

Queen Elizabeth's School

The Elizabethan

NEWSLETTER TO PARENTS

SUMMER 2020



PUBLIC SERVICE: Head of Technology Michael Noonan, pictured here in a video interview filmed for *The Times* newspaper, spearheaded work among the Elizabethan community to supply PPE for the NHS. Turn to p3.

From the Headmaster

Dear Parents,

Despite the most difficult circumstances this term, Queen Elizabeth's School has continued in extraordinary times to do all of our ordinary things well – not, of course, that there is anything ordinary about QE and the Elizabethan community.

I have been concerned by national media reports about children being educationally disadvantaged during lockdown. Thanks to the hard work of teaching and support staff, QE boys do not find themselves in that situation.

Staff have been hugely active in finding new, creative ways of working. It has been difficult, but we have provided pupils with their full curriculum entitlement. Every lesson has been delivered; academically

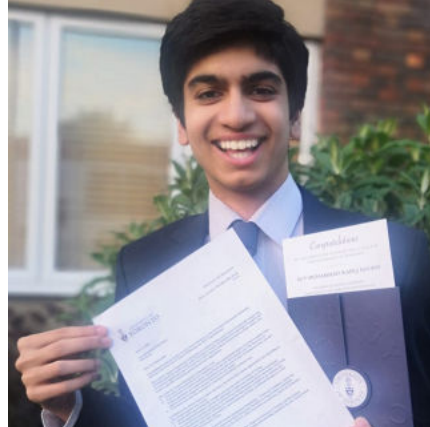
strong, purposeful teaching and learning has been maintained.

That we have been able to do so is thanks to the heavy investments made in the development of the eQE platform in recent years, both to build a robust infrastructure and to provide lovely, bespoke content. It is not only in the academic realm that eQE has come into its own this term: we have put in place a powerful system of remote pastoral support and quickly re-started extra-curricular provision. I pay tribute to our staff, who have grappled successfully with a staggering pace of change.

The eQE investments have generally been funded by The Friends of Queen Elizabeth's. I am deeply grateful that parents are maintaining their contributions. Our first virtual Founder's Day in 447 years

was a very public reminder of the philanthropy underpinning the work of FQE – one aspect of the uniqueness that makes QE a state school like no other. As a direct result of FQE's work and of our success in a Department for Education competitive bidding process, we are in a position to go ahead with our Music School project: construction work will start during the holidays.

This, again, is far from ordinary: our boldness at this juncture speaks volumes about the confidence I and the Governors have in the future of the School. During lockdown, supported by FQE funding, we have carried out other work, including security measures, improvements in the Fern Building, maintenance and enhancements in the swimming pool. The School has not, in fact, 'shut down' at all.



CANADA CALLS: Year 13's Aly Sayani is not only the first QE boy ever to gain an undergraduate place at a Canadian university, but also won a prestigious Lester B Pearson International Scholarship to support him throughout his Social Sciences course at Toronto.



The premises have been open every day and we have welcomed key workers' children, together with other boys who found working remotely challenging. Recently, Years 10 and 12 have been in for extended periods, and Years 7-9 for shorter visits, as we prepare everybody for September.

We have maintained our calendar, with Founder's Day, Junior Awards and our [open day](#) creatively moved online. In our Year 7 induction programme, Zoom proved a surprisingly effective way to get to know our youngest Elizabethans.

Communications have necessarily been frequent: I hope you have found our *QE Updates* – and communications from other members of staff – useful. *The Elizabethan*, however, serves a bigger purpose. It is how we record for posterity the highlights and achievements of each term.

Valuable to you as parents, it is important for Elizabethans and for future generations, to whom this current edition will give an insight into all that has happened in this period. It is interesting to note that in just four months, we have all become familiar with a new vocabulary – 'remote learning', 'lockdown', 'furlough' and 'Zoom'.

Another important development has been the global rise of the Black Lives Matter movement.

I have now been at the School for 18 years, half of that time as Headmaster. I know how warm, respectful and kind Elizabethans are, and what a high value we place on diversity.

Yet I recognise that we, in common with all organisations, do not always get everything right, and that there is more we can do. In our new School Development Plan, we had already planned a full review to ensure we are inculcating a culture which is anti-racist and helps create a world free from prejudice and discrimination. We will go ahead with this review, but with even more emphasis.

Prior to this term, we were deeply immersed in preparing the new plan. Since lockdown began, everything we have done has been grounded in research and has followed a carefully (albeit quickly) put-together strategy.

Professionally speaking, it has been an exciting time. Now we need to assimilate what we have learned. We have, therefore, decided to delay the plan's launch, previously scheduled for September. I look forward to sharing with you in January our vision for 2021-2025 – a period which takes in our 450th anniversary.

