to prepare prior to performing live, the cast received their scripts, poured over their lines in free time between lessons and started learning the choreography for the two big dance numbers, 'Supercalifragilisticexpialidocious' and 'Step in Time'. The girls were incredibly fortunate to work with Charlotte Steele, who played the original Jane Banks in Mary Poppins on the West End. She helped the girls with the choreography of several dance numbers, incorporating some original West End moves into the performance.

Throughout the rest of the first week, girls split their time between learning music with Mr Hillier and Miss Tomsett, and working on blocking and staging all elements of the show with Miss Earnshaw-Punnett, Mr Carroll and Mrs Gegan. It was exciting to see Mr Pearn's incredible set being built around the girls as they rehearsed, with a beautiful London skyline, suspended ladders and umbrellas helping to bring the show to life. During the second week of rehearsals, the girls ensured everything worked fluidly on stage and, as they grew in confidence, they started to bring energy and enthusiasm to



their performances. Whether the girls were part of the chorus or a principal character, there was always something for them to get their teeth into and the whole team worked hard to get the production up to standard for the first performance on 27 May.

After such an intense period of preparation, the excitement of performance week was tangible and the girls rose to the challenge of facing a live audience with gusto.

They maintained incredible energy throughout their four live performances and clearly delighted in being back on stage once again.



DEvised DRAMA WORK

Written by Lower Sixth pupil Isabel:

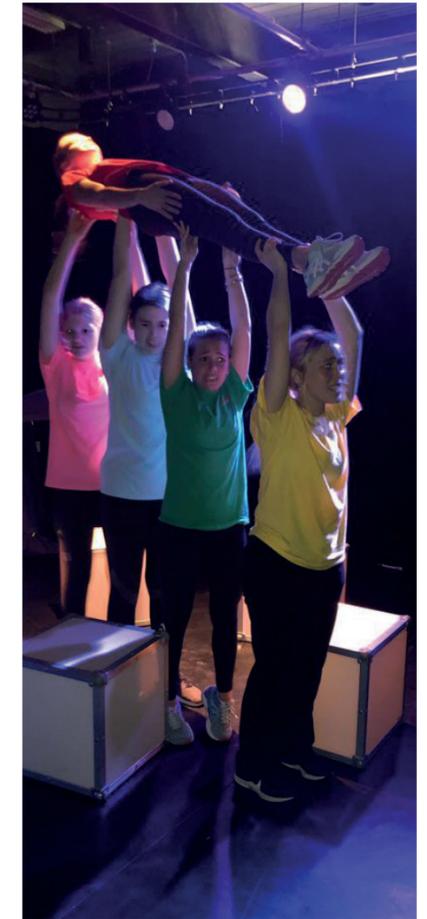
On Wednesday, 9th June our Lower Sixth Drama class delivered the devised performance that would contribute towards our final A Level grade.

Our stimulus was the play '100' by Christopher Heimann which centres around the theme of purgatory. Using this stimulus, our piece followed three stories that each resulted in the individual character's death, concluding with a final scene that reflected our own interpretation of death.

We were inspired by the theatre practitioners, Punchdrunk, to create a completely immersive, promenade performance which started off in the top foyer, working our way through the Sue Cormack Hall, to the boiler room and finally to the black studio to create a different setting for each of the character's stories. One story followed a couple in an abusive relationship, the other a white supremacist and the third, an immigrant trying to reach safety.

As part of the creation of our piece we conducted thorough research to ensure our characters were as authentic as possible, using Stanislavski's method to aid us in our goal. Our piece included elements of audience participation, including them in movement sequences and even getting the audience to participate in dialogue with the cast, adding to the immersion of the piece. Each audience member received a card highlighting different details about the character that they were to take on during the performance and we are extremely grateful for how enthusiastically our audience members participated.

We enjoyed creating our piece, even with the difficulties of lockdown hindering progress slightly, and we are very proud of what we achieved. Mimi took charge of the lighting which added greatly to our performance in setting the tone and location of each of the scenes. We were lucky to be able to invite members of our bubble to watch and participate in the performance and it was rewarding to be able to share our hard work with them.

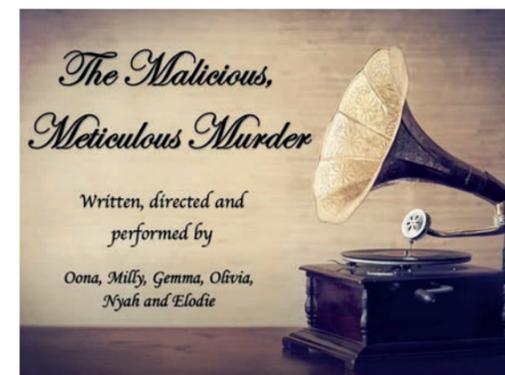


FOURTH YEAR RADIO PLAY

The Fourth Year Drama Club worked incredibly hard during November to plan, perform and record a radio play. Having investigated the performance concept in detail, the six pupils involved first worked on the structure of the narrative and then built a story for the listener.

They went away and drafted scenes before starting to flesh them out, ensuring the language used contributed positively to the listeners' experience and understanding. They then spent two weeks writing the script and devising the sounds that went with it and then recorded it in one hour!

The project was a tremendous success and a measure of the girls' hard work and commitment as they completed all the creative work and led the project entirely.



MUSIC

OPEN MIC NIGHT

The virtual Open Mic Nights have been a real highlight throughout this rather challenging school year. Girls have enthusiastically prepared and recorded a wide variety of performances for the whole School community to enjoy online.

Open Mic Night, perhaps more than any other event within the school calendar, reveals the heart of St George's.

It showcases the pupils' abundant capability and the breadth of their musical talent and interest, their incredible confidence to stand up and perform - whether to a crowd or a camera - and their aspiration to connect with one another, to keep the community gathered in an era when it would have been so easy to move apart.

On 12 October, Director of Music, Ian Hillier, introduced the Autumn Term's recorded evening with the profound truth that, 'the need for music is greater than ever'. This was clearly a view shared by the twenty one performers that evening. The repertoire swung seamlessly from jazz to musicals, from contemporary chart music to cinema. There were duets performed within cohorts and those recorded across year groups and then magically combined with technical wizardry. Pupils not only sang but also played the piano, the flute and the guitar. Every year in the school was represented, with an astonishing five First Year pupils taking to the stage to entertain. It was a rich evening of entertainment in every sense and set a high bar for the year ahead.

Initial uncertainty about whether a second virtual Open Mic Night would spark as much enthusiasm from potential performers as the previous was unfounded, as an incredible seventeen recordings flooded in to create a full programme aired on YouTube on Tuesday, 2nd February. 'Sunny' by Marvin Gaye, 'You're So Vain' by Carly Simon and 'Hey There Delilah' by the Plain White Ts sat alongside 'Sibelius' and a Russian piece sung by Veronika in her home language. The girls' hard work and willingness to share their performances with the whole School community showcased once again the strength of both Performance and Music at St George's. The final Open Mic Night of the year was broadcast on 20 May and provided an evening of thoughtful and inspired performances from a number of talented St George's performers.

The evening started strongly, with Amelia and Eli joining together for a duet before Oona, Ishpel and Tabitha combined their voices in a beautiful trio. Olivia sang 'Selfish' by Madison Beer for her final Open Mic performance at St George's. Alice sang 'Sign of the Times' by Harry Styles and Charlotte played a delightful piano piece by Chopin, adding an invaluable instrumental contribution to the evening. Emily and Olivia then sang 'Lovely' by Billy Eilish and 'Hallelujah' by Leonard Cohen. Milly sang the popular 'Chasing Cars' by Snow Patrol, Gemma, the emotional 'Colours of the World' and sisters Feli and Emilia both sang solo items with charm and musicality. Ava and Maclaren performed together, singing 'Another Love' by Tom Odell. The evening ended with Isabel performing 'Dancing on my Own' by Calum Scott.

AUTUMN CONCERT

A number of girls pre-recorded pieces for the Autumn Concert that was broadcast on the St George's YouTube channel on 30 November.

Nine soloists from across the School performed the music of a number of composers on a variety of instruments, providing a really enjoyable and varied programme of beautiful, easy listening performances.

Amelia started the programme with a sensitive performance of the Romance from film score composer, Ronald Binge's Saxophone Concerto. Lucy performed the Allegro from the Sonata in G minor by one of J.S.Bach's most famous sons, Carl Phillip Emanuel Bach on the flute. Carmen impressed us with Brahms' Second Intermezzo for solo piano. Written in 1893 for Clara Schumann, it is one of Brahms' best loved pieces. Lydia sang 'Down by the Sally Gardens' by British-American female composer and viola player Rebecca Carke (1886-1979). Beethoven's Op 79 piano Sonata was composed in 1809, most probably for one of his romantically attached figures, Therese, and Joyce played the Presto with real style and a sense of fun. Lucia played a Waltz by Tchiakovsky impeccably on the violin and Veronika gave a delightful account of Andante in A by Haydn on the piano.

Ava delivered an emotional performance of 'The Theme from Schindler's List' on the violin and the evening finished with Telemann's 'Air à l'Italien' on the flute, played with great style and grace by Annie.



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SPRING MUSIC CONCERT

The confidence and musicality of our pupils was, once again, on show at our virtual Spring Music Concert, recorded in school for the evening of 25 March.

Although only back in school for two weeks, the girls were typically enthusiastic to perform and recorded a number of enchanting and entertaining performances to start everyone's Easter break.

Amelia started the programme, singing 'When He Sees Me' from the Sara Bareilles musical 'Waitress', then Lucy played Faure's Fantasie for Flute, a piece from her Grade 7 repertoire for which she gained a distinction in her ABRSM exam. Olivia added a celebratory tone, singing the ever popular and much loved Stephen Sondheim song 'Send in the Clowns', Lucia played an addictive piano piece by the contemporary Japanese composer Yoshihisa Hirano and Tilly sang the modern classic, 'I Dreamed a Dream' from Les Miserables with great sensitivity. Ava gave a great performance of the emotional and expressive 'Meditation' from the 1894 opera 'Thais' by French composer, Jules Massenet and the programme concluded with an inspired performance from Isabel singing the powerful 'Burn' from 'Hamilton'.

It was a fantastic programme of musical performances that put everyone in the holiday mood.



JUNIOR CONCERT

St George's is a school that celebrates musical talent, providing many opportunities for pupils to grow in their performing confidence.

As the Summer Term started, the younger pupils took to the stage, giving a wonderful online programme of performances in the Junior Concert on 29 April.

The programme included two small groups of Second Years recreating their class compositions and a toe tapping piece from Rhiannon, one of the school's youngest trumpeters. Vocalists took centre stage, with a range of diverse performances from musicals to contemporary and classical music. Olivia sang School of Rock's 'Where did the Rock Go?' beautifully, Manon performed the incomparable 'Moon River' by Mancini, Emily confidently sang 'Maybe' from Annie and Alice gave a lovely rendering of Stephen Sondheim's 'No One is Alone'. Anya's performance of Adele's 'Hometown Glory' was first rate and Amelia delivered 'Burn' by Ellie Goulding. Georgina gave a lovely performance of 'Voi Che Sapete' from Mozart's 'The Marriage of Figaro' and Ava, 'Panis Angelicus' by César Franck. Maclaren was confident in 'I Dreamed a Dream' from Les Miserables and Ishpel brought a diverse programme to a close with 'Can You Feel the Love Tonight?' from 'The Lion King'.



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MUSIC

MUSIC FOR A SUMMER EVENING

Described by one member of the audience as a 'minor miracle', the Summer Concert felt to the Department of Music more like a major miracle!

Our first concert in fifteen months in front of a real audience, and only the second meeting of the Chapel Choir in the same room at the same time for those same fifteen months (the only other occasion being the rehearsal the day before!), this really was a momentous occasion.

As we hopefully wish restrictions farewell, perhaps it was appropriate to start live music performances again with our traditional Music for a Summers Evening, now in its 35th year. Whilst the girls have responded to both lockdown and restricted learning with remarkable tenacity and musical ambition, there is undoubtedly a special frisson to performing live and they were simply magnificent in rising to the challenge.

Sadly, COVID restrictions prevented the audience singing along this year just as it prevented wine and strawberries on the front lawn, but next year we are hoping that both will be back! Those elements aside, it was a wonderful evening of entertainment to celebrate the return of live performances.



YOUNG ENTERPRISE

YOUNG ENTERPRISE

The Young Enterprise Company Programme gives pupils first-hand experience of setting up and managing their own business.

Running throughout one academic year, students in the Lower Sixth make all the decisions about their enterprise, from deciding on the name and product to creating a business plan, managing the pupil company finances and selling to the public at trade fairs.

St George's has a proud tradition of entering pupil companies into this national enterprise competition and this year has been no exception. In 2020-2021, three companies were entered: Stairz, Bandz and Aroma. Each of the pupil companies decided on innovative products to sell, with Bandz selling reusable microfiber cleansing cloths, Stairz selling miniature hand sanitiser bottles and Aroma selling reusable flasks.

One of the St George's teams, 'Stairz', had significant success becoming the national leader in online sales. This dynamic group of pupils recorded first place position on the secure Young Enterprise 'Trading Station' (a sales platform which works like a secure form of ebay.)

They were consistently ranked sales leaders from the launch of the Trading Station platform in October and were the first company in the country to list their mini hand sanitiser product.

The team were awarded a prize of £100 to put towards the further development of their student company. Isabel, the company's Managing Director, said

"This is just the start of our journey. We're already planning our next product launch!"



DUKE OF EDINBURGH

DofE SPRING LAUNCH

It was a great pleasure to launch the Duke of Edinburgh's Award Scheme early in the spring term and to see so many girls keen to get involved, particularly for the Bronze Award.

The Duke of Edinburgh's Award Scheme (DofE) is the largest such youth programme in the world. At St George's, the Third Year begins with the Bronze Award, the Fourth Year undertakes Silver, whilst Gold is open to those in the Lower Sixth. Each level has slightly different aspects to it, but all Awards have the core volunteering, physical and skill components.

The most well-known element of DofE and possibly the most challenging for the girls, is, of course, the expedition taking candidates from a two day walk in lowland settings for Bronze, to four days of hiking with camping in wild country for Gold, with the weather often being wild to match!

In terms of gaining a skill or completing the physical section, St George's pupils have the good fortune of being able to undertake many of the activities required within the

extended school day. Many pupils have used their netball or lacrosse involvement for the physical section of the Award whilst the skill requirement can be satisfied with involvement in Cookery activities such as the Leiths Toolbox qualification or learning coding in Robotics and Computing Club.

However, one of the most valuable elements of DofE is the volunteering aspect which gives the girls an opportunity to support members of their local community. The pandemic has seen the girls supporting relatives unable to leave home and walking dogs for neighbours shielding from the danger of Covid 19. In the final weeks of term, Third Year girls began working towards their Bronze Award. The pupils put together a range of interesting ideas to satisfy the requirements of the Award, including attendance at Amnesty Club for volunteering as well as options outside of School, including helping with riding lessons at a local stable, assisting with dance lessons, coaching at a badminton club and even helping a younger brother with their homework.

Options such as helping siblings with their learning have been allowed for the first time in 2021 owing to alterations made in light of the pandemic. #DofEwithadifference has allowed girls to complete the sections and manage the expeditions in a Covid safe fashion. This year the Silver practice and qualifying expeditions were completed as a series of day walks on The North Downs and in The Chilterns.

The St George's candidates for Gold have worked with staff from School Camp Ltd who have been the School's partners for many years running the successful First Year residential activity week in the Brecon Beacons.



DofE BRONZE PRACTICE

On 28 June, the Third Year Bronze cohort gathered early at St. Anne's Church in Bagshot in order to begin their practice expedition.

With the threat of heavy thunderstorms hanging heavily in the air, our brave participants set out northwest, towards their rendezvous point at Caesar's Camp in Swinley Forest where they stopped for lunch, with each group choosing their own individual routes through the pine forest and across the Bagshot Sands terrain.

For the second half of the day, the groups set off in stages along the Three Castles Path, crossing the ancient Roman Road underfoot known as the Devil's Highway, which carried the teams along past Englemere Pond, before turning on to Ascot High Street and back into school.

The girls eagerly set up camp, putting up their tents and climbing inside to rest their tired feet, before cooking their supper on gas stoves after a safety demonstration and instruction on their use.

Having washed up and tidied their outdoor areas - adhering to campcraft expectations - the girls played rounders before lighting the fire pit and toasting marshmallows well into the dark of the evening.

Incredibly, those looming thunder clouds stayed at a distance and we were all able to enjoy the evening before turning in for a well deserved good night's sleep. The girls then rose early to take down camp and have a cooked breakfast before embarking on their next adventure to Horseshoe Lake.

DofE SILVER PRACTICE

On the weekend of the 24-26 June, this year's Silver Award candidates journeyed to the Surrey Hills on three separate days in order to train for their upcoming assessed expedition in September, and to refamiliarise themselves with all things DofE.

On day one, they started high up on the Hog's Back with soaring views over Guildford and across to Farnham and Winchester in the far distance. Being a warm and sunny day, and with a very pleasant temperature of 22 degrees, the two groups set off down the steep gradient towards the delightful village of Puttenham on a south westerly course.

