



AGSB ORIGINAL

Annual Review 2020-2021



Cast: Mr Wright, Mr Hall and Belema Briggs
Directors: The Publications Committee

EST. 1912 | ★★★★★

OPENING CREDITS

Every year we recognise the outstanding achievements in our field. Our esteemed panel have met and the short list has been drawn up. To those in it, we say congratulations and well done.

Here are the stars of 2021:

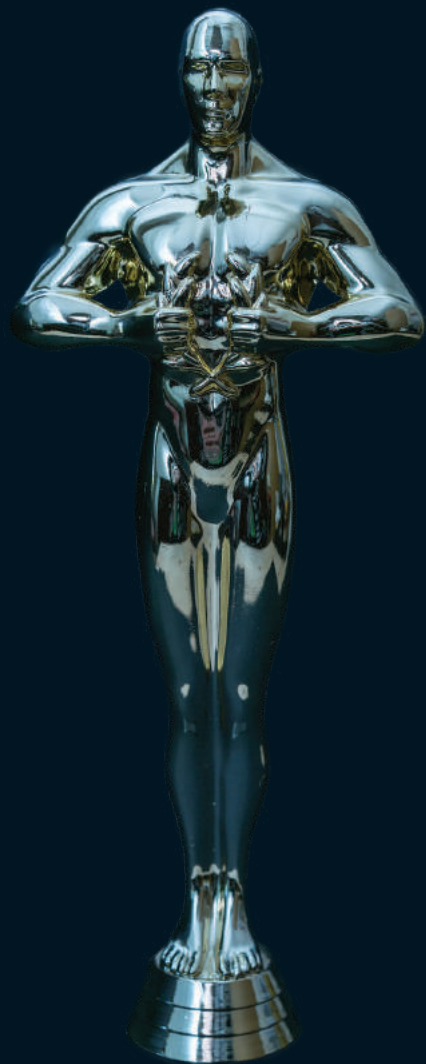


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Aaron Peringattel
Abdullah Atassi
Adham Saeid
Aiyush Gupta
Aiyush Gupta
Alex Volkovoy
Anoop Jois
Arnav Gadekar
Arun Dobson
Belema Briggs
Charlie Wardle
Dan Walker
Dan Wheeler
Daniel Clamp
Daniel Clamp
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Luke Chinoy
Lyon Prest
Mansoor Saad
Marley Inegbu
Matty Curry
Nate Logan-Virden
Neil Randev
Nisala Gamage
Nisala Gamage
Oliver Hobson
Ollie Fryar
Oluwaferanmi Adaramodu
Rees Sather-Berrisford
Rey Bhardwaj
Rohan Banerjee
Sammy Breingan
Sheen Bendon
Srikaushik Tumula
Theo Tyson
Tom Coates
Will Gong
Yusuf Naeem

Successful BIYSC application
Whole school anti-racism pledge co-writer
Mental health month video
NASA Competition Winner
Whole school anti-racism pledge co-writer
NASA Competition Winner
Grade 4 Violin Merit
Grade 1 Violin Pass
Grade 4 Violin Distinction
Whole school anti-racism pledge co-writer
Sale Sharks Academy & England Training Squad
Runner up in Future Chef competition
Future Chef competition Regional runner-up
Alto Sax Performance Grade 6 - Merit
Alto Sax Jazz Grade 5 - Merit
Flute Performance Grade 5 - Distinction
England Hockey Training squad
Grade 4 piano exam - Merit
NASA Competition Winner
Arkwright Finalist
Drawing Published in Tom Gates latest book.
Book Bingo House Competition Winner
Grade 4 Singing - Distinction
ESU Public Speaking Regional Finalist
Shine Awards Winner Best Marketing Strategy
ESU Speaking Regional Finalist; voted Best Speaker
Alto Sax Performance Grade 3 - Pass
Sale Sharks Academy
ESU Public Speaking Regional Finalist
Piano Grade 8 Distinction
Alto Sax Performance Grade 2 - Merit
Arkwright Finalist
Grade 8 Merit
Grade 4 piano exam - Merit
Grade 5 Baritone
Flute Performance Grade 5 - Pass
Alto Sax Performance Grade 6 - Pass
Grade 5 Piano- Merit
Arkwright Finalist
Whole school anti-racism pledge co-writer
Whole school anti-racism pledge co-writer
Book Bingo House Competition Winner
Grade 2 Piano - Merit
Future Chef competition Regional Winner
Winner in Future Chef competition
Alto Sax Performance Grade 8 - Distinction
Alto Sax Performance Grade 5 - Merit
Whole school anti-racism pledge co-writer
Arkwright Finalist
Flute Performance Grade 1 - Pass
Grade 4 Piano Distinction
ESU Public Speaking Regional Finalist
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CONTENTS PAGE

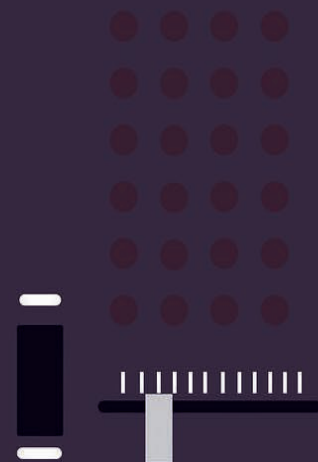
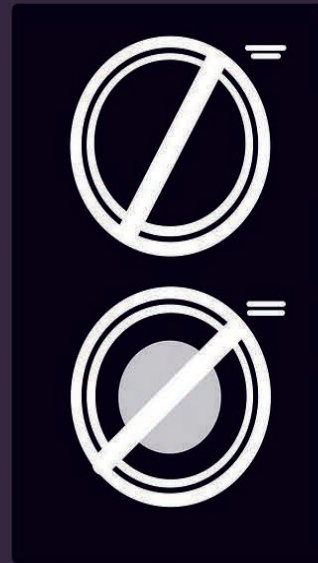
2	Opening Credits	36	Shine - Ask the Expert	65	Future Plans
4	Programme Introduction	39	Shine Award Winner	66	Music to our Ears
5	Heads Lines	40	Chemistry - Out of the Labs	68	Beggin You Project
6	Lights, Camera, Action!	41	Physic's Transformation	70	AGSB Mentoring
10	Final Cut	42	School of Rocks	72	Sports in Covid Lockdown PE Rugby
14	LGBTQ+ History Month	44	Geography Review		
16	Season Finale	46	Getting a Taste for Food Tech	73	Year 13 Sports Awards
18	Men's Mental Health Issues	48	Classical Studies	77	Year 13 Sports Rugby
20	Overall House Review	50	Design Technology	78	Basketball
22	Bradbury's Year	52	Lunar Loo Competition	79	Football
24	Massey's Year	54	Building a Better Future	80	Hockey
26	Tatton's Year	55	A Room with a View	81	Cricket
28	Stamford's Year	56	Awesome AGBS Art	82	The Alti Bunch
30	ISOC Progression	60	Send Department	84	Sixth Form leavers
33	French Cuisine	61	Cipher Competition	88	Staff List
34	German Review				
35	The Year in English	62	Computer Science - Creative Coding		

PROGRAMME INTRODUCTION

The idea of eagerly gathering around the television to watch your favourite episode on a weekly basis would seem alien to most people now. We watch an average of 22.5 hours of television per week- not including streaming services. More than 14.3 million homes subscribe to a streaming service such as Netflix, Amazon Prime or NOW TV. With ready to watch episodes, downloads and streaming services available we have more content available than ever before. But it wasn't always that way; in fact the television wasn't really popular upon its release with the majority of households not being able to afford one. The Coronation of Queen Elizabeth II, broadcast live on 2 June 1953, was the event that did more than any other to make television a mainstream medium. More than 20 million people watched the Service on television, outnumbering the radio audience for the first time (BBC Source) and from this moment on TV changed our lives. Colour TV followed later along with the Video Cassette Recorder and DVD. Evolution into satellite TV and Cable and now streaming gives us the opportunity to binge watch what we want, when we want. Will someone please tell me who 'H' is?

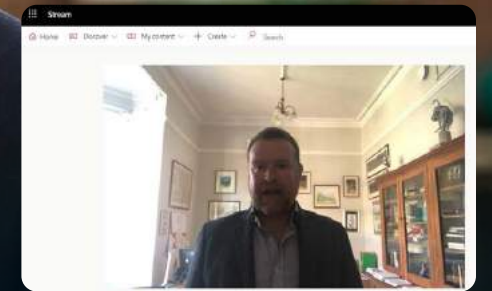
During the last year, the staff have become on-screen celebrities with their own live audience to broadcast to. As staff we have evolved in the same way that technology has, but it is no replacement for 'treading the boards' and performing live in a classroom. A lot has happened in the last year but as usual we will look and celebrate the positive things that have happened here at AGSB and showcase all the marvellous things that we do as a community.

A Williams



AGSB

HEADS LINES



Welcome to the 2021 edition of the AGSB End of Year Magazine. This magazine is a celebration of our innovations and initiatives; our ambitions as a School as well as those of our pupils; their successes and achievements and, importantly, an overview of how we seek to equip our young men with the knowledge and skills that will be required when they enter the workplace.

Three national lockdowns certainly allowed my wife and I more time than usual to take in some Netflix shows. While almost every industry has undergone a digital revolution in recent years, the education sector has often lingered behind the rest of the pack. The coronavirus pandemic, however, has proven to be a real game changer for educational technology, known as EdTech. Many educationalists are predicting that in the future, 2020 will likely be regarded as the pivotal point at which the traditional education system underwent extensive change. "This is education's Netflix moment," stated Kirill Pyshkin, from Credit Suisse. During the pandemic, 191 countries implemented nationwide school closures and approximately 1.7 billion students were studying remotely.

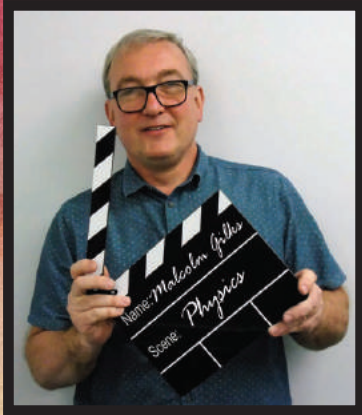
On reflecting on the tumultuous global and national effects that transpired during the past sixteen months, huge credit goes to both students and staff at AGSB for the creativity and resilience that they have demonstrated as a community. Very few staff had heard of Microsoft Teams a year ago, our teachers can now deliver their curriculum remotely. From a pupil's perspective, feedback from remote learning surveys and on-line lesson observations were all extremely positive. Former Intel CEO, Andrew Grove, observed that 'bad companies are destroyed by crisis, good companies survive them, great companies are improved by them'. I believe that much the same could be said about schools.

Thank you to Mr Williams and his team for making this magazine so engaging and multifaceted – I am sure that it has not been an easy task. I do hope that you enjoy this annual review. It has been quite a year for us all!

G Wright

LIGHTS CAMERA ACTION!

Every year, after a very gruelling casting process, The directors at AGSB take in a wave of fresh talent, ready to perform on the toughest stage of all with critics ready to pounce. Let's have a look at this year's new troupe of aspiring actors:



Name:	Mike Monument	Katie Smith	Andrea Passey	Tony Haimes	Malcolm Gilks
Place of birth:	Manchester	London	Birmingham	Liverpool	Stockport
Favourite genre:	Action	Comedy	Musicals	Westerns	Everything from Country to Meatloaf. From Slade and Madness to Billy Eilish.
Favourite film:	Any James Bond Film	Mean Girls	Difficult as it depends on my mood ...let's go with West Side Story.	Once Upon a Time in the West	The Green Mile or The Bourne films
First Job:	Checkout Assistant at Kwik Save	I was a receptionist at a Go Karting Track	Delivering papers at age 14.	Ever? Labourer building fences. Teaching? St. John Bosco High School in Liverpool.	Paper Round
What is the best part about AGSB?	Team Spirit	The students' hilarious attempts at Geography jokes. What does the geography teacher say when you're not doing your work? That's not a very good latitude.	Everyone is friendly and helpful.	The chips in Stamford Hall. I'm kidding. I'm supposed to say it's the focus and desire to learn of the students, aren't I? But the chips are decent, especially with plenty of vinegar.	For a new starter, it was everyone making you feel so welcome and part of a team from day one.
Which film character would you be and why?	Dewey Finn in 'School of Rock'; there are bits of him that are inspiring!	Moana – I wouldn't mind relaxing on a Polynesian island!	Matt Damon in 'The Martian' as would love to travel in space.	Tyler Durden in 'Fight Club'. Only Brad Pitt can be a soap salesman and still look that cool.	Shrek – 'cos I'm like an onion – loads of different layers.
Which AGSB teacher would you cast to play star role in a film and why?	Mr Williams, Darth Vader – I sense a dark side...	Everyone is a superstar!	Mr Monument? My musical talents are limited!	I can see Mr Olney doing a great Jesus of Nazareth – for obvious reasons.	I wouldn't ask any to stoop that low.
What box set should I binge watch and why?	Top Gear; its cars – and helps clear the mind!	Idiots Abroad; Karl Pilkington is hilarious!	Grey's Anatomy; I love a bit of medical drama.	The first series of "24" but it was hard going for a while.	Watching with my mum. Happy Days!
Any embarrassing moments?	None, ever...	When I burst into tears during my GCSE French oral exam, but thankfully it all turned out OK!	Too many to mention!	I was 17 trying to chat to some girls in a bus shelter, I leaned back casually but the glass was missing and I fell into a huge puddle.	I once genuinely failed to organise a booze up in a brewery at Robinson's in Stockport.
Any hidden talents?	I think I am a DIY expert, my family disagree.	I can play the piano!	I am a pretty good sailor!	I play the guitar quite well and the drums quite badly. I also build electric guitars.	I have been known to do a good 'Strip the Willow, but I am terrible at baskets!



Name:	Niall Butchart	Harry Donovan	Andrew Gallamore	Alex Sampson
Place of birth:	Warrington	Manchester	Manchester	Redditch, Worcestershire
Favourite genre:	Action	Comedy	Drama	Psychological Thriller
Favourite film:	Jumanji	Hot Fuzz	The Shawshank Redemption	The Shawshank Redemption
First Job:	Working at school this year!	This year working in the AGSB PE Department.	Checkout Assistant / Trolley Collector, Sainsbury's.	Shoe Fitter and Salesman
What is the best part about AGSB?	It's the sport for me. There is a range, it is all well run, and football was the highlight of my week as a student.	I may be biased, but the facilities and the range of sports offered by the PE department is top notch.	100% the students and the sense of community.	The commitment to becoming an all inclusive community. The Philosophy department is cool too.
Which film character would you be and why?	Being Spider-man would be fun – I think spinning webs would be a good party trick to have.	Santiago Muñoz from “Goal”; playing for Real Madrid would be quite cool.	Lloyd Vogel from ‘A Beautiful day in the Neighbourhood’- very relatable due to his strained relationship with his family after the death of his Mum.	I would clearly be the inspirational teacher played by Robin Williams from ‘Dead Poets Society’.
Which AGSB teacher would you cast to play star role in a film and why?	It is not a film but Steve Arnott from Line of Duty reminds me of Mr Soulsby so I'll say him!	I think Mr Birchall would make a great Hulk, there's no explanation needed!	Mr Soulsby, during the COVID testing period he was always sprinting past my office, getting thousands of tests done. His relentless energy would make him perfect for a Hollywood blockbuster of triumphing over adversity.	I could see Mr. Perkins and Mr. Lowe starring as ‘good cop, bad cop’ in a gritty police film.
What box set should I binge watch and why?	Line of Duty; there had better be another series though! I found Young Offenders hilarious.	I would say An Idiot Abroad. Karl Pilkington and Ricky Gervais are both very funny.	Line of Duty which I am watching with my wife. ‘This is Us’ was also exceptional in seeing the complexities of relationships with different family members.	All 703 episodes of ‘The Simpsons’ because it's comedy genius.
Any embarrassing moments?	I never fail to make a fool of myself when helping out with cricket!	Getting locked in The Grammar toilets wasn't one of my finest moments.	When I first did a spinning class, I failed to secure the handlebar and ten minutes into the class we did a move as if we were climbing a mountain, and as I raised up off my seat the handlebar came with me!	I have been known to sleep talk and sleep walk. One time I tried to remove a lightbulb whilst asleep.
Any hidden talents?	I play piano. I've made a few pieces of my own on Soundcloud and Instagram, but I've got a lot to learn!	Absolutely embarrassing Mr Meakin at FIFA 21.	Not spinning! I'm a keen golfer and used to play at county level as a junior, as well as representing the AGSB student team when that used to be a thing!	I can play some songs on the guitar half decently. I've also been known to act on stage.

AGSB

FINAL CUT

Just like all other long running shows, the cast come and go. As ever, we say goodbye to those members of staff who have moved on from AGBS.

Mark Herrington 2003-21

It was the school's great fortune to welcome Mark into the Maths department in September 2003. He had previously worked for IBM as a project manager, with a worldwide portfolio, but was delighted when IBM suggested that his next career move should be into teaching. He dutifully accepted the challenge and secured the position of Teacher of Mathematics at AGBS. Mark has taught Maths and ICT throughout his 18 years with the school, inspiring more than 2500 students in the classroom.

Mark is a respected member of the department and his quiet determination and focus on the development and learning of his pupils is a credit to him. For many years, he worked with our most able mathematicians in the UKMT Maths challenges, taking numerous teams to the National finals in London. His colleagues will miss his sense of humour and willingness to involve himself in all aspects of school life, though there is much relief that there will now be more biscuits available during Maths meetings.

Mark has certainly contributed to the wider aspects of school life as; Teacher of Maths, Teacher of ICT, Head of Year, Timetabler, Activities Week Coordinator and Head of Cryptography. Mark was a member of the AGBS staff choir for many years reaching his solo pinnacle singing a cover of the Stereophonics at the school concert. He has had wet sponges thrown at him whilst we pretended it was a fund raiser and has donned a 'blow up' sumo suit whilst unceremoniously being thrown on his rear by Mr Birchall.



One of his most enduring legacies is the Year 7 Autumn adventure trip which started life as a trip to Aberdovey with 165 boys. The boys had a great time trying new activities whilst Mark and his staff got cut off at the sea wall as the tide rushed in.

This first whole year group trip progressed to PGL and is now Bushcraft. Miss Potter is still under the impression that Mark's role was to keep the sofa warm and quality assure the biscuits. Mrs Farrell to this day is astonished that it took Mark just 10 minutes to get hopelessly lost on arrival in Shropshire. Mark has proven that, should you be lost in the forest, his Bushcraft skills are second to none. He can fillet an Atlantic salmon and light the fire to cook it on.

Mark now leaves AGBS, aboard his recently purchased Motor Cruiser, setting sail to the new world (Anglesey). We wish him and his lovely family all our very best for the future.

