



SPRING 2020 ISSUE 22

Et Cetera

THE NEWS MAGAZINE OF HOLLAND PARK SCHOOL

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Cover shots: Dame Janet Baker

HEAD'S INTRODUCTION

In the opening scenes of John Bridcut's *Janet Baker: In Her Own Words*, Dame Janet says: 'We dwell on the past, we imagine the future, all the time, all the time we are somewhere else and then suddenly we are caught in something that is happening right now and it becomes different, life becomes different and that is what music, what the power of music, has.' On Tuesday 21st January at 08.26 that was how it felt listening on the telephone to Her Majesty's Inspector of Schools telling me that she and her colleagues would be in school in fifteen minutes' time to conduct an inspection. Suddenly the last twenty years did not matter or count and there was no time to imagine the future. I was en route to an assembly to which five inspectors would come. Caught in the moment, suspended in the acuteness of all I knew the next forty-eight hours had to reveal, it was a timely reminder that the present always counts. I had more of Dame Janet's words quoted to me by a colleague, Mr Jack May, 'What a thing it would have been to stand there, with egg on one's face, not knowing the part. Very big lesson to learn.' The Ofsted outcome was not the result, or not merely the result of 21st/22nd January, it was the result of diligent preparation and knowledge of our work over a long period of time. It was the result of permanent attention to detail and an utter commitment to the highest possible standards. Our own version of Dame Janet's approach to music. The result of the whirlwind that was inspection: confirmation of our outstanding status and a host of accolades. One compliment that stands out is the line about social justice being at the heart of the school. I like to think that that is a very true observation on school for it is what I believe in. I was listening to the writer Hilary Mantel speak on BBC2's *Arena* about her interest in Thomas Cromwell and about people who come to such power and influence from nowhere, who were not born into it. For me school is an equaliser, a place in which the privileged should thrive and display their talent alongside those who have been less blessed by accident of birth and who deserve to be given every opportunity to scale the heights of success. The common factor, however, for all is diligence and attention to detail. 'It's all in the detail' and in my experience this is true of all aspects



of life. No problem solves itself, no achievement happens by magic. Of course this is the term when sheer hard work makes all the difference, so it has been reassuring and joyful to see students come to additional teaching on Saturday. It has been equally a pleasure to see the choir thrive in collaborative work with the internationally acclaimed *Stile Antico*. It is exciting to see some students prepare (thanks to Sheila Hancock's inspirational work) to climb Mount Suiiven. Whatever hard work is being undertaken it is matched by fun: Saturday morning sport and musicians moving up a gear to get ready for their performance in our annual Katharine Kent concert. And, we are about to receive the photographs that were 2020's Shakespeare: *King*

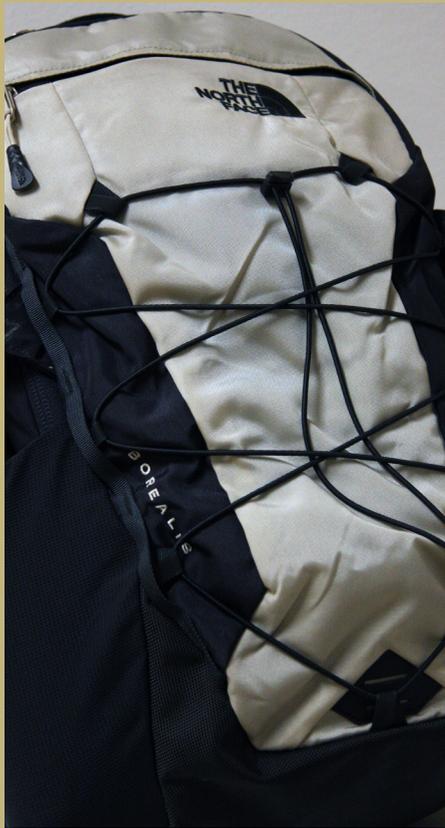
Lear, I think, our best to date and quite fitting for the tenth anniversary of staff (now with a student or two) Shakespeare. In summary much achieved, much to be done yet. I barely have time to notice time though I am not unaware that 2020 marks my twentieth year at Holland Park and every day contains so many people to feel proud about and to feel inspired by. Still, no prizes for simply being around – those August results will not deliver themselves and the time for preparation is almost over. Accolades can only come from preparation: tedious, but true.

