



SPRING 2019 ISSUE 19

# Et Cetera

THE NEWS MAGAZINE OF HOLLAND PARK SCHOOL

# Contents

PAGE 3

ITALIAN AIR  
Florentine Voices

PAGE 4 and 5

RYE POTTERY  
Cottage Stripe Mugs

PAGES 6 and 7

SHAKESPEARE  
The Tempest

CENTRE FOLD

Holland Park School  
Tuesday 9<sup>th</sup> October 2018

PAGES 8 and 9

NARRATIVES  
To Be A King...  
World Book Day  
International Women's Day

PAGE 10

NARRATIVES  
Science Week  
A Trip to Cern

PAGES 11

LOOSE ENDS  
The Big Picture  
University Bound  
Looking Ahead

Cover shot: The Holland Park School mug  
For issue to all students and staff in summer 2019

## HEAD'S INTRODUCTION

I am writing my introduction on a March Sunday morning. Above me are around one hundred students busy with mathematics in a three hour intervention session. Remarkable, unique and very special. I took biscuits up a little while ago and one of the groups had chosen to work silently in candlelight – the dying embers of last summer's Jo Malone candle. I had used the remnants of the other last candle in my Year 13 lesson on Friday – quite fitting for the shadowy life of Henry VIII's court: a dangerous world of some unsavoury and unkind Machiavellian politics. Still, spring is nearly upon us, with all the excitement and pressure that looming examinations bring. Spring may bring light but I am worrying about the changing world for young people. When not even all adults manage their emails in tones that do not cause offence or misunderstanding; what chance for children? In a society ever more reminded of the need for mental health and well-being, what has happened to the innocence of childhood? With a new generation of adults who cannot be separated from their headphones or who in any situation of waiting, can do nothing but resort to their phone, what chance for children and little wonder that reading is positively archaic! It is a tough world for those emerging into adulthood. If all of this sounds like the cry of five decades ago, I think it possibly is just that: a voice from a more ordered and simpler world. And, it is tough for teachers as well: a new Ofsted framework which will once again change the rules and expectations. Whilst I happen to endorse much of the new framework's perspective it all adds up to work for teachers - little wonder that record numbers are fleeing the profession. Still, we fight the good fight and stiffen our sinews. There is much to be joyous about. In school's sixtieth year we are about to present every member of the community with their commemorative mug; February's Shakespeare was a sell-out; the choir returned jubilant from their Italian journey and today's intervention is just a taste of the commitment of students and teachers as we prepare for the rigours of examinations. Even I am 'in on the act', thrilled to have a lesson with Year 13 and to play a tiny part. As ever, it is all about team work. Enough for the moment, I must stop and plan my assembly: its theme is 'Ordinariness' and I am planning to show part of a film called *Edie*: nothing ordinary there, just as there is little ordinary about school or the people in it. All rather special actually.



## FLORENTINE VOICES

There are few places in the world of such beauty and majesty than the hills of Tuscany and the glorious city of Florence. The choir's tour to Northern Italy was billed as a rehearsal tour. After Carnegie Hall last year, St Paul's evensong in October and Vivaldi's *Gloria* in December, this February's get-a-way promised a consolidation of new music and a drawing together of old-favourites, fallen sadly out of practice. But however valuable the rehearsal process, the concerts were of course the crowning glory of this long weekend. In the olive-laden cloisters of Sant'Agostino in San Gimignano and in the resonant glory of Parrocchia S. Francesco D'Assisi in Montecatini, the choir took delight in performing Palestrina, Victoria, Byrd and Tallis, as well as more modern takes on renaissance polyphony from Rheinberger and Pearsall. Supported by an intimate crowd of followers, and devoting some time - outside the rehearsal room

- to sampling local gelati, browsing a cornucopia of Italian fashion boutiques and enjoying the exquisite sights of these charming towns, the choir was also able to devote a day in Florence, that powerhouse of renaissance culture. A morning at the Uffizi, surrounded by Botticelli, Leonardo, Caravaggio and Titian was simply astonishing: immersed in a deluge of glorious painting, we were all inspired to bear witness to exceptional genius in the very heartland of the emergence of western art and to aspire towards doing justice to this timeless oeuvre in the music making of our own performance. Returning from half term the very next day after our inbound flight touched down, we were refreshed and revitalised by such aesthetic splendour.