In the more immediate future, I eagerly anticipate greeting Years 11 and 13 next month when they collect their GCSE and A-level results. We have sophisticated assessment and data management procedures in place, and staff have undertaken meticulous work to provide examination boards with the data needed to calculate the results.

Year 13 has been an exceptional year group who secured a record number of Oxbridge places and contributed so much to the School. I feel great sadness that we cannot celebrate their valediction this summer as we had planned, and look forward to welcoming them back for a formal farewell once the current restrictions are behind us.

As I write, planning is in place for all current pupils to return to School in September, albeit with amended routines and additional measures to keep everybody safe in line with the latest Government guidance. We will be in touch towards the end of the holidays with further information.

While our current situation is unprecedented, we take heart from our proud heritage. QE has overcome challenges quite as serious as Covid-19, including wars, financial crises and the plague.

The dedication, generosity and loyalty of boys, parents, staff, Governors and alumni have carried us through in the past; they have sustained us during this lockdown, and they are enabling us now to emerge on the other side in a very strong position.

I have never been prouder of the School and would not want to be anywhere else.

I wish everyone a safe and enjoyable summer.

Neil Enright
Headmaster

*“recording
achievements for
future
generations”*

*“confidence in
the future”*

Serving in a crisis

Whether volunteering in hospitals or manufacturing Personal Protective Equipment for NHS staff, QE boys and staff have exemplified the School's long tradition of public service during the Covid-19 crisis.

Leading the charge was Head of Technology, Michael Noonan, who attracted national media attention when he headed a London-wide effort to 3D-print PPE. With QE's own machines running around the clock, several pupils also used their home 3D printers.

Mr Noonan donated the first consignment of face shields to Dr Ahmer Farooqi, Director of Barnet Federated GPs (and a QE dad), with the School's 228 pairs of eye-protection glasses going to Dr Farooqi as well.

Pupils also gave their free time to serve the NHS, as hospitals and doctors' surgeries came under pressure from the virus. The following boys are among many who have helped out. Year 12's George Raynor was already registered as a youth volunteer at Watford General Hospital, so when a new role of 'response volunteer' was created to help with the pandemic, he was keen to sign up.

Kieran Dhrona, of Year 13, collected food donations for local hospitals. And Year 10 pupil

Ryan Bentley's two-year history of voluntary work at his father's NHS GP practice in Golders Green left him well equipped to provide support when the Covid-19 crisis hit, including sourcing PPE and dealing with a deluge of patient emails.

A time to celebrate



In one of many 'firsts' this year, the Junior Awards Ceremony transitioned to an online virtual event.

In his [video address](#) to the recipients of this year's awards, the Headmaster said: "With the disruption, uncertainties, anxiety and "very real pain" occasioned by the global pandemic people might find there is little cause for celebration.

"Yet, despite all of this, indeed perhaps because of all of this, it is hugely important that we take the time to recognise and celebrate your exceptional contribution and performance over the course of the academic year," he said.

Jay Shetty (OE 1999–2006), global social media star, author, podcaster and former monk, gave a video address and, in time-honoured tradition, was offered a vote of thanks by

Pranav Challah of Year 7 – the recipient of the Debating & Public Speaking award.

In an inspirational address, Jay spoke to the prize-winners about the importance of reflection: "Even if today isn't the celebration that you imagined, take time to celebrate today, make it special, make it important...It's been a painful year for so many of us, but when we reflect, we find meaning, growth and evolution. If you reflect when you win, you will know how to do it again. And if you reflect when you lose, or fail, you will know what not to do again."

The musical interludes were performed by Leo Sellis, of Year 7, Harrison Lee, of Year 8, and Year 9's Nathan Woodcock.



Going the distance

Remote learning and the virtual QE experience

QE responded to the coronavirus crisis with a lockdown strategy aimed at delivering high-quality, multi-media lessons online, at offering strong pastoral care in a stressful, uncertain period, and at maintaining, so far as was possible, a programme of extra-curricular enrichment.

Deputy Head (Academic) Anne Macdonald says: “With limited time to prepare before the introduction of lockdown, my colleagues rose splendidly to the pedagogical challenge, sharing expertise and quickly adapting their professional practice to an unprecedented situation. Our remote learning strategy is solidly based in research, including that of the Education Endowment Foundation. The aim throughout, whether in lessons, or enrichment, or pastoral care, has been to ensure we did all we could to provide ‘business as normal’ in these decidedly abnormal days.

“At the heart of all our work during lockdown has been our powerful eQE platform, although we have also brought in technologies such as Zoom, as well as activities that are explicitly non-computer-based.”