MR COLIN HALL
HEAD



DOCTOR(S) IN THE HOUSE

In this world of burgeoning (and much required) digital content, where telephone and internet consultation seems preferable to face to face contact, the idea of an up-close and personal medical course that challenges students with a range of practical and hands-on experiences seems many worlds away. But it was only in January that Dr Will Zermansky, and an entourage of medical professionals, gave time to a pragmatic exploration of the medical profession. There were medical students, public health doctors, those in end of life care, surgeons - the list goes on and on. And across two days of a packed agenda, students were greeted by skills challenging their dexterity (the suturing task is pictured here - it is much harder than it looks!), discussions about moral quandaries, explorations of the bedside manner, opportunities to rehearse interviews. This was a pan-optical view of one of the most challenging professions, opening up to students the vast range of challenges, opportunities, rewards and requisite skills involved. And all so brilliantly chaired by friend of the school and charming talent Dr Will Zermansky. He could not be more encouraging, engaging and warm with students. The trait of being so universally adored is an elusive one, but Dr Zermansky embodies it so very well. It is, after all, so important to feel encouraged in a career that offers no let up of expectation, intellectual acumen and interpersonal deftness; so important if you are on the receiving end of some bad news. There are few medical courses so rich in content and our students have been most fortunate to have such an opportunity available to them.



SERVING OTHERS WELL

Liberty Venn, a parent, wrote last week to express her gratitude for some of our students' efforts to assist charities, as part of working toward their Duke of Edinburgh Award. We are always delighted when such efforts are recognised and ever keen that as many students as possible fulfil themselves through activities beyond the classroom, such as the Duke of Edinburgh scheme. The lead inspector, Ms Debbie Clinton, from our 2014 inspection, read our most recent Ofsted report and wrote to us to offer her warm congratulations. She was thrilled that the 2014 development point - to extend extra curricular opportunity for students - had been so wholly embraced and fulfilled. One of the most popular extra-curricular activities is Mr McClland's 300 club and followers of this delightfully fit man can find him in this current moment of isolation, still giving inspirational guidance on his Twitter feeds.



MS FLANDERS

Stephanie Flanders has worked in journalism and investment banking, fronting the BBC's economic coverage as Economics Editor during the financial crisis of 2008, and now finds herself Senior Executive Editor of Economics at Bloomberg. She hails from an extraordinary background, daughter of that iconic songwriter/actor Michael Flanders and the disability activist Claudia Cockburn. How does one, it might be asked, come from such a variously inclined (if universally celebrated) lineage and be such a front runner in the economics world. And how does one do so particularly as a woman, in an industry so dominated by men? Well, it was to a large number of budding economists that Stephanie Flanders responded to such questions. She spoke about the power of journalism to turn something labyrinthine into something comprehensible and - most intriguingly - about her meteoric rise from reporter to editor to internationally-respected expert. This was some weeks before international women's day, but her answers to questions about taking on projects, accepting unforeseen challenges and meeting new situations was an inspirational tale of courage and conviction. She spoke as someone assured and willing to take risks, someone happy to challenge orthodoxy and received wisdom where this was justified. Students were, rightly, in awe of her and were fascinated to hear of the path that she has taken in her life. Our hope is that many other trailblazers might be ignited by her passion and determination.



STILE ANTICO

It was, alas, not to be. The concert was planned for and practised over the course of 10 weeks, supported by the skills of the multi award winning and internationally acclaimed early music group *Stile Antico*. That microscopic focus on tonal quality, vowel sounds, tuning, ensemble was a marvellous experience for students, a direct insight into the world of professional musicianship. We were, of course, disappointed not to be singing on 19th March with two other schools - in a festival of Youth Polyphony - but of course, just like Ithaka, it is the journey not the destination that matters. And what a journey it was. The music is some of the most beautiful ever written, but in its beauty it is of extraordinary intricacy and detail and challenges its singers to manage balance, musical line and ensemble for the beauty to be truly shown. The rehearsal process was therefore enormously demanding, cultivating confidence and accuracy for all of the six interweaving parts. William Byrd's *Civitas Sancti* is a particular favourite of mine, a yearning and plaintive lament for a lost city. But Gibbons' *O Lord In Thy Wrath* is of similar radiance. These are experiences that are unforgettable. With optimism and endurance, we hope to report in the not too distant future on the event of the postponed concert.