The next stage saw the groups navigate their way down a precipitous escarpment towards a body of water known as The Tarn. One group travelled down the eastern flank with ease, whilst the other faced the challenges of crossing The Hampton Estate, coming across the derelict and dilapidated once grand house (which would apparently make the perfect film set location as a haunted house). They then made their way back up on to The North Downs Way, through Shackleford, to take the minibus home.

On day two, no other ghostly theme ensued as we set off from Silent Pool. It is supposedly the most haunted body of water in Surrey, the girls earnestly informed me, with various folktales attached to it, from the malevolent escapades of medieval King John, to the disappearance of Agatha Christie in the 1930s.

Crystal clear, sometimes lapis lazuli in motes of sunlight, and continually fed by springs, the pool creates its own unique biosystem.

The groups then followed part of the ancient Pilgrim's Way that runs from Winchester to Canterbury, travelling westwards before dropping down and then scaling back up to the top of St. Martha's Hill, with its outlying church atop. From here the panorama was stunning towards the South Downs. The groups continued making their way downhill through Black Heath Forest and the picture perfect village of Sheer (made famous as the location for 'The Holiday'), before venturing back uphill, crossing the ford, and then traversing Albury Warren and Silver Wood to get back to our finishing point at Silent Pool once again.

For our final practice day, we started at Farnham Castle, the historical market town located equidistant from London and Portsmouth. The route took us through a more urban environment, through the back lanes of the old town with its Tudor and even older medieval buildings and over the river Wey, before rising steeply to the Bourne and beyond.

One group went south to have their lunch at Frensham Ponds, and the other turned east through Sheephatch Copse. We then enjoyed an ice cream sitting under an oak tree for shade on the village green at Tilbury, where they happened to be playing cricket, before being met by the school minibus to take us back to school.

Completing three challenges in a row, the groups experienced three very different walks on each of the days and kept their spirits high and their cheery attitude at all times. Great fun was had by all!



WELLBEING



CHILDREN'S MENTAL HEALTH WEEK

St George's celebrated Children's Mental Health Week from 1-5 February, looking at the theme 'Express Yourself' in Tutor times and SMSC lessons.

The Diversity and Inclusion Group also spent some time thinking about how we could empower one another to be able to express ourselves and our individuality and how we might celebrate one another's individuality.

Not surprisingly, the girls provided incredibly thoughtful and inspirational ideas and proved themselves, once again, to be role models within our school community.

"Empowering each other involves creating a safe space where every girl feels confident and comfortable to express themselves creatively."

June

"Communication, education and inclusion is a good way to empower people as it makes people feel important with a voice. We need to consider things from other people's points of view, as it is often hard to know the whole story. I love travelling and going on walks with friends and family, this is when I am most comfortable expressing myself."

Annabel

"In order to empower each other we need to be comfortable with being ourselves around each other- if people can see that you are being fully yourself, then they will feel able to show who they really are as well."

Georgina

"For me in terms of empowerment this quote is relevant: 'the happiest people don't have the best of everything, they just make the best of everything'. I always choose an optimistic positive outlook and always be myself. Being honest about who you are enables other people to 'really know you' which in turn creates stronger relationships in which people express and celebrate each other's individuality."

Mrs Simpson

"Empowering everyone to feel confident in expressing themselves requires support, love, and kindness."

Amelia



"We need to recognise, embrace and celebrate our individuality. Individuality gives a sense of freedom and with the freedom to do that in our community, great things can grow. Having the confidence to be yourself in school and beyond paves the way for an exciting path ahead in life".

Miss Myers

"I express my individuality through knitting - from the choice of pattern to the choice of yarn fibre and colours - it all shows a bit of who I am. As I always thought of myself as an academic person, I never thought I was 'arty' or 'creative' but this shows that anyone can be anything they want. What's more, I started knitting to deal with anxiety and stress so it is also a way that I look after my wellbeing."

Ms Kennedy

"We can empower each other to express our individuality by supporting each other when things get hard. We need to stop changing ourselves to what other people say."

Mila



WELLBEING



FIVE WAYS TO WELLBEING FROM SGA SCHOOL COUNSELLOR, TERESA CURTIS

At the end of the Spring Term, Teresa Curtis, the St George's School Counsellor, shared five practical strategies for taking care of personal wellbeing and mental health during challenging times.

These insightful tips, listed below, helped the St George's community to build mental resilience and achieve balance in their school and home lives.

1

CONNECT

There is strong evidence that indicates that feeling close to, and valued by, other people is a fundamental human need and one that contributes to regulating our emotions and promoting wellbeing.

Try to do something different today and make a connection:

- Talk to someone instead of speaking through social media
- Talk to someone new
- Ask how someone's day was and really listen to what they say
- Social distance walks with one other person

2

BE ACTIVE

Exercise is essential for promoting well-being. It does not need to be particularly intense, slow-paced activities, such as walking, can have the benefit of encouraging social interactions with family as well as providing a level of exercise.

Today, why not get physical. Here are a few ideas:

- Get up slightly earlier and start the day with a brisk 15-minute walk
- Download the couch to 5K app to get extra motivation
- Use your lunch break to get outside, whatever the weather
- Organise a zoom workout with friends and family
- Utilise all the free workouts available on social media
- Stretch after a day of sitting at your laptop



3

TAKE NOTICE

Reminding yourself to 'take notice' means actively bringing our mind's attention and interest to the world around us and ourselves. Regularly checking in with yourself and noticing any sensations that feel uncomfortable and being curious about them. Take some time to enjoy the moment and the environment around you.

Here are a few ideas:

- Clear your workspace of stuff
- Walk a different way or route each day
- Bring nature indoors by adding some plants into your room
- Take notice of how others are feeling and acting
- Check in with yourself a few times a day, how you are feeling, physically and mentally

4

LEARN

Continued learning through life enhances self-esteem and encourages social interaction and a more active life.

Why not learn something new today? Here are a few ideas:

- Do a crossword or sudoku
- Research something you have always wondered about separate from your studies
- Learn a new language
- Start running
- Watch TedED
- Being Creative through art, drawing, photography
- Doing a handstand or skipping

5

GIVE

Individuals who report a greater interest in helping others are more likely to rate themselves as happy. Research into actions for promoting happiness has shown that committing an act of kindness once a week over a six-week period is associated with an increase in wellbeing.

Here are some ways to give:

- Make a homemade present or card for someone for no reason
- Share with others
- Help around the house
- Smile and say thank you
- Listen to someone else and how they are feeling
- Give someone in your home a hug or a virtual hug

Individuals who report a greater interest in helping others are more likely to rate themselves as happy.

Feeling close to, and valued by, other people is a fundamental human need...



WELLBEING

SAFER INTERNET DAY



On 9 February, St George's celebrated Safer Internet Day.

The theme for 2021 was 'Together for a Better Internet' and in Tutor times and in Year Group Meetings, the girls watched a short film called 'The Full Picture' which explored how young people use social media to connect and share.

The film highlighted the influences and pressures young people face online and encouraged them to see the full picture; social media helps us share elements of our lives but it does not tell the whole story.

The campaign encouraged young people to be mindful of what influences them and how they respond to pressures online. The take away for the girls was to:

'Stop, Speak, Support'

a memorable strapline to help pupils make the internet and social media a better, safer place for them and others to function within.

JAMES SHONE FROM I CAN & I AM

It was a real pleasure to welcome James Shone, founder of the charity I Can & I Am, back to St George's on 10 March to speak to parents about how to build their children's self esteem, grow their resilience and encourage them to realise their potential.

James is a living, breathing and inspiring example of the positive mindset he expounds. He started the evening by sharing the life changing details of his own battle with a brain tumour and the resultant blindness that altered his life course. He shared his journey in building a positive mental attitude for himself and how he came to recognise his passion for helping young people to believe in who they are and what they can achieve.

James set the context by outlining the key pressures our children experience today: the pressure to achieve academically and the pressure that stems from immersion in social media, a reality which has been particularly exposed in this pandemic season.

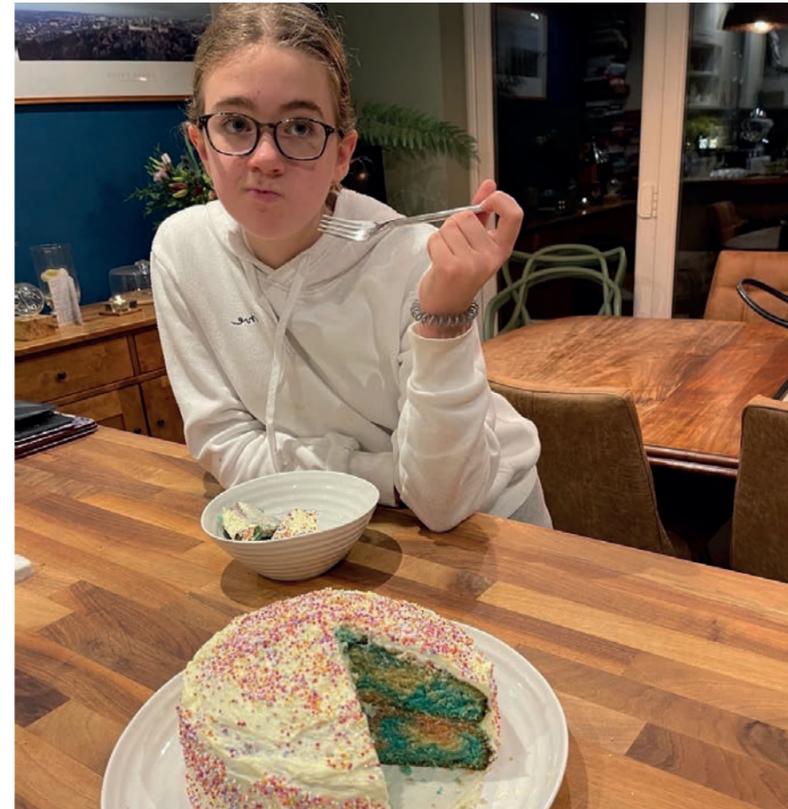
James uses a balloon as an illustration of how children's self esteem can literally deflate as pressure takes its toll.

James then went on to explain how parents, and indeed how we as a school, can 'reinflate the balloon' of our children's self esteem in four crucial ways: by developing a culture of belonging in which individuality is lauded and collaboration is encouraged, by developing a growth mindset in which small steps are taken to realise goals, by recognising the unique intelligence of every child and finding the context in which every child can express their intelligence and, finally, by enabling children to 'dream the dream', by reflecting on setbacks and learning from them in order to move forwards.

It was a hugely helpful and inspirational presentation and James gave those parents in attendance insightful and clear guidance on how to build our children's self esteem as they navigate these challenging times.



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FIRST YEAR BAKE OFF: POSITIVITY CHALLENGE

In the week of 15 March, the First Year pupils rose to the Bake Off Challenge producing the most fabulous array of mouthwatering, beautiful cakes on the theme of 'Positivity'.

If eating cake wasn't enough of a pleasure, the positivity that the girls incorporated in their vibrant, colourful designs certainly brightened everyone's day!



BATTLE OF THE TUTOR GROUPS QUIZ

It feels that no term at St George's is now complete without a fiercely contested quiz.

Everyone at SGA loves Kahoot, and on Thursday, 8 July, it was the turn of the First Years to Lower Sixth to take to their buzzers in their respective tutor groups.

Many congratulations go to 2IH for a high-scoring performance that secured a battle victory!



WELLBEING

ACTIVITY WEEK

The First Years definitely made the most of Activities Week, with a jam packed schedule of fun to celebrate the end of the school year.

The week started on Tuesday, 22 June with a super trip to Liquid Leisure in Windsor, accompanied by the First Year tutor team. Everyone took to their wetsuits, adopted water-appropriate, fight-ready team names and attacked the inflatable challenges with a wonderful mix of laughter and determination.

The girls loved the whole experience and, whether confident or less sure, got stuck in and had a go at all the different challenges. A worthy meal of pizza, hot dogs or baguettes awaited our Ninja Warriors once their time was done!

From Wednesday to Friday, the girls slept under the stars on the school lacrosse pitch, enjoying a three day camping experience with a host of outdoor activities. Here are the girls' best memories:

"On Tuesday we went to Liquid Leisure - it was so much fun. Firstly, we went to the main aqua park, where there were different heights to jump off, slide off, and you could climb up many parts too. It was such a good day!"

Lola

"The first night we played Capture the Flag with everyone and it was really funny seeing everyone in their pyjamas running around. On the final night, we played rounders with Mr Wright and he scored one and a half rounders!"

Emilia

"I really enjoyed camping overnight with my tent mate and, even though there were a lot of bugs, it didn't bother me. In the evenings, everyone was playing football and lying on the grass chatting. It was fun and relaxing and I had a great time camping."

Ailsa

"I really enjoyed camping at school last week. It was one of my highlights from the whole school year."

Manon



Ishpel



"My favourite part of camping was canoeing. I really enjoyed it even though I got a little bit wet. I was surprised to discover that it wasn't as hard as it seemed."

Senna

"My favorite part of camping was canoeing. We learnt how the person who sits at the back does the most work, and is the most important. The person at the back controls and corrects the boat when the canoe is going the wrong way."

Sophia



"When we escaped St George's, we managed to walk 11 kilometres and we learned the average age of trees, which was 500-800 years. We also learned what was the difference between deciduous trees compared to other trees: deciduous trees don't shed their leaves during the winter, whereas other trees do."

Annabel

"We had fun making bread and building shelters and hammocks during bushcraft. When we were told that we were going to build our tents, I thought it was going to be really hard but as we slowly progressed, it got easier."

Zara



"My favourite part of the trip was when we had a campfire and made smores. I managed to make my marshmallow catch fire and I could see the flicker of the orange glow. Even though it was kind of burnt and had black on the top, I still enjoyed it."

Rhiannon

Capable

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LEARNING

CLASSICS TRIP TO BRITISH MUSEUM

On Thursday 24 June, Fifth Year and Sixth Form girls took a trip to see the exciting new exhibition on Emperor Nero at The British Museum. The exhibition considered positive aspects of his rule and character as opposed to his infamous "tyrannical" tendencies.

Within the exhibition, the first highlight included the dynasty of Augustus and his descendants, a fascinating and at points, violent history, which Nero descended from. As the girls walked through the purple veils hanging from the ceiling, the contrasting darkness that shrouded the exhibit walls gave a perhaps more sinister feel to the experience.

The second highlight of the exhibition considered Nero's achievements of war, highlighting the battles that ensued with the Britons, most famously the Icenii tribe and Boudicca. Our attention was drawn to terrible aspects of slavery including heavy metal chains (recovered from Wales) that enslaved people, prisoners and criminals. This reminded us of the violence and brutal reality of Rome's presence and its exploitation of provinces and their resources. Coins and jewellery were also viewed with fascination, most prominently the intricate nature of designs stemming from both Roman and Celtic influence.

The third highlight of the exhibition drew our attention towards the leisure and entertainment that Nero so famously became enthralled with in his reign. Nero's support of the theatre and his performance in Greek tragedies, including Oedipus (perhaps a controversial reflection of relationships in his own family and his mother Agrippina), took centre stage in the exhibition, with magnificent frescoes retrieved from Pompeii. Furthermore, the history of violent entertainment was viewed through the lens of gladiatorial armour, highlighting its thrilling and lethal nature. Nero even had his own gladiatorial school, the ludus Neronianus!

However, not all is fair in love and war, or indeed fire. The fourth highlight of

the exhibition cast an enlightened understanding of the enduring heat that set Rome alight in AD 64. Contrary to popular opinion, the exhibition gave an interesting perspective that, instead of Nero rejoicing in the burning of Rome, Nero in fact helped citizens of Rome rather than finding sadistic joy in their sufferings. A grave stele of Nero's wetnurse viewed in the exhibition suggested much loyal support of him. Rome burned for nine days; a window grating was recovered showing the heat to be so intense that it warped the iron.

The fifth part of the exhibition gave visitors a view of an astonishing array of luxury that Nero used to build a new palace, the Domus Aurea, after the famous fire of Rome. It was probably intended for a political stage for public events, senators, the masses and the imperial court. This remained unfinished in AD 68.

However, the remnants of beautiful marble that we viewed (likely imported) were a great highlight, as well as incredibly rare cups and vessels imported from many areas of the Roman empire.

Lastly, the end of the exhibition considered the commemoration - or rather destruction - of many statues that once were built in celebration of Nero. After a turbulent thirteen year reign, Nero died in 68 AD when the

Roman Senate declared Nero a public enemy. Nero committed suicide, thereby bringing the Julio-Claudian dynasty to an end. It was interesting to note that the Romans remodelled and reused statues of Nero to replicate the face of Vespasian, who inherited Roman rule from 4 previous successors, shown in the exhibit.

All the girls (and staff!) enjoyed this enlightening experience. Girls were able to see sources which reflected their GCSE and A Level studies.

Whilst the question still remains whether Nero was a tyrant or a just ruler, his mark on history remains remarkable and controversial.



LEARNING

EUROPEAN LANGUAGES WEEK

The week of the 21 September marked European Languages Week at St George's.

After a fascinating assembly hosted by Miss Pierre (new to the school from lockdown in Paris!) all years were challenged to design posters to reflect European nations and culture.