MR NICHOLAS ROBSON  
ASSOCIATE HEAD 3



## COTTAGE STRIPE MUGS

As an artisan manufacturing company, when we were asked to consider making over a thousand mugs for Holland Park School, our first thought (beyond the compliment) was that this would clog up our workflow—possibly terminally! However, we thrive on challenges and businesses by definition need to be... busy. The opportunity offered by the school also represented an educational learning curve for us - to take a leap into the unknown and challenge our own received wisdom, techniques and constraints. We needed to come up with a solution that would honour the time intensive and honed hand-painted majolica stripes for which we are renowned and satisfy both our own, and our client's, keen design standards. Working in collaboration with our design & decorating team, an award-winning ceramic transfer artist, and a specialist printing company in the heart of the Potteries, after several months and many, many

revisions we finally settled upon a decal of which we are very proud. And we hope you will be too. The decal transfer process, or lithography in ceramic speak, still results in a fully hand-finished product, something that is very important to us at our production pottery. During the mugs' creation, each has undergone at least 3 kiln firings and more than twelve hand processes. So whilst they may look very similar, each will be a tiny bit different. The handles have been stuck on and the 3-part striped decoration has been painstakingly applied by humans. Finally, every mug has been individually numbered by one of our skilled team – something that we hope reflects the care and effort we have put into them, and will be enjoyed by you when you receive one.

JOSH AND TABBY COLE  
DIRECTORS, RYE POTTERY



## THE TEMPEST





CELEBRATING  
SIXTY YEARS OF ACHIEVEMENT

HOLLAND PARK SCHOOL  
STAFF AND STUDENTS

PHOTOGRAPHED ON  
TUESDAY 9th OCTOBER 2018

DEDICATED TO THE FAMILY AND FRIENDS OF  
TAUHID RAHMAN 2004 - 2018

Clothed by crate-loads of fresh mackerel, draped in lengths of recycled sails, adorned by its very own boat, this was an iconic year for Shakespeare Reinvented. Taking on Shakespeare's *The Tempest* may have been a wise choice: it required more than a little magic to put together this entire production in barely more than three rehearsals. But supported by a visually arresting set, by expert sound and video production, a clear directorial vision, and an unparalleled determination to achieve the near-impossible, this company of actors breathed life into Shakespeare's tale of revenge and reconciliation. It is of course a play of transformative motion all concentrated in a single place. It tells the story of twelve years since, it dreams twelve years hence and yet the action is no more than the passage of four hours. Magic and power, study and strategy all play their part in its narrative of chance, frailty, naivety and forgiveness, and underlying all are some striking messages of moral generosity, honesty, companionship, the passage of time, love and the pain of parting. Robert Orr's Ariel was a masterclass of light-heeled gambolling, a furiously energetic, tireless, affectionate spirit. He captured

the gentle wisps of Shakespeare's lighter language and poured venom and scorn into his derision of wickedness and machinations. His care for Prospero (Nicholas Robson), his devotion, commitment and steadfastness all exquisitely balanced against his earnest desire for freedom and liberty from his (morally questionable) servitude. But if Ariel was levity incarnate, Caliban (Simon Dobson) was a cluster of contorted limbs and choleric contempt. Wronged by Prospero's imperial command, there was underneath the bile and rancour, a childlike petulance, a helpless and pitiable desire for affection and love. And such characters gave the play its moral complexity. There were similar characters of depth and dignity portrayed by other members of the cast. Miranda (Naina Nightingale) and Ferdinand (Benjamin Arnold) played their amorous affections with swooning sentiment. Gonzalo's integrity (Omar Ait El Caid), Alonso's grief (Alex Perez), Antonia's deceit (Charlotte Neary) and Sebastian's confederacy (Joe Holloway) made for a charming quartet whose scenes sparked outrage and empathy and pushed on the play's plot to its inevitable conclusion.