H Short

Katie Smith 2020-21

Katie joined us in September 2020 and quickly established herself as an invaluable member of the Geography department. Her enthusiasm for the subject and high standards in the classroom meant the boys were in very capable hands. This was reflected in the high number of students she taught in Year 9 that chose Geography for GCSE. Katie contributed to the wider life of the department enthusiastically, throwing herself into GCSE revision sessions and the sixth form field trip the River Bollin. I'm sure that had there been less COVID restrictions she would have done even more for us. I am especially grateful for all the sweet treats she brought in, especially the chocolate corn flake cakes which were more chocolate than corn flake! However, my waist has gained a few inches! The department will miss Katie greatly and we wish her the best of luck in her bright teaching career.

Mr P Williams



Spring Purnell 2020-21

Spring Joined the AGBS MFL Department in March 2020 to cover Mrs Ding's Maternity leave and it is only fair to say that she probably had no idea of the rapid professional development she had signed up to!

With her most gracious and cheerful nature, she was immediately an asset to the department. As a most caring teacher, Spring quickly endeavoured to get to know her classes, albeit virtually. The way she adapted so quickly to recording lessons and then delivering and assessing on TEAMS was nothing short of impressive. Students know how lucky they were to have the passion, fun and expertise of Mrs Purnell who gave her all in this past year, whether teaching from behind her laptop or in the classroom, she always has a smile on her face and a spring in her step.

Only after one year of working with supporting colleagues and hardworking students, Mrs Purnell was deeply impressed with the top quality of education AGBS provides. Therefore, she has made a lifelong decision to move from Crewe to South Manchester with her husband and two young children. Make sure you say Nihao to her if you see her walking in Stamford park!

V Brennan and J Ding





**Liz
Eastwell**
2010 - 2021

Liz has taught at AGSB for 10 years! She has been a mainstay in both the Geology (her first love) and Physics (to pay the bills) departments. Always organised, always efficient, her organisational and planning skills rival the legendary Dr Sully in Chemistry. Liz has been known to plan lessons for a whole half term in advance. Her pupils have benefitted greatly from such dedication and it has made those around her, especially Mr. Reeder, feel inadequate and disillusioned.

Like all Geologists, Liz loves the outdoors and can often be found enjoying the scenery. She was a key member of Mr. Reeder's hill running training club and can officially out-plank "Speedy" Mr. Suthard. Many a cover teacher have been surprised to find Miss Eastwell and Mr. Suthard massaging out the knots in the Physics prep room after a particularly hard training session.

She leaves AGSB to move back to Wales with her family and take up a post as a GCSE and A level Physics teacher in a brand new and exciting venture, an online virtual school. She's never hidden her love for new technologies and has often been heard to say "I love data!". When Mr. Reeder presented her with a mug he'd found in a charity shop he never expected that it wouldn't just sum her up to a tee but also become one of her most cherished possessions.

We'll miss you Miss and AGSB will be worse off without you. Good luck and we hope to see you (even if it is just on-line) in the future.

S Squire



**Amy
Bridgeman**
2018 - 2021

When Amy joined the Science department, she had quite a task on her hands. It is fair to say that the previous technician knew exactly where everything was in the department. However, the location of some crucial bits of equipment were a total mystery to others! So, Amy quickly set about tracking down items, labelling and organising them. In 2019, Amy oversaw the much-needed refurbishment of the prep room area (which, believe it or not, used to be the Physics department staff room, full of Physics teachers and all their weird and wonderful stuff!). The space is now much more manageable and pleasant to work in. Amy has a real ability to anticipate exactly what Science teachers want to order, and how they would prefer practical equipment to be set out in the labs. Often, I would go to check something, and find that it was already done and waiting for me! Throughout her time at AGSB, Amy has been committed to ensuring boys in Year 7 and Year 8 experience quality practical work in Science. It has been a very different, and at times difficult year for practical subjects like Science. But, Amy has been determined to provide opportunities for demonstrations in bubbled classrooms, practical work outside on the yard, and more recently, she has spent her days washing goggles so that students can all visit the labs on a regular basis to carry out experiments!

Everyone who's worked with Amy will miss her, but we wish her all the very bests as she leaves AGSB to return to work in medical communications.

Sarah Hill



Catherine Allen
2017-21

Catherine has been an enthusiastic and active member of the SEND Team since January 2017.

A real team player, she has been particularly supportive of her link year group, Year 8, but has mentored many students across the school. Before the lockdowns began Catherine was involved in many of the extra-curricular offerings of school, often judging for school debating and helping at Badminton.

Catherine will be remembered for her empathy and her tireless efforts to help students and staff alike. We wish you lots of luck in your move to the front of the classroom in your new Teaching career. The SEND team.

Catherine is leaving us at the end of this Summer Term – July 2021. She is going to start her PGCE and has accepted a place at Ashton on Mersey for her SCITT teaching English.

We wish her well and we, along with the boys, will miss her hard work and dedication we hope to see you again at AGSB soon.

J Harrop

Lucy Thompson
2020-21



Lucy has proved to be somewhat of a miracle, a great teacher ready to step in to work two days a week in the music department.

Her start at AGSB was a real baptism of fire, she came in at the end of 2020 and had collected everything ready to go. This soon changed with all of her classes starting online.

We have all been so impressed with how quickly Lucy has been able to get to know her classes in such a short amount of time. She also had the privilege of being the first teacher to hold a full class ensemble in a pandemic hit year. 7OL were the first group to experience whole class Violin ensemble, please see the picture in the music article. We hope Mrs Thomson will be able to work with us in the future, as we are encouraged by the number of boys wanting to learn the Violin because of her influence!

M Monument



**Millie
Stonehouse**
2020-21

Millie joined the music department in September and quickly settled into teaching our boys. She really enjoyed her time at AGSB, but sadly had to relocate back to Yorkshire at the end of the year. Millie made a great impact with the boys and had begun a great relationship with some of her flute pupils who made superb progress in the short time under her tuition. We hope to be able to invite her back to AGSB in the future to see the boys performing in concerts.

M Monument

Q LGBTQ+ HISTORY MONTH

This LGBTQ+ history month, a video assembly was put together to celebrate a small number of the icons of the last 100 years of LGBTQ+ history. In doing so, we make sure not only that we don't forget, but that we celebrate the toils and hard work of so many who fought for a more equal world. However, we must not think that we are at a point in history where equality has been reached. If anything, the horrific treatment of Alan Turing just 70 years ago or the controversial Section 28 law revoked only 17 years ago shows us that we still have a long way to go.

Mr Wright began by highlighting the impact of Section 28 on our education system. Under the Local Government Act 1988, enacted by the Thatcher government, Section 28, stated that local authorities "shall not intentionally promote homosexuality or publish material with the intention of promoting homosexuality" or "promote the teaching in any maintained school of the acceptability of homosexuality as a pretended family relationship".

This immensely controversial law was revoked on 18 November 2003 (in England and Wales) following mass protests by LGBTQ+ campaigners. Yet these 15 years of silencing of LGBTQ+ stories and education has left its toll, leaving a generation without adequate education on the issues LGBTQ+ people faced in their day.

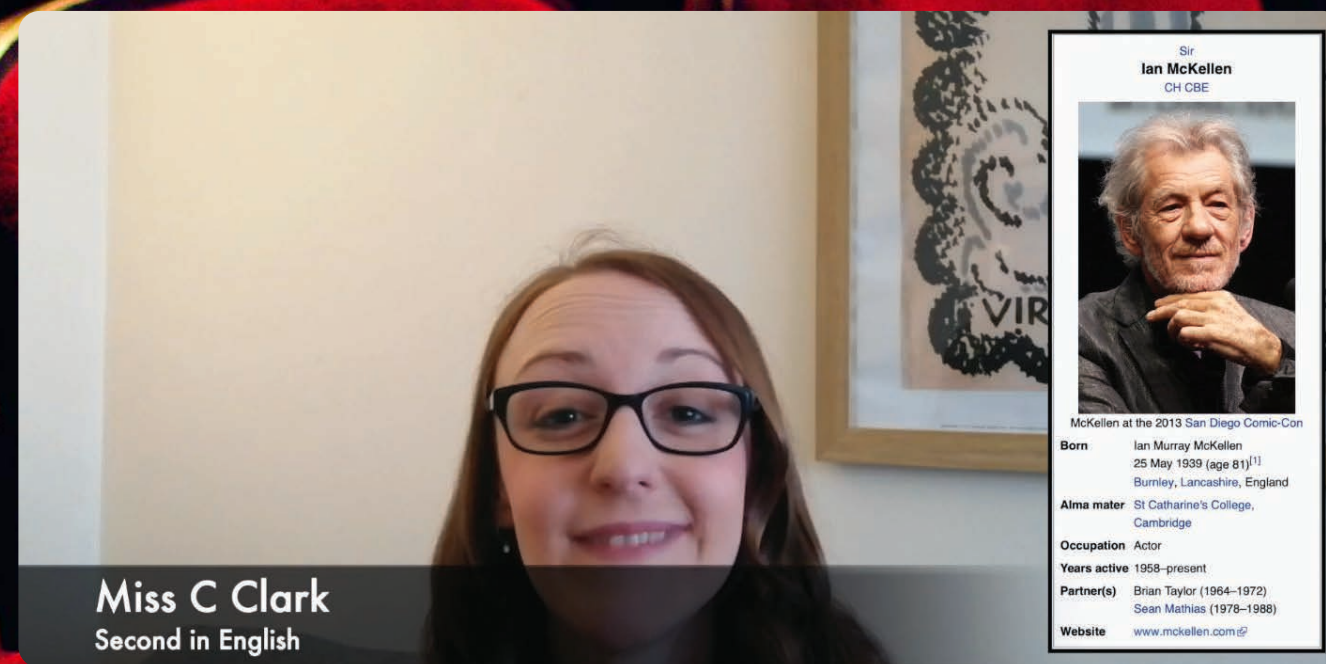
We discussed the following people: Alan Turing, who was prosecuted on the grounds of his sexuality; Sir Ian McKellen, who championed the movement against Section 28; Marsha P Johnson, an American trans icon; Mark Ashton, the founder of LGSM (Lesbians and Gays Support the Miners) after whom the film pride was made; as well as modern icons such as Dr Ranj Singh and Sanisha Wynter who continue to work towards LGBTQ+ equality.

We seek, with this assembly, to ensure no current generation lacks this necessary education to be fully developed members of society. As mentioned in the assembly, the world is far from LGBTQ+ equality with 70 countries imprisoning their outwardly LGBTQ+ citizens.

Learning the history of those who have made sure that many in our community now feel secure and safe in their sexuality allows us to appreciate the suffering of many to ensure we are where we are today; as well as inspiring us to continue fighting for the causes these icons fought for.

If you feel personally affected by any of the issues discussed in the assembly or have more questions about the LGBTQ+ community, please speak to a teacher you trust or your head of year, or visit our notice board to find out more. If you would like to find out more about LGBTQ+ history/issues in general, visit <https://www.stonewall.org.uk>

AGSB LGBTQ+ Society





Wow, so this is the real deal; the season finale. It's been an honour and I am proud to say I gave it my best shot. It still has not sunk in yet that my time at AGBS is coming to an end, but as I look back all I can think of are the good memories. There's too many to think of, as you get closer to leaving you realise how much those GCSE Science lessons, the Sports Day wins, and the lunch football games will be missed. After coming here in Year 9, from no other than Ambrose, (yes, Ambrose...) becoming Head Boy was hardly on my radar. I definitely liked the sound of it, but actually becoming Head Boy was more of a dream than a target. I think it goes to show that if you find your skill, most importantly find something you enjoy and work on it, suddenly your ambitions can become achievable.



Before writing this, I looked at my first article in last year's magazine: 'First Head Boy to be appointed in isolation', (quite a poignant title) and I said some pretty inspirational stuff even by my standards. Reading it helped remind me how different this past year has been and how blessed I am to have had this opportunity. Even though we may be quick to let COVID or lockdown define this year, I urge you to remember all the things we accomplished despite the circumstances. We've tackled social issues head on (our video editing skills puts Netflix to shame), the house system is still booming, we've taken music to a new level and we even have the new building. It's definitely an exciting time to be at the school.

Playing sport here, especially rugby, is one of the activities I enjoyed most. Being a flanker and though I am not necessarily known for my passing ability, we forwards do the dirty work so the backs can look good. Unluckily, first team rugby along with the South Africa tour was off the cards this year. However, hopefully I've still got it and very soon you'll see me in the Old Boys game! As well as sport, I've loved judging and taking part in debates, winning the general election was a top tier moment. Seeing some of the younger years debate so confidently in house competitions was inspiring. The school is definitely in good hands!

I guess as I go into the next chapter, I will miss not being the boss anymore. As much as I'd like to think I am the boss I can't write this article without thanking the house leaders and deputies. We were a well-oiled machine.

On that note, I'd like to thank all of the staff, from Sodexo to my subject and form tutors. We might not say it enough but, thank you. Being at AGBS has been an amazing experience, it's been a privilege to serve the school. Even though I'm leaving now, the lessons I've learnt here will definitely set up my future.

That's it from me!

B Briggs



Early in November I had one of those late-night ideas that in the morning I looked back on and thought 'what was I thinking?'

My idea was to speak to staff about mental health and get their perspective on things. This time though, I had one of those feelings that this could work well and that there should be at least a few teachers who'd want to talk to me. Having fourteen teachers come and speak was unbelievable and suffice to say we smashed it.

When Doc Hepden caught my eye in private study one Wednesday morning I thought what's the worst that could happen?

Her support was extraordinary and we quickly got emails sent out to staff. Within 24 hours we had around five or six and this swiftly grew and grew.

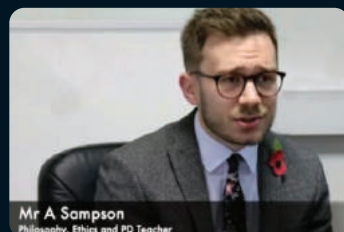
At that point I spoke to Theo, who smiled with glee at the idea of dusting off his camera, and then we were in business. Having Theo there made this whole process seamless and enjoyable - if all else falls through I know who I'm going to have my business start up with.

Filming could not have been as smooth as it was without all the contributions of the staff; I am forever grateful. Not only was everyone on time to their sessions and ready to talk, but everyone came along willing to share different stories.

I would be surprised if we didn't succeed in covering at least something of what each boy in AGBS may be experiencing.



Mr A Flanagan
Chemistry Teacher



Mr A Sampson
Philosophy, Ethics and PD Teacher



Mr A Giffen
Physics Teacher, House Manager - Totton



Miss E Chapman
English Teacher



Mr M Monument
Director of Music



Mr J Timmins
Head of Computer Science



Mr S Smith
Economics Teacher



Mr A Williams
Technology Teacher, Publications Officer



Ms V Gordon
Food and Nutrition Teacher, Trained Yoga Teacher



Mr A Gallimore
Head of Careers

Putting it all together was perhaps the most difficult part. Spending hours getting rid of my absolute waffle of 'I'll chunk it up' and Theo's critical grammar analysis on behalf of Mr Giffen was nothing compared to having to sacrifice seconds of the gold that was delivered to the camera. While the cut for the assembly may have shortened some of the experiences, it was a resounding success.

So all in all, on behalf of Theo and myself, words cannot do justice to how grateful we are for the support of the staff. The conversation around mental health does not end here, nor does it begin. A few years ago a lad that most of you will remember, Alex Swinton, kick started a wave of conversation in all year groups with a presentation about his own mental health. I'm glad to say we continue what he and others before him have been battling for- to get the boys of AGBS talking about their mental health.

A Saeid



Mr R Cummins
Maths Teacher



Mr W Clegg
IT Technician



OVERALL HOUSE REVIEW



As I write this review and look back over the last year, it becomes very clear that I have used vocabulary like 'epidemiologically', 'transmissibility', 'contact tracing' and 'risk mitigation' far more frequently than I have uttered phrases like 'House Muster', 'House Competition', 'Year group integration' and 'the winner is...!'

COVID-19 will forever be etched in the history books, but I am hopeful we will grow and even thrive as individual people, communities, nations and maybe even the "pan" (prefix – meaning "all", "of everything" or "involving all others") in "pandemic" to unite the entire globe and drive humanity forward on a safer, more tolerant, greener and sustainable future.

Everyone has been tested and pushed to their limits over the last year and we must be very supportive, respectful and empathetic to people about the different challenges each and everyone has faced on a personal, societal, national and international level.

In its inaugural year back in Summer 2019, the House System enjoyed an amazingly successful nine months before it too was shaken, tested, and damaged by the pandemic.

The House System was established with very clear aims and objectives. These included;

To further create a 'sense of belonging', giving unity and cohesion to smaller groups (Houses), within the whole school community.

To publicise and raise the profile of the fantastic extra-curricular provision that takes place at AGBS.

To further engage parents and stakeholders within the school to showcase and celebrate student talent.

To nurture and develop role models and providing leadership opportunities.

Our COVID secure procedures meant 'bubbling', 'no visitors on site', 'no extra-curricular provision' challenged the ethos around which we built the House System. Some of the best events in 2019 like the Talent Show, the House Shout, the Entrepreneurs Competition, the Debating and the eSports House Smash were built on the foundations of successful integration between year groups (now called 'Cross-Bubbling').

Pupils worked cohesively and supportively towards a collective goal in the name of their House. In front of a packed audience cheering, clapping and smiling. This now seems a distant memory.

Yet even in nine short months, the AGBS House System spirit was born and this unstoppable force has maintained momentum. COVID slowed its growth, but it could not stop it.

Although members of the same House from different bubbles couldn't meet in person, the unity and 'sense of belonging' brought them together in our now virtual world.

The pupils at AGBS are truly exceptional and the House System is the vehicle by which they can demonstrate what is the very best about our school community. As I look back, I am actually astonished by how much has been achieved in the House System despite the challenges the pandemic put in the way.

Since September 2020, we have had approximately twenty five live events in school. When lockdown came, again, did this stop us? No!

We also enjoyed ten virtual and remote events. The types of events included:

- Musical
- Sporting
- Creative
- Artistic
- Cerebral
- Academic
- Photographic
- Culinary
- Engineering
- And most importantly, fun!

So yes, we have suffered collateral damage from COVID-19 and I am aware that the Year 7s maybe haven't had a true experience of what the House System at AGBS is all about. But this is something that will absolutely be changed; every student at AGBS must have the pleasure of experiencing the House System in some shape or form!

I also look at the House Shout, the Debating/Public Speaking, Drama and Sports Day as being the biggest casualties. But this damage is not irreversible. These events will be back, and they will be bigger and better than ever!

I cannot tell you how excited I am to welcome back pupils, parents, sponsors and teachers into the same room, to experience first-hand some of our great events and celebrate the wonderful achievements, performances and the efforts of our wonderful AGBS lads!

The House System also relies on fantastic people to make it work. I would like to thank our fantastic House Sponsors, Myerson Solicitors, ABC Warranty, Independents by Sodexo and LWA Accountant, who have stood by use and continued to fund the House System even through these difficult times.