Upper Sixth pupils provided linguistic challenges for tutor times throughout the week and the Lower Sixth prepared a Kahoot quiz for girls in the lower years to enjoy.

The Catering Department also engaged in the international mood of the week, creating a delicious menu of European fare and decorating the dining room with bunting and flags from different countries.



'STILL I RISE' IN ENGLISH

During the first half of the Autumn Term, the Second Year girls studied the representation of women in poetry in their English lessons, focusing on the changing roles and voices of women over time, as reflected in verse.

The girls particularly enjoyed exploring the inspirational, 'Still I Rise'. Maya Angelou's uplifting poem conveys the speaker's resilience and determination as a black woman in the face of cruelty and prejudice. Having been energised and entertained by Angelou's dramatic delivery of her work, the crowning glory of their study of the poem was a prep that required the girls to record themselves reciting 'Still I Rise'. Mrs Rutherford-Gibb reflected,

"I was blown away by the enthusiasm the girls exuded in their deliveries; it was simply wonderful to witness their appreciation of Angelou's work, the spirit of which couldn't be any more fitting given the challenges of the past year!"



GRACE WINS ANGLO-OMANI SOCIETY ESSAY COMPETITION

In September, Grace won first prize in the inaugural Arab Digest - Anglo-Omani Society Essay Competition for Year 12 and Year 13 students, with her excellent essay on 'Ibadism and Oman's stance of 'active neutralisation'.

Grace has chosen to study Arabic and Islamic Studies at university and she was excited to take advantage of the opportunity this competition provided. Her fascination with Oman is due to its unique status as a country within its region that has rapidly modernised in the past fifty years whilst simultaneously preserving its cultural customs and religion.

She wanted to use this opportunity to investigate whether the presence of an Ibadi majority in Oman has been the key to maintaining such remarkable geographical neutrality.

With her win, Grace had the opportunity to visit the Anglo-Omani Society's headquarter in London and see her essay published in the Anglo-Omani Society's yearly review.



LEARNING

OLIVIA WINS HISTORICAL ASSOCIATION FICTION COMPETITION

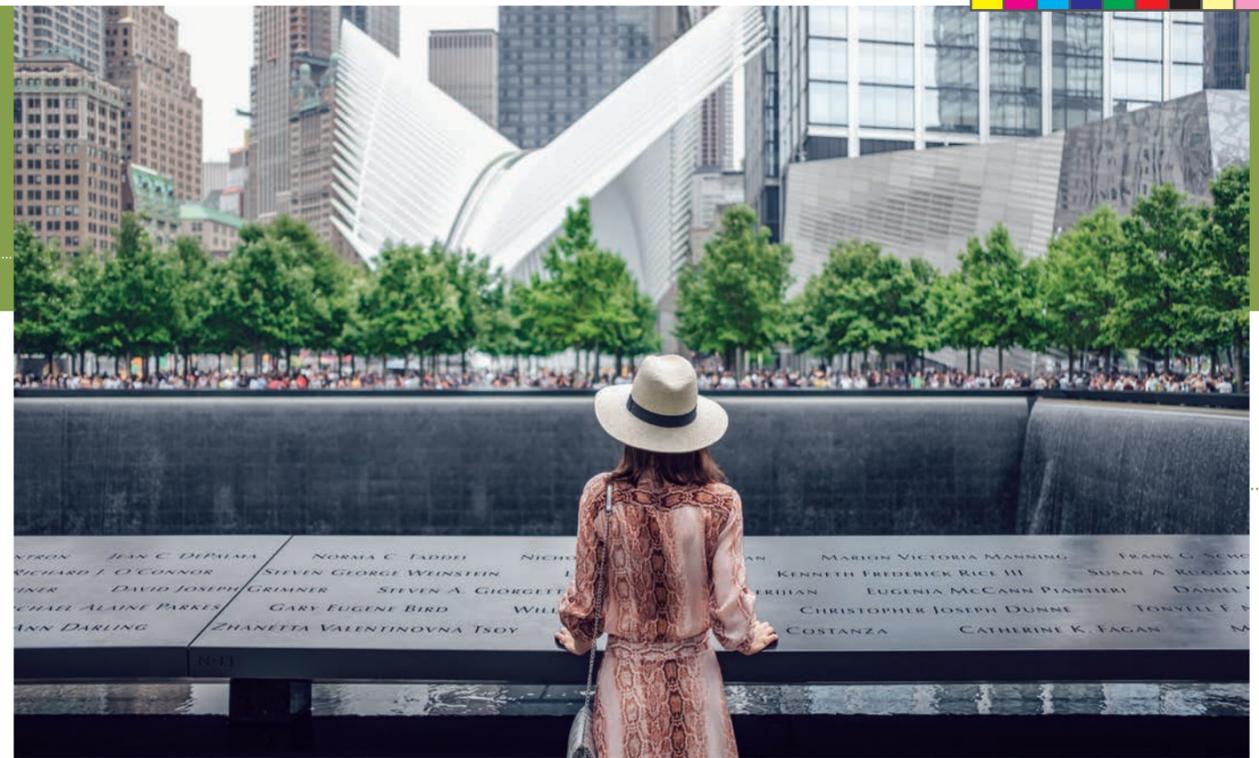
In September, Upper Sixth pupil Olivia won Best Character in the Historical Association's Write Your Own Historical Fiction competition for years 10-13. She chose to write her piece, 'Because of Me', about the Newport Uprising of the Chartists in 1839.

Olivia researched the Chartist movement for her Extended Project Qualification and, when she heard about the creative writing competition, was keen to explore this period of history from a different angle.

"I have always really loved story writing"

she explains and, having studied this period of history in detail, saw a window of opportunity for some creative license in the mystery surrounding the Newport Uprising of 1839.

The question of who tipped off the 45th Regiment, meaning that they were ready and waiting for the gathering of Chartists in Newport, has always been a matter of historical uncertainty and so provided an intriguing focus for her superb imaginative writing.



SINCE 9/11 VIRTUAL STUDENT SUMMIT

The History and Politics Department were delighted to be able to take part in an online summit on 10 December hosted by education charity SINCE 9/11 and the UCL Institute of Education (IOE), for secondary schools throughout the UK, to drive awareness of 9/11 and counter extremism.

Selected girls from the Fourth Year and above were able to listen to a series of engaging and interactive talks which focused on the events and legacy of 9/11.

The Virtual Student Summit featured a host of expert speakers, from a relative of a victim of the attacks, to leading educators on countering extremism. The speakers included: Sara Khan, Lead Commissioner for Countering Extremism, Sir Simon Schama CBE, Historian and SINCE 9/11 Patron, Professor Martin Mills, Director of the IOE's Centre for Teachers and Teaching Research, Jeremy Hayward (IOE) and Nicky Napier, who shared her personal experience of the 9/11 attacks. The girls reflected afterwards that this horrific event should never be forgotten. They understood how important it is that people of their generation learn about the causes and consequences of 9/11, reflecting that it is only through education that one can hope for a peaceful harmonious future marked by tolerance and respect for all faiths and religions.



DIGITAL HISTORY PRESENTATION BY NATIONAL MARITIME MUSEUM

On 21 October and 17 November, the Second Year girls enjoyed remote workshops given by the National Maritime Museum (NMM) on the formation, rise and fall of the East India Company.

The NMM has responded to restrictions by creating online workshops featuring objects from their collection, some of which are not even on display to those who physically visit. The sessions were led by Ben, the National Maritime Museum's Learning Programmes Producer.

Founded in 1600, it was responsible for building trade links between Britain and India. These links increased in geographical reach and control, until the Indian Rebellion of 1857 led to the British Government nationalising the company and effectively taking control of India. With its power significantly diminished, the Company limped on until 1874 but - under British sovereignty - India was now firmly 'the Raj'.

The girls particularly enjoyed voting on how powerful the Company was at various stages of its history, as well as examining and analysing objects from the National Maritime Museum's collection, including the flat shell of a pre-Columbus globe - minus North and South America and Oceania - and a record book of the Company's ships from the eighteenth century, including one ship called 'St George'!

Shaina's essay was judged against nearly seventy other entries from across the country and her contribution impressed the judging panel.

MODERN FOREIGN LANGUAGES WRITING COMPETITION

The MFL Department concluded the Autumn Term on a real high thanks to the special efforts of Sixth Form student, Shaina, who impressed King's College London's German Department with the essay she submitted as part of their Writing Competition entitled, 'Digital Future'.

Participants were asked to find creative and unusual ways to discuss their individual view on whether new digital technologies pose a threat to society as we know it, or if they can be used to bring about productive change.

Despite not being the ultimate winner, she was invited to the prize giving ceremony which took place at the end of November.

Attendees were treated to a lecture by Dr Alexander Clarkson who explored the role of digital technology and its dangerous link to political radicalisation, followed by the official launch of their new magazine, Königspost.

LEARNING

INTERNATIONAL DAY OF WOMEN AND GIRLS IN SCIENCE



During the week of the 10 February, talented scientists from the First to the Fourth Years celebrated International Day of Women and Girls in Science by researching renowned female scientists and preparing presentations to honour their life and work.

One of the Fourth Year classes designed an experiment to conduct at home based around their favourite female scientist's work. Other Fourth Year classes and all the First, Second and Third Year pupils researched and prepared for a presentation about their favourite female scientist. As part of their presentation, they were tasked either with building a model or baking a cake based on their favourite female scientist's life and work. The girls really enjoyed finding out about these inspirational women and relished the chance to leave their screens and get creative at home.

The female scientist I chose is called Jocelyn Bell Burnell and she is an astrophysicist. I chose her because space and the universe that we live in has always interested me.

Jocelyn is an inspiring woman as she found the first radio pulsar while she was still in university! Another amazing thing about Jocelyn is that when she won all her awards for her amazing work, she decided to give the \$3 million prize money away to charity. The charity she decided to give it to was a fund to help women, under-represented ethnic minorities and refugee students to undertake postgraduate study. It is inspiring that she didn't choose to keep the money for herself but gave it away to help other women.

Second Year pupil, Katie

I really enjoyed researching Carolyn Porco because I am very interested in space and Astrophysics, so it was great finding out what she had done and the things that she discovered.

For my cake of the solar system, I made a vanilla cake and coloured the fondant to look as if it was outer space, then I made the planets out of rice krispie treats and covered them with different colour fondants. I then put the planets on cocktail sticks and onto the cake to make the solar system!

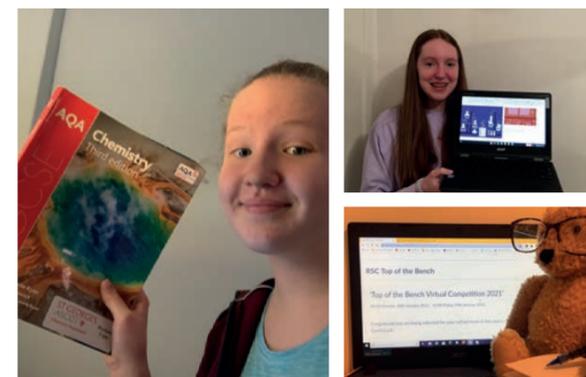
Fourth Year pupil, Milly

I chose Kristen Marhaver because she is a marine biologist who helps wildlife and puts pressure on governments to reduce plastic use and increase recycling.

Plastic is making the sea water warm and that can be harmful to coral. When I was younger we went to a special aquamarine place where you tie young coral onto special nets that help them grow, and make the coral reefs spring with new coral.

Kristen Marhaver started this initiative with her work on breeding corals. So on the seashore, I found some dead coral and lots of seashells and made a model by putting seashells and coral together to make a coral reef inspired by her work.

Second Year pupil, Sofya



TOP OF THE BENCH CHEMISTRY COMPETITION

In January, a number of talented Third, Fourth and Fifth Year Chemists took part in the Thames Valley heats of the Royal Society of Chemists', Top of the Bench competition.

The girls collaborated to complete challenging Chemistry quizzes and virtual practical work online and although they didn't make it through to the next round, they benefited greatly from pitting their wits against peers from other schools.

ST GEORGE'S CLASSICS CHALLENGE

Every year, the Lytham St Annes Classical Association holds a Classics Competition at the beginning of the Spring Term for students in years 7-13 (aged 11-18) to produce and deliver a presentation in fifteen minutes or less in response to a particular question about the ancient world.

This year, pupils were asked to prepare a presentation in answer to the question, 'If you could travel back in time to one day in the ancient past, which would it be and why?'

The question's parameters were that entrants could travel back to one twenty-four hour period in any part of the ancient world prior to 5 September AD 476. Second Year pupil, Amber was the St George's winner, with her fascinating presentation on the Trojan War



LEARNING

SGA UNPLUGGED

One of the downsides of an incredibly strong technological provision during remote schooling was the inevitable amount of time both pupils and staff were spending looking at screens.

In the fifth week of online learning, on the morning of 10 February, St George's held 'SGA Unplugged', a time in which staff scheduled a host of imaginative, off-screen activities to help pupils engage in their learning in alternative ways.

The girls were provided with a myriad of different activities to emulate classroom learning: from writing a poem or a song to consolidate learning on river erosion to mindful colouring in tutor time; from recreating the set of 'The Caucasian Chalk Circle' using jelly babies, to cooking a meal according to a religion's dietary laws; from studying the Alhambra to learn about Escher tessellations to listening to the lyrics of Les Miserables to discover the feelings of the Third Estate citizens during The French Revolution.

As ever, staff were inspirational in their ideas and the girls benefited significantly from screen-free time in which they could learn in novel and exciting ways.



MFL STORYTELLING CHALLENGE

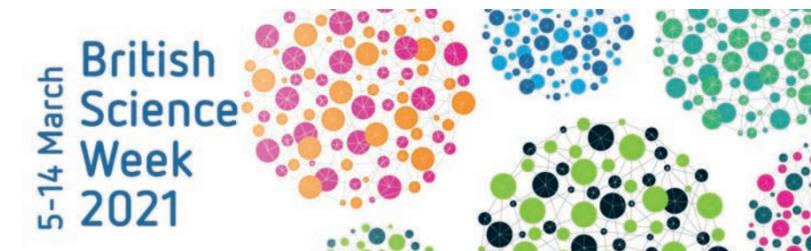
Before the February half term, the Modern Foreign Languages Department set a challenge for the girls to record themselves reading the story of the Billy Goats Gruff or Les Trois Boucs Bourrus or indeed Los Tres Chivitos Trevesios!

This proved to be a great opportunity for the girls to improve their accent but also have some fun whilst learning languages. It is also a classic example of the innovative learning that took place during Remote Learning.

Fourth Year pupils Hannah and Lucy were the winners and Oona and Milly were the runners up.



BRITISH SCIENCE WEEK



One of the downsides of an incredibly strong technological provision during remote schooling was the inevitable amount of time both pupils and staff were spending looking at screens.

St George's is always ambitious to develop pupils' interest in Science and British Science Week, held from 5-14 March, provided a rich array of opportunities for the girls to engage in a variety of areas from the world of Science.

#BSW21 started at St George's with a superb presentation from veterinary surgeon, Alison Livesey, to the Third and Fourth Year and Lower Sixth biologists on a variety of topics, from zoonotic diseases to novel treatments to how to become a vet.

"On 3 March, we had an online talk with the vet, Alison Livesey. In her talk, she told us about zoonotic diseases, a very relevant subject matter for today! It was really interesting to hear about bacterial, viral and fungal zoonotic diseases, such as rabies, a viral disease, how this can be transferred from animals to humans

and how it affects both. Her talk was thoroughly engaging and informative and it was really interesting to talk to her about what she does as a vet as well as her favourite areas of work within that. It was really good to be able to ask questions at the end. On behalf of the Fourth Year, we would like to thank Mrs Allan for organising the event and, of course, Alison for coming in to talk to us."

Fourth Year pupils, Jessica, Milly and Oona.

The Fourth Year and Upper Sixth Biologists enjoyed hearing environmental consultant, Emily Cole, speak later in the week about how the environmental agenda impacts our infrastructure and planning.

The Second Year scientists engaged enthusiastically with the 'Bright

Ideas Challenge' run by Shell and collaborated in teams to think about what cities will look like in 2050 and how they might be powered to be vibrant, healthy and clean places to live.

It felt like a veritable feast of scientific input and it undoubtedly revealed the breadth of the discipline to our pupils as well as inspiring many for the future.

WORLD BOOK DAY

The English Department set an array of challenges to inspire pupils to celebrate World Book Day on 4 March and the girls responded with work that showcased a typically Georgian flair for imagination, creativity and talent.

From beautiful illustrations of favourite characters to intricately designed books, from recordings of story telling to short stories written from scratch, from pictures of reading nooks to reorganised book shelves; the incredible array of work produced perfectly displays our girls' individuality and their capacity to take a seed of an idea and grow it into something beautiful.



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LEARNING

TALK ON MUSIC & THE CIVIL RIGHTS MOVEMENT

As a change from normal lessons focusing on 1950s American History, in early March the Lower Sixth Historians enjoyed the virtual company of Dr Steve Thompson from Aberystwyth University.

Dr Thompson's lecture, entitled 'Songs – a Weapon in the Battle: Music in the Civil Rights Movement' was part of a 'Taste of History' series which has been developed to challenge A Level pupils to think further about studying History at university.