MR NICHOLAS ROBSON  
ASSOCIATE HEAD

Et Cetera THE NEWS MAGAZINE OF HOLLAND PARK SCHOOL



## 'TO BE A KING

*and wear a crown is a thing more glorious to them that see it than it is pleasant to them that bear it'.* Avid readers will know I write quite often about the Leadership Team's assemblies. And why not; they are glorious affairs, enjoyed by students and staff alike. Every week a different theme, interpreted (for thirty minutes) by a different presenter. And so, on this windy March morning, Ms Mulholland was charged with leading us on ideas and thoughts associated with *feebleness*. She opened by quoting Elizabeth 1, 'I know I have the body of a weak and feeble woman, but I have the heart and stomach of a king, and of a king of England too'. A strong start, as it would be true to say that the Tudor Queen has featured regularly in assembly this year. A few minutes in, as we averted our gaze to the big screen to consider a clip from Cate Blanchett's formidable 1998 interpretation, no-one noticed Ms Mulholland slip silently out of the hall. What we did notice, some five minutes later, was her regal and majestic return. Or rather what we believed we witnessed was the apparent entrance of the long dead Queen herself. A second glance corrected our understandable error - as it would be fair to say, when adorned in Elizabethan dress, that Ms Mulholland has more than a passing resemblance to Elizabeth Tudor! Like the Queen we had just watched address her parliament, Ms Mulholland reigned awe and wonder over her assembled crowd. She portrayed, both visibly and verbally, the power of this, anything but feeble, Queen and submersed us in understanding her sartorial and intellectual brilliance. And so this is how our mornings begin.

MR DAVID CHAPPELL  
ACADEMY HEAD

## WORLD BOOK DAY

Thursday 7th March saw students gather once more to celebrate World Book Day. Thankfully, rather than last year's flurries of snow, the school was able to celebrate the power of stories this year in bright spring sunshine. In PSHCE tutors shared their own favourite books and stories, while students were

treated to recorded excerpts from the favourite books of staff members, with Ms Mulholland reading from the Booker Prize winning *Moon Tiger* and Ms Pugh performing a captivating scene from *Atonement*. The Sixth Form Student Leadership Team and Mr Curtis spent their Wednesday evening baking up a storm for charity. All of the cakes were themed around literary edible delights, including Bruce's chocolate cake from *Matilda*, cupcakes themed around the Mad Hatter's tea party from *Alice in Wonderland*, and a whole host of magical treats inspired by *Harry Potter*. The bake sale was a sell-out raising nearly £200 for Book Aid International, whose mission is to provide books, resources and training to support an environment in which reading for pleasure, study and lifelong learning can flourish around the globe.

## INTERNATIONAL WOMEN'S DAY

#BalancedforBetter was the theme for International Women's Day 2019. Sixth Form students began marking the occasion a week ahead of schedule by organising PSHCE resources to be delivered by tutors around the theme of sexuality and gender. Rae Tarbox, a Year 12 student, planned and delivered a series of sessions to spark discussion and debate surrounding sex, sexuality and gender. On the 8<sup>th</sup> March, an International Women's Day quiz was promoted which encouraged students to learn about inspirational women and what they have contributed to each subject studied in school. These examples ranged from Virginia Woolf, Frida Kahlo, Katherine Coleman, Goble Johnson and Elizabeth Loftus to Charlotte Dujardin, Mary Paley Marshall, Philippa Foot and Mary Beard. The Sixth Form also hosted Dr Farah Nadeem who visited the school to talk to students about female empowerment and to discuss the work she has recently undertaken in relation to therapists who work with survivors who have suffered FGM in childhood and adulthood.

MS FAYE MULHOLLAND  
DEPUTY HEAD

## SCIENCE WEEK A TRIP TO CERN

'Science is a way of thinking much more than it is a body of knowledge' (Carl Sagan). Science Week 2019 was celebrated across school by encouraging students to think and work independently when problem-solving. Year 7 students were tasked with creating the tallest antenna tower in 30 minutes using a limited supply of resources (spaghetti, pencils and sellotape). The tower had to be able to stand for one minute unassisted with first place being awarded to the tallest self-supported tower. Year 8 students were faced with a mission to Mars. They were awarded £100 million each to buy resources to build a prototype Mars lander (including cotton wool, pipe cleaners, plasticine and tissue paper). Their mission, if they chose to accept it, was to ensure the safe arrival of an egg on the surface of Mars. Having thought carefully about deceleration speeds and the forces acting on their lander, they were put to the test by being thrown (egg and all) from the school roof; those groups whose eggs survived were declared victorious. The centrepiece of the week was our annual Science Fair. Students went above and beyond expectations this year to demonstrate their independent research skills by planning, designing, undertaking and evaluating a research project of their choosing. Over 75 projects were entered to the fair with research topics including: could we power rockets with soap?; are there any benefits to indoor plants?; does colour affect taste?; can sugar be made sweeter?; what type of music will help one focus?; are your dreams affected by your daily experiences? and; does the type of milk you drink affect the strength of your bones? All projects were thoughtful, well-planned and evidenced a clear passion for science. Teachers and Sixth Form students judged the quality of the projects and the winners were invited to visit the *Body Worlds* exhibition at Piccadilly Circus as a gift from the school to recognise their contribution to Science Week.