Zoom proved useful, for example, in the **Languages** department, enabling Year 12 boys to undertake conversational practice with Language Assistants and both Year 10 and Year 12 to hold similar conversations with their teachers. Year 12 **Geography** students watched the Netflix documentary, *Troubled Waters*, and discussed together on Zoom the problems created by the bottled water industry.

PowerPoint has been a popular tool for delivering lessons, since it allows teachers to bring together written text, static images, audio and video in one place. In Years 7-9, **History** teachers provided ‘differentiation’ (tailoring education to individual needs) by placing links to websites they were recommending on the final slides of PowerPoint lessons. For complex curricular topics, pre-recorded audio or video has often been prepared. In **Year 10 Physics**, for example, teachers’ audio expositions of difficult concepts and practical experiments were matched to animations and software simulations. The **English** department made extensive use of pre-recorded video, particularly for challenging passages in Shakespeare, Chaucer, and the poetry of Wilfred Owen. **Technology** supported long-term coursework projects through live discussions on Zoom, teachers’ pre-recorded video, and eQE forums.

These forums – allowing teachers and boys to post questions for each other – were widely used. As part of transition work to prepare Year 11 for their A-level studies, the **Philosophy** department asked boys to think and debate via an eQE forum on topics such as *What would a utilitarian say about social distancing?*

To assess progress and give feedback, teachers deployed eQE’s marking functions, also utilising its assignment and test tools. Some

departments also made use of external technological solutions tailored to their subject. **Mathematics** teachers created multiple-choice tests using a web-based tool. Boys had to explain why they chose particular answers, with the software identifying common mistakes. **Chemistry** staff used the Royal Society of Chemistry’s online modelling system, through which pupils can practice key skills, such as equipment selection, methodology writing and accurate measurement.

Throughout the period, staff have been mindful of the need to ensure boys did not fall behind and that, whatever their stage of education, they were stretched and stimulated academically. Year 12 **Economists** were given weekly tasks that encouraged reading, high-level thinking, discussion and debate on questions such as *Why is capitalism a double-edged sword?* **Biology** staff prepared introductory lessons so students could explore topics ahead of covering the actual syllabus content. In **Sociology**, students compared statistics on the experience of black British people in the criminal justice system with those from the general population.

With GCSE courses completed early in lockdown, Year 11 boys tackled challenging activities, including competitions, provided by the departments, and prepared for their

futures through the Eton X learning skills programme. Like Year 11, Year 13 were given suggestions for supra-curricular activities, including competitions, further reading and research.

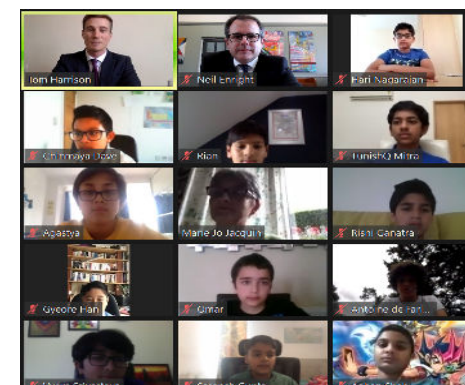
Departments also developed creative ways of dealing with some specific lockdown-related issues, whether these arose in lessons or in extra-curricular activities. By establishing the Virtual Choir, Virtual Orchestra and a series of virtual concerts, **Music** met the ‘significant’ challenge of helping boys with performance and composition skills. And **Art** teacher Jillian McAteer added: “The GCSE students were missing peer-to-peer learning, and their work as a result was tending to be clichéd and predictable. To help overcome this, we set up a collaborative project called *Isolation, Alteration, Collaboration*. The students were paired up and passed work back and forth.”

Since **Geography** is about the world around us, the department provided Year 7 with real-world opportunities, such as (safely!) identifying local trees for their *Temperate deciduous woodland* topic, ensuring that boys were not spending all their time in front of a PC screen. The **PE** department published content on eQE to encourage physical activity at home – from short videos such as ‘keepy ups tutorials’ to the ‘plank challenge’ – as well as training programmes based on ability level.

From the very beginning of lockdown, maintaining pastoral support has been a priority. Help and guidance in coping well with the unpredictability of the burgeoning crisis was provided early through the School’s *QE Update* newsletters to families, while, after appropriate safeguarding procedures were established, tutorials were offered through Zoom.

As organisations around the world scrambled to adapt annual competitions to an online-only environment, QE pupils took full advantage, participating eagerly in a range of contests spanning disciplines from Engineering to Economics. It was not only individuals who were able to take part: QE teams have enjoyed success in recent weeks in competitions such as the Galactic Challenge *One Small Step*. Similarly, QE teachers rapidly devised lockdown competitions of their own, while even intensely collaborative enrichment activities, such as the School’s Model United Nations Club, were able to re-start successfully.