It was an engaging event with short excerpts of music used in the Civil Rights Movements, such as 'We Shall Overcome', and there was time to reflect on the impact this music had in developing unity of purpose amongst the people involved in the Civil Rights Movement.

From Nina Simone to Aretha Franklin, Dr Thompson explained the importance of music in making progress in the fight for civil rights.



PARLIAMENT WEEK

Parliament Week, which began on 22 March 2021, was destined to be different from those that had gone before, but, despite being unable to physically travel to London, there was much excitement about the activities planned for History lessons during the week.

It began with a very successful Parliament quiz in prep time in which over half the school participated. Lauren, who achieved full marks in just 15 minutes, was crowned the winner and Niyah, Erin, Orla, along with Tilly, Milly, Ruby, Adi and Muna also achieved high scores.

Lauren's prize was an online trip around Parliament, and, having virtually wandered the corridors, she said: 'It was very interesting, and information was explained really well. I haven't seen the inside of the Houses of Parliament so it was really helpful to be able to visualise it.'

The First Year's History lessons began with finding out how Parliament worked. They were visited by three members of the Lower Sixth, Isabel, Lucy and Summer, who role-played canvassing for three political parties, explaining their policies to the girls to secure their vote. Although Isabel, Lucy and Summer were broadly representing the three main parties in the UK Parliament, they were identified only by a letter so that no bias influenced the First Year pupils' vote. The girls went to ballot on Thursday 25 March and the results revealed that 'Party C' (the Labour Party) won the majority taking 61.5% of the votes. The Second Years meanwhile learnt about influential Black Britons who had campaigned to change the law and designed posters on this topic.



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REECE FRANKLIN FROM OWLSTONE, CAMBRIDGE, VISITS OUR FIFTH YEAR CHEMISTS

On 17 March, Fifth Year Chemistry pupils attended a virtual talk given by Reece Franklin. Mr Franklin graduated from Loughborough University with a Masters in Chemistry and now works as a research scientist for Owlstone in Cambridge.

Mr Franklin started by telling us about what he does and his role within Owlstone. Owlstone uses breath biology to analyse volatile organic compounds (VOCs) to detect early signs of infectious diseases such as cancer and asthma.

Mr Franklin explained that by detecting these diseases early, precise medication can be created to treat them. This was one of Owlstone's main aims as, we were surprised to learn, 40% of medication worldwide isn't effective.

After telling us about his career in Chemistry, Mr Franklin shared that, by doing Chemistry at a higher level, students can explore many career options in a variety of industries. He informed us that Chemistry is used everywhere, including in the military, horticulture and environmental monitoring. Mr Franklin's talk was inspiring and taught the year group about the importance of Chemistry outside of the classroom. On behalf of the Fifth Year, I would like to thank the Science Department for organising such an enjoyable and challenging talk.

Fifth Year pupil, Alice



ST GEORGE'S VICTORY IN BAR MOCK TRIAL

Once again, St George's entered the Independent Schools Bar Mock Trial Competition for 2020/2021.

Due to the pandemic, schools competed against each other remotely and new guidelines were issued outlining the logistics of an online courtroom. St George's was pitted against the Abbey School in Reading and prepared its defence case thoroughly. The barristers, witnesses, court clerks and ushers had been practising since the autumn term, having written and honed their cross-examinations, opening and closing speeches at length.

On the day of the competition, the St George's Mock Bar Trial team took on the role of defence with calm preparedness and typical SGA Confidence. The team were polished in their performance, with Olivia and Milly putting the prosecution under strong cross-examination revealing the flaws in their arguments. Isabel and Summer ensured the courtroom ran smoothly in their roles as Court Usher and Court Clerk respectively. The defendant, Tilly, was convincingly innocent when answering questions and Aliyah suitably evasive of the prosecution's questions.

After the judge's (Mr Wright) excellent summing up of the case, the jury moved to find the defendant not guilty; a victory for St George's!



LEARNING

SGA STRETCH WEEK

SGA Stretch Week at St George's is a highlight of the academic year with 2021 being no exception. It is an opportunity for the talented teaching staff to share their areas of specific interest and expertise and for pupils to take their education further beyond the classroom curriculum.

The diversity of the programme in April 2021 was marked: from solving the Trolley Problem to investing (virtually) on the Stock Market, from Advanced Dissection of Fish to a Newspaper Fashion Show and from a study of The British Empire to learning about the life of author, Mary Wollstonecraft. The girls had a myriad of opportunities to expand on their learning and it was encouraging to see so many grasp the opportunities that Stretch Week brings.

On Tuesday, I attended a talk from Mimo Sandford and Tejasvi Muwala about their experiences at Oxford and Cambridge and how they went about applying. It was great to hear from Georgian alumnae about their time at the universities and all of the extracurricular activities that they take part in, as well as learning about how they balance these with their university workload. Later this week, I am looking forward to attending talks about the British Empire and Mary Wollstonecraft, as they will help me gain a deeper understanding and wider knowledge in my A Level subjects.

Lower Sixth pupil, Isabel

Stretch Week at St George's gives all pupils the opportunity to try things they never have before, and pushes us in fields we find challenging.

I particularly enjoyed the 'Trolley Problem' because it was thought provoking and I enjoyed discussing moral dilemmas with my friends and other year groups. This year, SGA Stretch Week has also been a great opportunity to interact with fellow year groups, something that has been significantly reduced by the pandemic.

Third Year pupil, Orla

I have really enjoyed the SGA Stretch week activities. On Wednesday, my friends and I took part in a virtual Harry Potter escape room where we explored different rooms of Hogwarts, looking for clues to help us escape.

We had so much fun together and managed to figure out lots of the clues.

Overall, I really enjoyed SGA Stretch week and I can't wait for it to happen again next year!

Second Year pupil, Amber



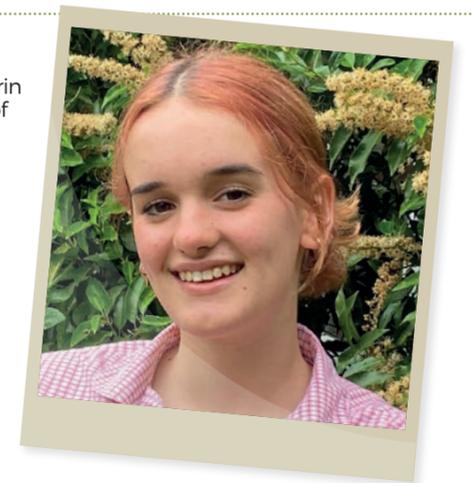
CO-CURRICULAR

ERIN ELECTED TO RBWM YOUTH COUNCIL

On the recommendation of Mr Wright, one of St George's #SGAconnected Fifth Year, Erin applied and was elected onto the newly formed Youth Council for the Royal Borough of Windsor and Maidenhead in the early summer. She writes:

"When Mr Wright emailed to encourage us to apply for the Windsor and Maidenhead Youth Council, I was immediately interested. I have a strong desire to contribute to the local community and take my first steps into seeing local democratic politics in action.

During the application process, I had to write around 2000 words explaining why I would be a good candidate to promote change and bring new ideas that would help the area. My main areas of interest were the environment, mental health support for the borough and increasing education around voting. I have always been passionate about politics, and have strong views which I enjoy debating and I hope my tendency to lean towards leadership roles will help me make a positive contribution. On the Youth Council, I aim to contribute to local council policies and be the voice of young people in the borough. I am excited to represent the school, and I'm grateful to St George's for informing me of this opportunity. I can't wait to attend my first meeting on 28 June."



MODEL UNITED NATIONS (MUN)

At the start of the academic year, a pioneering group of Fifth Years comprising Annabel M and Annabel S, Veronika, Hannah, Amelia and Rosa decided that they needed a stimulating and challenging Model United Nations club just for them.

It was a great pleasure, therefore, when the first meeting took place on 11 November and the topic for discussion was gender equality. Countries represented were South Korea, China, Saudi Arabia, Russia, USA and Sweden.

After the inaugural meeting, the group continued debating topics such as climate change with members contributing remotely as well. It is a credit to these pupils that, in the midst of the demands of GCSEs, they wanted to challenge themselves and debate topics at a global level.

THE ENGLISH-SPEAKING UNION'S MACE DEBATING COMPETITION



The English-Speaking Union Schools' Mace is an annual debating tournament for secondary schools in England, Ireland, Scotland and Wales.

A number of St George's Fifth Year pupils took part in January. Fifth Year pupil, Annabel shares her account:

The ESU Mace was a fantastic experience for us all, with lots of good arguments presented, giving us plenty of opportunity to hone our debating skills.

Amelia had written our opening speech and Veronika delivered this very well, introducing the motion that we should ban educational institutions from job applications. She presented the arguments clearly, with strong statistics to back up our position, and calmly answered many difficult questions from the opposition. After Veronika came Annabel H, who rebutted the opposition's points with help from Annabel M, who had helped to write a speech, with many strong, well substantiated points to support our argument. Hannah then went on to summarize the debate, calmly collating all our previous points for a smashing summary and speaking with enthusiasm and purpose. She also answered questions from the floor, articulating her points very well. Overall, it was a great debate, with both sides making some very thoughtful points. Sadly, our team narrowly missed out on advancing to Wellington and Farnborough Hill, who were in another heat.

SPORTS

OVERVIEW: SPORTS AT SGA

The 2020-2021 sporting season was obviously a very different one to previous years. Although fixtures were not possible until midway through the Summer Term and our physical season was curtailed as we moved to remote schooling in January, the girls remained incredibly enthusiastic throughout the year, showing typical adaptability to new circumstances and continuing to enjoy their sport, immaterial of the restrictions.

The girls immediately threw themselves into their netball and lacrosse training in September and made full use of the stunning six-lane swimming pool, a facility which has enabled St George's to expand its curriculum and school sport offering. A number of virtual galas and events were hosted and the swimming team looked forward to growing the provision further.

During the period of remote schooling, the girls overcame the difficulties of space and isolation, showing great imagination and adaptability and enjoyed a wide variety of activities including HIIT workouts and lockdown-specific

challenges. This provided the girls with an excellent opportunity to experience different forms of physical activity whilst having a much needed break from their computer screens.

Inter House competitions took a different form this year. The House Netball Competition took place in December, and it was a pleasure, as always, to see girls of all ages working together and demonstrating excellent teamwork skills and a shared determination to succeed. House Athletics was a huge success, with bubble juggling, and a number of field and track events to showcase the girls talents and bring the academic year to a close. The Georgian Gallop took place in April and girls from all years took part in an obstacle course, with teamwork being the main focus. It was wonderful to see pupils encouraging one another to give their House the win!

Full advantage was taken of the resurfaced sports hall in the latter stages of the Spring Term and the Sports Department brought in a new curriculum, focusing on 'Head, Heart and Hands', introducing a number of new sports for the girls to enjoy including volleyball, futsal, handball and ultimate frisbee.

In the Summer Term, it was fantastic to see the girls show such an enthusiasm for sport, with rounders, athletics, cricket, tennis, touch rugby, ultimate frisbee and swimming among the many activities that were on offer. It was also a pleasure to finally return to fixtures with other schools; the girls certainly relished the opportunity to practise their skills in a legitimately competitive environment. Girls and staff took part in National School Sports Week with the girls having a go at footgolf and seated volleyball in their PE class time. Both pupils and staff were also challenged to travel the 'Road to Tokyo', with the ambitious aim of travelling the 10,000 km route to the Olympic destination!

NEW SPORTS

The PE Department introduced an exciting array of new activities into the curriculum at the start of the academic year, including CrossFit, handball, goalball and futsal.

The aim in increasing the breadth of provision is to give the girls greater access to physical literacy and a grasp of sport, activities and well-being that will equip them well for their adult lives.

Sports introduced this academic year include:

CROSSFIT

More a lifestyle than a sport, CrossFit is characterised by safe, effective exercise and sound nutrition. It can be used to accomplish any goal, from improved health to better performance. During the Autumn Term, WODs or Workouts of the Day were introduced to encourage the girls into some healthy competition with their peers. It was very encouraging to see many of the girls choosing to exercise in order to develop a healthy lifestyle for the longer term.

FUTSAL

Futsal is an exciting, fast-paced football game that originated in South America in the 1930s. The game involves fewer players than its mainstream relative, and so is perfect for indoors. Key skills developed are 'touch', or the technique involved in controlling and retaining possession of the ball, quick decision making and spatial awareness.

HANDBALL

Handball is a fascinating game played over five continents, by over one hundred and eighty countries and nineteen million people of all ages. Combining speed, strength, stamina, agility, technical precision, skill and teamwork, handball has become one of the fastest-paced and most exciting of Olympic sports.

SPORT HALL TRANSFORMATION

In October, the floor in the Sports Hall underwent a fantastic resurfacing. It is now looking better than ever and an impressive surface to play on, complete with smart SGA branding.



SPORTS

The girls trained hard to record times competing against swimmers from Heathfield, Bishopgate, Lambrook and St Catherine's, Bramley in a Covid-safe, yet competitive way.



CHRISTMAS CRACKER SWIMMING GALA

While inter-school sports fixtures were restricted during the Autumn Term, the St George's swimmers were able to get back into action on 7 December by competing in a virtual 'Christmas Cracker' gala organised alongside other local schools.

Georgian swimmers recorded impressive times and the term's early morning training sessions had clearly made an impact, with some of the girls recording personal bests. It was also fantastic to welcome the First Years to their inaugural competition at St George's.

Among the individual performances, particular congratulations go to Second Year pupil, Milly, for her first place time in the 25 metre front crawl.

The relays were also extremely close between the schools, with milliseconds separating second and third place. Well done to Emily, Erin, Seesy and Grace for being placed third in the medley and freestyle relays.

Overall, the St George's swimmers came in third place, with St Catherine's, Bramley winning the competition.

SATURDAY SPORT WITH THE LOWER SIXTH SPORTS LEADERS

On 13 March, the Lower Sixth Sport Leaders, overseen by the PE staff and the Sports Prefect, hosted and led a morning of sport for the younger years.

Each Sports Leader independently ran a station, hosting a different activity which was completed by different cohorts in rotation. Examples of activities included: an assault course, fun netball, lacrosse games, dodgeball and capture the flag.

Whilst great attention was paid to Covid-19 guidelines with regards to social distancing and functioning in distinct cohorts, the morning also gave the older girls a chance to interact with those lower down the school, even if it was from a distance.

Overall, the morning was a huge success and, after speaking to the girls in the Sports Council, it seems that everyone had great fun and enjoyed participating in a range of different sporting activities. This opportunity also gave the Sports Leaders a chance to collectively plan and lead an event. We hope, as restrictions begin to ease, that similar events will feature in the sporting calendar next term.

Lower Sixth Sports Leaders, Alice and Alex



SPORTS AT HOME IN LOCKDOWN

During the Spring Term lockdown, the Sports Department showed their usual flair for imaginative exercise challenges to help the whole school community get outside and get some fresh air to break up the school day.

Their first challenge was simply "Which year group can run/walk the furthest distance in a week?". The whole School community was encouraged to use apps such as Map my Run or Strava, to record distances and enter on behalf of a year group or from the staff. The Second Year won the pupil challenge with 58km covered, closely beating the Fourth Year who completed 52km.

The next challenge required the girls to hold a plank for as long as possible in an attempt to beat Miss Gillatt's record of 2 minutes and 3 seconds. The girls then took to the netball court to catch balls thrown against the wall. Estella, Seesy and Amelia all beat Miss Gillatt's plank record with ease, and Charlotte, Emily and Devon managed an incredible number of netball catches in a minute!

The final challenge of lockdown was aptly named, 'The Walk Back to St George's' and tutor groups were challenged to collectively walk or run as far as possible within a week. The 114 km clocked up by Miss Gillatt's tutor group proved to be the winning effort.

RESULTS OF THE WEEKLY SPORTS CHALLENGE:
WEEK TWO: #SGALockdownChallenges

1 st Place - Estella (2nd Year) ✓ Time - 5 minutes & 30 seconds	2 nd Place - Seesy (2nd Year) ✓ Time - 4 minutes & 12 seconds
3 rd Place - Amelia (3rd Year) ✓ Time - 4 minutes & 5 seconds	Estella 1, Seesy 2, Amelia 3



www.stgeorges-ascot.org.uk

BISHOPSGATE SWIMMING FESTIVAL

St George's greatly values its connection with local schools and it was a pleasure to welcome Bishopsgate Swim Squad back to the stunning swimming pool for their Summer Swim Festival on Saturday, 12 June.

Swimmers from every year group of the prep school attended, with it being the first gala of the year for the Year 3s and the final opportunity to represent their school for the Year 8s.

The children had a fantastic time with the perfect balance of competition and fun to maximise both enjoyment and confidence in the water.



The Dragon 2020-21

ISHER'S SECOND DAN

One of our Second Year pupils, Isher, was awarded her first Dan, or black belt, in Karate back in 2017, and earlier this year, during lockdown, she was awarded her second Dan.

This is an incredible achievement for a pupil of her age and we look forward to following Isher as she works towards her third Dan!



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SPORTS

SUMMER TERM OF SPORT

Teams from the First to the Fourth Year travelled down the road to Heathfield School on Saturday 12 June for a beautiful morning of rounders.