MR NICHOLAS ROBSON
ASSOCIATE HEAD

AN AUDIENCE WITH DAME JANET BAKER

If you work with Colin Hall (as I have for twenty four years) you rather come to expect that a school event will be planned for meticulously and then be executed with a sense of occasion. All of this I expected but nothing had prepared me or the audience for the profundity of Dame Janet Baker's words and her aura. She had offered to come to school and be interviewed/share conversation with Colin and take questions from students. What she gave was a moving, reflective, sage perspective on what it is to be a human being. She did all of this with grace, ease, charm, intelligence and an unmissable warmth and integrity; she enchanted us in the deepest of ways. Widely regarded as the twentieth century's greatest classical singer her career enveloped opera, choral and recital work. Her voice: an instantly unique and recognisable sound. Donizetti's *Maria Stuarda*, Gluck's *Orfeo*, Mozart's *Dorabella* are legendary performances. Her rendition of Elgar's *Dream of Gerontius*, his *Sea Pictures* or Mahler's *Ich bin die welt abhanden gekommen* breaks into one's soul. And, this was not a person dwelling on a stellar past, all the stupendous successes modestly swept aside as if they were mere trifles, just bits of work. Indeed, so convincing was she that one had to remind oneself that she was going on from Holland Park to Glyndebourne that very day to judge, as Honorary President of Glyndebourne, The Glyndebourne Opera Cup, a world festival of opera's finest new talent. She is so obviously still at the top of her game. Joshua Greenslade opened our event playing some Chopin and was followed by the choir who sang Tavener's *Mother of God*, Gibbons' *O Lord in thy wrath* and Campion's *Never Weather Beaten Sail* for her. She wrote later about the

choir's 'deeply touching singing' and 'heartfelt gratitude for the welcome you gave me'. What did we ask her? Colin began in the north, did she still regard herself as a northerner, oh yes, definitely yes. What was it like to have been a child of WW2? What was the part of chance in your career? What qualities do you most value in people? Does singing opera require you to wear a mask and pretend? Were there times when you played a character you did not like? You have said that for you work is a matter of life and death. Is that the case? And on the questions went. Like all of us Dame Janet has several faces, some are pictured in this magazine: the spiritual and the contemplative, the joyous, the thoughtful and considered. All of them wise. Freddie Berrow and Mr Jack May gave eloquent thanks and then she was surrounded by people eager to speak. A whole new generation of young people had encountered a legend and received far more than a musical education, they had witnessed an utterly resolved human being who laughed gloriously, exuded energy and joy in life, and a copious interest in others. There was a wonderful moment at the end when I observed her in dialogue with Sheila Hancock CBE and I thought of their potent impact on their respective professions and their steel and talent. Brilliant, driven, shining women. It is always good to see Colin tested and this was unfamiliar territory for him. Of course he acquitted himself with style but for me that was not the point (I expected he would). What was glorious to witness was that his obvious admiration, respect and care for Dame Janet was so palpable. I thought: what a beautifully matched combination of souls. An extraordinary moment in the life of the school. More please Dame Janet, more...