In the last week of term, all the departments worked together to provide a Virtual Enrichment Week for Years 7–9. Entitled *Screen-off, Hands-on*, that used the online communication power of eQE to set out for the boys a series of enjoyable and stimulating real-world tasks that were strictly offline.



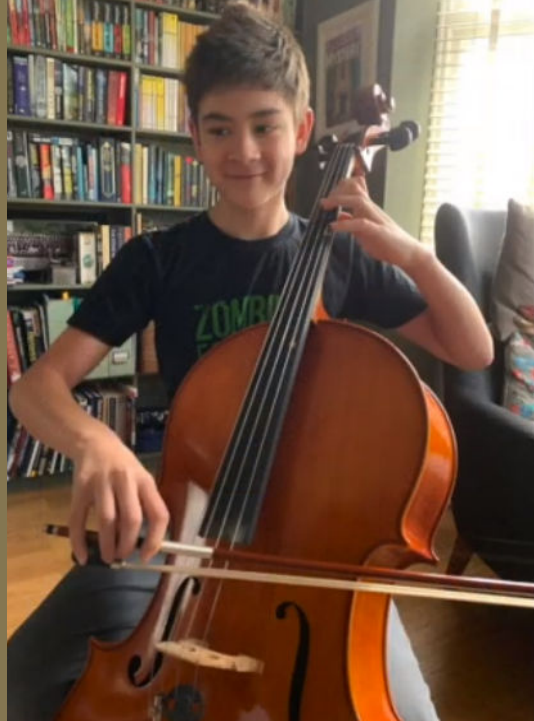
A warm virtual welcome

A special online induction programme was created for the youngest Elizabethans – those boys joining Year 7 in September.

Pictured here are the Broughton form tutor group enjoying their opportunity to meet their new classmates on Zoom, as well as the Headmaster, Head of Year 7 Tom Harrison and their tutor, Marie Jo Jacquin.

During the induction meetings, the boys introduced themselves and were able to ask questions. A special email was sent to the new families, introducing the meetings and other elements of the programme .

Included was a video welcome from the Headmaster, an introduction to pastoral care from Deputy Head (Pastoral) David Ryan, an online assembly from Mr Harrison, talks from School Captain Ivin Jose and Senior Vice-Captain Guy Flint, and a link to the dedicated pre-admissions section of eQE.



All eras, all styles and (almost) the kitchen sink!

This term, despite the frustrations of lockdown and isolation, boys still had ample opportunity to showcase their musical talents – but in unexpected and innovative ways which extended even to using kitchen implements as instruments.

Under the guidance of Music department staff – and making use of mixing software, ‘click tracks’ and other 21st century technology – a series of lunchtime concerts were recorded individually by the boys at home, submitted to the School and uploaded to eQE for boys, staff and families to enjoy.

Responding to the new lockdown environment, a Virtual Choir and Virtual Orchestra were quickly formed.

And, with the annual concert at nearby Ravenscroft Nursing Home not possible, boys from Years 7-12 were asked to contribute home performances. They responded in such numbers that having initially curated an online concert for the residents, the Music department followed this up by providing access to many further recordings.

Boys from Years 7, 8 and 9 performed in separate concerts, while Years 10 & 11 and 12 & 13 respectively joined together to perform in their own events. GCSE and A-level candidates’ performances were also uploaded as events to the dedicated eQE Music lockdown enrichment section.

Director of Music Ruth Partington said: “The term has been both challenging and enjoyable, but the boys have responded magnificently. She explained the process behind producing a virtual concert: “Boys are provided with online resources, which enables them to download their instrumental and singing parts to practise at home.

“We also provide a click track – essential for ensuring that everybody is singing or playing at the same speed and that all start and stop at the same time!