It was wonderful to finally be able to enjoy a fixture with another school and a fantastic experience for all the girls, as they relished putting their skills to the test against a local rival, supported by many cheering St George's families. It was a close set of matches for the First Year teams. Team 1 ended their match trailing by only one run and Team 2 ultimately won their match by over two runs. Overall, the scores were very close, but Heathfield won by just half a rounder, proving to our First Years just how important it is to get to 2nd post! Many congratulations to all the First Years who played and to Emilia and Marta who won Most Valuable Players. It was a great way to finish off the summer and show them the fun and competitive environment they can expect from our fixtures next year.

The Second Year teams played exceptionally well. The girls had to work hard to make accurate decisions in the field to maximise their score. Their communication was very strong, helping them to get many of the opposition out! After a number of tight innings, the first team won 8 ½-11 ½ and the second team won 10-12 with Anya and Seesy chosen as Most Valuable Players.

The Third Year teams played extremely well against two very strong Heathfield teams. The girls demonstrated some excellent batting and fielding skills, particularly in the second innings. Some slick throwing between the bases put a lot of pressure on Heathfield and communication improved throughout the game. Despite working incredibly hard, team 1 lost 15 ½-12 and team 2 lost 18 ½-14, with Tirnan and Katie chosen as Most Valuable Players.

It was a dominant show of talent by the Fourth Year team who ended the morning victorious against their opponents. The girls worked brilliantly as a team with some remarkable skills on show throughout the game. Sophie showed strong bowling skills and paired with Charlotte as backstop - who demonstrated some unbelievable one handed catches - they were an exceptional pair. In the field, Jess's powerful throws combined with Alex's consistent catching meant Heathfield couldn't catch up.

Overall, it was a terrific game and lovely to see the girls back playing again. Congratulations to Jess and Gemma were chosen as Most Valuable Players.



ATHLETICS

In both PE lessons and athletics clubs, girls in the First to Third Year have been honing their skills in track and field events.

Recent successes in ladder points are:

Poppy		
Third Year	Discus	19m
Muna		
Third Year	Discus	16.4m
Georgia K		
Third Year	Shotput	7.21m
Emily W		
Third Year	Shotput	7.17m

SWIMMING AT ST GEORGE'S



When our stunning 6-lane indoor swimming pool was officially opened in September 2019, there was a great sense of excitement about the future of swimming at St George's.

Despite the limitations of the pandemic, the provision has developed in breadth and depth such that all St George's pupils can swim to the level of their choice whether they are learning the basics of a vital life skill within PE lessons and club time or training to compete at a higher level within the Swim England pathway.

It is a privilege to have two external clubs training in the pool each week, the Ascot Royals for First and Second Year swimmers and the Bracknell & Wokingham Swim Club for older pupils.

Both clubs are accredited by Swim England and offer talented Georgian swimmers the opportunity to regularly train towards and compete at regional and national meets.

The swimming pool is also a valuable asset in building a connection with the local community and it is a pleasure to welcome children from a number of local primary schools to the Frogs and Friends' teaching sessions each week.

With a number of schools and the England Schools Swimming Association booking to host galas and swim events at the pool in the year ahead, St George's has built a strong reputation for swimming and set strong foundations for future success.



AWARDS

VALEDICTORY SERVICE AND PRIZE GIVING

On Thursday, 8 July parents and families of leaving Upper Sixth pupils were welcomed onsite to join the Valedictory Service in the Chapel followed by Prize Giving in the Sports Hall.

The event was live streamed to the rest of the School community and to those parents who were unable to attend, thus providing a fitting and apt end to a year in which functioning on multiple platforms has become the norm.

After a moving celebratory Valedictory Service, our Upper Sixth, their families and members of the Lower Sixth and Fifth Year physically joined Mrs Hewer and Chairman of Governors, Alistair Mackintosh, in celebrating all that this extraordinary year has held as our virtual audience watched on.

With contributions from Miss Pierre, Third Year pupil, Rosie, Mrs Kratt, Mr Anderson, outgoing Head Girl, June and incoming Head Girl, Milly, and led by Mrs Hewer, the collective sentiment was a deeply positive one, acknowledging the challenges of the Covid period but also celebrating everything that has contributed to maintaining the indomitable St George's Spirit.



Mr Mackintosh started the morning lauding the 'adaptability, resilience and capacity for hard work' that has been manifest throughout and Mrs Hewer finished the morning looking to a bright future in which the whole community of St George's can build on the foundations of such a defining year.



Connected

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CHARITY

SGA CONNECTED

We work hard at St George's to enable our girls to 'connect', both with one another and with the world beyond our school. There has been a hive of activity over the year to encourage our girls to look 'up and out'.

Earlier in the Autumn Term, the whole school - led by the Charity Prefect, Lydia, and the Charity Committee - voted on the three charities to support over the year ahead and we were delighted with their choice of Cool Earth (international), Macmillan Cancer Support (national) and Battersea Cats and Dogs Home (local) for 2020-2021.

Our charity year kicked off with Jeans for Genes Day. As the leaves turned and the weather cooled, we turned to our Harvest collection. Reverend Watts' car was nearly overwhelmed with contributions from the girls, and the Wokingham Food Bank reported a mighty 216kg of donations from St George's! Halloween was celebrated in a truly spooky style, with a tremendous array of costumes on show, raising £492. The Santa Run, the Fifth Year charity event of the Autumn Term, took place on 1 December and was a roaring success.

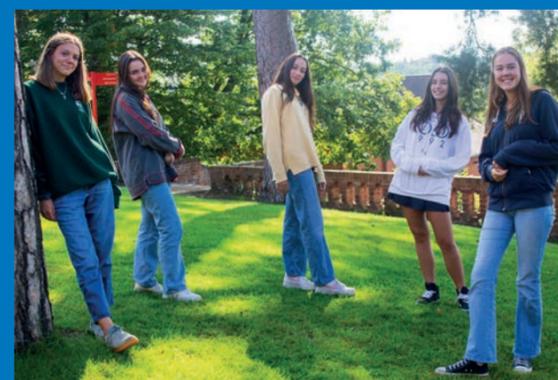
We marked Remembrance Day here at St George's with a poignant service led by our Chaplain, Reverend Sami Watts. She helped us all to focus on turning weapons of war into tools for peace. We thought about how our own words and actions can either bring war or peace into our lives and the lives of those around us. Thank you to all the girls for their generous donations in support of the Royal British Legion for the Poppy Appeal.

We were also excited to see our girls looking to use their voices to make a difference and engage in productive conversations about significant issues here at St George's.

In addition to the School Council - with representatives from each year group who meet with Mrs Hewer and the Head Girls every half-term - we have held virtual meetings of the Charity Committee, Food Council, Boarding Focus Group and a new Sports Council.

In the Autumn Term, our Head Girls set up a Diversity and Inclusion Group, welcoming all interested parties, who met virtually to explore what these issues mean to St George's and to discuss efforts to embrace both diversity and inclusivity. Our Deputy Head Girl, Celia, is also heading up a new Eco Committee, exploring ways our whole School community can engage further with protecting the environment and developing our existing practises in School, a development that has been warmly received by the girls.

The Charity Committee worked hard throughout Remote St George's to organise a number of virtual fundraising events, aimed at keeping our girls connected to the world beyond their screens.



Connected

CHARITY

CHARITY YEAR

Over the past academic year, the pupils at St George's have invested their energy and creativity into fundraising in a wonderful variety of ways.



Undaunted by periods of lockdown, there have been a wide range of fundraising events, including a sponsored Santa Fun Run, a virtual Bake Sale, a photographic Easter Egg Hunt, and a variety of themed mufti days!

The school has continued to be a Connected community through our charity work, which not only draws us closer to one another in our efforts, but also connects us with the wider world as we contribute to different appeals.

With a focus on our three chosen charities as well as a variety of one-off events for good causes, the girls have raised an impressive £6,046.31 to date.

Thank you to everyone for every penny donated.

CHARITY BAKE SALE

The First Year organised a delicious 'Bake Sale from Home' in June, to raise funds for the school's three chosen charities:

Cool Earth, The Battersea Cats and Dogs Home and Macmillan Cancer Trust.



COMIC RELIEF

RED NOSE DAY AND AN EASTER EGG HUNT FOR CHARITY

There was a hive of charitable activity in the final weeks of the spring term.

On 19 March, all pupils chose to don (appropriately Georgian) red in support of Comic Relief.

Then, on 23 March, the Third Year pupils organised an easter egg hunt for the First, Second and Third Years to enjoy. The lure of chocolate undoubtedly fuelled the girls' enthusiasm and it was a real treat to see the girls following clues and racing around the site, yelping with excitement in the sunshine.

The Third Years also worked hard to gather and put together some Easter baskets and all pupils were entered into a raffle, with the winners announced on the final day of term.



Connected

COMMUNITY

GEORGIANS' INVOLVED IN THE COMMUNITY

As schools opened their doors to pupils once again in September, stories were shared of Georgians who had showcased the School's ethos of connection and service during lockdown.

Second Year pupil, Hemani, showed incredible thoughtfulness by using her time at home to advertise and sell unwanted toys, in order to fund three future evening meal sessions at the Salvation Army soup kitchen.



Third Year pupil, Amar, served food to the homeless in Trafalgar Square as part of the Nishkam Sikh Welfare and Awareness Team Charity. She helped to serve over two hundred hot meals and prepared over three hundred bags with non perishable foods every week.



INTERNATIONAL WOMEN'S DAY

It somehow seemed incredibly appropriate that International Women's Day fell on 8 March, the very day that the girls returned to St George's to resume learning in person.

To enable the whole School community to focus properly on this important day, without the distraction of the School return, the International Women's Day Assembly was held on 11 March.

The Head Girls and the Diversity and Inclusion Group reflected on why this day is important, on the recent successes of women and how women have been disproportionately affected during the pandemic. #choosetochallenge was the hashtag of #IWD21 because with challenges comes change.

The girls raised funds for Refuge, a UK charity providing specialist support for women and children experiencing domestic violence.

The Charity Committee hosted a quiz after School on 11 March, raising £488 for their charity of choice.

#choosetochallenge



FUTURE GEORGIAN DAY

Staff were delighted to welcome lots of fabulous Year Six pupils from a number of feeder schools over two days in September for 'Future Georgian Day'.

Girls enjoyed pop lacrosse, drama, and music.



COMMUNITY

FRIDAY FEASTS

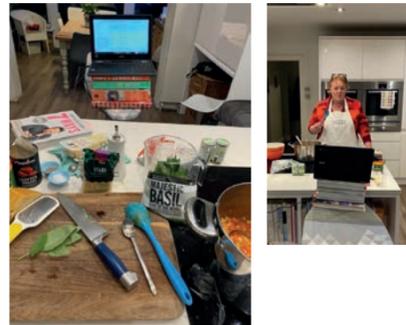
Cookery has always been hugely popular amongst the girls at St George's and it was no surprise then, that Mrs Jones' online Friday Feasts were a huge hit during the Spring Term.

The whole school cook-along on a Friday afternoon aimed to gather staff, pupils and their families together to make supper.

The bigger picture, of course, was to help girls to make a positive contribution to lockdown family life and improve their culinary skills.

In the first week, everyone had a go at sausage fusilli with a creamy garden salad and then, the next Friday, Mrs Jones guided everyone through Mob Kitchen's Crispy Chicken and Chorizo Traybake. In the weeks following, Mrs Jones jetted off to Thailand (if only!) with a delicious vegetarian Asian laksa soup, celebrated Chinese New Year with sweet and sour chicken and provided a winter warming chilli con carne for everyone to enjoy.

Many of the School community were keen for this popular online provision to continue but, with the opening of the new Cookery and Food Technology room on site at Easter, it was time to return to cooking together in person once again.



AMNESTY INTERNATIONAL GROUP

Throughout Remote Schooling, the St George's Amnesty International Group continued to meet online, joining the 2.8 million strong community of Amnesty International members around the world.



The St George's group for 2020-21 consisted of around twelve pupils, including girls from the Third, Fourth and Fifth Years (and often one pupil's dog!). It has been an invaluable opportunity for pupils to build relationships between year groups, an important strand of school life that was sorely missed during Covid restrictions.

The older girls had an opportunity to work alongside, assist and support the younger girls and had to think through what constitutes appropriate content for younger members of the group. The group enjoyed taking ownership of the campaigns that they wanted to focus on. Each individual did some research into an Amnesty International campaign that most interested them.

They fed this information back to the group and then discussed the ways in which they could support each cause. They sent messages to the authorities to speak up for those who are being denied their basic human rights and wrote to the individuals to let them know that they are not alone.

By supporting Amnesty International at St George's, our aim is to educate pupils about inhumane treatment around the world and encourage them to do what they can to improve the lives of people who are being treated unfairly throughout the world, campaigning for meaningful change.

AN HISTORICAL MYSTERY SOLVED WRITTEN BY THIRD YEAR PUPIL, ROSIE

Earlier in the spring term, a Scottish historian approached the school with a rather intriguing item - a letter.

Sent from Egypt in 1937 and addressed to a 'Miss Margaret Wigan' at 'St George's Junior School, Ascot', the letter never reached its intended destination or recipient. That is, until now.

Our Third Year was tasked with tracking down its intended recipient. A number of us searched for details of a Margaret Wigan with little success, until Mrs Kratt approached me with a potential address. I decided to write and explain the story of how we had

come across the letter, in the hope that we had the right recipient.

A few weeks later, a letter arrived at school addressed to me! I not only felt excited to receive a personal piece of post at school but also felt a sense of pride to contribute to the School's history. Nearly eighty five years after the letter's dispatch, we have now met Georgian alumna and lost-letter recipient, Margy Wigan. In an inspiring reply, she shared snippets of the memories that she has from so long ago: her memories of dressing in her Sunday best with Panama hats and running to watch royalty in procession on Royal Ascot week.

Who would have thought one letter sent to St Georges' would involve us in such a detective story? We are thrilled to have solved our own mini-

mystery and, in doing so, to have had the opportunity to meet such an interesting member of our alumnae, delving into St George's history in the process.



**HOLOCAUST
MEMORIAL
DAY 27/1**

HOLOCAUST MEMORIAL DAY

The 27 January marked National Holocaust Memorial Day and a number of St George's pupils were privileged to hear the story of survivor, Eve Krugler.

This is Fourth Year pupil Ellie's account:

On Tuesday 26 January, I, along with many other students across the nation, joined the Holocaust Educational Trust's webcast where Eve Krugler, a Holocaust survivor, told her amazing story. She spoke of her journey through France to America to seek safety and the many, awful hardships that she had to face. Eve was only ten years old when she left her parents to begin her journey. She was asked a number of times how she coped and she said that she just did, that every day there was another challenge but she just kept going. Eve also talked about her sister, Ruth who protected her through the journey, detailing that she never really felt too lonely or scared as Ruth was there. She spoke about being an optimist.

She said, "If I was not an optimist I would not have survived." I feel extremely privileged to have been able to hear her story. It has made a real impact on me and her testimony has really helped me to reflect with understanding on this Holocaust Memorial Day.

Connected

COMMUNITY



SECOND YEARS TEACHER FOR THE DAY

Our Second Year pupils have obviously been watching their teachers closely, as they confidently took on the role of Teacher for the Day to raise a wonderful £210 for our three chosen charities.

Maclaren and Laranya ran an immaculate Classics lesson on the events at Pompeii, engaging their peers in a lively fact sharing session and conducting an exciting chemistry experiment in a bottle to emulate the volcanic eruption. Mr Malhotra was very impressed with the girls' lessons on coding and as well as their beautifully presented lessons on French fashion.

Mr Naeem showered Ava and India with high praise after their Physics lesson.



"I am so impressed by the effort they put into preparing and conducting this lesson; this demonstrates their genuine and immense enthusiasm for Science. Well done!"

SIXTH FORM TASTER DAY FOR THE FOURTH YEAR

As the Fourth Year pupils start to think more seriously about life beyond GCSEs, the first Sixth Form Taster Day, which took place on Monday 5 July, gave them a taste of everything that makes Sixth Form at St George's a truly special experience.

The girls were able to take a variety of A Level lessons and learn more about new subjects not available in the earlier years.

They also met with Sixth Form tutors who explained what life is like at the top of the school and talked about the opportunities available - both inside and outside of the classroom - to develop and mature during these vital years.

"The Sixth Form Taster Day was really interesting and helpful as it gave me an insight into different subjects that I am considering for A Level. I was really interested in the content of some subjects and am now considering different subjects than I was before the day. I am definitely very excited to go into Sixth Form and narrowing down my subjects to 3 or 4 will be very difficult, they were all so fun and interesting!"

Our Fourth Year girls clearly gained a great deal from the day and are SGA Prepared in advance of making their subject choices next year.

HEAD GIRL, JUNE, FOLLOWS GEORGIAN TRADITION

Head Girl, June, followed Georgian tradition by adding her name plaque to her room in the Loveday boarding house during the last week of term.

Well done to June for being an excellent role model for the rest of the School this year!



HOUSE EVENTS

ST GEORGE'S DAY CELEBRATIONS

As beautiful spring sunshine lit up the grounds in the first week of the Summer Term, the School community gathered in their year group hubs and the Chapel for the annual celebration of St George's Day on 23 April.