MS AMANDA DUGGAL
DEPUTY HEAD



THE ART OF CONSERVATION

Marzipan. According to Max Deliss, a conservator of oil paintings, art is like marzipan - the experience, the taste, its impact on the senses. If the pursuit of reality through art is futile, then the role of an artwork is to evoke the experiential. The capacity for the artwork to speak to the viewer is, therefore, significantly compromised when it has been damaged by time or 'foul play'. Mr Deliss visited in January and he regaled us with stories from his illustrious career as a painting conservator whose role he sees as 'returning a painting's voice'. Beginning in the 1960s in Florence, following widespread flooding that damaged countless artworks, Deliss' projects have included the restoration of everything everything from Rubens to Warhol, Botticelli to Haring, and Gentileschi to Magritte, and everything else in between. Our audience was enraptured as Deliss revealed the meticulous effort that goes into resuscitating a painting; gasps were audible as every 'before'

became an 'after'. The Year 7 students, who have been learning about colour this term, were particularly delighted when he spoke about using traditional raw pigments as part of his process. There was a palpable tremor of excitement when Deliss spoke about the infamous mummy brown and prized ultramarine. Our students were a true testament to the school: engaged, reflective and erudite, enquiring about the Ghent altarpiece and the use of lead white during the ensuing discussion. While the talk raised many important questions for students about the role of authenticity, taste and authorship within the conservation of artefacts, it ultimately helped to uncover the highly enigmatic and often invisible role that experts like Deliss play in rescuing our most cherished works of art.

MS GEORGIA MACKIE
TEACHER OF ART



THE GENEROSITY OF SUCCESS

He has sat with Alan Sugar while on the show that has nearly 8 million viewers. He is the namesake of one of the most successful and socially ambitious business schools in the country. And he has fought tirelessly on all fronts to turn around cash-bleeding companies and transform them into sustainable firms that provide a livelihood for their employees. And so when Claude Littner stood in Holland Park's hall and spoke to students, there was a spellbound awe that descended on the audience. Known as the 'hard man' of *The Apprentice*, Mr Littner is wheeled out when the big guns are required, when a 'grilling' is in order. But trepidation from the audience was unmerited. Instead of that domineering, imposing, formidable television persona, we actually witnessed a speaker of enormous compassion, encouragement and warmth. A number of students had read his book, *Single Minded: My Life in Business*, and they asked him about the hardships he faced in his working life. One question even prompted him to comment on whether young people (not having to endure the three day week) had it easy. He was conciliatory, open-minded: 'the challenges now are not the challenges then, they are different and not

necessarily easier'. There were discussions about his linguistic skills, his capacity to spot talent, the importance of integrity and honesty in business. He opened up to students about moments in his career when he made errors of judgment. With self-deprecation and humour, he mused on occasions when his due diligence was just not up to scratch, when he had only himself to blame for months of torment while he got himself out of a tough spot. He regaled us with some moving stories of his time at school, when he was humiliated by teachers and deprived of encouragement - as well as some of his own bad habits that provoked some of that response from his teachers. And, in essence, he praised the importance of hard work, of self-respect, of honesty and the value of productive working relationships. For some, success brings arrogance. For Claude Littner, success has brought a desire to open up the world of boardrooms to the widest of audiences.

MR NICHOLAS ROBSON
ASSOCIATE HEAD



UP TO CAMBRIDGE

...we hope will go the joy and talent that is Rae Tarbox. Nursing her offer from Trinity Hall, Cambridge, she hopes to study Spanish and Portuguese. What a well-deserved place. What a culmination of not only seven years of profound diligence, but of a deep care for others. She has offered school such attention to detail; her workbooks are works of art, her application and dedication are legendary. No academic stone is left unturned in her journey, she delights in more and yet more work. She is thrilled by redrafting, by carving out her individual voice. She is scholarly in the truest sense, not merely chasing grades. She is in hot pursuit of academia. Cambridge is my alma mater and I can foresee Rae going right to the top. As one of her teachers I am well-placed to see her talent and to have benefited from a rich and meaningful intellectual journey with her.

She will flourish: an independent woman with a clear vision of life. If, of course, she were merely a driven intellect, an ambitious millennial, that would be one thing but she is far more, for she possesses a sensitivity and delicacy of behaviour that is rare in the young. She is a wise soul, a person with perspective on life, her kindness to others is remarkable and the depth of relationship she has established with her teachers is most unusual. Add a deep social conscience and an independent world outlook that is never bullish in its force and you have an enviable presence with which the world will one day reckon. Cambridge is a privilege and a privileged world, I felt that sublimely from my own Cumbrian roots. Rae will feel it from hers but it will be a privilege for Cambridge to receive this very clever and wise soul.