Over February half term, twenty of our most eager A level physicists had the opportunity to visit CERN, the Centre of European Nuclear Research, on the outskirts of Geneva. The visit was organised for students who study the sciences at A Level with the aim of encouraging them to explore the advantages of working in research after their undergraduate study. The exploration of particle physics at CERN is helping to uncover and make sense of the building blocks of the universe and the mechanisms which enable it to function. The visit included a private three hour guided tour of the facilities, led by two of CERN's physicists. Students had the opportunity to talk to the guides and develop their understanding about the universe's fundamental particles before they were taken to see the Large Hadron Collider (LHC). The LHC is the world's largest and most powerful particle accelerator. It consists of a 27-kilometre ring of superconducting magnets with a number of accelerating structures to boost the energy of the particles along the way. As well as diving into the world of particle physics, the group took time to explore Geneva, visiting the International Red Cross Museum, Lake Geneva and Jet d'Eau. Never too old for a game, students relished a treasure hunt through the historical old town and took a moment to appreciate the views from the top of St Pierre Cathedral. Students also had the opportunity to visit to a local school, where our students met Swiss students, first through a language exchange and then through a basketball and soccer match. Students and teachers benefited significantly from this opportunity and we hope a new generation of research scientists have been inspired!

MS FAYE MULHOLLAND  
DEPUTY HEAD

## THE BIG PICTURE

Thank your patience following the numerous enquiries we have received regarding the 'big photograph'. We apologise for the delay in making our 60<sup>th</sup> year celebration image available. We trust that you have enjoyed scanning the picture in our special 'fold-out' edition of this month's *Et Cetera*. Much bigger sized prints are available to order from Tempest Photography. An envelope containing guidance on how to go about this is enclosed.

## UNIVERSITY BOUND

The offers have flooded in and as a result of, in some cases tests and interviews, and in all cases supportive and well-crafted references. Teachers have been sharing all of their plans with each other in order to build best practice that will benefit students. Reports back on, for example, interviews for prestigious courses, all point to the importance of wider cultural capital. One potential medic reported that the first question asked was on a piece of poetry and the second was, 'do you think that social class has anything to do with the medical profession?' Universities want thinkers, not subject robots and in a world where everyone is 'electronic' and 'streetwise', they are seeking the chemist who is a violinist, the historian who sings, the mathematician who writes poetry. Breadth as well as depth. At an interview for law, a student was asked as their first question, 'do you think good manners and deference have declined in the last fifty years, and do manners matter to law?' Doing 'homework' is just not enough.

## LOOKING AHEAD

This summer, given scheduled works to the building and Thorpe Lodge, we will be issuing GCSE and A level results by email only to students. Unlike previous years, there will not be opportunity to come on to the school site to collect these. Given the regulations associated with the publication of results, the school can only issue information to the named candidate, as they must remain entirely confidential and cannot be divulged to, or discussed with, other teachers, candidates, parents, or other educational institutions. It is therefore imperative that your child has provided the school with their current email address and that we are advised of any change between now and the summer. On results day the school will provide a telephone service to assist with university and sixth form applications accordingly. Further information will be provided for students toward the latter part of next term.



## THE BATTLEFIELDS

In early March, Year 8 students steeled themselves and embarked upon a visit to some of the key locations of the First World War: the battlefields of Belgium and northern France. As soon as they had made landfall at Calais, they were taken straight to the Menin Gate, one of the most imposing war memorials in Europe, where they were faced with the names of thousands of soldiers who lost their lives in various conflicts, fought in the surrounding area. From there, via Ypres - almost entirely reconstructed after 1918 having suffering profound damage - to Tyne Cot Cemetery, the largest British military cemetery in the world. The poignancy of row after row of gravestones honouring the sacrifices made was lost on no one present, particularly once the graves were found of some almost as young as the visit's participants. Hence the scale of loss suffered by Europe, mixed with individual stories, formed a potent combination, sure to remain in the minds of all involved for a significant time.

Designed and produced by  
HOLLAND PARK SCHOOL



Braa Mohamed, Year 11 | pencil drawing | 2019