The gradual easing of pandemic restrictions in the country was reflected by some limited changes at the School and the service included singing from the Sixth Form and Fifth Year members of the Chapel Choir, in separate groups.

The Choir started the service with "The Collect of St George" and this was followed by readings of Keats and Shakespeare by Upper Sixth students, Olivia and Alexandra, before a Bible reading of 1 Corinthians, Chapter 15 by Mrs Hewer. After the Choir sang the anthem "Love Divine", Reverend Watts spoke to the Sixth Form pupils in the chapel - with the rest of the school community online - about the steadfast and brave example of three men: St George, HRH the Duke of Edinburgh and Jesus Christ.

The Chaplain reminded everyone that, whilst their lives were very different, all demonstrated strong themes of courage, loyalty, duty and service and she encouraged the whole school community to nurture these qualities, in order to enable them to be well armed for challenges in life.

The St George's Day Service was a wonderful start to the day with the girls being subsequently able to enjoy the St George's Day Feast at lunchtime and the Georgian Gallop during PE lessons.

Prayers were bookended by the Choir singing the School Hymn and, finally, the National Anthem.



HOUSE SWIMMING COMPETITION

The sporting highlight of the weeks prior to the October Half Term was undoubtedly the House Swimming Competition.

Despite the lack of whole-school support due to the pandemic, the girls competed fiercely in their cohort groups, cheered on by their peers. There were some fantastic, close run races and great individual performances.

The girls also had a great deal of fun with a number of comedy races for the First to Third years and a competition for the biggest splash. It was evident that the girls enjoyed dancing to the Macarena to warm up!

Congratulations to all the Churchill swimmers on their overall House victory.



HOUSE NETBALL

In December, all year groups participated in the annual House Netball Competition.

Many games reached a nail biting conclusion with some very close scores. Hosting year group competitions meant that even more girls had the opportunity to play and represent their House, and all the teams enjoyed letting off some steam in the outdoors, whilst engaging in a little friendly competition.

It was fantastic to see that every House won in at least one age group. Players in each year were very supportive of one another, helping those that were less experienced and ensuring every player had a great time.

Given the limit on normal House activities at this point in the school year, it was fantastic to be able to host this the second inter-house sport competition of the academic year. The final results saw Alexander and Becket finish in joint first place, with Becket securing the win through goal difference.

HOUSE SCORES

1st	Becket	58 points (+ 22 Goals)
2nd	Alexander	58 points (+ 16 Goals)
3rd	Churchill	45 points
4th	Darwin	33 points

HOUSE EVENTS



CHRISTMAS HOUSE PARTY FILM COMPETITION

With the pandemic ruling out the prospect of the annual House Parties and other St George's Christmas traditions, the girls were asked to replicate some of the fun and good cheer of these occasions in the inaugural House Christmas Film Competition.

The girls were instructed to organise and create a festive extravaganza, to be shot by the pupils using camera phones and edited to showcase the talents of the year groups in their House. Strict rules applied: the films had to be Covid safe with no mixing of cohort bubbles; they had to be no longer than twenty minutes, they had to involve all year groups, they had to feature a dance, a song, a piece of drama as well as a Christmas montage musical number. The judging panel - comprising members of the Admissions and Marketing Department- were asked to score entrants on the quality of content, technical proficiency and sheer Christmas spirit!

All of the girls in School - as well as those learning remotely - were able to watch each other's submissions on 16 December as part of our Christmas celebrations. It was clear to the judges that everyone had put in an incredible amount of effort and it was encouraging to see all the girls performing, whether on the South Lawn, the Squash Court, in cohort hubs or from their sitting rooms at home!

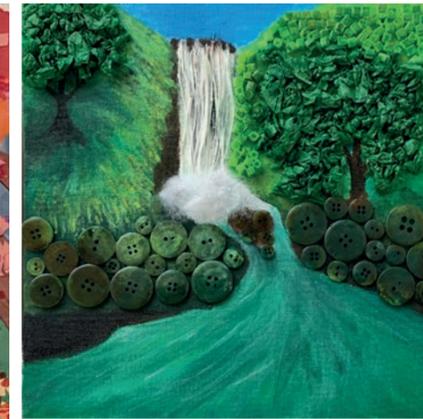
Ultimately, Alexander House were crowned winners. The judges felt that the 'Loss of Christmas Spirit' theme, that was threaded so effectively through Alexander House's film, provided the perfect festive backdrop for some hilarious dramatic performances and beautiful musical renditions. Their lip sync to Step into Christmas was also full of the best kind of fun and the film set the perfect tone for the term's end.

HOUSE ART COMPETITION

House competitions at St George's are taken very seriously and, whether in the debating hall, on the sports pitch or - as was the case for this term - in the Art room, the girls always throw their energy into striving for the top spot.

Throughout the Spring Term, while school was closed and pupils were working remotely, teams of four from each House worked individually at home to collate a portfolio of work on the theme of 'The Seasons'.

Miss Antolik and her team had a very difficult job judging the girls' work but eventually chose A House as the winners.



HOUSE EVENTS



HOUSE QUIZ

In a School Council meeting earlier in the Spring Term, the girls shared that they were missing interaction across the year groups; an element of School life made difficult when working from home or at School in restricted groupings.

Therefore, on the afternoon of 10 February, Alexander, Becket, Churchill and Darwin Houses battled it out on Google Meet and Kahoot, in the hopes of being crowned the House Quiz 2021 champions. The competition was divided into Junior and Senior events and a live streamed music round was held for all.

Darwin House were delighted with Third Year Chloe's victory in the Junior Kahoot. Third Year pupil, Orla, from Becket House achieved the highest marks in the music round and the Senior Kahoot was won by Churchill House's Kendra in the Fifth Year.

Fourth Year Anya (B), Fifth Year Ruby (C) and Ariana (D) in the Lower Sixth all achieved 100% in the Music Round.

The girls spoke positively about meetings held during the Spring Term with pupils in different years, such as the Environment Council and the Diversity and Inclusion Group and asked if another online House Quiz, like the one held at the end of the Summer Term in July 2020, could be held.

HOUSE DEBATING

House debating was the first event to take place in the 2020/2021 House Championship and took place in October.

Each House formed a team of three, with representatives from across the year groups. The debates were chaired by Sixth Form pupils, Nyah and Pippa. In the manner of most things in 2020, there had to be adaptations owing to the pandemic. The contest was held online using Google Meets and Chromebooks.

The semi-finals saw Darwin overcome Becket in a debate concerning the place of performing arts in the curriculum, whilst Churchill beat Alexander on the subject of limiting flying for ecological reasons. The third-fourth play off and the final were both well contested; the first debate concerned allowing the use of performance enhancing drugs in sport whilst the winner was decided by a discussion of the balance between surveillance and personal freedom in society.

The overall standard was excellent with many girls stepping forward to compete in their first ever formal debate. The judges' decision named Amelia in the Fifth Year as the best debater. Darwin was victorious over Alexander to take third place, whilst Churchill were the overall winners.

HOUSE ATHLETICS

It was fantastic to welcome back spectating parents to St George's on Friday, 2 July for the House Athletics Competition.

The morning saw girls from all years participating in field events. No records were broken but some superb performances were recorded. Of particular note was a double win for Second Year pupil, Seesy, who jumped 4m in the Long Jump and threw 22m in the Javelin. Congratulations also goes to Sixth Form pupil, Izzy, who cleared 1.35m in the high jump and Fifth Year, Lotte, who smashed out a 18m discus throw.

In the afternoon, we turned to the track events and the athletics field was abuzz with excitement. Starting with the 600m and 800m, stand out performances were given by First Year, Marta and Second Year, Cara. The 100m saw some exciting photo finishes, with a strong performance given by Muna who dominated the Third Year race. The relays were fantastic to watch and showcased the collective support of each House for its runners.

Many congratulations go to Alexander House who won the event. A huge thank you should also go to all the staff who worked tirelessly to make the day a huge success. Well done to all the girls who took part and to those who offered such loyal and vocal House support!

HOUSE SCORES

1st Alexander	(483)
2nd Churchill	(460)
3rd Darwin	(444)
4th Becket	(322)



Connected

HOUSE EVENTS

HOUSE PERFORMING ARTS COMPETITION

Despite the business of the final weeks of term, girls from all four Houses worked really hard to prepare a truly entertaining and varied programme for the House Performing Arts Competition on Wednesday, 7 July.

From contemporary solo dance pieces with beautiful storytelling and incredible agility, to soulful sung performances, from saxophone solos to tense drama duets, a high standard of performance and an impressive display of confidence was maintained throughout, undoubtedly making our judge's final decision a difficult one!

Our judge, Sophie Ash, who is taking up her role as our new Director in Residence in September, was incredibly impressed with this ambitious display of Georgian talent and is all the more excited now to work with the girls in the year ahead.



Many congratulations go to Alexander House for the overall win. Special mention must go to Zara for Best Dancer, Oona for Best Actress and Olivia for Best Musical Performance.



Connected

CHRISTMAS



Everyone breathed a sigh of relief when the winter sun rose on the day of the Santa Run.

SANTA FUN RUN

Pupils donned their santa hats and costumes and took to the playing field in their cohorts, to run in aid of the three school charities, Cool Earth, Macmillan Cancer Support and Battersea Dogs & Cats Home.

The Fifth Year organisers led from the front with some entertaining, festive inflatable costumes. Even Mr Carroll joined the Sixth Form in his lycra take on a Santa costume! An amazing £1200 was raised for our three charities on the back of the girls' efforts.



CHRISTMAS JUMPER DAY FOR SAVE THE CHILDREN

It isn't Christmas at St George's without the annual Save the Children Christmas Jumper Day.

On Friday 11 December, the girls added baubles, antlers and snowflakes to their sportswear, raising £494 for Save the Children.

The Charity Committee have worked hard throughout Remote St George's to organise a number of virtual fundraising events to keep our girls connected to the world beyond their screens.



CHRISTMAS SOCIAL ADVENT

It was, of course, a slightly alternative Christmas season, but the festive spirit remained alive and well at St George's.

The SGA social media platforms were overflowing with a myriad of festive joy in celebration of a #SCAfabYULEous #SocialAdvent including images of our Bursar, Mr Anderson, dressed as a Christmas elf!



Connected

OUR LEAVERS

UPPER SIXTH LEAVERS ASSEMBLY

Girls in the Upper Sixth enjoyed sharing a leavers' assembly to mark the end of their time at St George's. We are so proud of the resilience shown by these girls throughout their final year and we wish them the very best of luck in the future.

UPPER SIXTH LEAVERS' BALL

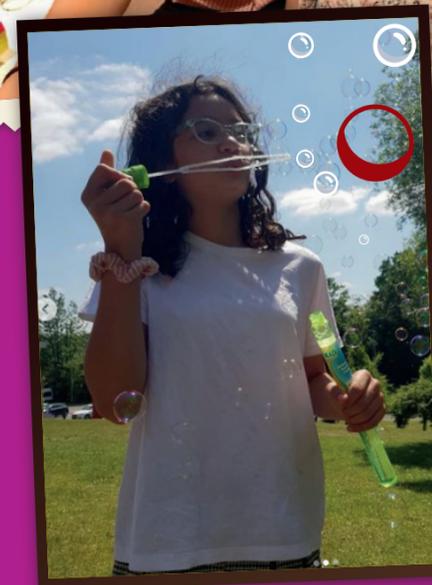
On Thursday 8 July the SGA community said their final farewells to the Upper Sixth at the Leavers' Ball.

The girls began their celebrations with a drinks reception on the South Lawn. In the dining hall, the girls were joined by staff and enjoyed a delicious three course meal prepared by our catering team. The girls will be greatly missed, and we look forward to welcoming them back as Old Georgians in the not too distant future.



Boarding LIFE

IN PICTURES



ST GEORGE'S
ASCOT

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LIFE IN PICTURES



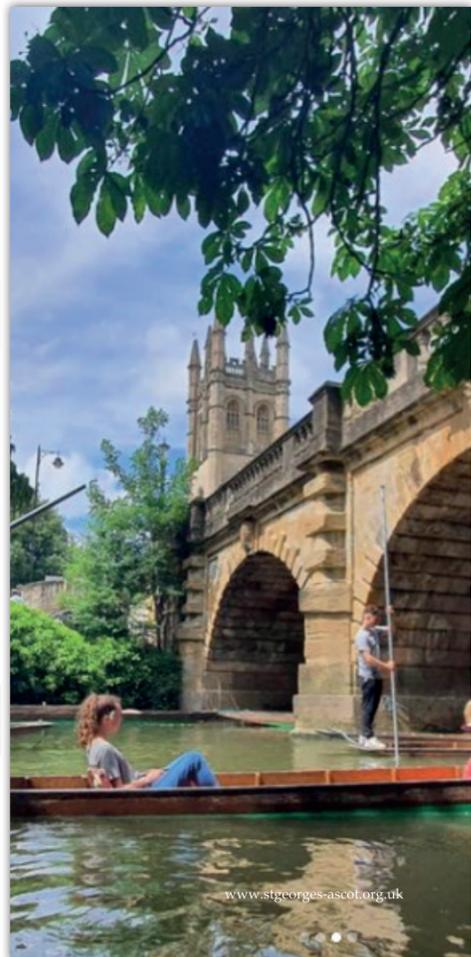
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The Dragon 2020-21

Boarding

LIFE IN PICTURES



Boarding

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Alumnae

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- Heritage and History: A Short Piece About an Old Photo Album
- News of Former Pupils



WELCOME



A WARM WELCOME FROM LAURIE GLIMMERVEEN

It goes without saying that all of us at St George's keenly felt the limitations of 2019-2020, the pandemic having had a frustrating and disappointing impact on the usual schedule of Georgian reunion events.

I had hoped to invite you to drinks on the South lawn in the summer and I was so looking forward to seeing so many of you at the end of this term's Carol Service and Alumnae Reception afterwards only to be frustrated once again by the dreaded virus!

Hopefully, we will discover a new normal in the not too distant future and we can welcome you back to St George's very soon.

I hope that, in the meantime, a dip into the past will provide the opportunity to escape the present if only for a moment. In this section you will find the absolutely wonderful story of a lost letter, sent to a pupil at St George's back in 1938 but only recently found, setting our determined detectives in the Third Year off on a fascinating journey of historical discovery. You can also take a look at the history of lacrosse at St George's and then take a walk down memory lane in the form of some historical albums stretching back to the 1940s.

As usual, it is wonderful to hear from a number of former Georgians and, with leavers from as far back as 1950 to as recently as 2016, there is that sense that a Georgian never truly leaves the SGA family.

I do hope you enjoy reading this year's Dragon and, more than that, I look forward to meeting many of you again soon.

Laurie Glimmerveen / Alumnae Coordinator

THE LOST LETTER

AN ARTICLE ABOUT THE LOST LETTER TO MARGY WIGAN

In January 2021, I received an email from a historian in Scotland: he had come across a letter addressed to a Georgian that had become somewhat delayed in the post and was seeking our help to reunite the letter with its owner.



Posted in 1937, the letter was addressed to a Miss Margaret Wigan, St George's School, Ascot. But who was Margaret, and how did her letter end up 500 miles away from Ascot, some 84 years later?

As an aviation enthusiast, the historian who discovered the letter, Keith Otto, had made headway in discovering some of the letter's past. The letter was sent from Port Said, Egypt (postmarked Port Said Traffic) on 29 September 1937, the envelope carried 'The Orient Line' (later P&O) embossing on the back. But the letter did not have a happy journey back to Ascot!

It was taken the following day to Alexandria where that evening, added to the other mail it was put onboard an Imperial Airways Flying boat in Alexandria harbour, a Shorts 'Empire' S23, G-ADVC, 'Courtier.'

DISASTER MID-AIR

Take-off was at 4.18am the following morning for the four hour flight north to Athens and Phaleron Bay with mail and nine passengers on board. The flight was uneventful until the landing at Phaleron Bay: a wrong approach angle and too high a forward speed resulted in a heavy landing on the water. The fuselage buckled and the boat very quickly took in water. The crew on the upper deck all managed to escape, but three of the nine passengers drowned.

The aircraft was beached that evening in the bay, and the mail taken off - it was then sent onward by landplane, and on arrival in the UK (probably Croydon), each of the mail pieces was stamped:



"Damaged by Sea water in Airplane Accident"

THE LOST LETTER

AN ARTICLE ABOUT THE LOST LETTER TO MARGY WIGAN (cont.)

A thorough report was written on the accident, which was to have far reaching consequences for aviation safety. Much of the blame was directed at the inexperience of the Captain in water landings, however several recommendations were adopted by the industry and remain with us today. These include adequate signage for emergency exits, ensuring that these can be quickly opened in an emergency (not locked, with the key in the Purser's drawer!) and ensuring that passengers are fully briefed on evacuation procedures in the event of an emergency."

Mrs Debbie Kratt, Head of History at St George's, challenged her Third Year class to take on the case from this point: now that we knew how the letter went astray, the time had come to find out more about its intended recipient. School records were no help, with very little from the 1930s on file, and a school photo from 1935 did not feature Margaret. The Third Years looked further afield, with ancestry websites playing a valuable role.

WHO WAS MARGARET?