I would also like to thank the House Managers and their wonderful student Leadership teams; you have done exceptionally, considering the circumstances, and I thank you for your continued resilience and perseverance throughout this turbulent year.

M Soulsby



Well, what a year it has been, with all the disruption from the COVID pandemic, it was good to see the year starting the same way it did twelve months ago, the red flag of Bradbury house flown proud at the front of the school from early September right up until the Christmas break.

It had a touch of normality about it, but then again, we were all looking for any kind of normal. There were some obvious differences though; house assemblies have been me and the house leaders on TEAMS rather than booming out Queen's "We Will Rock You" throughout the school as loud as possible, something everyone had come accustomed to, let me tell you all right now, it will return!

For the newest members of our great school who have not experienced this, wait and see... it's always loud and reminds everyone who we are!

The house events were all turned upside down, gone were the big performances in the house shout and in came the individual talents on show at the first online version of The Kwadwo Antwi House Talent Show.

There were some excellent entries by the boys in red and we featured prominently on the shortlist for the judges, including Harry S in Year 8. We had a total of thirteen entries for this competition making our house stand up to the other houses who previously dominated this field.

During the autumn term, we had the chance to run the Winter Sports Tournament. Bradbury staked its claim amongst the sporting greats, winning many of the events in rugby, football, badminton and table tennis over many the year groups.

Most of the tournaments were held on a Saturday, giving everyone involved a sense of what the school (especially the PE department) offer at the weekends.

Our events have also been different compared to last year. The "Blue Moon" photography competition, the bridge building competition, designing a gingerbread house and no one can forget the legendary Space Invaders and "Who's Desk Is It Anyway?" competitions, all of which had a certain house in red in either top spot or a close second. Many other events have also seen the colour red feature high in the rankings and I know that these have been widely publicised by the school over the year.

There have been so many house events that have adapted to our changing world that have been run by our amazing teachers, support staff and students. I would like to thank you all, too, for all your contributions to make the AGBS House System a success.

It has also been a good year for house points, all four houses have been so close this year and on any given day, each of the houses has had the lead.

I look forward to the final tally at the end of the year, expecting the red of Bradbury to be at the top of the standings.

It has been a tough year for our year house leaders, not only have they had to persevere sorting out team sheets whilst confined to their form rooms but they have had to motivate their peers during these trying times.

I have not seen much of them due to COVID bubbling so they have had to do many things using their own initiative. On behalf of all of us, I would like to publicly thank each and every one of them for the work that they have done over the last school year.

It is also the time of year where we say goodbye to our house captain and vice-captain. Archie and Deylan have led our house meetings, welcoming its newest members, supporting every member of our house and more importantly keeping me on my toes.

They have added their own style to shaping our house and earned the respect of every student and member of staff of the school.

On behalf of all of us, I wish them all the best in their further studies at university and pass on the thanks from everyone of us.



At the time of writing, we still have the summer sports events approaching rapidly. The last sports day was nearly two years ago and Bradbury was cruelly robbed of its deserved place at the top of the rostrum, this year, I hope that we claim our deserved place.

I would like to also thank our sponsor Myersons Solicitors for everything that they have done for our house in the last twelve months, their continued support is warmly welcomed and appreciated by all of us.

I hope that with reduced restrictions, we can invite you into school in the future to witness the great work and effort put in by our boys.

Finally, I would like to wish everyone a fantastic summer break and hope that the restrictions that have governed our lives over the last fifteen months continue to be reduced as we recover from this pandemic.

Best wishes and good luck.

D Smith



It's been another strange and unique year at AGSB due to the COVID era. Nevertheless, the AGSB House System has adapted to the situation and thrived in its second year.

Whilst we have needed to adapt many of the competitions to suit the times, I've been immensely proud of the positivity shown by Massey.

While there have been many highlights across the year for Massey, a particular favourite of mine is that we blasted the most aliens in the Space Invaders competition amassing a total of 1816430 points.

Our Year 8s were victorious in the Winter Sports Festival, with a special mention to the badminton team, who were undefeated. Our Year 7 rugby team won all their matches playing some super stuff along the way. Our House Captain Kai S led from the front, winning us the Christmas Extravaganza competition as well.

Most recently, our Year 7 Tug 'o' War team produced one of the greatest displays of strength and determination I have seen, demolishing all the other Houses with relative ease. The team was made up of Charlie 'Bone Crusher' M, Abdullah 'Iron Fist' B, Omer 'The Mountain' N, Varish 'Steel Arms' V, Jones 'Beast Mode' B, Louis 'Thunder Thighs' P-W and Angus 'The Animal' S. I truly believe that these boys could go their whole school career taking part in these Tug 'O'War competitions and be undefeated when they leave.

I would like to say a huge thank you to all the Massey leadership team. You have all done a fantastic job endorsing the Massey spirit.

Special mention must go to the Massey House Captain and Vice-Captain, Kai S, and Chris P. You have served your House superbly in your final year at AGSB and I wish you the very best for the years to come; I hope you've enjoyed your time in Massey House.

I would recommend you all consider becoming a Year Group House leader. It can give you so many skills and valuable experiences. Some of the Massey leadership team have made the following reports.

S Meakin

The House System has seen some memorable moments over this past year, but there are two that especially stick with me. The first was the Year 13 football tournament in November. As soon as it was announced, I felt a huge wave of interest from Massey members wanting to compete and we finished a close second, with an excellent performance by a team playing together for the first time.

The second was the inaugural University Challenge Competition - conceived, organised, hosted and competed in entirely by students. I was lucky enough to both captain Massey's team and host the final, and even if there had been no spectators, the team of students organising it and I would have been proud of creating what we did. However, our work was vindicated by the fact that every lunchtime of the competition, the entire common room and several teachers eagerly spectated.

For me, these examples are the House System at its best. The football tournament gave a platform for both first team players and football novices to come together and do what they love in the name of friendly competition. University Challenge had never been tried before, but that was the key - it was so novel that it made people take notice.

Every lunchtime, everyone in the common room stopped what they were doing to watch. The spectators were my year, all of whom I know but many of whom I didn't believe would ever want to follow a University Challenge competition. This is why, going forward, students should dare to be inventive, dare to come up with house events themselves that have never been tried before. You'll probably discover that lots of other students have a hidden interest in your kind of thing too.

C Patel; Student Head of Massey House

Although this past year has been a challenging and turbulent one, full of twists, turns, announcements and changes, it has shown me how resilient, talented and persevering the boys here at AGSB are.

Despite a difficult and testing year for all of us, students in all houses have excelled. Initially, when I signed up to be a leader, I must admit that I did not know many of the boys here. However, over the course of the last year, it has been a wonderful learning experience for me: befriending more students, learning of the cultural diversity of the school, even seeing how willing students are to help each other.



Finally, I would once again like to say a big thank you to all the teachers who helped me during my time as leader, it has been a privilege and an honour to serve Massey and the school and I wish you all good health and wellbeing in the future.

M Inegbu; Year 8 Massey House Leader

Throughout this school year, the House System has proved resilient and even with the pressure our Year 11s have been through with both exams and COVID, there is lots of enthusiasm and participation from all, bringing out even those individuals who, a few years ago, would have never engaged in year-wide events.

One of the highlights this year was the debating done online on Teams. It was a fine example of what can be achieved even when apart and really brought all sides of our year together. It was fantastic to see. Personally, I've found one of the greatest aspects to be the engagement I have had with different people throughout our year, sharpening my communication skills and strengthening my connections across the breadth of our house.

T Coates; Year 11 Massey House Leader



So this is possibly an End of Year Review for a year like no other. I have just returned from watching the hugely impressive Year 13s tug the other houses across the astro. It was a fantastic victory for Tatton, but one victory does not win a war.

Mr Williams emailed me and our gallant leaders Feran and Matty at the end of last year saying it's harder to retain a title than win one! This has been perfectly demonstrated by his beloved Liverpool.

These words may yet prove correct as despite some excellent work by our Year 7s, we are not currently in first place in either of the two big competitions.

But we accelerated at the end of last year, so I am expecting a resurgence of Tatton to bring the victory home over the summer term.

A huge shout goes out to Tatton's leadership team; I am only sad that we did not get to have enough meetings this year, because spending time with you dreaming up ideas and schemes is the best part of my job.

There have been some incredible entrants to house competitions this year from all years across the school and I am proud to manage you all. The image of Theo Tyson as a bridge will stay with me for many a year (even though it scored zero points from the judge).

I am excited to get out on the field with you all later this term to see your sporting excellence drag us back up to our rightful place at the top of the leaderboard.

A Giffen



Year 7 - Winter Sports Festival Results 2020

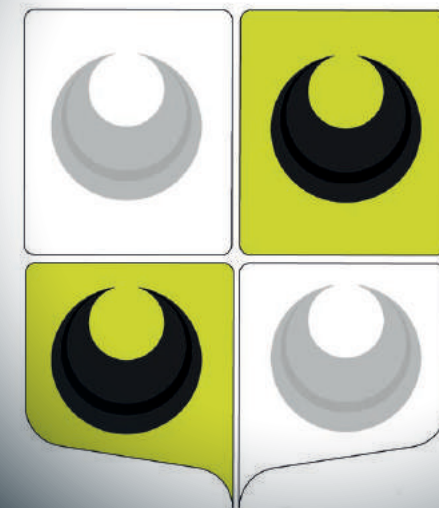
Rugby				
Position	1st	2nd	3rd	4th
House	Massey	Bradbury	Tatton	Stamford
Points	1	2	3	4

Football				
Position	1st	2nd	3rd	4th
House	Bradbury	Tatton	Stamford	Massey
Points	1	2	3	4

Badminton				
Position	1st	2nd	3rd	4th
House	Stamford	Massey	Tatton	Bradbury
Points	1	2	3	4

Tennis				
Position	1st	2nd	3rd	4th
House	Tatton	Stamford	Massey	Bradbury
Points	1	2	3	4

Final Standings	House	Points Total (lowest wins)
1st	Tatton	9 points
Joint 2nd	Massey	10 points
Joint 2nd	Stamford	10 points
4th	Bradbury	11 points





We Stamfordians have had much to celebrate over the course of "The Plague Year".

Having taken over the leadership of Stamford from Mr. Birchall, I have been privileged to witness firsthand the passion of the members of our House across a range of activities and challenges. The House Talent Show was a particular highlight for us, with Faaris' football skills gaining the recognition that they deserve, as well as Bhuvan's magical ability, and the rendition by Belema B, Sheen B, Ben F, Laurie M, Will A and Tom V of "From Now On" from The Greatest Showman deservedly taking all of the top positions. It certainly brightened up an otherwise dreary winter lockdown for both me and other staff.

I want to extend the grandest of thanks to our House Captains, Tom V and James B, for their perseverance in such a disrupted year, for setting an excellent example for their fellow Stamfordians, and for the support that they offered whenever necessary.

The work of Will M in Year 12 must also be highlighted, since he near single-handedly ran the House eSports Lockdown competition, for which he cannot receive enough recognition. Our teams were able to demonstrate their skills across a range of games and genres, with Stamford taking top place in Rocket League and Minecraft, whilst placing a solid third in the Smash Bros. Ultimate championship.

I want to thank, and praise, all of our Stamfordians. Not everyone has been able to take part in a major house activity, but every single member has been earning house points and representing

their house even in these difficult circumstances.

No one asked for this year to happen in the way that it has, but to persevere, to demonstrate the resilience in the way that you have done, and to come back, ready to try again, is all that can ever be asked of you.

The Stamford flag flying proudly in the wind in February, in front of an empty school, is a perfect example of this; the desire to perform, to show what you are capable of, even if no-one can always see it, will always win out. Well done, folks; I'm proud of you all. Here's to a more normal next year.

A Flanagan





ISOC PROGRESSION



Friday 20th March 2020. A date that's hard to forget. Schools across the country were closed in an unprecedented twist of events. Earlier that very week I was working hard for my GCSE exams which, little did I know at the time, would never end up taking place.

This past year has been challenging for many people around the world, especially those already living in tough conditions. At the start of the first lockdown charities were anxious about how they would be able to raise funds to continue supporting those in need across the world. Muslim-run charities especially began to worry about how they could continue to raise funds over the Islamic Holy Month of Ramadan - a time of mass giving within the Muslim community.

5 weeks to the day after schools were closed, Ramadan had begun! In this blessed month where we fast from food, water and ill speech - despite the ongoing pandemic and having just been elected in to our positions on the Islamic Society Committee one week earlier - the new committee members and I were eager to start doing our part to help those most in need across the world. If the last year has taught us anything it's that one of the best & most essential qualities of a human being is selflessness even when risks need to be taken.

And from that point we began our journey as a society to do good and help others in the way of Imaan (belief). This is our lockdown story from Ramadan to Ramadan...

At the start of the first lockdown during Ramadan last year we fundraised money for the Water 4 Ghana Project with the Human Relief Foundation. To raise money, we encouraged members of the society to make their own pages and share the message with their family & friends. One student raised over £2000 on their own with two others raising over £1000 each. By the end of Ramadan, we raised a combined total of over £12,000 and placed orders for two North Ghana Borehole Wells, two South Ghana Deep Water Wells and one hand pump in Sri Lanka!

During Ramadan last year we also ran multiple virtual events including daily Quran Reading lessons, weekly guest speaker talks and student-led quizzes. Our aim was to encourage Muslim students to stay productive over lockdown and make the most out of every day of Ramadan whilst they had so much free time. After Ramadan we continued to run the Quran lessons to help improve students' Quran Reading abilities.

Coming back to school in September was odd to say the least - masks were mandatory in corridors, year groups were bubbled away from each other and there were two separate lunchtimes. During the first half term the Islamic Society remained closed due to the pandemic. However, thanks to the incredible work of the committee, volunteers and society we were able to open the Islamic Society on the Coleman Hall stage for the entirety of the second half term.

As the days became shorter in November/December prayertimes moved closer together so we put a plan together in coordination with the school to open the society to all worshippers in the late Winter Term. Using the Coleman Hall stage, we had one year group in at a time - social distanced, supervised and registered on our system. As soon as they had performed their prayers, they then left via the second exit of the stage so we could maintain a one-way flow of students and avoid cross bubbling.

During the October half term, we also raised money for Charity Week - a global initiative aimed at providing funds for orphans and needy children. We ran our campaign with help from the local mosque in Altrincham (AHMA), running an open Virtual Quiz night with approximately sixty in attendance. By the end of

Charity Week, we had raised a total of £3,800.

In December, as COVID-19 cases and deaths began falling after the second national lockdown we began planning for a 2021 UTC & Asian Food Sale that would be compliant with the school's health regulations at the time. Unfortunately, once again the country was thrown back into another lockdown with schools being closed from January to early March. Because of this we had to cancel our plans for a food sale this year, but hopefully next year we will be back bigger and better than ever!

After the third national lockdown and the return to school we started planning out our Ramadan Program for this year. We decided to fundraise with the Human Relief Foundation again but for Rohingya Refugees this time in the Cox's Bazaar Refugee Camp, Bangladesh. So far, we've raised over £400 and hopefully over these last ten holy nights we will be able to spread more awareness of this blessed cause.

Over the Easter holidays we made a pre-recorded Loom video for our Whole School Assembly on the Islamic Month of Ramadan and why Muslims fast during it. We also wrote a 'Thought for the Week' that was distributed during the first Monday back after the break. During the same week I sent out an email to Year 10, 11, 12 and 13 concerning fasting during exams and how to maintain a good sleep cycle, revision schedule and what foods are best to eat at Iftar (evening meal) and Suhoor (morning meal).

On Sunday 18th April I was honoured to be invited onto the radio station Inspire FM Luton with Wajahat from the Human Relief Foundation to talk about the Islamic Society's fundraising for Water Wells in Ghana last year.

The final and most recent addition to our ISOC story is for the first time ever this year in Ramadan we ran Friday (Jumma) Prayers on the school field!

The first week we ran Jumma Prayers (23rd April), we saw over 160 students attending over the 2 lunchtimes, social distanced and registered on our system. This was the first time in over a year we were able to run Jumma Prayers (which are usually compulsory for all Muslim men to attend) but of course due to the pandemic this hasn't been possible until now!



ISOC PROGRESSION CONTINUED...

...And that brings us to today, 25 years on since the ISOC was founded in 1996. Over the last few years (the last year especially) we have reached many milestones, but it's important to remember why we do everything we do. We do it to help others, to make a difference and to be grateful for everything we have to the one who gave it all to us - Allah.

The last year has been challenging for all of us in many ways but the best of people are those who can make good out of the worst situations and to strive and to succeed in any way they can.

S Sheikh (AGSB Islamic Society President)



FRENCH CUISINE



For the French department at AGBS the return to school in September (La rentrée) is usually marked by the return of the odd baseball cap, toiletry bag and hoody to their rightful owners after they are abandoned on the coach from the annual July Paris trip. A race to get the letters out for the following years' trips then ensues. September 2020 arrived, and whilst we were overjoyed to be back it was certainly clear that this was to be a year like no other. In the words of the revered post-impressionist painter, Paul Cézanne, "Nous vivons dans un arc-en-ciel de chaos" (We live in a rainbow of chaos). A year of no trips to France and Brexit isn't to blame? Who would have thought? Unsure of what would lie ahead, we just knew we had to make the very most of the opportunities to plan to bring France into the classroom (or by January pupils' homes). We began in the autumn term, with Year 7 asking for a French history lesson, keen to understand the causes behind and the consequences of the French Revolution. Some short stories for Years 8 and 9, who felt great satisfaction in their ability to understand the texts, and enjoyed the challenges and escapism of short stories in French. Year 9 enjoyed a range of contemporary music to accompany their topics and surprised themselves with their level of understanding of the lyrics, about family and social media issues, appreciating the meaningful social messages of current francophone singers. Year 9 were kept in suspense until April as to the ending of "Les Mis" after starting it before Christmas, it must have been worth the wait given that they asked for a trip to the theatre to see it too! When January 2021 arrived, bringing some more time at home, pupils were inspired by their learning about "L'Épiphanie" in France and we challenged Key Stage 3 pupils to make a "King's cake", known in France as the "Galette des rois" and to send us photos. The results were amazing and the feedback was that they tasted delicious. Needless to say, following the impressive efforts and successes we couldn't resist educating pupils in February about "La Chandeleur", our nearest equivalent is known as pancake day here in the UK if it meant seeing more fine gastronomy as pupils shared their crêpes virtually, and they didn't fail to entertain and inspire again. Bravo les garçons! A guided virtual visit to Versailles and a mini history lesson was now in order for Year 8 but with the added challenge of remote learning and a virtual escape room from the palace. Thanks to the great feedback we will definitely be doing more of these, we love it that pupils now ask for "culture lessons". It has been a joy to share these experiences with you all this year.

Le monde de la réalité a ses limites; le monde de l'imagination est sans frontières.
The world of reality has its limits; the world of imagination is boundless.