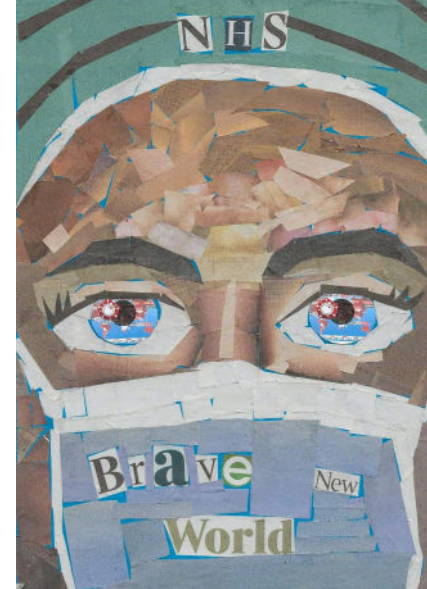
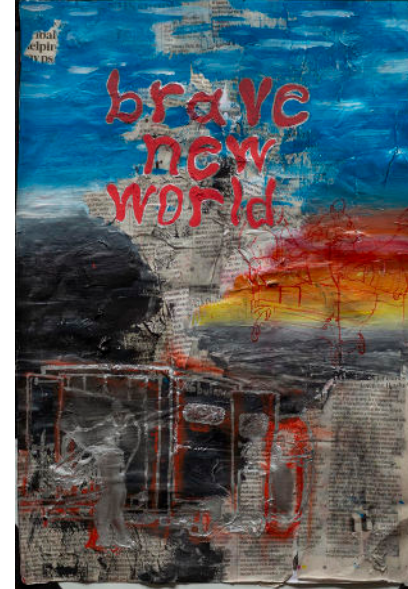
“Mindful of the times we have been living through, we generally chose pieces for the boys that were upbeat and fun.”

In a May concert, for example, the Virtual Orchestra played *The Great Escape* by Elmer Bernstein and Queen’s *I want to break free*. The Virtual Choir meanwhile tackled *Walking on Sunshine* by Katrina and the Waves and *Mr Blue Sky* by ELO.

The year group concerts featured repertoire ranging from compositions from the 17th century through to pieces composed by the boys themselves.

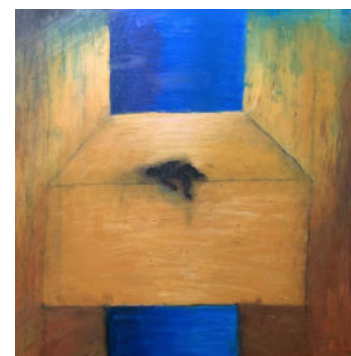
Composers whose work was performed included names from the classical canon, such as Fauré and Mozart, as well as the more contemporary Camila Cabello and Hiphop Tamizha. A special concert entitled *Samba Kitchen In C*, featured boys making music on kitchen instruments then tackling the challenging minimalist piece *In C* by Terry Riley.

While most performances during the term were pre-recorded and then broadcast on [YouTube](#) – frequently using the YouTube Premiere facility – in the last week of term, boys performed live online for the first time, with soloists and duettists watched on Zoom by parents through the internet.



Competitions snapshot

Academic enrichment has been in full flow during lockdown, with internal competitions aplenty to inspire and challenge pupils. They have included: Geography’s Earth Day competition; the parallel Brave New World-themed Art and poetry contests; three Languages events, and Lockdown Art. Front-runners from the Art competitions are shown on these pages, as well as other artworks submitted by the boys since lockdown began.



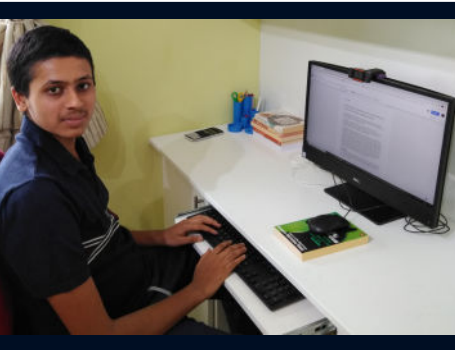
Simply the best



Year 12’s Thomas Mgbor, Hugh Westcott, Kai Sethna and Brandon Ionev overcame competition from leading professional firms to win both the prestigious Innovation Award and the new People’s Choice Award at the construction industry’s SECBE Constructing Excellence Awards.

The Engineering Education Scheme team, working with office design specialists Morgan Lovell, were rewarded by the judges for the strength of their design project aimed at reducing the risk of injury from band saws.

Offering solutions in taxing times



Year 12 competitors have brought glory to the Economics department this term with both individual and team success in demanding international and national competitions.

Sunay Challa won the Economics section, and a £1,000 prize, in the prestigious international New College of the Humanities Essay Competition. In his 1,500-word essay he explored how artificial intelligence could help economists solve some of the most pressing problems facing the world over the next 20 years.

At a virtual awards ceremony, the judges praised his holistic approach and his examination of the specific ways in which artificial intelligence could benefit economists.

Mansimar Singh’s entry in the first-ever national essay competition for schools to be run by TEAMGlobal, an independent educational foundation, took the top prize.

His plea for the UK Government to do more to make Britain economically stronger in a post-Brexit world won him a £200 cash prize and a first-prize certificate.