The girls found a Miss Margaret Wigan, who appeared to have been a teacher at several schools across Berkshire. They established that she may be a relative of Brig.-General John Tyson Wigan, a British army officer and later Conservative Party General.

This could not be confirmed as the names of John Wigan's siblings and parents could not be identified without paid access to historical records.

However, there were at least three notable links between Margaret Wigan and Gen. John Wigan:

1. John shared a surname with Margaret, and one of his parent's names may have been Margaret. John is listed as being the son of an 'M. C. Wigan'. The full name is not detailed, but the 'M' may refer to Margaret.

2. John had strong ties to both Egypt (where the letter was sent) and Berkshire (where St George's, Ascot is). John was in command of the Berkshire Yeomanry which moved to Egypt in 1916 before fighting in the battle of Gaza. In 1918 Wigan was made a Companion of the Order of St Michael and St George (CMG) in recognition of his service. It was unclear as to why he might have been in Egypt in September 1937 (when the letter was sent) but, given his background in the armed forces in Egypt, it may have related to the Anglo-Egyptian Alliance formed in 1936/37.

3. John later became involved in private school education, as Margaret appears to have been. After leaving the army in 1918, John sat on the board of governors at Abingdon School, and became an MP for Abingdon.

With this information, the girls felt confident they had found the right Margaret Wigan, and located an address for her, to which they sent a letter explaining the situation. Nothing was heard for a while, and it was assumed the trail had run cold. However, on 17th May 2021, the following arrived, to much excitement from all involved:

Dear Rosie,

Thank you very much for your letter, which I received on the 8th May. It was sent to my former address and forwarded to me. My Goddaughter is helping me compose this letter and will send it on my behalf.

I was most surprised to learn that St George's has come to be in possession of a mysterious letter addressed to Margaret Wigan, sent in 1937. As I was at St George's, it seems probable that the



Margy Wigan in 1943



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letter was intended for me. I would be interested to learn about the passage of the letter and receive it in due course in order to discover who wrote it. It is extraordinary that it has come to light after all this time and I am sure your school is keeping it safe.

My memories of St George's are limited as it was some time ago now! I was a day girl, before eventually boarding to get used to living away from home. Each year we stood by the main road near the school to watch the King and Queen process past en route to Ascot.

We wore our 'Sunday best outfits including Panama hats. The Royal party came through Windsor Great Park and alighted from their car into a horse drawn carriage. They turned right into the estate in front of our eyes and we waved as they passed.

During that era, that is when I was about nine, pit ponies were being turned out as the mines were becoming mechanised. My mother rescued two and we called them Samuel and Emmelina. They were my great passion and my companions away from school.

I went on to become a school teacher, teaching at girls' schools, so perhaps my time at St George's inspired that.

Once again, thank you for getting in touch to share this intriguing information. I look forward to hearing more.

All good wishes,

Margy Wigan
Ms Margaret Wigan

The girls (and Mrs Kratt!) were so thrilled that their research had found Margaret and a dialogue was opened up between Margy's (as she prefers to be called) family and the school.

Margy's family were able to fill in all the gaps, completing the picture of the fated letter's rightful owner.

ALL ABOUT MARGY

Margy was a pupil at St George's between 1937 and 1940 (which explains her absence from the 1935 school photo). Born in 1928, her family lived locally, in Chobham. Margy's father was a barrister in London; during WWI he had been in the Army, fighting Turkish forces in Mesopotamia (modern-day Iraq). In WW2, he was an adviser to Haile Selassie I, Emperor of Ethiopia. Born in 1892, he died in 1957.

Ruth Wigan was Margy's mother; born in 1903, she died in 1989. She was one of ten children, but only seven survived to be adults. Ruth's father was a judge of Anglo-Irish descent, and the family lived in London but spent each summer in Ireland, a tradition which continued until the 1950s. Margy had a younger brother Gareth. He moved to the USA in the 1970s and worked in the film industry in Hollywood, including on the first Star Wars film.

Margy had always loved horses and dogs, as well as riding herself, she helped with Riding for the Disabled for many years.

She was a teacher, working at various girls' schools, mainly in Berkshire, and achieved membership of MENSAs, the high IQ society.

When Margy retired, she began training her dogs in the categories of Obedience and Agility, and owned Cardigan Corgis and Papillons in particular. Competing at dog shows all over the country, the dogs won many rosettes. She still owns two dogs, Kyla and Tilly.

They live on a local farm and visit her twice a week at the care home she currently lives at.

WHO SENT THE LETTER?

Without having seen the letter inside the envelope, we were all none-the-wiser as to who had written the letter. Margy and her family were able to add their own theories: A photo from a family wedding in 1946 shows Margy's uncles and aunts on her mother's side, with her mother in the middle. Maybe Uncle Hugh, the man in naval uniform, as he travelled all over the world? Or Auntie Elsie, next to him, who was a teacher in Jerusalem in the 1930s? Or someone from Margy's father's side of the family?

And there the story pauses for now! We are yet to receive the original letter from the historian, but the aim is to reunite Margy and her letter whereupon we can finally reveal who sent it.

WHO DO YOU THINK IT WAS?

Answers on a postcard please! Regardless, this was a fascinating project for all concerned, and gave current pupils an insight into not only the intricacies of the postal service in days gone by, but also of a Georgian just like them, separated in time by 85 years, but having had many of the same experiences of St George's. Both Margy and the Third Years hope this will be only the beginning of a new friendship.



Margy with her St. George's package.

HERITAGE AND HISTORY

LACROSSE AT ST GEORGE'S - 'THAT DANGEROUS GAME WHICH RUINS YOUR FINGERS'.

BY LAURIE GLIMMERVEEN



Sport has always been a hugely important element of life at St George's; one of the earliest published records of sport at St George's comes from The Reading Mercury on 29th July 1893:

"On Friday 21st July a large and fashionable company assembled in the exceedingly picturesque grounds of St George's, Ascot, when a long and capital programme of athletic sports were gone through by the boys attending Messrs E Blair and Gordon Shackles' school known as St George's, Ascot.

The weather was exceedingly fine and the grounds were gaily decorated with flags and streamers. Among those present were Lady Jeune, Colonel and Lady Fitzroy Clayton, etc. etc. The band of the Royal Military College Sandhurst played a selection of music during the afternoon.

Their Royal Highnesses Prince and Princess Christian and Princess Victoria of Schleswig-Holstein arrived at the school shortly after 5 o'clock and were received by Lady Jeune and Mr and Miss Blair, and after tea adjourned to the cricket ground where Princess Christian presented the prizes. After the distribution, cheers were heartily given for Her Majesty.

Whilst the "large and fashionable company" for sports day persists to this day, we are rarely as fortunate with the weather as described in that newspaper.

Sports Day has always been one of the most cordial of events in the St George's calendar, with picnics, families and dogs in attendance.

However, these same fields have a darker, wetter and often more rainy alter-ego, as the lacrosse pitch. In stark contrast to the often warm and sunny memories of sports day, ingrained in many people's minds will be cold Saturday mornings, come wind, rain, or snow, playing local opposition at lacrosse.

While St. Leonards School, in St Andrews, Scotland claims to be the first girls' school to have played lacrosse in 1890, St George's was not far behind (although Cricket was perhaps surprisingly the main sport played on the playing fields in the early 1900s).

The Headmistress at St Leonard's had watched a game of Lacrosse played in Canada - where the game has its origins - in 1884, between the Canghuwaya Indians and the Montreal Club, in Montreal and thought it "beautiful and graceful." As a result the game was introduced at the school

and Seniors (alumnae) of St Leonards introduced lacrosse to schools in the south of England, specifically Wycombe Abbey School in 1896 and Roedean School in 1902.

St George's Cricket Field became the Lacrosse Pitch, and became an important part of "the St George's Experience", as the many recollections from former Georgians attests. Carla Stevens (née Boulton, 1965 cohort) recalls: "Games was a special favourite for me; I captained the lacrosse team in my last year and loved playing netball and tennis as well.

We had to walk round the vegetable garden, down a longish path every day to get to the games field, which was a source of much chatter and hilarity. Our lacrosse boots were stored in the boiler room under the watchful eye of Bill, the Janitor, who also had responsibility for preparing the outdoor swimming pool, which we used in the summer term (whatever the weather!).

'Whatever the weather' is the pervading sentiment of sport here for many Georgians, and in particular the lack of what they felt to be appropriate attire. Fiona Carson (née Sneddon 1972 cohort), recalls: "For sports we wore navy culottes, white airtex shirt, short

socks and lacrosse boots/tennis shoes - NO TIGHTS or sweatpants allowed even in freezing weather". Georgian Sports teachers are made of strong stuff (although noticeably always had warm clothing on!).



Jax Fothergill (née Peters, 1970 cohort) also describes "The claustrophobic dark boiler/boot room where lacrosse boots were dried, the only truly hot place in the school.

Woe betide you if your boots fell off their shelf and you had to scabble in the filthy dark corners to find them. There were RATS in there....or so we supposed."

Whilst the lacrosse pitches remain almost unchanged since the 1900s (with the exception of proper drainage and levelling in recent years), in 1992

HERITAGE AND HISTORY



1900

LACROSSE AT ST GEORGE'S (cont.)

the new Sports Hall was completed, and dedicated (and well-lit!) boot rooms were included. The distinctive smell of wet canvas and rubber lacrosse boots will spring to mind for many.

Of course anyone daring to walk mud into the changing rooms would deeply regret it under the watchful eye of Miss Whitmore, Miss Newman and Miss Lofthouse, who were very protective of this precious new sports facility.

For the keenest of players, the strongest of lacrosse memories may not be on St George's home pitch, but of the annual lacrosse Tours to the USA; tales from which are still told fondly many, many years later.



1951

St George's girls have a reputation amongst their competition as "gutsy girls, great competitors who fought for every ball" according to former St George's Head of Sport (2018-2020) Ali Earnshaw Punnett, who came to us from St Catherine's, Bramley.



1964

For a small school, St George's has always been very successful in lacrosse, being frequent winners of the National Small Schools' Championship, producing club, county and indeed international players. Many girls carry their love of lacrosse on with them as they leave St George's and join local and university teams, with some taking it even further.



1998

100 Years of St George's Spirit and Tradition

A good example of this is Maeve McKenny (2013 cohort) who combines a medical day-job with playing lacrosse

at club and national level for Wales, having never heard of lacrosse before joining St George's at 11 years old. In a recent interview with GloriousSport.com, a community that aims to elevate women's sport through the lens of art and culture,

Maeve describes her introduction to the game:

"I actually grew up in London and then went to a boarding secondary school. It was kind of Hogwarts-esque I guess, getting shipped off to school with your trunk. Then I started playing this weird game,"

She goes on to describe how the fast-pace and physicality drove her to go from nothing to playing at county level during her later years at school.

After a gap-year without playing at all, entering University was the catalyst for a renewed interest in the sport, and the rest as they say, is history.

In July 2017, St George's welcomed back alumna and Lacrosse World Cup Championship player Emma Hawkins (née Halliday, 2000 cohort) as guest of honour at Prize Giving. Now a GP, Emma started her lacrosse career at St George's and by 1999 was playing for Wales. By 2017 she was playing in her 4th World Cup Championship and had earned her 100th cap for international matches.



What was once a niche 'Hogwarts' type sport familiar to us, but that many had never encountered, lacrosse is now starting to enter the wider public consciousness.

Indeed, part of the 2017 Lacrosse World Cup was shown on the BBC, and there is hope that it will also feature in the 2028 Olympics.

Hopefully lacrosse - which has so many memories, both positive and negative! - for all of us, finds a wider audience in years to come, whilst we at St George's continue our long-held love for the game.



Sports Hall Opening Ceremony in 1992

HERITAGE AND HISTORY

BLAST FROM THE PAST - PHOTO ALBUMS



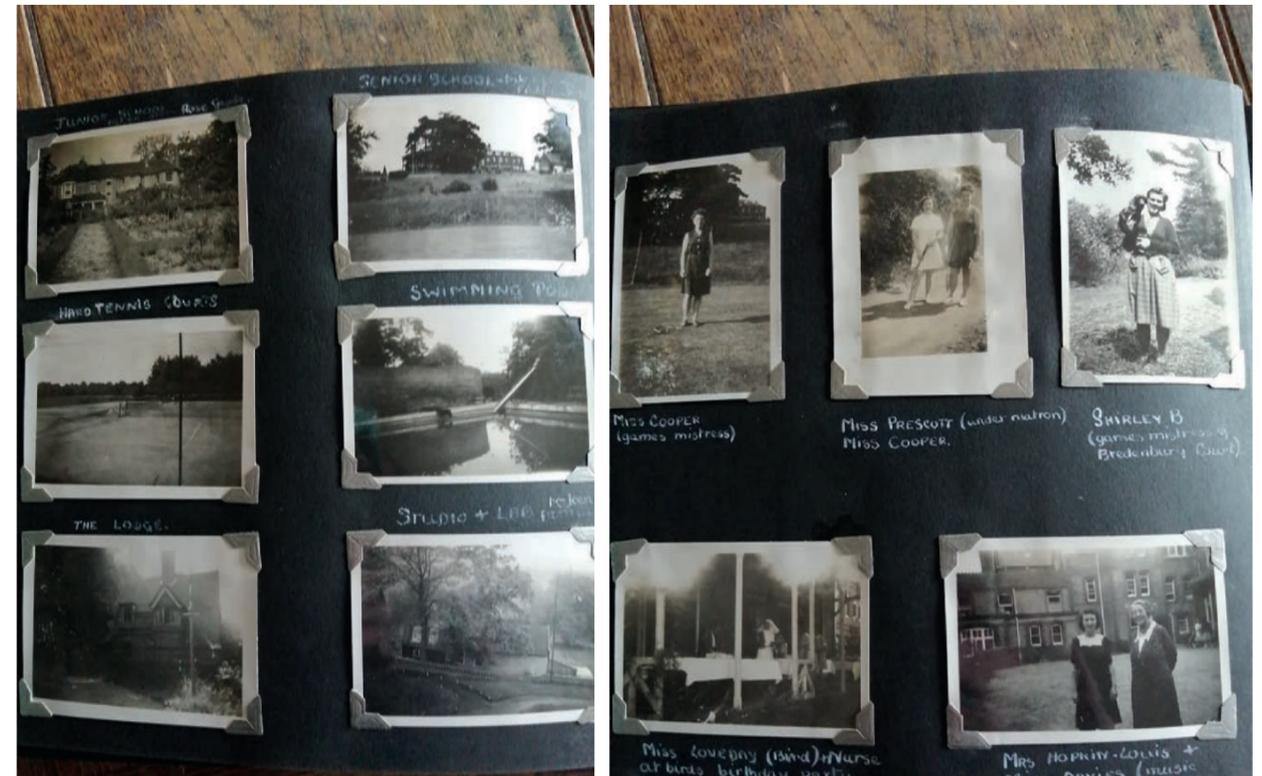
I received an email over the summer from Jax Fothergill (née Jacqueline Peters, 1984 cohort). She said she had read with interest about our oldest photos being those from an old album belonging to Jennifer Bloy (The Dragon 2019/20), and it reminded her of a photo album from 1946 that she owns, which originally belonged to a former Georgian called Penelope Colclough.

Jax went on to say: "I picked it up for a song from Ebay out of pure nostalgia. Unfortunately, quite a lot of the photos are missing, but those that remain are in good condition and even better, good old Penelope has listed the names of the girls in them. Then I got to the Old Girls new section and the first letter was from Angela Wallis (née Bond cohort 1947)....Yes, you betcha! I went straight for the photo album to see if Angela was there, and YES!!

Only two rather indistinct snapshots sadly, but 'A. Bond' handwritten next to photos".

Can any of you put any more names to faces in these photos? Does anyone look familiar? Jax says "There's an old photo of nurse too...it sounds hard to believe, but she still looked in the 70s just as her photo from 1946! How is that possible?"

If you have any old school photo albums at home with names that might have gotten forgotten over the years, please do let us know and we can have another game of 'Guess Who?' in the next issue of The Dragon.



NEWS OF FORMER PUPILS

Name	Cohort	News
Margaret Brain (née) Rhys	1950	<p>Can't be many of us left! Still here, still breeding sheep but my son Graham is now doing most of the work. Maurice has at last had his cataract done and can now see again, so will be 'back in the saddle', but slower.</p> <p>We have seen very few people through isolating, but that was much as usual on a farm. We have been better off than many. I've seen my cousin, Rosanna Muirsmith (Everett) once, she is fine. I shall read the OG news with interest this year.</p>
Ginny (Virgina) Steinhoff (née Boswell)	1969	<p>I continue to live in the States with my husband of forty seven years.</p> <p>We have been blessed with four children and nine grandchildren and both our Mothers are alive at 100 and 92.</p> <p>So thankful for all I learned at St George's and for the legacy of excellence that is encouraged.</p>
Patricia Feltham (Bishy Dafforn)	1972	<p>In what has been a difficult period for everyone I have been very lucky and been able to continue with childcare for my three grandchildren, we now have another on the way in November which is exciting.</p> <p>My youngest son unfortunately had to postpone his wedding till next year because of Covid but thankfully most of my family were working throughout lockdowns and two were on maternity leave so it has not been too bad for us.</p>



Anne Clube, Lyn Charnock, Priscilla Matthews, Marylou Bruce and Patricia Feltham

I gave up work a couple of years ago to help with childcare and also do various bits of voluntary work and have enjoyed endless walking locally (when allowed) and used this time to litter-pick and listen to audio books, happy to do anything to keep busy and sane! I broke my ankle in December so that slowed me down a bit but I am now back playing badminton again cautiously. Weekly zoom calls with school friends have been great (see photo attached of one of our sessions showing Anne Clube, Lyn Charnock, Priscilla Matthews (from Belgium), Marylou Bruce and myself and we have been joined at times by Fiona Carson (Sneddon from USA), Sandra Valsamides (from Belgium) and Jane Clifton-Brown and if anyone else wants to join us do get in touch (bishyfeltham@yahoo.co.uk). I am also in touch with Susie Popplestone (Winter) and Liz Bowyer, both are keeping well.