V Brennan

GERMAN REVIEW

This year has been very different for everyone and the German department has had to evolve quickly to keep up the pace. We were initially very disappointed that things would not go ahead as normal but eventually we worked around it and have had a fantastic year.

Normally Mr Smith takes a group of students to Fellbach, near Stuttgart, on the German exchange. A big part of the trip is stopping at as many cafés as possible throughout the week to try various cakes with coffee. Obviously, this couldn't happen this year and so Mr Smith set up regular "Kaffee und Kuchen" sessions with the teachers of FSG, our partner school, and everyone had their own Kaffee und Kuchen over Zoom. It was great that both schools could keep in touch with each other.

Another thing we missed this year was the annual MFL Spelling Bee. German students have always been successful in this and so we wanted to keep interschool competitions alive. With that in mind, we have been taking part in the global championships, set up by [languageut.com](https://www.languageut.com). We peaked at 2nd place globally and were very keen to keep in the top ten. Unfortunately, we could never knock off the top school but we gave it a good try!

Each year we also have a Year 7 trip to Cologne. Again, we had to say a temporary goodbye to this trip. However, we still wanted as many students as possible to "see" Germany and so we had virtual tours of Munich, Cologne and Berlin! This actually meant that more students could see the cities within Germany than usual. Students also did their own projects, where they looked at a variety of towns and cities within Germany. We learnt a lot about more places than ever in Germany and look forward to a time when we can visit some of them.

Despite being a very different year this year, the German department has tried to turn negatives into positives and we have been able to share much more of Germany with all the students than we ever have before. Man muss die Dinge nehmen, wie sie kommen.

Frau Chapman and Frau Smith



THE YEAR IN ENGLISH

The English department moved into a brand new state-of-the-art building this year - a beautiful, spacious, light-filled learning environment for our students. The ground floor library will be a wonderful cultural hub, ideal for public events, set-piece debates, and promoting a vibrant reading culture in the school. The Library team led by Mrs Mahony and Mrs Marson are looking forward to welcoming all the boys to the new AGBS Library. Our boys enjoy competing in the national English Speaking Union tournaments across a range of ages and styles of public speaking. At the younger end, Marley I excelled in the Performing Shakespeare competition. Marley is an accomplished young actor who has performed with the Headlong theatre company, starring in Richard III at HOME, Manchester. Marley chose the iconic opening speech of the play to perform with the line, "Now is the winter of our discontent..." taking on new resonance after months of lockdown. Mrs Hildage comments, "Marley did a fantastic job - he's a rising star!"

Our two Public Speaking teams in Year 10 and 11 spoke with verve and conviction. Sammy B (Chair) Tom C (Speaker) Hassan S (Questioner) battled through to the regional finals while Jamie L-B (Chair), Jacob R (Speaker) Yusuf N (Questioner) were voted runners up in the regional finals with Jacob being voted Best Overall Speaker. Team coach Mrs Chapman praised the teams, "It's a joy to watch the boys speaking with such confidence and tackling important, topical issues". The Senior ESU Mace Debate team took on a controversial debate motion: "Applications for jobs should be 'blind' in terms of which school the applicant attended." A lively exchange of ideas ensued and our team of Adham S, Jude W and Chris K narrowly missed out on a place in the finals. Mr Davies watched the debate on Zoom: "This was such an interesting debate, about an issue that directly affects our students. They debated with humanity and heart".

Congratulations to Chris P who has been offered a place to read English at Jeus College, Cambridge. At least one student every year for the past six years has been offered a place at Oxbridge to read English. This year was especially challenging for candidates and it's great to see the tradition continue.

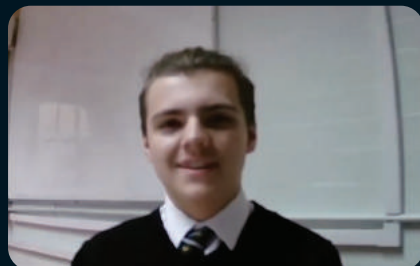
Lockdown was an ideal time to revive reading habits and develop the imagination. The department Instagram page was a lively repository of recommendations and reviews and it was heartening to see some many boys take solace and inspiration from reading. Likewise the Charity Readathon in Year 7 is a COVID-proof way of enjoying a good book and raising money at the same time.

In a year where theatre trips were impossible, it was lovely to 'take Year 9' to a virtual performance of Hamlet via the wonders of technology. Whilst there was "something rotten in the state of Britain" it was reassuring to be reminded that "there are more things in heaven and earth than are dreamt of in your philosophy".

Thank you to all our boys and colleagues who have created highlights in this strangest of years.

M Davies





The Shine School Media Awards is a national competition for secondary schools in the UK, distributing awards based on the content, design or business plan for fundraising for a school media publication. In The Word, our school magazine, members of the Publications Committee have contributed to winning these awards, including G Thornicroft for "Best Feature Article" in 2018 and I Cooper who won the award for "Best Marketing Strategy" in 2020. This year, with the pandemic offering an opportunity to do so, Shine have been releasing a suite of videos providing tips from interviews with various professional journalists, photographers and editors for each of their award categories. From our Publications Committee, Mr Williams, I Cooper and G Thornicroft took part in some of these interviews:

<https://www.shine-schoolawards.org/2021/01/19/ask-the-expert-teacher-edition/> I asked them a few questions to summarise the key points:

Mr Williams: What were your best tips for starting a publication in your interview with Rosie Birks?

I think mainly to put your trust in the people you appoint. It's been quite a while since I was first entrusted with this role. I remember setting out my vision to Mr Gartside and stating that the school magazine should be created by the students for the students. This was where the idea of a publications committee first originated. I spoke about the importance of The assistant editor and how I have been incredibly blessed with the AE's that have worked with me.

I also spoke about how incredibly difficult and stressful those first few magazines were. In an age where people look mostly online, we moved from hard copies to the online editions, but maintain the printed End of Year magazine out of a sense of history and a physical memento of student's time at AGBS.

A Williams: How has running the Publications Committee been different due to lockdown and what have you done to make sure it continues to run?

Quite simply it has been monumentally different. EVERY aspect that we do with publications has been affected.

Physical meetings = Gone
Interviews with new applicants = Gone
Mentor training mixed year students = Gone
End of year reward trip = Gone
Christmas celebratory dinner = Gone

But what has not gone is the spirit and sheer hard work of the students involved. Working in COVID conditions is difficult, but not impossible. We meet on Teams, even though the dress code at times is odd. Reporters still report even though we don't have field trips, face to face lessons (during lockdown), competitive sporting fixtures, competitions to name but a few and the group are as resourceful and creative as ever. I am so very proud of the committee and the magazines we produce. I am sorry that we could not operate this year like we would normally do. I am sorry that we have been unable to recruit Year 7's in the way we would normally do. But I am confident that this coming End of Year magazine will be as good as any previous edition and will be a significant school document in the years to come due to the inconceivable circumstances we find ourselves in.

Being given the opportunity to share my experiences with Rosie and Shine was brilliant and I was delighted to have been invited to speak on the 'Ask the Expert forum', however I do not consider myself an expert, just someone trying to continually develop a successful Publications Committee.

G Thornicroft: In you interview with Liz Hunt, what tips did you learn about writing feature articles?

It was fantastic talking to Liz, and I learnt so much about writing from her. Most of the advice was general advice to follow throughout the entirety of the article. The biggest thing was to not be boring! Get someone else to read your article, such as a parent or friend, and ask them to tell you if they were still interested by the end. There is nothing worse than a boring article, as no one will read it! To combat this, Liz gave me the great advice of having a "hook" paragraph after the opening paragraph. The "hook" paragraph is simply a one sentence paragraph that is very interesting and gets the reader wanting more. I now use this in all of the articles I write, and it's improved my quality of writing massively! She also gave me the advice to use facts and figures in articles, as it adds a concrete backing to your writing and makes it a lot more trustworthy for the reader.



G Thornicroft: In your interview with Ava Harding, what advice did you give to someone wanting to be part of a publication?

The main point I made to Ava was about passion; if you want to be part of a publication, you have to be really passionate about writing. You don't have to be the next Stephen King, you just have to be passionate about writing, and willing to take advice and criticism to improve upon your work. Another piece of advice I gave was about making connections and meeting people. If you write for a publication in school, with the intention of going into a career in writing, one of the best things you can do is to email people who are already in the industry and try to make connections. Not all of these emails will get a result, of course, but some will and that's the important thing. If you have connections to people that are strong by the time you leave sixth form or university, it means that there are already people who are willing to, potentially, hire you for work or at the very least recommend you to someone else.

I Cooper: What have been the challenges of running a business during lockdown?

During lockdown, being able to raise funds has been extremely hard. This year, we have not had the opportunity to open our Tuck Shop, which is one of our main sources of income. In addition to this year group bubbling, as well as social distancing rules, have made it harder for us to sell the usual things we do.

The Publications Committee has had to transform the way it works. We have moved online, via Teams, to meet as a committee and formulate ideas. We have also adapted some of our fund-raising ideas. As detailed in my Shine 'Ask the Expert' video, we have been looking at advertisements for students. Not only is this a potential for a new source of income, but also helps promote potential upcoming businesses within the school.

I Jamal



SHINE AWARD WINNER

Every year The Publications Committee enter the Shine Awards, which is a national competition held at the Stationers Hall in London. The Worshipful Company of Stationers and Newspaper Makers' (The Stationers' Company) is one of London's oldest established companies with its origins dating back to the fourteenth century. We are normally treated to salubrious experience with lunch included. 2020 was no different in our application, but it was different in the sense that this was one of the most successful entries we had seen. Aiyush, Awais and I were all highly commended for our entries, but Isaac won the best business strategy category.

I was delighted for Isaac as he had been highly commended in previous years and thought his chance had passed. However, this year he proved that he had learned from previous years and submitted a detailed analysis of our business strategy and statistical data to back up the application.

The judging panel stated that "This is a well thought out and detailed marketing strategy with illustrations to compliment the narrative. They have come up with innovative fundraising ideas. A hard copy annual End Of Year review is a wonderful memento both for those attending the school and a wonderful advertisement for those wishing to join". High praise indeed for Isaac.

After his success Isaac also won the opportunity to speak to Bettine Pellant (CEO - PICON LIMITED) who provided some excellent advice about her role and how COVID has affected the print and design industry. You can see the interview by following the link or QR code.

www.youtube.com/watch?v=xS4jqEX3YEs

A Williams





CHEMISTRY - OUT OF THE LABS

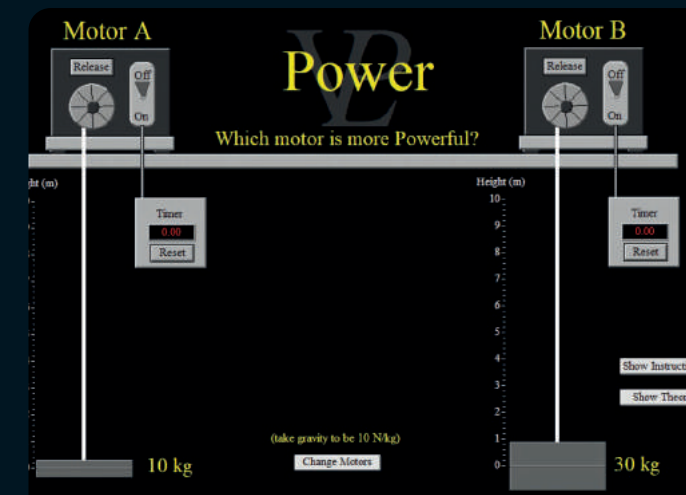
In a year where everything stopped to have an extended stay at home, the members of the Chemistry department did their best to give the students the finest experience of Chemistry that they could. In labs that resembled operating theatres with the number of masks on show, the Key Stage 4 and 5 students were able to complete essential practical work and as the year wore on even some non-essential ones.

Obviously, the extra-curricular activities that we would normally have offered the students came to a crashing halt. This did not stop our boys from continuing to find ways to extend their scientific understanding. Two of our Year 13 students managed to attain their Gold CREST award. They were working up to the very last day before lockdown in the Spring to collect the data and evidence for their project.

We have been fortunate to be awarded a grant to re-fit one of our teaching rooms. At the time of writing the decorators are in and we should be moving in towards the end of the summer term. Previously the lab design meant that the lab was only accessible to smaller GCSE and A level groups. With the re-fit, we will be able to teach all classes in N4 because extra benches and services have been installed.

In what has been a difficult year, I would especially like to thank everyone who has moved mountains to ensure that our talented and interested students could continue to shine and flourish.

C Rawson



PHYSICS TRANSFORMATION

Over the past year, with restrictions and lockdowns limiting the amount of practical work that could be done in Physics, the teachers and staff have had to come up with some new, innovative methods to help students develop their skills and gain a deeper understanding of topics.

One such method was the use of simulation software, allowing students to thoroughly investigate concepts being taught. One incredibly useful tool available to us was the VPLab suite of interactive simulations. The software allowed students to alter variables and watch how the results of the experiment changed. I found them hugely beneficial to support the content we were learning in lessons.

One of my favourites was a simulation of an electrical transformer as it gave me a greater insight into the operation and uses of these devices that are essential for our modern-day electrical grids. It gives you the ability to alter input voltages and frequencies as well as the number of windings on the coils used in the transformer. What I found particularly helpful was the fact that rather than just outputting a bunch of numbers onto the screen, the software graphed the results, allowing you to interpret and understand the results in greater depth.

Although they were no replacement for in-person practicals, it is clear the Physics department has tried as hard as possible to give students the best possible experience. We appreciate the effort that the Physics department put in to give us the best possible experience and thank them for all of their hard work on our behalf.

A Khawaja

For my Year 11 work experience I obtained a position in the Petroleum Geology team with the RPS Group (now Petrostrat) in Northwich. During this week-long posting, I shadowed various geoscientists to investigate their roles in the company and the skills and knowledge they need to undertake their jobs.

My first experience was with the well site geology team whose role is to provide accurate data and reliable interpretations during and after the drilling phase of an oil/gas well. Given that an oil/gas well can cost between £15-£20 million, this is an incredibly important task. These geoscientists study and predict how fluids would be expected to flow in rock units some 4-8km underground using the principles of fluid mechanics. To do so they study cores of rock abstracted during drilling with a specific interest in understanding the porosity (gaps between sediment grains) and permeability (a measure of the ability of a porous material to allow fluids to pass through them).

These parameters enable calculations to be made on the volume of hydrocarbons likely to be found in subsurface 'reservoir' units like sandstone, the quantity of hydrocarbons that can be abstracted and the rate at which this can happen. Following on from this I learned how petrographic thin sections are made and how they are used to characterise the 'reservoir' unit to maximise the recovery of hydrocarbons.

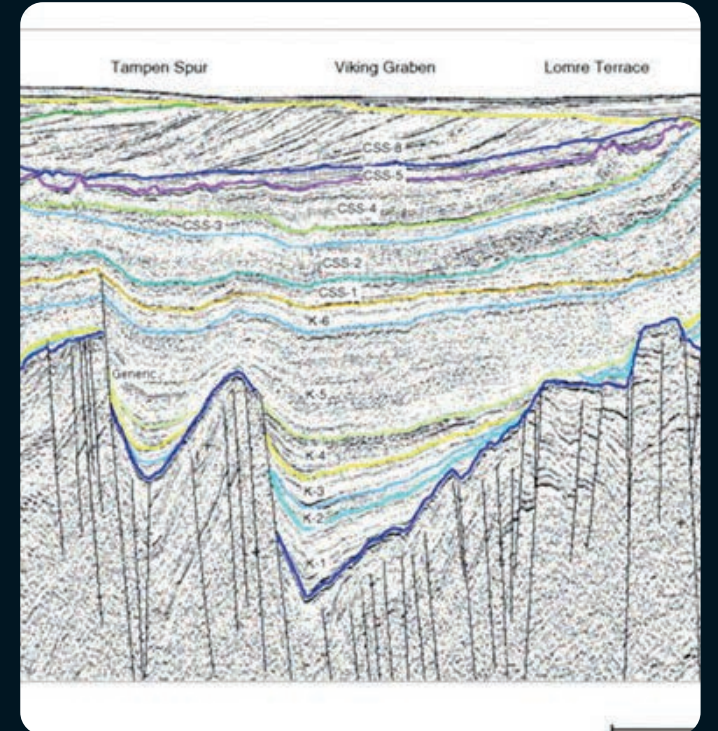
I followed up this work by studying and interpreting seismic reflection surveys which provide a 3D image of the structure of the Earth's top 10km. These work in a similar fashion to ultrasound scanning but at a much lower resolution and give tantalising clues to where oil/gas may be found in the Earth's crust. Careful analysis of the velocity and amplitude of the seismic waves which penetrate deep into the Earth can yield information on rock type and whether oil/gas may be present.

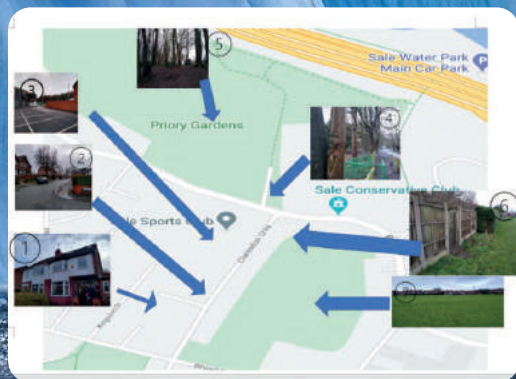
My last experience was with a completely different group of geoscientists, the palaeontologists, who study of the history of life on Earth using the fossil record as their data. More specifically, these geologists were interested in the micro and nano-fossils recovered from the drilled core because these can be used to accurately date the rocks from which they originated from. Such information is vital as it provides information for future drilling to predict the depth at which oil/gas may be recovered, potentially saving exploration companies millions of pounds. Considering I hadn't yet studied this topic in

GCSE Geology, I found it very difficult to separate from fossils from minerals whilst working on the nano and micro scale, however I learned a great deal at a level beyond the syllabus on how to identify the different fossil types.

Personally, I really enjoyed the whole experience. It has allowed me to understand my likely career path and has provided me with further information to enrich my education in school. It was a great experience that reinforced my desire to pursue Geology in the future.

T Ansell





Geography Review Magazine Photo competition success!

Congratulations to T Williams in 9LS whose entry to the Geography Review Magazine Photo competition has been rated as one of four highly commended entries. The photo will be published in the September edition of the Geography Review Magazine. Well done!

Creative Earth Art Competition

A number of students took part in the Creative Earth Art Competition run by the UN COP26 Climate Change Conference in collaboration with WWF. The UK is hosting COP26 in Glasgow in November 2021, bringing together world leaders to tackle climate change and ensure a better future for us all.

As part of the Together for Our Planet campaign, young people were invited to get creative and show global leaders the world they want to live in.

A range of ideas were expressed in the art work submitted such as green forests and garden cities, clear skies and wind turbines or oceans teeming with life.