And a Year 12 team were runners-up in this year’s Budget Challenge, in what was only QE’s second year of entry in this highly demanding national competition run by the Institute of Economic Affairs. Ayushman Mukherjee, Thapan Reddibathini, Tanishq Mehta and Hari Gajendran prepared a budget with taxation and spending policies for the UK for the forthcoming financial year and then presented it remotely.

The sky’s no limit

QE’s participants shone in the Galactic Challenge *One Small Step* competition, achieving both individual and team success. Vignesh Rajiv, Maxwell Johnson and Sai Sivakumar, all of Year 9, together took the Innovation Award – one of only four major prizes open to their age group.

They had been asked to produce a design for a vehicle that would be home to four astronauts during a six-month mission to the moon, taking into account factors such as how electrical power would be provided and what would be needed to support the astronauts’ living conditions.

The digital competition was organised by a team led by Old Elizabethan Aadil Kara (2010–2017), who is Chair of Galactic Challenge, which is a sister competition to the UK Space Design Competition.

Tweeting their “huge congratulations” to the QE four, Morgan Lovell said: “We’re really proud to be alongside the engineering minds of the future”.

Triumphant team member Thomas said: “In the words of SECBE, we were ‘recognised as the best’, and hope to inspire the rest.”



Saxophonists’ stunning achievement

The School’s Saxophone Ensemble were named 2020 Chamber Champions in the prestigious Pro Corda Music Festival. Nathan Woodcock, of Year 9, Conor Parker-Delves, of Year 11, and and Year 13’s Ifeatu Obiora and Drew Sellis, progressed from a highly competitive semi-final to the final, which had to be cancelled because of the pandemic. Following the cancellation, the Pro Corda educational charity took the decision to name all the finalists ‘2020 Chamber Champions’, stating on its website: “It was one of the highest-standard festivals yet, so all the groups who reached the final pulled off a stunning achievement.”

Gold awards went to: Koustuv Bhowmick, of Year 8, and Krishn Bhowmick, of Year 7, for their joint design, and to Vaibhav Gaddi, of Year 8. Two Year 7 teams won silver awards – one comprising Azmeer Shahid, Shuban Singh, Shivam Trivedi and Anish Errapothu; the other with Daksh Vinnakota, Ved Nair, Ojas Jha and Keon Robert – and to a Year 8 team consisting of Ishtarh Katageri, Sachit Kori, Anirudh Terdal and Abhay Halyal. Bronze awards went to Pranav Haller, of Year 8, and jointly to Year 7’s Giuseppe Mangiavacchi, Trishan Chanda, Timi Banjo and Rayan Pesnani.

Gaining perspective

Perspective, a new QE forum for discussing vital issues such as race, has been established at QE in the wake of the killing of George Floyd in the United States and the global rise of the *Black Lives Matter* movement.

Created in close partnership with Vice-Captains Thomas Mgbor and Ayodimeji Ojelade, the platform seeks to enable thoughtful and open conversations about critical issues, such as discrimination and prejudice, with respect both to the School community and to wider society.

Introducing the forum, Thomas and Ayodimeji wrote to their peers: “As students at Queen Elizabeth’s we believe the School, like all organisations, has an important responsibility to highlight and to speak out against inequality in all of its forms.”

One of the first *Perspective* events was a panel discussion chaired by the pair. Old Elizabethan brothers Kelvin and Elliot Hughes were invited as special guests to join the Zoom conversation with boys from Year 11 and 12.

The Headmaster and Assistant Head (Pupil Development) Michael Feven also took part.

Kelvin (OE 1999–2006) recounted several experiences of racism, including the time when, as a sixth-former at QE, he had gone out in his lunch break.

He was sitting in his car and had been doing A-level History revision when a policeman approached and immediately accused him of being a drug-dealer. “Who I was didn’t matter...all he saw was the colour of my skin.”

Elliot (OE 2002–2009) praised QE for supporting *Perspective*: “Not every single school and teacher would be willing to use their time to facilitate this sort of thing.”

A *Perspective* eQE page has been created to provide a basic introduction to topics and links to further resources. The first topics covered included the Black Lives Matter movement, Israeli-Palestinian conflict, GSM (Gender & Sexual Minorities) community & Pride, and the Yemen humanitarian crisis.

- QE’s Equality, Diversity and Inclusion Ambassadors – Sharvash Jeyaharan, Beker Shah, Vebushan Sukumar and Ukendar Vadivel, all of Year 12 – ran and judged a competition challenging Years 7–9 to write essays or design posters about figures who helped others through times of adversity in the past.