No real news because like everyone I haven't been able to do much but hope that everyone is staying safe and well and that life gets back to some sort of "normal" in the near future.

Name	Cohort	News
Priscilla Draper (née Matthews)	1972	<p>I am still stuck in Belgium, unable to visit friends and family in the UK (writing this at the end of May 2021). Perhaps by the time it gets published things will have changed.</p> <p>Meanwhile Zoom/FaceTime/Skype is my way of communicating with everyone. We have a Monday night zoom call with Bishy, Champ, Mary-Lou, Clube, Sandra and sometimes Fi. I believe one of the others will post a photo.</p> <p>My 3 grandchildren who live in Bedford are growing up fast and my son (lecturer at University of Kent) was able to buy his first house not too far from his work, although this past year has all been about working from home. My email address should anyone care to get in touch is: priscilladraper@yahoo.co.uk</p>
Mary-Lou Bruce (née Callway)	1972	<p>What an extraordinary past 18 months we have all experienced. Lockdown, no socialising, no sports and cancelled holidays! But zoom has come on the scene and up to 7 of us from St George's from three countries get together every Monday evening for a laugh and catch up. It's great fun chatting and reminiscing, luckily we seem to remember our antics from all those years ago.</p> <p>We have managed to meet a couple of times for a morning walk followed by lunch, which was wonderful especially to see everyone in person. Patrick and I are now retired and enjoy gardening, holidaying (when we can) and we are very proud Grandparents of two girls and two boys who live quite close by and we enjoy our exhausting Grand-parenting duties.</p> <p>I am still involved with Riding for the Disabled and look forward to getting back to coaching in September.</p>
Peggy Matthews	1975	<p>It's been said that no news is good news, and with that I write to say that things have been good for me this past year - in spite of all the global maladies that have been recently afflicting our precious and fragile planet. Having turned 64 in July, I feel blessed with good health and especially for my rock-solid friendships that were forged at St George's all those years ago.</p> <p>Yes, I'm talking about you, Miranda, and you Tori, and you Jo, and you Heidi, and you Lucy! And I enjoy those glimpses into the lives of other friends from my year who share pics on Instagram: Julie, Sue, Rowena, Dabbie, Tiggy.</p>



I know every form feels as if theirs was the most special, but I know in my heart that MY form was the best one of all, hahaha.

I'm still living on the east coast of the USA, splitting time between central Massachusetts and southwest Florida. Even though my English accent has all but eroded away (after working so hard at acquiring it as an impressionable American-born 10 year old new girl!) I still retain some of the wry British sense of humor and general sensibilities, in spite of 40 years of living back in the USA. So that's my no news. It's all good. Touch wood...

NEWS OF FORMER PUPILS

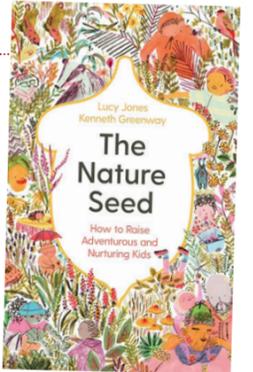
Name	Cohort	News
Marianne Clark-Hattingh (née Clark)	1980	<p>The last year saw me move for UNICEF from Malaysia to Armenia and then Brussels, where I started July 1st as Deputy Director of the UNICEF office for relations with EU institutions.</p> <p>Do look me up if in Brussels.</p>
Suzanne Deering (née Cox)	1983	<p>How life has changed from my days - I have happy state educated children with wonderful local friends. We live in Marlborough, still in commuting distance to London for hubby Ashley.</p> <p>I have spent the last 18 months as co-ordinator for our GP Practice COVID-19 vaccination clinics- proud to have helped but exhausted by the end! As I type, I have one child soon to depart to Aberystwyth Uni with his horse, one at Boardmasters festival and my third out celebrating her fantastic GCSE results!</p> <p>Very proud of my COVID generation teenagers.</p>
Charlotte (Charley) Baines (Bainsey)	1986	<p>I am still living in South Wiltshire and after nearly 16 years working as PA to the Headteacher in a local secondary school and developing their marketing and online presence both in school and advising within the wider trust, I am joining a large 11-18 school in Southampton in September as Executive Assistant to the Headteacher and heading up brand and marketing.</p> <p>I'm very excited about the new challenge, which fits in well with my eldest, Daisy, having just completed her GCSEs and moving on to College and my youngest Freddie continuing at the school I have just departed (hurray he shouts as the school door slams behind me) moving in to Year 9 in September.</p> <p>I keep in touch with a good number of my old amigos on Facebook mainly given our lovely times, but I love hearing about what everyone is doing. I have such happy memories of St George's.</p>

Name	Cohort	News
Philly Lumby née Tree)	1988	<p>I am still living in Perth, Western Australia. Since March 2020, we have had an unexpected year of having a full house. Having not lived together for a very long time, we actually had a lot of fun, and thankfully had enough space so that we didn't kill each other!</p> <p>Annabel (24), is a prop-maker for film and theatre and has just started a new job in London, Sophie (20) is 3rd year physio at Fremantle University, and Lucy (16) will leave school next year.</p> <p>I work for a Christian organisation called YouthCARE that provides chaplains to government (state) schools. I work in 2 government (state) primary schools predominantly managing the children's mental health. A far cry from taking assemblies etc. (Australian government schools consider prayer to be unconstitutional!) Having said that, the title chaplain is kept, as if asked, I am qualified to answer questions! Alex is still in insurance.</p> <p>In the meantime, we wait for our Premier to open the borders so that we can see family overseas...!</p>
Hannah Foster (née Tyekiff)	1993	<p>We managed to have a little reunion before lockdown in March 2020 and have another one planned for Summer 2021.</p> <p>All is good - we moved house in October. Albert started Bradfield and Nancy and Walter continue to love Cheam. Still pass St Gs regularly when visiting my parents who live opposite.</p> <p>Love to all my Old St Gs friends - as my daughter reaches secondary school stage the memories flood back even more.</p>
Sara Wooland née Hellyer)	1994	<p>Still working in the world of sport, mainly focussed on tennis and skiing. Will be heading out to the Beijing Olympics to support Ski Cross World Champion Fanny Smith who I manage, as well as running the Social Media Content for Queen's tennis and working as a fixer for The Tennis Podcast among other freelance jobs.</p> <p>Jack and Zoë are all grown up - Jack currently studying Agricultural Farm Management at the RAU and Zoë on a gap year before heading to Durham in 2023.</p> <p>Still living in Guernsey which has remained pretty much Covid free, passing the time by playing masses of Padel Tennis, which Dom and I are completely addicted to, and enjoying the freedom of no restrictions.</p> <p>Looking forward to our borders opening up so we can head back to the UK to catch up with friends and family.</p>

NEWS OF FORMER PUPILS

Name	Cohort	News
Kate Elwell (née Newton)	1996	<p>My Father painted the wonderful stained glass shutters that still sit either side of the window in the chapel when I left St. George's. Together, we are now starting courses on either gilding or paint finishes, I have posted more information below and a couple of photos which may be of interest.</p> <p>Master the Art: Roger Newton & Daughter School of Decorative Finishes The original 'Master of Decorative Finishes' comes out of retirement to teach again...</p> <p>Launching in September 2021, Master Gilder Roger Newton and his daughter Kate are going to run four-day intensive courses teaching the art of traditional gilding or paint finishes in beautiful rural Shropshire. Without any prior experience needed, students will be given the skills to create or restore whatever they wish. Some have even been motivated to begin new careers! During the gilding course the student will leave being fully competent at preparing gesso and laying and burnishing gold leaf. If you choose the paint finishes course you will learn how to decorate, marble and grain furniture as well as creating the glorious effects of tortoiseshelling, porphyry and malachite. https://www.mastertheart.uk/our-courses Roger began his training in 1955 at the famous studio of Colefax and Fowler. There he learned from experts the art of furniture decoration and had the opportunity to work on pieces from the finest houses, for both private clients and The National Trust.</p> <p>Over the last 40 years he has taught in both London and Guernsey before finally settling in Shropshire and opening a new teaching studio with his daughter Kate.</p> <p>The youngest of Roger's five children, Kate was brought up in Roger's studio and started helping her father with paint effects as soon as she could hold a paintbrush! Along with her husband and their two sons she has put lockdown to good use converting an outbuilding in the grounds of their listed Georgian house into a stunning studio for all to enjoy.</p> <p>The courses can be either live out or residential. There is gorgeous accommodation available to make the whole experience relaxing and enjoyable. Locally sourced homemade food is supplied, and fresh air and laughter encouraged. Bespoke packages for between four and eight people can also be arranged for groups of friends or colleagues wanting to share the experience together.</p> <p>For further information: Website: www.mastertheart.uk Please follow us on Instagram: @master_theart</p>

Name	Cohort	News
Lucy Jones	2003	<p>My third book, THE NATURE SEED, was published by Profile in August.</p> <p>It's a book for anyone with babies, toddlers, preschoolers or primary-age school kids in their lives living in town or countryside who would like to connect them more with the natural world.</p> <p>It's filled with easy, simple, fun activities and suggestions for what to do as well as research about how a connection with nature helps kids thrive!</p>
Nicola Glimmerveen	2004	<p>Eagle-eyed alumnae may have seen Nicola appear on Saturday night television (7 August 2021) as she competed against other amateur athletes on ITV's 'The Void'.</p> <p>The Void is a physical gameshow which sees multiple contestants battle it out to get from one podium in the studio to the other - but standing in their way are several ever-changing games designed to test both their physical and mental strength.</p> <p>Nicola made it to the final round, defeating 16 other competitors and was the last woman standing, but was ultimately beaten by a giant inflatable wrecking ball! Well done Nicola!</p>



Lucy Jones' new book, 'The Nature Seed'

Emma Cory 2010



Emma and friends on her wedding day

Emma Cory (left St George's Ascot in 2010) married soul-mate Dr Arash Moavenian in 2019 (apologies for late update!) after meeting at Flying Lessons and dating while at the University of Cambridge.

We were thrilled to be joined by St Georgians Amber Hicks and Jasmine Hicks as bridesmaids, Nadia Dahlawi, Katie Thomson and our wonderful headmistress Mrs Grant Peterkin!

Family friend and Katie's mother Lesley Thomson wowed our guests with the most amazing flower arrangement with her florist Shaws of Amersham!



Emma's beautiful wedding flowers

NEWS OF FORMER PUPILS

Name
Fliss Marlow
(née Robertson)

Cohort
2011

News
I've got some very exciting news - I got married this July to Jasper WJ Marlow.



Fliss with fellow Georgians at her wedding



Fliss Marlow (née Robertson) on her wedding day

So I'm now Felicity Marlow née Robertson. Here are a couple of pics from the day - including one with my St G's girls!

Name
Louise Schofield

Cohort
2014

News
Hello St. George's! It has been a few years since I last gave you an update, so I thought it was time I wrote in!

After two fantastic years at Exeter, I finished my Graduate Degree in Law in 2020. It was a bittersweet end as we had no graduation ceremony and no goodbyes! Thankfully, I seemed to do the impossible by securing a job in the middle of the Pandemic and moved to Bristol to start a Paralegal position. I worked in Bristol for six months before starting the LPC (the last academic requirement to become a Solicitor) in January 2021. My years of study have not been in vain, as I am due to start my Solicitor's Training Contract with a top London Law Firm in 2022.

The Pandemic has halted many of my travel and social plans. Like many people, my social life was confined to the virtual world for the benefit of my bubble. I have attended far too many virtual quizzes and book clubs to count! The recent relaxation of the guidelines has meant I have seen more of my friends in person and gone on a few "staycations". Here's hoping there are no more lockdowns to come!

I hope to head to Canada in late 2021/early 2022 to see some of my Law School Classmates who live out there and (hopefully) attend one of their weddings! This will be my first venture out of the UK since my trip to Jordan in 2019 - I can hardly wait!

Our Law School graduation is also planned for Summer 2022, so it will be an excellent opportunity for us all to have a reunion! I have struggled to meet up with many Georgians in person in the last year or so, but I hope that my move back to London will mean we see a lot more of each other!

Victoria Rayner

2016



Victoria is the one smiling, carrying her personal machine gun behind her.

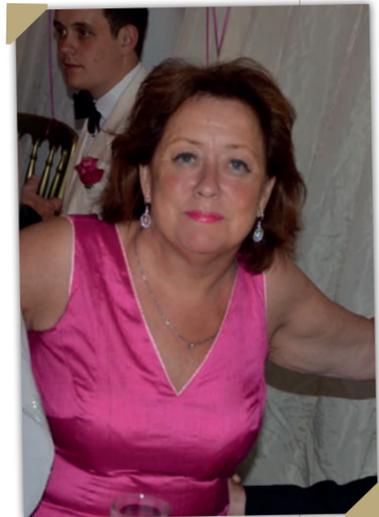
Victoria graduated from Bournemouth University in 2020 and attended Southampton Officer Training Corps.

She works full time on the family farm and is awaiting her Sandhurst Main Board Army interviews

Victoria is an Army Reservist in the evening and weekends, and was mobilised in June 2020, serving with Cassino Troop in Poland in -21c weather conditions at times for the last 7 months.

OBITUARIES

Name	Cohort	News
Catherine Mary Adele Stopford "Kate"	1983	<p>20 March 1965 – 17 January 2020</p> <p>Kate was always a larger-than-life character, marmite to some, but the most loyal and beloved daughter, sister, aunt and friend to those who knew her well.</p> <p>She wasn't academic, preferring to enjoy the social aspects of school but she always spoke of her days at St George's with great affection – remarkable considering the reports she received! Some will remember her raucous laughter and she kept it to the end, it was infectious.</p> <p>She went on to Winkfield Place and then to life in London where she took the letting world by storm. She never married although there were a couple of close calls. She was utterly devoted to her 10 nieces and nephews; she kept her brothers on their toes right to the end and was never short of time for those who needed some TLC or just a good whinge.</p> <p>Kate died tragically young having not enjoyed great health for some time; it was a burden she carried with great dignity and strength, and although it took her early it never beat her. Her determination to live life to the full meant she lived it on her terms – and we are richer for it. As a friend wrote -</p> <p>"I'm one of many who will sorely miss this larger-than-life, fast talking, quick thinking, diamond smuggling, Kalooki Queen, this purveyor of cup cakes, precious and semi-precious stones, this unparalleled distributor of fabulous presents, the most socially adept social hand grenade, this wonderful friend and confidante...."</p> <p>She was that and so much more.</p>
Gillian Granlund (née Cresswell)	1963	Gillian's husband Hew informed us that sadly, she passed away on 24 May 2021.
Daphne (Dilly) Alicia Gertrude Threlfall (née Hindley)	1961	Diana Heimann wrote to advise that her dear school friend Dilly Threlfall died recently. At school she was known as Daphne Alicia Gertrude Hindley.



Name	Cohort	News
Diana Sheila Campbell, (née Reade)	1950	<p>05 May 1933 – 22 October 2021</p> <p>Helene Reade writes to tell us that sadly, her sister Diana died in October 2021. Helene tells us a little about her sister's life:</p> <p>Diana was born in Ootacamund, India and was sent to St George's, Ascot, at the age of six. My parents left her there just before the beginning of the Second World War, and then had to return to India, where my father was a Tea Planter in the Anamallais.</p> <p>You can imagine what it was like for my mother and father, realising that war was imminent and not knowing when they would be able to see Diana again.</p> <p>In fact it was six long years. However, Diana was fortunate in that my father's sister, Joan Reade, was a teacher at St George's at the time, having previously taught at Heathfield. So at least Diana was close to her Aunt and was able to stay with her and her Reade Grandparents during the holidays.</p> <p>Diana trained to become a Secretary, and got married at the age of 21. She and Peter emigrated to Vancouver, Canada but returned to England after a couple of years.</p> <p>My mother, Sheila V.L. Reade, née Hingston, featured in the Social Historian, Ann de Courcy's best selling book, "The Fishing Fleet - Husband Hunting in the Raj". (However, she would want me to point out that after leaving her finishing school in Paris, she had actually gone out to India to stay with her parents in Madras, and just happened to meet my father at a dinner party in Ooty, when she was staying there).</p> <p>Diana married Peter Francis Campbell in 1955 at St Mary's Church, Berry Pomeroy, Totnes. They had two sons, Alastair and Nigel Campbell.</p>



Diana Sheila Campbell, née Reade

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