Geography 'Lockdown fieldwork' with Year 7

Well done to Year 7 pupils who undertook a fieldwork investigation during lockdown. Students investigated mobile phone signals in their local area and some fantastic investigations were submitted via Show my Homework. Students gained some excellent experience collecting primary data, presenting data in the form of graphs and charts and analysing/interpreting their results. The Geography department were very impressed with their mini-projects and hopefully the students will find these key skills useful for future fieldwork trips.



This past year (and a bit) for us, as Food Technology students, has been tough. Cooking from home in April and May of last year was more than difficult, with bare shop shelves and a lack of equipment being the two biggest issues.

We were also working on a practice NEA (Non-Examined Assessment) coursework, which, as we would eventually come to understand, was completely useless as AQA cut it from the specification. But, we powered through and continued to cook and work regardless.

September brought a breath of fresh air as we began to cook again in F1, where we had everything we needed. With people being absent on occasion, it made practical lessons difficult as some had to play catch up whilst others went ahead.

We also began our special piece coursework at this time, which consisted of research of either street food, dishes high in iron or dishes suitable for elderly people. I personally went for street food and I'm very glad I did!

We started cooking for our coursework assignment in October and November and we all showed our true skills with our dishes. There were showcases of tempura prawns, burgers, bao buns, tortillas and many more of varying cultures and cuisines.

And then it came down to our final three hour practical. We had three hours to cook two dishes (which had been reduced from three dishes due to COVID). We all put in a lot of effort to practise at home, research our dishes and manage our time to the second, and it's so obvious to see how much it paid off; you can see an assortment of pictures of the food made by some of the boys in the class and it is undeniable that all of the dishes are fantastic.

From all of the students in the 2020/21 GCSE Food Technology class, we would all like to thank Mrs King and Mrs Embleton for their continued support and guidance throughout this year.

You have loaned us equipment and ingredients and aprons, just to make sure that we can all show our full potential and continue to work no matter what, and we would never have been as successful as we have been without you.

G Thornicroft



CLASSICAL STUDIES

At this time of year, AGSB would normally be basking in the success of another epic Classics Trip to Greece or Italy, along with the many trips and exchanges run by Languages, but not so with foreign travel suspended. Instead, these quieter times make us reflect on what the privilege of teaching Year 7 Classical Studies really means.

Classical Studies lays a foundation for learning about the Romans and their language, Latin, in Year 8. So, one aim is to give boys a visual impression of what a city of Greek-style temples and statues would look like, or be like to live in. But it also tries to explain why the Renaissance thinkers, and then the Victorians, were so enamoured of the Greeks and Romans, and ultimately why Manchester and London look the way they do.

And so, it continues from the styling of our historic architecture to where our politics comes from, where our British sense of ethics is really derived from, and how English developed (or outright stole!) well over half the words we speak or read. The world that our boys will have to take their opportunities in has similarly deep roots, from the politics of the Middle East, to what the UK and the USA instinctively feel is the heart of a 'Special Relationship'; fateful decisions taken by Greeks or Romans long ago have had far-reaching effects.

Therefore, it is so special to learn about the Battle of Marathon, which successfully defended the first democracy against a backlash from a monarchical superstate, while the Trump vs Biden election played out on the news. Or to learn about the Olympics, in the same weeks as our PE Department begins to carefully tutor Year 7 in how to throw a discus or a spear.

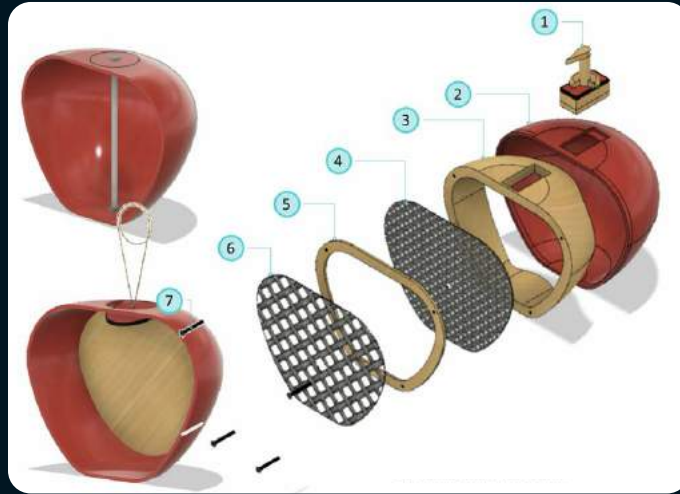
In a more practical sense, highly technical subjects at A Level and University, such as Medicine and Engineering, will demand the memorisation of vast lists of highly technical vocabulary and terminology; much of this is constructed from relatively simple Latin building-blocks. Latin's combination of command of language, precision of detail and empathy for character is what can make our boys confident communicators, and competitive in their careers.

We offer a choice of languages, seriously academic and intellectual eye-candy for the University admissions tutors; the kind of stuff you cannot do in most schools, and part of why we deserve to be called a Grammar School. The choice of a personalised path, with Latin perhaps the most individually motivated choice of all, might be just what sets our students apart from the intense competition for places at university.

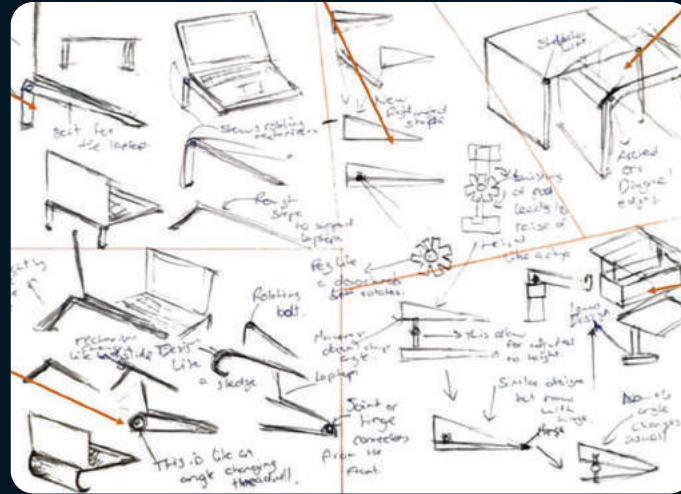
P Ellis



DESIGN TECHNOLOGY



G Bassanino - Squirrel Proof Bird Feeder



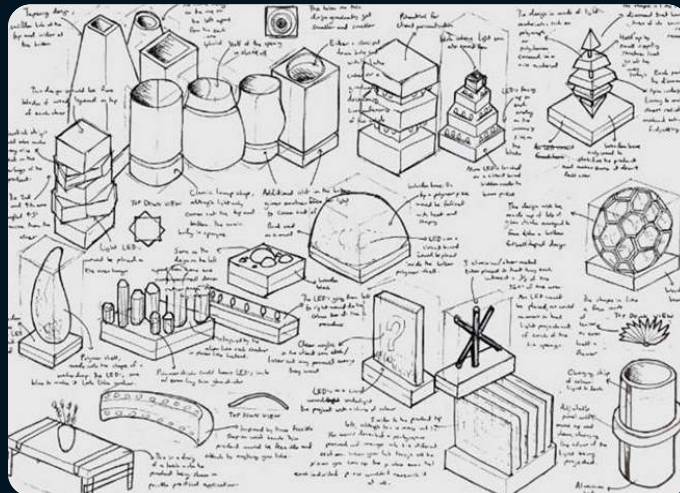
V Kshirsagar - Initial Sketches



M Saad - Fusion 360 Modelling of a Bluetooth Speaker



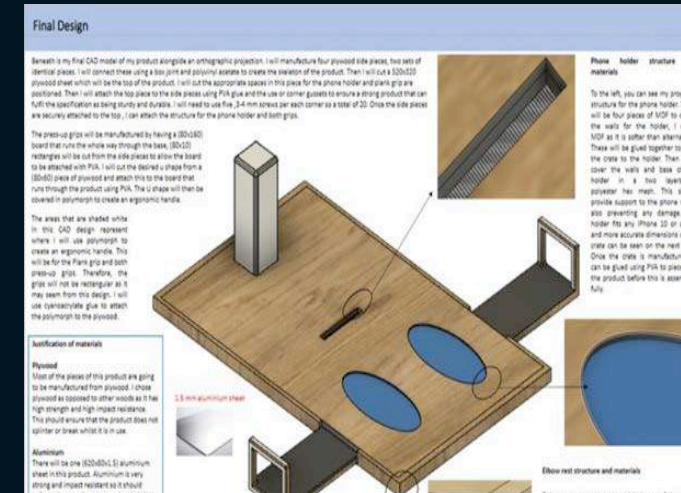
M Bayliss- Reeve- Concept Model



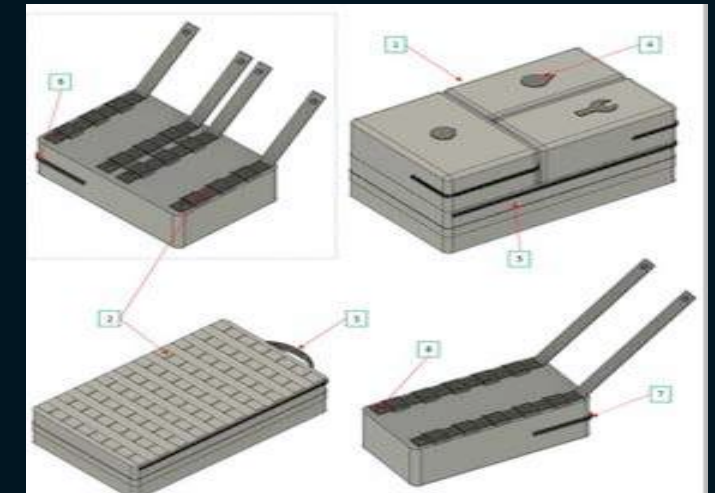
F Squire - Initial Sketches



H Seb - Fusion 360 Modelling of a table lamp



N Donachie- Fusion 360 Exemplar Modelling



D Lago Chalabi - Fusion 360 Backpack

We had a difficult year in Technology with no access to the workshops over the lockdown period. Our students responded superbly by completing e-portfolios outlining their design work and modelling where possible. These pages show some great examples of CAD and development.

What do you do when you are lying in your garden instead of a beach in Kenya? This is what I was contemplating when I received an email from Aiyush asking if I was available for a Teams call during the summer holidays. This was the first time I was introduced to the concept of urinating and defecating in Space and from that moment The Lunar Loo competition had lift off.

Aiyush, Alex and Gautham had identified and entered a competition being run by NASA to find the best toilet designers in the world. During these meetings I was astounded by the quality of the presentations and designs learning about bladeless fans Super Hydrophobic Components, Iris mechanisms and Mycelium (it's a type of fungi that helps biodegrade the waste- I didn't know either!).

I was particularly impressed, and also jealous, that Alex joined the meeting whilst in Sicily. The boys took on the suggestions, amended and submitted the design along with thousands of other people across the age categories.

At the end of October, they received the unbelievable news that their design was a winning entry for their age range. Along with their NASA goody packs they also had a webinar with Michael Interbartolo who is a member of the Human Lunar Lander Crew Module based in Houston. Michael also kindly gave up his time to do a special Teams call for those of us who wanted to know more about NASA and their latest projects.

Interest soon spread with Abbie Jones from North West Tonight interviewing the boys on BBC TV followed by Phil Trow on Radio Manchester later in the week. Fame and (hopefully) fortune awaits these guys and their achievements have been out of this world, I can't wait to see what comes next

A Williams

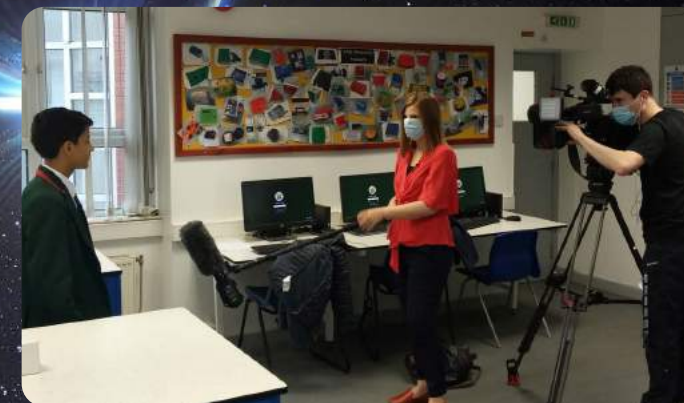


Image Credit North West Tonight



AGSB



BUILDING A BETTER FUTURE



March 2021 saw not just the return of schools but also the first time that the AGSB new build was available for student use. Currently, it is only used by the Sixth Form due to COVID-19 bubbling. However, from the next year, we are hoping that more years are able to access it.

The project began with a bid to the Department of Education, submitted in the summer of 2018. Since then, many months of development and construction have been undertaken to complete it. The building has seen the addition of eight new classrooms for the English and Geology department as well as a new and spacious library.

Having spoken to some Year 7's and Year 8's, I know how excited they are to have lessons in there. It has been the first major school development since the completion of the Physics building in 2013 and it is already having a really positive impact to the school. Here are a few drone captures, taken in April.

J Legg



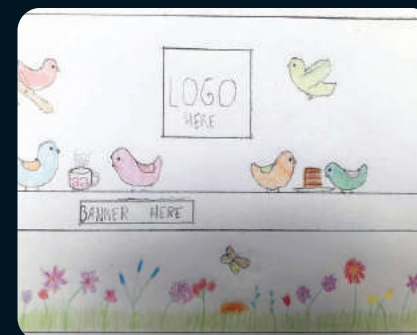
A ROOM WITH A VIEW!

Having designed a couple of seasonal windows for my favourite coffee shop in Altrincham I thought it would be a fabulous idea to open it up as a competition for boys in Year 7 at AGSB. It would provide a great creative project during a locked down February half term with the winning entry being painted in the window for thousands of people to walk past and see every day, with the winner choosing a cake baked by Andy the owner of Coffii 22.

The brief was to design a Spring themed window and there were some amazing entries showcasing the creative talent at school and this made judging very difficult! But Miss Lee, Andy and I all independently chose the same design. Eli in 7HI produced a design that hit the brief perfectly! It was then up to me to recreate Eli's design as accurately as possible onto the window.

All entries won a cupcake and Eli chose a lemon cake as his prize! The next time you are on Ashley Rd pop along and have a look for yourself... It actually looks better from the inside with the light shining through! Maybe grab a coffee and a cake when you're there!

H Drake



Some Epic Year 11 Art



V Batra



Y Chen



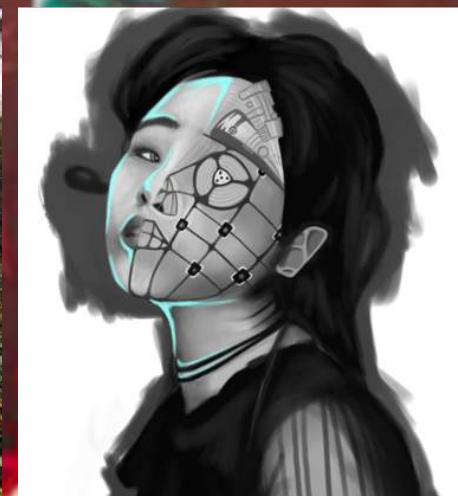
P Chiphang



C Llewellyn



S Parkin



Y Hao Qiu



L Diaz-Thorpe



L Goater



D Lago Chalabi



J Solomon

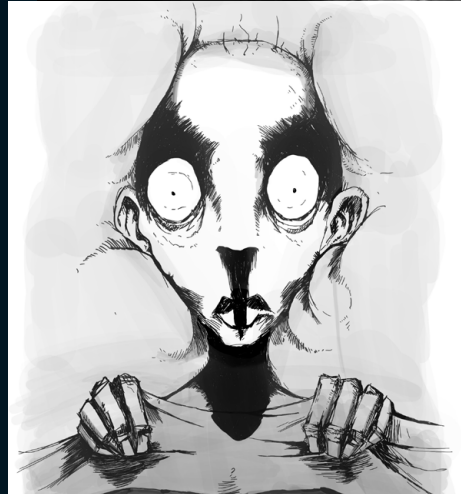


F Turner

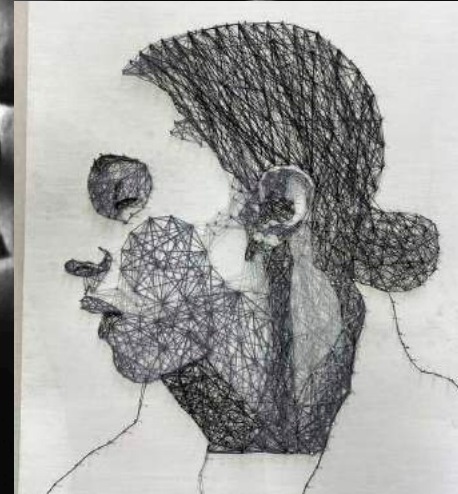


S Tse

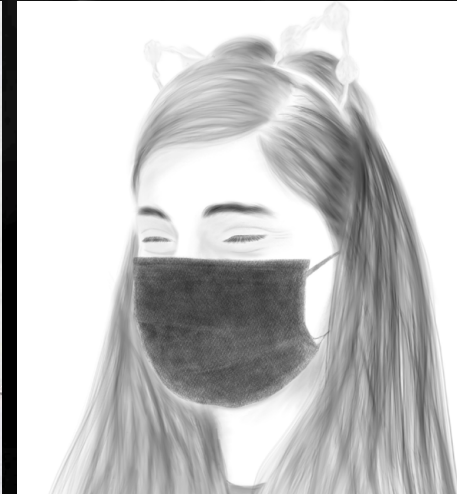
Because you Recently Stopped by the 6th Form Art Gallery



K Sekhon



Z Hayes



K Sekhon



Z Hayes



N Chan



L McCulloch



L McCulloch



F O'Rourke



Greetings from the SEND Team! You have probably seen us around school, but we thought we'd take this opportunity to introduce ourselves in a bit more detail. The SEND Team supports students with their learning and emotional wellbeing. We work with staff, students and families to remove barriers to learning and to ensure that students feel safe, happy and successful at AGSB. We are proud of the inclusive community that AGSB has to offer. If you ever need advice, support or just to talk something through, please do not hesitate to get in touch!



'Cher is an Academy Award-winning actress and Grammy-winning singer. But she struggled in school with undiagnosed learning differences. "I couldn't read quickly enough to get all my homework done and for me, math was like trying to understand Sanskrit," she wrote in her autobiography The First Time'. Source <https://www.understood.org> You can find more celebrities with learning difficulties by scanning the QR code.:



W Carr



SEND Team Member	Favourite thing about working at AGSB	Little known fact about me
Mrs J Harrop Y9 Link	Helping students discover their strengths.	I was born in Scotland and spent most of Year 9 in Saudi Arabia.
Mrs M Farrell Y12/Y13 Link	I love being a (small) part of two very dynamic and inspiring teams, the SEND team and the Sixth form team.	In a previous life I worked for the Inland Revenue, and I enjoy meeting and greeting Y12 at the gate each day.
Miss C Allen Y8 Link	Seeing students develop as individuals and develop confidence in their own abilities.	I can play the guitar and ski, although I haven't yet learnt to do both at the same time.
Mr W Carr Y10/Y11 Link	The different religions and cultures working together as a supportive community, with a aspiration of wanting to achieve.	I have visited more countries than I am old.
Mrs F Bates Y7 Link	Building relationships with students in order to help them achieve their ambitions.	Any free time I have is spent perfecting my DIY skills, knitting, sewing and making things.
Mrs A Cathcart SEND Coordinator	The brilliant sense of community amongst students and staff.	I have lived in Germany for one year and South Korea for two! I am looking forward to revisiting both once COVID restrictions lift.