The three winners chose widely differing figures. Year 7’s Trishan Chanda wrote about Margaret Elizabeth Noble, who devoted her life to service in India. Chanul Athukoralage, of Year 8, designed a poster about Nobel Prize-winning scientist Marie Curie. And Dhruv Chadha, of Year 9, told the story of Pan Am head purser, Neerja Bhanot, who was shot and killed while saving passengers on a hijacked flight.

Getting back into harness



In line with Government policy, Years 10 and 12 were the first year groups to return to School from lockdown, albeit in limited numbers and with strict social distancing.

After initially sitting School examinations, Year 10 took a series of subject masterclasses to recap on challenging topics taught during remote learning. The sessions gave teachers the opportunity to focus on topics about which boys had raised the most questions and to prepare them for their further GCSE studies.

Year 12 focused on pastoral matters in the last week of term. Their programme included meetings with form tutors, a session on UCAS personal statements and workshops with alumni Bilal Harry Khan (OE 2003–2010), on *Tackling discrimination and prejudice*, and Kam Taj (OE 2004–2011) on *Intrinsic motivation*.

Protecting packages

Ashwin Sridhar’s design for a doorstep box to stop deliveries being stolen won the Best in Show, Senior Division Europe award in the SAM Labs’ STEAM and Coding Creators Competition.

His Raptor Adversus (meaning ‘against a thief’) box, which was designed using CAD software, uses a host of measures to prevent thieves from gaining access to packages inside and sounds an alarm if anyone tries to steal the whole box.

Ashwin, of Year 10, learned of his award in a global awards livestream broadcast. The features include:

- A motorised safe door opened with a passcode known to the homeowner and shared with a delivery person
- An audible alarm
- A camera
- A tilt-and-pressure sensor
- Coloured indicator lights coded to indicate whether the box is empty and whether a letter or parcel is inside.

Double gold

Last year’s School Captain, Bhiramah Rammanohar and his fellow Oxbridge-bound leaver, Alejandro Lynch Gonzalez, both won gold medals at this year’s Royal Society of Chemistry UK Olympiad, putting them in the top 8 per cent of the nearly 3,000 candidates who competed in the elite event. All eight other QE participants picked up either silver or bronze medals.

Chemistry teacher Charani Dharmawardhane said: “All should be proud of their achievement: the competition consists of challenging questions that stretch pupils beyond the A-level specification.”

QE’s eight other participants – Fozy Ahmed, Manas Madan, Tai Oyama, Sathujan Manmatharajah, Abilash Sivathanan, Dhru Patel, Pratham Upadhyay and Rushil Shah – all won either silver or bronze medals. All are from Year 13.



Virtual Founder's Day: maintaining traditions in this extraordinary year

Among many 'firsts' this term, the School celebrated a Virtual Founder's Day, bringing together the whole Elizabethan community to mark this highlight of the year online.

The creatively curated programme of events delivered through YouTube's Premiere facility featured elements of both tradition and innovation.

The programme began with a Zoom version of the roll call by School Captain Ivin Jose and a welcome from the Headmaster. Features of the broadcast included: a guest appearance from OE and TV personality Robert Rinder; a performance of the hymn, *Jerusalem*, by the Virtual Chamber Ensemble; staff, alumni and members of the FQE reading a special version of the Chronicle (recounting the School's history); a celebration of past fetes, accompanied by Music from the Virtual Orchestra, and the reflections of pupils on Founder's Day and on what being at the School means to them.

A cook-along with expert chef Nik Gulhane helped make for a unforgettable day, while Parent Governor Mrs Tricia Reid completed a

solo half-marathon to mark the occasion, raising funds from many supporters.

"The event proved a huge success," said the Headmaster. "We achieved our fundraising target of £20,000 – a figure which has subsequently risen to more than £22,000, including Gift Aid: a quite remarkable achievement given the situation. My thanks go to all who were involved in making it such a memorable occasion."

Founder's Day was followed by **QuizNite** – an online event run by and for Year 7 families to raise further funds. More than 70 families came together virtually to enjoy some high-spirited discussions on Google Meet and go head-to-head for House points. The Kahoot! app was used to deliver rounds on subjects ranging from books to food. The event raised a significant sum, maintaining the tradition of Year 7 families underpinning the term's fundraising efforts with their own events.



Final week of creativity, inventiveness and fun

As part of the School's strategy to give pupils across the year groups the opportunity to spend a little time on site before the holidays, all boys from Years 7-9 came in during the run-up to the end of term for a special Activity Day.

Each year group came in a different day, with pupils enjoying the chance to meet up with classmates, often for the first time in months. They were joined by their Head of Year and their form tutors.

The boys took part in enrichment and pastoral activities; they were also able to hand in textbooks. The day included a mini-Sports Day, with the points accumulated going towards this year's House Cup.