Team Name	AGSB Ranking	National Ranking	Year Group
The Steamed Dumplings	2	38	Y8
Hackermen	3	47	Unknown
Team L	=3	=47	Y12



CIPHER COMPETITION

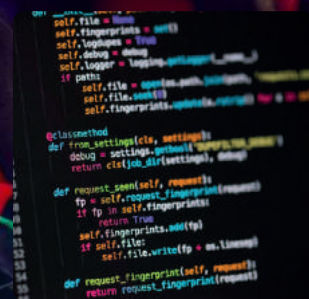
Before Christmas, students from AGSB formed a total of twenty teams to enter the University of Southampton's Cipher Competition. Most teams were made up of friends and classmates. Some teams had up to ten members attempting to encrypt secret codes together. Apart from Year 11 who were preparing for their mock exams, every year group in the school was represented.

The competition, in seven rounds, contained codes that were originally sent in World War II. These codes had been transmitted by Nazi spies. Whilst working against time, the teams had to decipher difficult codes. The test was not only about decrypting them correctly, but also quickly. Extra points were awarded to those who managed to solve the challenges quickly and correctly. Unfortunately, the top four prizes were not won by AGSB pupils but the future looks very bright with many boys from earlier years performing excellently in the competition. The Maths Department is hopeful that many of these boys will enter again, next year, as they have great potential.

At the top of the AGSB leaderboard was the team 'Steamed Dumplings'. Alongside its fantastic name, this group of Year 8 boys achieved a national ranking of 38th in the competition. I spoke to J Cai, the captain of the team: "I think that the Cipher competition was a fun but challenging competition. It was very time-consuming, but it was worth it at the end of the day. Because we did the competition in unusual circumstances, it meant that my team had to be on a call from four o'clock to nine o'clock every Thursday. We did encounter some problems, as the rules were not very clearly stated, and it was a challenge figuring out what we could do, and what we weren't allowed to do".

The boys did very well and AGSB wishes them the best of luck next year!

T Arshad



COMPUTER SCIENCE - CREATIVE CODING

Computer science at AGBS is extremely popular at GCSE and A-Level, but what is it really like to study? Here are seven questions with four A-Level students:

What is it like learning computer science at A-Level, is it fun or tiring?

It's a great experience as you learn so many useful skills that can be used in the future. Skills such as programming are in high demand and are being increasingly utilised across many different industries. The way the course is designed, and the incredible teaching here at AGBS, mean that you are well prepared for whatever you choose to do next in life. The course has also been really enjoyable and opens your eyes to the applications of Computer Science in the real world.

Describe A-Level Computer Science in three words.

Logical, Mathematical, Applied

What types of projects can you do?

When choosing projects for coursework you can choose from literally anything that involves computers. This could be anything, like a video game, a calendar app, a banking app, or even a calculator for solar panel efficiency (as someone did in a previous year). Of course, you need to do some code, but you can still use as many other tools as you want (such as game engines).

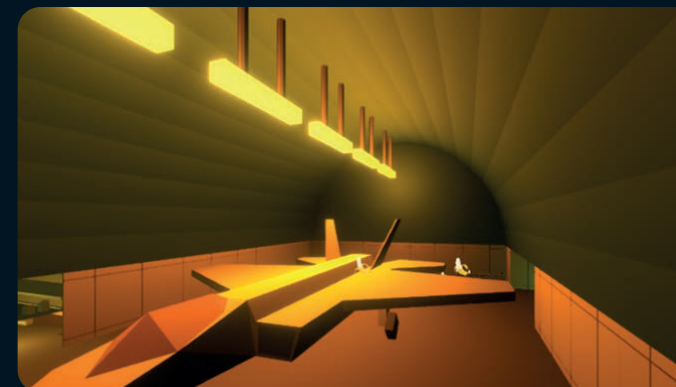
What was your thought process when coming up with your project?

I wanted to create an application that would have a real world use rather than a game. I also wanted to challenge myself by having to learn about and incorporate new things such as database management and network security.



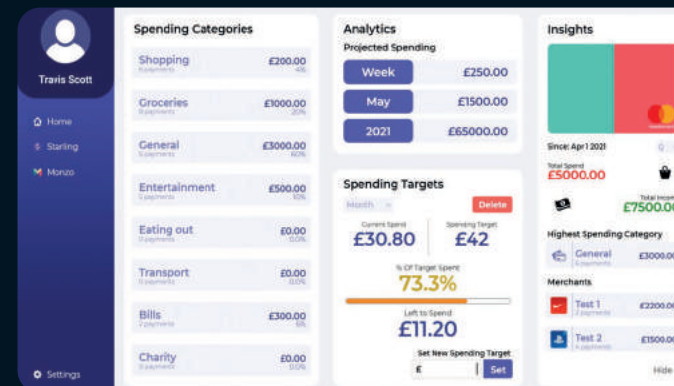
My project began as a recreation of the classic arcade game Pac-Man. I then added custom features to make the game more challenging and added some more replayability such as different difficulties, a two-player mode as well as various power-ups.

A Khawaja



When I decided on my project, I wanted to do something that blended my two passions: Physics and Computing. My project is a single-player 3D shooter game that has a low-poly design. It is a series of missions, with a tutorial scene to begin.

F Nugent



I created an application that allows the user to connect their bank accounts all in one place so that they can see combined banking statistics and have a better view of their finances.

Z Ahmad



My project is a 3D multiplayer shooter game where the objective is to defeat the other player. You each have three lives and must track down the other player in a large map.

H Masding

COMPUTER SCIENCE CONT...



Do you think your project and the way you have tackled it reflect what would happen with development in the real world?

I think our use of distinct development phases (analysis, design, testing/development etc.) is an accurate representation of how software companies undertake development in the real world. However, we were restricted with the amount of interaction we could get with potential user groups due to the disruption caused by COVID-19, and this is something that would usually happen regularly in real world development.

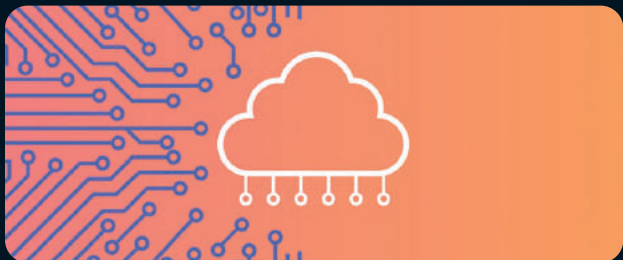
What are your future aspirations after A-Level Computer Science, what do you want to do in the future?

I have a slightly unusual plan. I intend on going to do Physics at Bristol University, as I really enjoy the subject. However, when it comes to jobs, I want to get a job in some field of Computer Science, preferably one that blends Physics with Computer Science. It took a long time to decide whether I should do Computer Science or Physics at University, but in the end, I decided that Physics would be more exciting, and would allow for a greater range of opportunity than a Computer Science Degree.

What advice would you give to a young student at the school who is thinking about taking computer science?

Learn how to do visuals in coding and then learn to code by making fun projects whenever you find inspiration e.g., recreating a game you like.

M Dave



FUTURE PLANS



Having begun my role in school in September, I was picking up on the many years of great service Miss Prentis had given to the school. It was an odd experience starting with all the COVID restrictions in place and only being able to focus on the upper year groups initially.

For the first term my primary objective was interviewing all the Year 11's which I managed to do pre-Christmas holidays which was a blessing given the move to remote learning immediately at the start of the Spring Term.

Since then, I have been working with the sixth formers and am presently planning towards a "careers week" in July for the Year 10's and 12's who would usually be out on work experience and am trying to give them as varied and informative experience as I can with some fantastic speakers contributing to the week.

I also moved into my permanent home in the new library last term. I am lucky to have such a wonderful space that students will eventually be able to utilise from September when hopefully we are free of the COVID restrictions currently in place.

Moving forwards, I intend to start working with the KS3 learners in the second half of the summer term and by the end of the year I want to have the careers section of the website updated with much more information than it presently has.

In conclusion, I feel happy with the way this year has gone and now have a good feel for what I think needs doing to move forwards. In the past week I have received a new Government framework for Career development, and I want to incorporate as much of this as I can whilst giving the students a tailored programme to match their academic levels and ambitions.

As an Old Boy I am fully aware of the pressures and expectations placed upon your shoulders and I am happy to provide guidance and advice based upon this knowledge. If you would like further information, speak to your form tutor who will help arrange a meeting with me.

A Gallamore



MUSIC TO OUR EARS

September 2020 saw the unusual start to a musical year in school. The normal hustle and bustle of regular musical performances was hugely restricted by COVID restrictions, meaning our award winning ensembles have been unable to perform, compete and rehearse together. Thankfully the musical silence has not lasted too long, as year group ensembles have taken place in school, featuring a talented group of musicians from each year group, rehearsing in MU1, a space cleared specifically for this purpose. Our Band rooms have become large spaces for our pupils to continue learning their instruments, with a great number of our pupils being able to continue their instrumental lessons, face to face and online during lockdown periods. AGBS has also been able to welcome Lewis Raines, as our new singing teacher, adding yet another talented musician to the list of staff who work at AGBS.

Classroom music lessons have had to completely change, with KS3 pupils being taught in form rooms. This has meant for the first time in a number of years our classroom ensembles have not been taking place. This has certainly been a change for the boys, but so many boys have risen to the challenge. In lockdown the boys in KS3 were introduced to the world of music production, completing music production tasks in Bandlab, which enabled the boys to continue making music throughout the lockdown periods. We also saw the first of our house music competitions, taking place entirely online, seeing some superb entries from the boys.

As our usual ensembles have not been able to take place we have had a number of small ensembles taking place during the school day. These have included two string groups, a brass ensemble, two percussion ensembles, Clarinet ensemble and two Saxophone ensembles. The progress of these groups has been superb, hopefully the boys are now ready to re-join our larger, mixed year group ensembles.

This term sees some exciting changes taking place in the music department. We have held our first Year 7 class ensemble, with the members of 7OL being the first class in well over a year to play instruments together. Friday 7th May also saw the first cross year bubble ensemble practice taking place, with a Year 11-13 session orchestra, rehearsing outside. This outdoor rehearsal was a great opportunity to say goodbye to our many talented Y13 musicians.

I would like to thank the Year 13 musicians who have supported the department over the years, from their work in ensembles, musical productions, house events and the day to day running of our department. It is such a shame that we were unable to hear the boys in action as much as we would have hoped, but the send off on May 7th was a small reminder of how great you have all been.

The boys in particular we would like to thank are...

C Patel	D Cockcroft
H Armitage	H Aston
K Simpson	K Guy
K Fullman	L Chanerley
M Curry	T Vernon
O Evans	K Huang
J Baker	

Some fantastic work has taken place online, with a number of video based projects. One of the most challenging, a recording and video of J. Collier's "All I need" is due to be released in May. It has seen collaboration between boys in Year 13, Mr Monument and has involved hours of audio and video editing by K Simpson.

A number of our boys have achieved success in music exams this year, in a year when many exams were cancelled there are a number of candidates who are entering music exams in the coming weeks, best of luck to K. Guy and A. McCabe amongst many others. A list of some of the musical achievements this year can be found in the achievements section of this magazine.

Next academic year we are hopeful that we can return to normal, with plans for a school musical production, a return to regular concerts and competitions for our ensembles and a return to full class KS3 class ensembles. We are also keen

to take some of our ensembles on trips abroad, to catch up for lost time and to develop stronger bonds between our musicians. As soon as we are able to we have plans to take our senior ensembles to France and Belgium...watch this space..!

M Monument and T Hill



BEGGIN YOU PROJECT

During the lockdown of 2020, a mixture of AGSB old boys and current students came together to produce a cover of Beggin' by Madcon. The project started from 5 or 6 boys noticing how the new introduced house shout musical competition highlighted the love for music at AGSB, and how much it brought people together to enjoy music. Current head boy of the school, B Briggs started the initial idea after seeing the great musicians who have passed through the school and wanted to do something different to what had been previously made. The song was a favorite of his and of other students involved in the project.

This was originally planned to be performed live to an audience, but was unfortunately cancelled due to COVID. So, along with many things this year, the project moved online. Lockdown has affected all of us, and taken a massive toll on our mental health, so even if you are ok, it is vital to remember that all of us are different and are coping and reacting differently to our current situation, meaning it is more important than ever to unite through projects like this. This aligns with the Head Boy's message and plans for the year, and despite many events and activities being cancelled, he wants to continue doing collaborative projects like this. Going into the new year Belema also plans on introducing new extra-curricular activities, and expand on current ones, especially in music. He says that one of his aims is to inspire the younger students and build confidence in them to break stereotypes of boys often not singing and to get involved in many activities and clubs.

In the video, the vocals section composes of B Briggs featuring F Adaramodu, with C Patel on backing vocals and playing the role of arranging consultant, and a 21-person band with a wide range of instruments in it, from violin, to saxophones to bass. Ex-Head Boy Alex Patel, brought together the old boys and current students, and he also filled the roles of musical director, arrangement and audio design as well as performing in the video on the keyboard. The video was very difficult to make, and very time consuming for the team, and K Simpson, who was responsible for video design and graphic design on the project spent an incredible 40+ hours editing and making the video. Overall, this was a fantastic project, which genuinely brought the AGSB community together and made an amazing music video.

Everyone lucky enough to see the production would like to thank B Briggs, F Adaramodu, Alex Patel, C Patel, K Simpson and all the musicians for taking their time to help produce this. You can watch the video by scanning the QR code on this article.

T Hill and B Briggs





This year the mentoring programme at AGBS has, like everything else, has been forced to change, adapt and at points go on hold in order to be in line with COVID restrictions. But at the same time because of COVID, the need has never been greater for our Sixth form students to support the boys lower down the school through our mentoring partnerships. It has made me extremely proud of the flexibility, adaptability and patience of the students across the school who are taking part in the mentoring programme as we have had so many challenges but still, we have had a large number of Year 12 volunteers who want to support the younger boys and we have also seen a lot of positivity and motivation from the mentees. In September we put out a call for volunteer mentors from the Year 12 cohort who have themselves been through a lot and shown real resilience having not been able to sit their GCSE exams last summer. Mr Hall organised for these boys to undergo mentoring and mental health training from Mrs Goodman our amazing school counsellor.

Once they were trained it took a while, because of the restrictions of year group bubbling and ensuring we were completely COVID safe, to get some partnerships up and running. The main challenge was that the boys were not allowed to mix and so they couldn't meet each other face to face. So much mentoring takes place face to face in weekly meetings and also at ad hoc check ins around school. This has been impossible this year. However, in the second lockdown we started to experiment with mentoring on Teams. We set up mentor/mentee partnerships with one mentee and two mentors. These relationships took place in various ways and with varying levels of success. It was hard for the students to develop and maintain relationships over Teams, in the chat or on video calls under the watchful eye of our heads of year. However, due to the perseverance and commitment of the mentors, a number of these partnerships have really started to develop. As restrictions are eased and we can now meet safely across year groups under strict circumstances and in a COVID safe way, we are seeing mentoring flourishing again. Even a global pandemic can't stop AGBS students from helping and supporting each other. Thank you to the Year 12 students who have volunteered and worked hard to make mentoring work this year, and thank you to the mentees across the school who have committed to their academic and personal growth and development.

Dr Hepden



Being a student mentor during COVID-19 has been an extremely rewarding process, despite its challenges; having to speak to our mentees online can be difficult at times, not only for us mentors but for them too. Balraj and I have had to deal with connection issues a few times, making some sessions quite slow, but when everything runs smoothly, it has been an enjoyable and beneficial activity. We're both looking forward to being able to start meeting our mentee face to face as we feel we can offer even more help when we don't have to deal with the issues Microsoft Teams can provide. I would recommend joining the mentoring scheme to any sixth formers looking for a way to help students in the lower years; the experience has definitely been worth it, even with the setbacks of COVID-19.

Alex

The mentoring programme has been a fantastic opportunity for Year 12s to give back to the school through helping pupils in the lower years. Whilst it is sometimes daunting to speak to your teachers if you're struggling or need support, the Year 12s offer a more personal option to help with school work or advice. Although we haven't been able to meet face to face, as of yet, we have successfully utilised Teams. However there have been a few occasions where we have had to adapt due to connection issues and the differences in communicating through a computer screen compared to face-to-face.

As a Year 12 I have found mentoring with Alex to be a pleasant and enjoyable experience. It has provided me with many opportunities not just to improve the confidence of my mentee (especially at a time where many people have struggled with their mental health due to the uncertainty of the pandemic) but also my own. All in all, I strongly recommend mentoring to all of Year 12 as it allows you to improve on your communication skills, team work skills and confidence, but ultimately allows you to support your younger peers who are struggling in school.

Balraj

This year's Year 12 mentor volunteers:

Ali A	Josh A	Krish B	Sam C	Alex E
Osamwonyi U	Mayek G	Amaar I	Chris K	Edward L
Mustafa M	Emre O	Adam S	Tom S	Balraj Singh G
Tom S	Sid S	Mark Y	Jason Z	

Thank you for all you have done!



LOCKDOWN PE

PE during lockdown was at first an alien concept as we often imagine sports as a very practical subject and for those of us who have left education, we often remember those strenuously difficult hours on the fields and astro-turf playing various sports. However, Lockdown PE surpassed all of my expectations. Instead of completing challenges like we were set to do independently last year, the PE department created their own circuits and workouts to follow through sometimes tiring, it was totally worthwhile. It was “Joe Wicks-esque” in style (excluding many childish references) and all the boys were encouraged to participate. Personally, I thought it was a huge success for the Sports department as it was one of the first initiatives during Lockdown to work successfully relative to the other departments. I also enjoyed the fact that it was consistent yet different. We never missed our bi-weekly PE lessons, but we were always doing something slightly different.

From circuit training, to Shadow Boxing, to an “El-Clasico” themed lesson, the range of exercises to complete kept me constantly on my toes, as I am sure my peers would agree. In closing, PE during lockdown was a huge benefit for AGBS and clearly outlined the core value of resilience in both the students and the department.

T Ariyo

RUGBY

As ever, the Rugby season began in September- along with the opening of the school in COVID restrictions. Adjusting to training with this in mind was not an easy task and, after a relatively strong season the year before, the U13 Rugby squad was prepared to train even harder on the pitch to reach further heights in matches and competitions. Unfortunately, these could not go ahead due to COVID-19 so we had to settle for “greens vs reds” at the end of a training session. However, a huge benefit for me was that we got to train as a squad, not as A and B teams, meaning that we adjusted to each others style of play more and we developed tactics and skills that we wouldn’t have been able to do if we were separated. The regulations also limited contact in rugby, taking away much of the excitement of the sport, but we got creative, putting our own spin on Tag Rugby, including forfeits and exercises for breaking the rules.

When contact was reintroduced in late December, however, we took our chances. The result was a total mudbath in the changing rooms afterwards. It just goes to show how tightly-knit the U13 squad really is and how much we have achieved. For some of us, two years of experience. I would like to credit our brilliant coach Mr Birchall for the fantastic year in rugby and we can’t wait to get back on the pitch for another season in September.

T Ariyo

Rea Trophy for Hockey – Oliver E

Ollie is an extremely dedicated and hard working player on and off the field, continuously striving to improve his technique and correct previous mistakes. This is quite a challenging task when you’re a goalkeeper. This past few years he has grown stronger mentally and technically which led to him having remarkable performances in goal, particularly when playing indoors. With the massive boots to fill of his predecessor and mentor, Ollie is well on the way to realising his full potential as a truly outstanding goalkeeper for school, club and country.

A Macarno

JW Brown Trophy for Rugby – Ben H

Ben has been the most influential player amongst his year group since Year 7. He has played in a variety of positions for the school. His skill set is vast, whether smashing rucks when playing in the pack or gracing the field in the backline.

He always seems to be in the right place at the right time. He’s the man that makes the try saving tackle one minute and gives that perfectly timed pass to his team mate to score the next.

He is a leader of men and never takes a backward step. His peers respect him and I’m sure it has come as no surprise that he is the award winner. It is a real shame he hasn’t been able to lead his team whilst on tour, but I’m sure there will be plenty of new and exciting rugby experiences in the future. Well done Ben, well deserved!

S Meakin

J R Thompson Memorial Trophy – Theo D

Theo is one of the most outstanding players that has ever graced the hallowed AGBS turf. Freakishly tall, two footed and an exceptional football brain, he has the ability to transform games. Equally comfortable at centre back or in central midfield, he is a truly gifted footballer. What makes him stand out is his ability to read the game, whether it is dropping in to cover or gracefully carrying the ball forward to counter attack, Theo always seems to be in the right place at the right time. In terms of the award he is the stand out candidate, and one of the greatest regrets of this last year is that we have not been able to see how far he could have led the 1st XI.

D Birtwell

Les Cope Memorial Trophy for Cricket – Shashwat R

Shashwat has been an outstanding player all the way through his school career. His passion for the game is second to none and he brings this passion into the way he plays.

As an opening batter from Year 7 Shash showed great technique and has obviously been studying the past greats of the game. In the T20 format you would think of the big hitters of UI Haq or Gayle or even Freddie Flintoff but no, not Shash, his wicket was more valuable than the ashes trophy. He emulates the likes of Geoffrey Boycott and Mike Atherton. His ability to block the first five balls of the over and then steal the strike was outstanding, to the frustration of the non-striker which was usually Nugith. After a number of awkward chats about Shash needing to play shots he started to swing his bat..... sometimes connecting and sometimes even getting it off the square!

In all seriousness, Shash has developed his game and understands when to hold an end and when to go for it. From the early days of scoring 20 runs, facing 60 deliveries and staying in for the whole innings to now hitting a number of 50s with a 150 strike rate shows how Shash has developed and grown as a cricketer.

One of the main reasons why Shash has won this award is due to his commitment for the team no matter what. Shash sustained a knee injury in Year 10 and was out of the game for a long time but he still turned up to matches giving support and advice to his team mates. True qualities of a captain. This has continued into 6th form and the way he communicates and organises teams and fixtures is very commendable.

Congratulations Shash, you are and outstanding cricketer and lovely young man. Good luck in the future with your studies and cricket.

A Rawson

Esprit De Corp Rugby – Luke C

This award is made for Luke, he always puts the team first and will do anything that is asked of him. On occasion he has willingly given up his 1st XV spot to ensure the 2nd XV have a better chance of winning.

He is well liked amongst his peers, extremely positive and can make light out of a bad situation. He has been a pleasure to coach over the years and with his ‘can do’ attitude is destined for great things on and off the rugby field. Well done Luke.

S Meakin

Esprit De Corp Football - Alex M

Alex is the beating heart (and lungs) of the team. He has emerged in recent years to be an integral part of what makes football at the school so successful – players who will sacrifice every ounce of energy for the good of the team. If you were to put a GPS tracker onto Alex, he would comfortably beat every player in terms of kilometres run. Whether running back to make a tackle on the winger or running the length of the field to make a cross into the box, Alex never stops for a breath. He is always where you need him on the pitch and nothing is too much of a problem off it. He has turned into an exceptional player and a real role model to his peers.

D Birtwell

Team of the Year – Rugby

This award has been dominated by Hockey over the recent years and rightly so. However, it is vital that we acknowledge teams that over-perform.

This year we have one such team. The Rugby squad may not be individually as strong as other year groups however, their ability to work together with superb camaraderie has allowed them to achieve great things. As a year group they have reached three county cup finals and have been involved in some great national cup runs.

They have been eager to learn and improve. They were a great side for Mr Smith lower down school and have grown into a formidable senior side. Well done to the Rugby squad for being this year’s team of the year.

S Meakin

Jon Hughes Outstanding Contribution to Sport - Neil B

Neil is without a doubt the most gifted Badminton player to have graced the courts here at AGSB. His skillset, movement around the court and ability to outwit pretty much every opponent he has faced in his time with us has been a real pleasure to watch. In teams of four, Neil has always nailed down the Number 1 seed and has helped all teams, even when playing up age groups and with a partner in doubles, to reach numerous local, regional, and national finals, winning the bronze medal a few years ago - the 3rd best team in the entire country.

His Current ranking is fifteen in the UK for senior Men’s singles according to BE tournament software.

He won the boys singles and doubles when he played the U17 nationals in 2018- the best singles player in the country that year.

R Cammack





Victor Ludorum - Ben R

Having coached this player at school for the past four years, I have seen him transform into not just a more outstanding player but a leader on and off the pitch. Renowned for his skill, fitness and speed he has, this season, added self-confidence and maturity to his game. This has made him into an almost unstoppable force in both indoor and outdoor hockey.

A Marcano

Ben has been an AGSB pupil for seven years and has crammed a vast amount into his time at the school. He has grasped every opportunity presented to him and has enjoyed some fantastic experiences and sporting accolades.

In his early school days, he was a natural all-rounder whose attitude to personal development was exceptional. He was very receptive to coaching and advice that helped him excel in a number of different sports including football, cross country and athletics. He was attentive to feedback, both positive and negative, and reflected on the best way to act upon this feedback. He was also very proficient at being able to digest complex tactical directive and implement them as coach or manager desired. This made him an excellent member of whichever team he was on both in training and competition.

Ben was gifted with tremendous speed as well as a fantastic endurance which turned out to be one of his biggest attributes when making a positive impact on team sports. It was in the domain of Hockey where Ben really found his passion and quickly excelled. Despite his early prowess, he remained humble. After specialising in hockey, Ben developed quickly through the ranks at local, regional and eventually, National Hockey representation. He was also a fantastic asset to the school hockey programme. Over the course of his final four seasons, Ben represented his own age group as well as sometimes committing a whole season to older age groups. He did this in both the indoor and outdoor version of the game and was very comfortable in and team. His ability to identify his role in a team and fit in cohesively with the team dynamics was admirable. Sometimes he was a leader, other times he was a team member. Whichever role he was asked to fulfil he did so with pride, effort, desire and respect.

A deserving recipient of this award.

M Soulsby

Q YEAR 13 SPORTS

RUGBY

I have been blessed by having the privilege of watching this rugby team develop and evolve over the past seven years. Mainly consisting in Year 7 and 8 of the well-known tactics, of pass it to the biggest player on the team and, in reverse, hope the opposition's biggest player does not run at you. This was, however, until we came under the tutelage of Mr Smith. He has taught the rugby team some extremely important lessons which I'm sure most could recite now and forever into the future. Two favourites of mine included 'kill the nine' and 'being considered the rain gods'; this is generally due to our win percentage in the rain being astounding. Under the leadership of Mr Smith, we were able to produce a fantastic run of games which led to us playing in the final of the Cheshire Spoon. After a dramatic game and a last-minute try, we thought the game had been won. However, due to a questionable kicking performance, a draw was the ultimate result, leading to the creation of my favourite ever chant. 'He kicks to the left, he kicks to the right, Tom Wallace, his kicking!' In all seriousness, Mr Smith was a role model to the rugby team and demonstrated the importance of dedication and commitment, I cannot recall a day when he didn't turn up to training or miss a game no matter the weather or situation, a fellow teammate who also displayed this commitment was Alex C.

Possibly the most memorable moments were during the Holland tour, which I would recommend to every pupil as provides some of the best moments of your school life. Particular memories which stand out would be the typical diving try at only the five-meter line performed by Max B- which could have led to our defeat. This was repeated by numerous team members in later years including: Belema B, Luke C and lastly myself. Furthermore, other occasions during tour which were memorable were some incredible performances by Jonny P and Martin L. It was announced later that Martin L was awarded the best player of the tour. However, the memory which particularly stands out has to be watching Jason Bourne films on the way home on the ferry, during which a fellow teammate (Sabeeh R) took inspiration from Jason Bourne, as he crawled along the floor with a nerf gun wreaking havoc.



Towards the end of our time at AGSB, there was a drastic improvement in the development of the team, as we were exposed to the senior players of the first XV and second XV. As fellow teammates began going to the gym and other members continued to undergo growth spurt after growth spurt, stopping just short of seven foot (Jed B and Matthew G!). I'm sure some members are devastated to not be able to show off their new physiques over the past season due to COVID restrictions, however, there is the chance of the Old Boys game next year. Over the last few years under the leadership of Mr Meakin, ably assisted by Mr Birchall, there have been numerous trophies won, in seven's tournaments and a XV's tournament (Tom Burrow Trophy). A recent performance which stands out is an away game at Ambrose in which James B was given the opportunity to play fullback. He certainly shone.

Overall, we are immensely grateful for the journey which we have undergone, the close friendships we have made, and would like to thank all members of staff for their support.

B Hiett



Only one word can describe our year group's basketball team... top-quality! From being semi-finalists in Year 9, to finalists in Year 10 (after losing by just 1 point), our team eventually emerged as winners in the Trafford Schools Basketball Tournament! The team throughout our 7 years at AGBS consisted of:

Feran A	Best player in the team by miles... and the top 3-point- shooter in the finals game
Tom W	The one and only captain who went on to be the first player in the team to dunk
Theo D	Absolute giant on the outside but a teddy bear on the inside, plus the team's number one rebounder
Tejiri O	Just know if this man runs at you at full speed, it's either you jump out of the way or lose a few teeth
Belema B	Could only dribble with his right hand but his monstrous strength made up for it
Sabeeh R	Somehow always managed to hit the 'fade' on anyone
Nick T	Most skilful dribbler alive
Kevin H	All around top player
Nugith J	Sadly left the team after Year 9
+ Ted B	

Unfortunately our team didn't get the chance to take part in the Greater Manchester tournament, which we definitely could've won. However, the memories we shared as a team were more than enough and made up for this missed opportunity.

It was an absolute pleasure playing with each and everyone of you! I hope you all never quit basketball and go on to do great things in life. Thanks again to all of you for making every moment we spent together a special one.

F Adaramodu



It has not been the conclusion to school football that we all wanted, however, it is still important to reflect on some memorable moments from the past seven years. It all started by having the fear of god put into us at the Year 7 trials by Mr O'Flynn. 'BOF', and Graeme Heathcote had perfected their good cop bad cop act over the years and their tireless effort in promoting youth football was what led to such success for us and many other year groups. The first game, away at King's Chester heralded the debut of Ben Q in holding midfield, which was genuinely the best performance I've ever seen from an eleven year old. Gradually, we discovered the blistering pace of Ben R, and the strength of Archie and we formed a fairly unstoppable unit. Over three years, we won multiple Trafford Schools Cups at Carrington, as well as a Greater Manchester Cup. The next milestone came with the Barcelona Tour of Year 9. For many of us this trip was great fun, but hugely challenging on the pitch. I remember mostly lying in my room with Toaly and James, aching all over from the game of the night before. We were very privileged however, to witness the impact that football has had on the world. Even tiny villages in Spain hosted huge football complexes. We played our games at places like that before visiting the Camp Nou on the final day.

The next couple of years of school football were led by Mr Hall, who placed a large emphasis on our fitness as we moved up to

11-a-side. We welcomed some absolute engines in Louis and Macca to compensate for this change. Once more we had success, winning the Trafford Cup in Year 10. In Year 11, I decided to pass the ball to Wellington's striker who proceeded to score and knock us out; which we don't need to talk about. Year 13 then, should have been the culmination of the growth of this team, yet we will never know what could have happened. Fortunately, I was reminded of the quality of my year in the last ever games session. The senior leadership team put on a good natured football tournament for us, which quickly escalated into a hugely competitive affair of high quality. Overall then, we are just immensely grateful for the opportunities and experiences school football has provided us with.

T Donachie



HOCKEY



Hockey at AGBS has proven to be an enjoyable and extremely successful sport during the seven years I have been here. Thanks to the ability and dedication of all the players, coaches and staff involved, AGBS has remained a nationally recognised school for hockey, attending countless national finals and winning an abundance of regional tournaments and accolades. Alti Boys has enjoyed representation at international, national, regional, and county level forming the basis of a hugely successful team throughout my time at AGBS.

My most memorable moments come from beating a fair few southern independent schools at the National Finals. There is something quite satisfying about winning as the only northern state school at the competition. Naturally, these wins would not be possible without a great coach, and although Mr Soulsby has quite often attempted to teach hockey, I am of course talking about Albert. His ruthless attitude towards winning mixed with his laid-back approach has often made for many entertaining team-talks and side-line comments. Although we never got to tour abroad, nothing will compare to the five hour minibus rides to London for the National



Finals. These cramped, uncomfortable, and long journeys became a tradition and, ironically, something the whole team looked forward to.

Although the final year of school sport did not take place, we will all be leaving AGBS with fond memories of our time on the hockey pitch. I have no doubt that many of us will be reunited on opposing university sides in the coming years.

Ben R

CRICKET

In each year of playing cricket, we have provided fierce competition to each and every team whilst upholding the spirit of cricket. It has been a long time since we first put the baggy green on, but throughout the years we have all improved as cricketers and made some memorable friendships. Some highlights include a big chase against Manchester Grammar School in our debut season; being indoor cricket finalists in Year 8 as well as finishing unbeaten on

a very successful tour to the Isle of Man. The trip was a thrilling experience where we made lots of memories - notably when a couple of us were caught locked out of our rooms at midnight, nearly two hours past our curfew.

In Year 9, we fell short in the cup final, but we bounced back in our tour to Durham in Year 10. We witnessed a high scoring game between England and Australia. At the match, Sulaiman and I approached Jonny Bairstow whilst he was fielding and he agreed to sign our bat. We threw our bat and pen to him and he tried to sign it but the pen ran out of ink. We moved on to First XI cricket from Year 11 onwards which was a big step up that we all quickly adjusted to.

In Year 13, we participated in the National T20 cup where we came up against many cricket colleges. Despite this we were excellent and kept on persevering through the freezing cold.

As a team we have of course had some comedic moments: Sufyaan and Alex running a four in back to back games, Jim's chilli flakes incident, Ewan's perfect straight drive and Tarun getting out first ball trying to slog (after everyone told him to stay at the crease). The funniest moment has to be when Sulaiman head butted the ball whilst fielding in the slips.

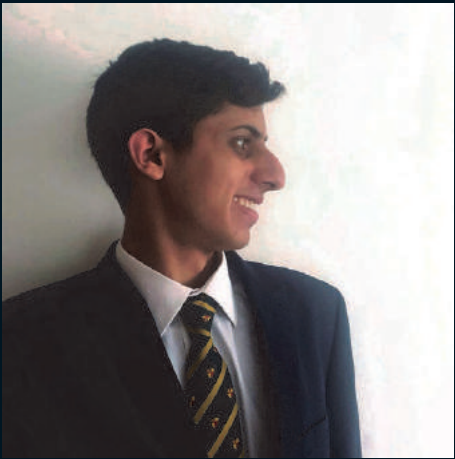
I've had an amazing seven years of cricket at AGBS; from the times where our best sledges were "Come on buddy" and "Send the stumps to the dumps" to now, where we sledge our own teammates for dropping catches. I'm really proud of the team and how cheerful we have been throughout each and every game. It's been an honour to captain the boys throughout this entertaining journey.

Shashwat R

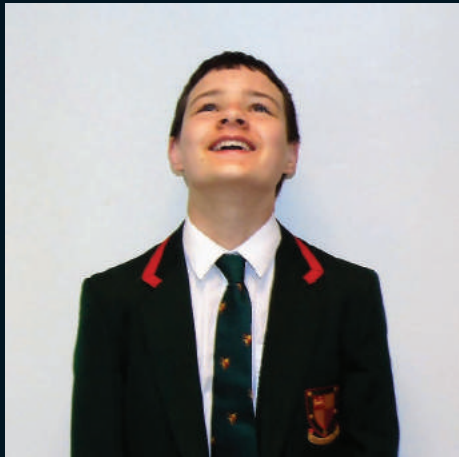
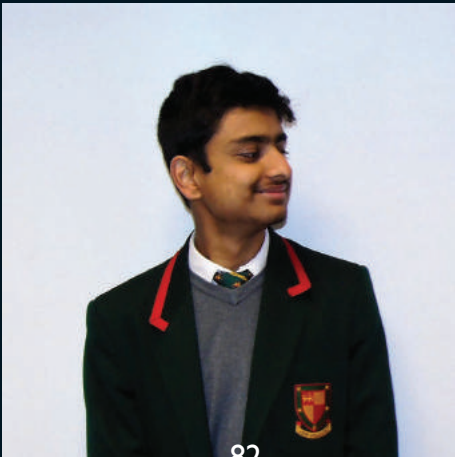
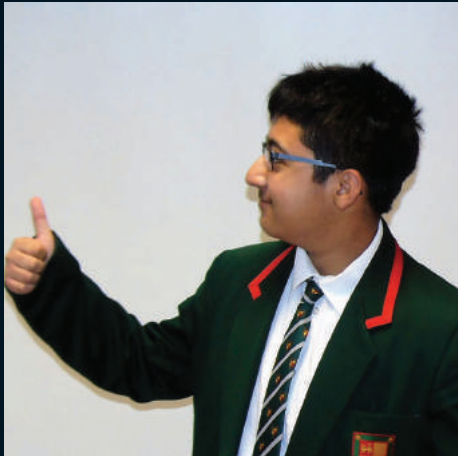


So I must admit even I'm not old enough to remember The Brady Bunch, however when Awais looked at classic TV images he decided on replicating the classic American show.