From the archives: colourful characters in turbulent times

In 1605, in circumstances more than a little evocative of 2020, the School was hit by the century's first outbreak of bubonic plague. Not only were the boys kept home, but the Governing Body minutes record that the Governors refused even to meet.

Informed by our newfound experience of lockdown and social distancing, we can now see clearly see that this refusal did not necessarily imply any lack of courage. In fact, QE's Governors in the very earliest days included a striking number of individuals with flair and flaws in equal measure. They were, variously, brave, foolhardy, loyal and opportunists with an eye for the main chance.

They did, however, have one thing in common. The School's founding charter placed its governance in the hands of "24 discreet and honest men" whose responsibilities were largely financial – to maintain the fabric of the building and to hold ownership of the School's assets. Simply put, to be a Governor, one had to be rich!



One of the earliest of them, **Sir Henry Knolles**, was, bluntly, a pirate. In 1578, he joined Sir Humphrey Gilbert in a venture to set up a new colony on the east coast of North America. Eleven heavily armed ships set sail, but Knolles took three of them to the Spanish Caribbean, on the lookout for rich pickings. Sir Humphrey complained to Queen Elizabeth's spymaster, Sir Francis Walsingham, of Knolles's "unkind and ill dealing". Ever the adventurer, Knolles later headed to the Netherlands to fight for Dutch independence. He died there, aged only 40.



Sir John Langham, who was a Governor in the early 17th century, certainly met the criterion of wealth. Through international trade, he was one of the richest London merchants of the day. In 1647, with the Parliamentarians in control of the capital, he was briefly imprisoned in the Tower of London for having furnished money for a royalist conspiracy. He was later released and was one of the key figures who paved the way for the Restoration of the monarchy in 1660. At that time, he donated £10,000 towards paying off the navy – a sum that in those days would have paid the wages of 391 skilled tradesmen for a year.

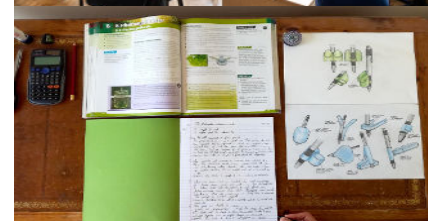
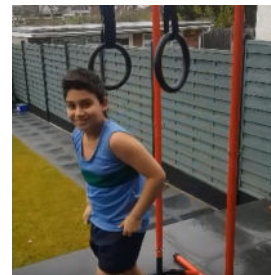
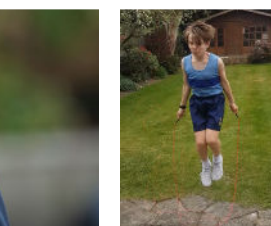
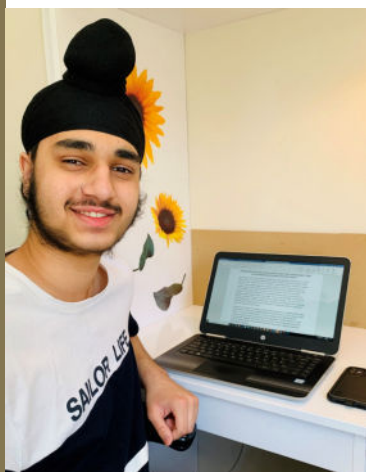
Later in the 17th Century, **Sir Robert Peyton** graced – or possibly disgraced – the School as a Governor. Having lost his lucrative Chancery post at the Restoration, he became a divisive figure accused by a Chancery clerk of being "a very desperate and unruly man, who often gets drunk". He was elected MP for Middlesex, but was later accused of playing a part in the Meal Tub Plot of 1680. Peyton was sent to the Tower on a charge of high treason and, although cleared of that charge when it emerged that the plot was a malicious hoax, he was, nevertheless, expelled from Parliament. The Speaker, William Williams, said of him: "I cannot call you 'fallen angel', for you have been a devil from the beginning ...[and] were ever a profuse rolling hero, having nothing now left you but the shape of a man, whereby you are become nauseous to this House, and therefore they now spew you out." Peyton backed the winning side when he supported the Glorious Revolution, William of Orange's successful invasion of England in 1688, but, more characteristically perhaps, he died just three months later after imbibing bad claret.

- To find out more about these Governors' colourful stories, listen to the *Pirates, Prisons and Plots* episode of The Queen's Library's *Roundness* podcast, which is available on eQE, or through normal podcast platforms such as Spotify and Apple. The episode draws on the research of former Headmaster Dr John Marincowitz (1999-2011), who is writing a book on the history of the School.





An extraordinary term: in pictures



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