Our version 'The Alti Bunch' are:
Editor: Alan Williams
Assistant Editors: James Legg, Awais Khawaja, George Thornicroft
Ahmed Sadiq, Faizel Ghafoor, Isaac Cooper, Taiyyib Arshad, Aiyush Gupta, Hasanat Ali, Jude Biju, Thomas Hill, Ebrahim Sattar, Ibrahim Jamal, Manthan Dave, Tosin Ariyo.



The Alti Bunch



Farees Sebastian	Abdul Manan Affi	University of Manchester Employment	Medicine
Hassan Tabish	Ahmed Ahmed	Newcastle University	Food Business Management and Marketing
Ahmad Gregor	Al-Khaddar Allan	University of Sheffield	Medicine (Phase One)
Fares Harry	Alshanti Alty	Newcastle University	Dentistry
Tushar Burak	Arun	University of Leeds	Economics
Ayomide Umair	Ayinde	University of Salford	Accounting and Finance with Experience Year
Thomas Harry	Baguley Bathurst	Durham University	Geology
Veer Angus	Batra	Gap Year	
Daniyal Matthew	Beazley Behiyat	University of Oxford	Experimental Psychology
Ashray Lohit	Best	University of Cambridge	Medicine
Danesh Ali	Bhamidipati	University of York	Philosophy, Politics and Economics
Hamza Joseph	Bhardwaj	University of Bristol	Geology
Jack Alejandro	Bhutta	University of Hull	Zoology
Matthew Niall	Bin-Majid	Cardiff University	Law
Paul Hamza	Blackburn	University of Oxford	Philosophy and Beginners' Portuguese
Benjamin Yash	Bradburn	University of Cambridge	Medicine
Levi Callum	Bradley Martinez	University of Nottingham	International Management
Harry Danny	Buchalter	UCL (University College London)	Economics
Ya-Seen Samih	Butchart	University of Warwick	Automotive Engineering
Louis James	Butcher	Manchester Metropolitan University	Criminology and Sociology
Anish Harrison	Butt	University of Manchester	Medicine
Michael Kwadwo Antwi	Caley	University of Leeds	Product Design
	Chakrabarti	University of Nottingham	Chemical Engineering and Industrial Year
	Chang	University of Nottingham	Economics
	Chau	University of Leeds	Food Science (Industrial)
	Cheetham	University of Sheffield	Philosophy and Modern Languages & Cultures
	Chen	Imperial College London	Mechanical Engineering
	Choudhury	University of Manchester	Aerospace Engineering
	Chowdhary	University of Oxford	German and Beginners' Portuguese
	Coolican	London School of Economics	Economics
	Cullen	University of Birmingham	Computer Science with an Industrial Year
	Das	University of Leeds	Chemical Engineering
	Devine	Gap Year	
	Dickson	Durham University	Mathematics (3 years)
	Donkor	Gap Year	
		University of Leeds	Mechanical Engineering
		University of Bath	Economics (with placement)
		University of Birmingham	Anthropology and History
		Lancaster University	Medicine and Surgery
		UCFB- Wembley, London	Football Business & Finance
		Newcastle University	Business Management
		Gap Year	

Harry Matthew	Donovan Doyle	Loughborough University	Management (with placement year)
Joshua Ellis	Ellis	University of Cambridge	Human, Social, and Political Sciences
George Evans	Evans	University of Nottingham	Chemical Engineering and Industrial Year
Joe Evans	Evans	Apprenticeship	
Joseph Finlan	Finlan	University of Birmingham	Physics (4 years)
Leo Firouzbakht	Firouzbakht	University of Bristol	Physics
Gabriel Fletcher	Fletcher	University of York	Biology
Samuel Flowers	Flowers	University of Liverpool	Sociology and English
James Fogarty	Fogarty	University of Leeds	Mathematics
Ryan Garnett	Garnett	Newcastle University	Chemistry (with Industrial Training)
Aaryan Godhamgaonkar	Godhamgaonkar	University of Cambridge	Mathematics
Alexander Gokhale	Gokhale	UCL (University College, London)	Medicine
Zubair Gondal	Gondal	University of Leeds	Computer Science
Liam Gornall	Gornall	Gap Year	
John Graham	Graham	University of Oxford	English Language and Literature
Mark Haider	Graham	University of Birmingham	History and Political Science
Adam Harding	Haider	Apprenticeship	
Edward Harris	Harding	University of Leeds	Economics
Dexter Harrison	Harris	University of Nottingham	Geography
Ben Hashmi	Harrison	University of Nottingham	Economics
Amin Hashlett	Hashmi	Nottingham Trent University	Data Science
Nikash Henshaw	Haslett	University of Glasgow	Medicine
Daniel Ho	Henshaw	University of Oxford	Philosophy, Politics and Economics
Leo Hoffman	Ho	Durham University	Geology
Jason Holland	Hoffman	University of York	Computer Science (with a year in industry)
Alex Hope	Holland	Sheffield Hallam University	Product Design
Charles Horlock	Hope	Manchester Metropolitan University	Electrical and Electronic Engineering
Dedong Huang	Horlock	University of Nottingham	Management with a Placement Year
Oliver Huggon	Huang	University of Cambridge	Philosophy
Thomas Hurrell	Huggon	University of Liverpool	Aerospace Engineering
Mohammed-Hussain Jafar	Hurrell	University of Cambridge	Classics
Jikku Jain	Jafar	Loughborough University	Computer Science (with placement year)
Rufus James	Jain	Bulgaria	Dentistry
Lathurshaan Javed	James	Newcastle University	Medicine and Surgery
Hasan Josan	Janarththanan	University of Warwick	Law with German Law
Karan Kattakayam	Javed	University of Nottingham	Medicine BMBS (Nottingham/Derby pathway)
Mark Khan	Josan	University of Nottingham	Economics
Dhyem Hussnain	Kattakayam	Newcastle University	Medicine BMBS Medicine and Surgery
Nathaniel Khurshed	Khan	Gap Year	
Ayaan Knowles	Khan	University of Liverpool	Engineering Foundation
Thomas Koch	Khurshed	Durham University	Geography
Oskar Koch	Knowles	Imperial College London	Medicine
	Koch	University of Birmingham	Geology
		Gap Year	

Sujansai	Kommuru	University of Warwick	Computer Science
Fidhal	Kotta	UCL (University College, London)	Engineering (Mechanical)
Atputhan	Kuralarasu	Imperial College London	Medicine
Aditya	Lakhani	University of Oxford	Philosophy, Politics and Economics
Ayush	Lakhani	University of Sheffield	Economics with Finance
Mohammed	Latif	University of Manchester	Computer Science
Edward	Layfield	University of Leeds	Business Economics
William	Le	University of Huddersfield	Pharmacy
Benjamin	Lee	Gap Year	
Yingbo	Li	University of Oxford	Earth Sciences
Guy	Lipshaw	University of Leeds	Mechanical Engineering
Toby	Lockyer	London School of Economics	Finance (2021)
Samuel	Lopes	Durham University	Philosophy, Politics and Economics
Joseph	Lord	University of Bristol	Geology
Benjamin	Lovell	Imperial College London	Design Engineering
Daniel	Ludlam	Durham University	Accounting and Finance
Adam	Majid	Bulgaria	Dentistry
Charlie	Marston	Nottingham Trent University	Mechanical Engineering FT
Benjamin	Martin	University of Manchester	Law
Joshua	Mathew	Gap Year	
Reuben	Mathew	Gap Year	
Aren	McCabe	Gap Year	
Thomas	McCartney	Loughborough University	Management (with placement year)
Conor	McNab	Northumbria University, Newcastle	Business and Management Foundation Year
Sergio	Mendez-Allende	University of Cambridge	Economics
Adam	Meziane	Newcastle University	Medicine and Surgery
Shriraj	Mody	University of Oxford	Mathematics
Amin	Molahassani	Gap Year	
Daniel	Moore	University of Bristol	Economics
Sam	Morfitt	Northumbria University, Newcastle	Business with Management
Alexander	Morris	University of Leeds	Accounting and Finance
Solomon	Moryoussef	University of Leeds	Languages, Cultures and Economics
Harry	Moss	University of Bristol	Dentistry - BDS entry (5 years)
Aditya	Mukherjee	Imperial College London	Medicine
Euan	Murray	Newcastle University	Marine Zoology
Aadil	Naeem	University of Glasgow	Medicine
Aaron	Nagra	Gap Year	
Aayush	Nanda	Gap Year	
Sam	Needham	Gap Year	
Prittesh	Odedra	University of Manchester	Chemical Engineering with Foundation Year
Cameron	Odling	Gap Year	
Archie	Oliver	Lancaster University	Economics
Kyle	Panchal-Taylor	University of Leeds	Civil Engineering
Jack	Passey	University of Sheffield	Aerospace Engineering with Industry
Ben	Peel	Gap Year	

Harish	Prabakaran	University of Kent	Economics with a Year in Industry
Ruhaan	Qasim	Gap Year	
Raheem	Rafiq	University of Manchester	Aerospace Engineering
Fynley	Rajah	University of Warwick	Management
Samuel	Reid	Newcastle University	Biomedical Sciences
Andrew	Roberts	University of Cambridge	Mathematics
George	Roberts	Durham University	Chemistry (4 years)
Alex	Robinson	University of the Arts London	Fine Art: Photography
Thomas	Rosewell	University of York	Computer Science (with a year in industry)
Harry	Rosson	University of Hull	Biomedical Science
Fabian	Rutjes	King's College London,	Law
Harry	Savage	Imperial College London	Geology
Matthew	Seasman	Gap Year	
Yousuf	Shabbir	Newcastle University	Medicine and Surgery
Aqib	Shah	University of Manchester	Computer Science with Industrial Experience
Bilal	Sheraz	University of Manchester	Dentistry (BDS first-year entry)
Aditya	Shetty	University of Leeds	Civil Engineering
Astin	Shiju	University of Manchester	Chemical Engineering with Industrial Experience
Sulaiman	Shoaib	University of Manchester	Mechanical Engineering with a Foundation Year
Amaan	Siddiqi	Newcastle University	Politics and Economics
Jack	Stewart	Newcastle University	Medicine and Surgery
Bradley	Streeter	Gap Year	
Leo	Swarbrick	University of Leeds	Economics
Alexander	Swinton	Durham University	Anthropology
Sifat	Syum	University of Cambridge	Medicine
Marwan	Tahoun	University of Manchester	Medicine
Charlie	Taylor	University of Warwick	Economics
Douglas	Taylor	Professional Football	Stoke City FC
Francis	Taylor	University of Manchester	Mathematics
William	Thorpe	University of Leeds	Business Management
Max	Tobin	Queen's University Belfast	International Relations & Conflict Studies
William	Tse	Gap Year	
Aditya	Unnithan	University of Manchester	Computer Science
Chigozirim	Ururuka	University of Manchester	Electrical, Electronic & Mechatronic Engineering
Kobe	Uzoigwe	University of Leeds	Economics and Geography
Jack	Valentine	University of Salford	Aeronautical Engineering with Foundation Year
James	Vallely	Durham University	Geology
Advait	Velavan	Imperial College London	Mathematics with a Year Abroad
Jack	Wardle	University of St Andrews	Physics
Abdullah	Warraich	University of Manchester	Chemical Engineering
Oliver	Wells-Meredith	Newcastle University	Medicine and Surgery
Edward	Wheeler	Loughborough University	Medicinal and Pharmaceutical Chemistry
Frederick	Whitehurst	University of Oxford	History
Tom	Whitfield	University of Leeds	Economics and Finance
Ted	Williams	University of Bath	Natural Sciences
Spencer	Yates	Gap Year	

Mr G Wright	Head Master	HM	
Name:	Role	Code	Responsibility
Miss C Allen	Teaching Assistant	AN	
Mr T Ayebare	Maths	AE	Head of Year 8
Mr R Baker	Technology	BK	Head of Technology & Art
Mrs F Bates	Teaching Assistant	BA	
Mr D Birchall	Maths: PE	BH	Head of Year 9
Mr D Birtwell	PE	BL	Head of PE (Curriculum)
Ms S Blaize	Biology E	BZ	
Mrs F Blakeley	MFL	BY	
Mrs V Brennan	MFL	BN	Head of MFL and French
Mr M Bromley	Geography	BM	Head of Geography
Mr R Cammack	PE	RC	Head of Year 11
Mr W Carr	Computing: ICT	CR	Second in SEND Department
Ms A Cathcart	History	CH	Assistant Head - Inclusion
Mrs S Chancellor	Maths	CO	
Mrs E Chapman	English	CP	Head of Year 10 & Library Co-ordinator
Mrs R Chapman	MFL	CN	Head of German
Miss C Clark	English	CK	Second in English Department
Mrs M Clutterbuck	Business Studies: Economics	CB	
Miss F Cooke	Art	CE	
Mrs K Crowther	Biology	CT	Science Community Liaison Coordinator
Mr N Croxton	History: Politics	CX	Head of History; Politics
Mr R Cummins	Maths	CU	Head of Year 13
Mr M Davies	English	DV	Head of English
Mrs J Ding	Chinese	DG	
Ms H Drake	Technology: Art	DE	
Mrs E Eastwell	Physics	EW	Timetabler
Mr P Ellis	Latin: Classics	EL	
Dr L Evers	Chemistry	EY	
Mrs M Farrell	Teaching Assistant	MF	Assistant SENDCo, Lead Teaching Assistant, Year 7 SEND
Mr A Flanagan	Chemistry	FN	House Manager (Stamford)
Mr A Gallamore	Head of Careers (HET)		
Mr A Giffen	Geology: Physics	GA	House Manager (Tatton)
Mr A Gooch	Maths	GH	Responsibility for Activities Week. Timetabler
Mrs G Gordon	MFL	GO	
Mrs V Gordon	Food and Nutrition	VG	
Mr E Hall	History	EH	Deputy Head; Pastoral & Staff Welfare; Child Protection Officer/DSL
Mr T Haimes	Maths	HT	
Mrs H Haimes	English	HL	
Mrs J Harrop	Teaching Assistant	HP	
Mrs T Harvey-Voyce	English: PSE	HY	Deputy Head of Sixth Form
Dr Z Hepden	Philosophy & Ethics: Politics	ZH	Head of Year 12



Mr M Herrington	Maths	HN	Timetabler
Miss R Hildage	English	RH	
Mrs S Hill	Chemistry	HI	Head of KS3 Science
Miss E Jackson	Geography	JK	
Mrs L Jarratt	Music	JT	
Mr C Kidd	Biology	KD	
Mrs E King	Food and Nutrition	KG	
Miss K Lee	Art	EE	
Mr T Lowe	Philosophy & Ethics	LW	
Mrs C Maguire	History	MG	
Mrs C Mahony	English	CM	
Dr J Marsden	Chemistry	MD	Higher Education Officer
Ms L Mattison	MFL	MA	Head of Spanish
Mrs B McCann	Maths	CC	Second in Maths Department
Miss J McCourt	Maths	JM	
Mr S Meakin	PE	MK	Head of PE (Sport) and House Manager (Massey)
Mr M Monument	Music	MM	Director of Music
Miss S Morgan	Maths	MO	
Mr T Murray	Business Studies: Economics	MR	Assistant Head - Curriculum; Head of Sixth Form
Mrs C Newton	Business Studies: Economics	NW	Head of Business Studies/Economics; Enterprise Educat. Coordinator
Mr G Olney	Maths	OL	
Mr R Perkins	Philosophy & Ethics	PS	Head of Philosophy, Ethics & Personal Development
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Mrs S Purnell	Chinese	SP	
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Mr C Rawson	Chemistry	RN	Head of Chemistry
Mr G Reeder	Physics	RD	Head of Physics
Mr A Sampson	Philosophy & Ethics	AS	
Mr E Sheridan	PE	ES	
Mrs H Short	Maths	SH	Admissions/Induction; Head of Year 7; Dep. Child Prot. Officer/DSL
Mr D Smith	Technology	SM	House Manager (Bradbury)
Ms L Smith	MFL	LH	
Mr S Smith	Business Studies: Economics	SI	
Mr M Soulsby	PE	SB	Assistant Head- Development)
Dr S Squire	Physics	SQ	Head of Science
Dr J Stedman	English	SA	
Dr K Stephen	Geology: Physics	ST	Head of Geology; ITT Co-ordinator
Ms M Stonehouse	Music	SE	
Dr V Sully	Chemistry	SY	
Mr L Suthard	Physics	LS	
Dr E Thomas	Biology	TS	Assistant Head – Teaching and Learning
Mrs L Thomson	Music	TO	
Mr J Timmins	ICT: Computing	TM	Head of Comp Science & IT (AGSB); Head of IT Operations (HET)
Mrs J Wallwork	MFL	WK	
Mrs A Ward	Biology	WD	
Mrs S Weil	Geography	SW	Assistant Head – Curriculum and Assessment
Ms A Welsby	Biology	WY	Head of Biology
Mr A Williams	Technology	WI	SIMS Manager; Publications Officer
Mr P Williams	Geography	WL	



Administration Team

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Mrs P Capel
Mrs O Champion
Mrs V Carpenter
Mrs B Clift
Mrs A Coale
Mrs Fiona Harding
Mrs P Howell
Mrs D Jackson
Mrs J Jackson
Mrs L Jackson
Mrs A Jolly
Mrs J Lacon
Mrs K Lord
Mrs G Marson
Mrs P Mullin
Mrs C Pickering
Mrs T Richardson
Mrs G Williamson

Administrative Assistant
Head Master's PA
Exam and Data Manager
Admissions Assistant
Finance Assistant
ARR, Exam and Cover Administrator
Systems and Processes Administrator
Resources Technician
Exams Officer
Business Support & Admin Manager (HET)
Chief Finance Operating Officer: (HET)
Finance Officer (HET)
Attendance Administrator
Finance & Planning Manager
Resources Technician
Library Assistant
Admissions Assistant
Receptionist
Admissions Manager (HET)
Sixth Form Officer &
Alumni Relations Manager

Estate Team

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Mr G Heathcote
Mr P Lee
Mr S Yeates
Mr T Sylvester
IT Technicians
Mr A Alsaadi
Mr J Hawksworth
Mr T Wright
Mr W Clegg
Science Technicians
Mrs Z Albeldawi
Mrs A Bridgeman
Mrs S Connolly
Miss O Frankland
Mr Malcolm Gilks

Technology Technicians
Mr G Binns
Mrs S Embleton

Estates Assistant
Grounds Maintenance
Assistant to Estates Manager
Estates Manager
Estates Assistant

Network Manager
ICT Technician
ICT Technician
ICT Technician

Science Technician (Biology)
Science Technician (LSS)
Science Technician (Biology)
Science Technician (Chemistry)
H&S Co-Ordinator
Science Technician (Physics)

Technician (Technology)
Technician (Food & Art)

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