MS FAYE MULHOLLAND
DEPUTY HEAD

...and down from Cambridge (via Oxford and a sojourn in another profession)

...and so where do the brightest and best of Oxbridge graduates land these days? We are fortunate that a not insignificant number of them land at Holland Park. Ms Mulholland, Mr Arnold, Ms Miller, Ms Manopolous to name but a current few. New to our 'terroir' last September came a new vintage in the form of Jack May, teacher of English. When you have written a distinguished dissertation on the novels of Alan Hollingshurst how does one translate that to the job in hand with Year 10? How does erudition and written panache help carve out a career in teaching? For those of us who are seasoned observers of the profession it is not a difficult equation. A first taste of Jack May made it abundantly clear that this was a vintage year and a vintage wine. So what does his day look like? What is his contribution to the lives of children? He is of course a man of deep routine, virtually monastic in his devotion to duty. Arriving in school between 6 and 7am, his day is in large part dictated by the previous evening's marking of his students' work and all he has discovered about how he can enhance its quality. So begins the lesson plan. Of course, based on his creativity but what use a teacher's creativity if it does not meet the students' needs? Lessons planned, he turns his attention to the classroom environment, seeking to ensure that it is dynamic, tasteful, thought-provoking, stimulating and likely to capture students' attention. To catch a glimpse inside his classroom cupboards and drawers is to catch a whiff of inestimable quality – such pedantic organisation and infinite attention to detail. And beyond the drawers, for example, lies his tutor noticeboard. It is not merely the detail (that is stunning enough), it is the palpable care for young people matched with a touch of wit and more than a touch of professional humility. Consisting of encouragement, well-being tips, UCAS application help, revision strategies and materials, and guidance about further reading. It contains everything a tutee might need. People often assume (quite rightly) that a shining degree from the country's top university is all about

academic prowess – and indeed it is, but as I watch him teach a lesson I see that it is about far more. His emotional sensitivity, his sense of audience, the alacrity with which he judges a moment and utilises his students' ideas is like fresh air. He takes the sometimes as yet undeveloped, the sometimes (candidly) incoherent and turns it into a piece of magic dust. His capacity to multi-task, to see all things and to be thinking about the next question before the last question has even been uttered, is to see a fine brain turned into practical outcome. There are layers of culture married with all kinds of contemporary reference points so that students sometimes do not even recognise the richness of all that they are absorbing it has been so effortlessly dropped into place. His ease with words is infectious and students' own powers of articulation increase before one's very eyes. But, I am not fooled by the seemingly effortless performance for it is crafted, deft and piercing in its insistence on standards. Gems, pearls are masked as everyday matters, his Sally Clarke diary has become a vehicle to record and encourage reading, his chatboard list "Watch of the Week," "Listen of the Week." One of the delights of his virtuoso performance is that it comes in the garb of something quite gentle and warm: its passion and ferocity shrouded in kindness to students. In writing this I have suddenly become conscious that it appears as an ode and I make no apology for that. It is not only students who are the beneficiaries of this teacher's talent but we as school leaders have had more than our taste of the vintage. Thoughtful cards of thanks are accompanied by lashings of gratitude and humility and our gratitude for such a colleague should rightly know no bounds. Did Cambridge make Jack May? Will Cambridge make Rae Tarbox? Well, maybe in part. But, I suspect that what it has done and will do is add a patina to a fundamentally glorious piece of oak.

MR JOE HOLLOWAY
DEPUTY HEAD

NOTHING WILL COME OF NOTHING

It is ten years since the idea of dabbling in some amateur dramatics as a source of amusement first took flight. Since then, the Leadership Team's annual portrayal of the Bard's works has become more and more serious in its approach - costumes sourced from the National Theatre, sets increasing in intricacy and grandeur each year - to the point where a crescendo of intensity was reached in January. The task at hand had perhaps never been more daunting: *King Lear*, oft described as the pinnacle of Shakespeare's achievements; and additional difficulty added by an all male (less our fool) cast. Thus we faced the profound questions most critical to the plot. How to put across Lear's descent into insanity and realising Gloucester's brutal enlightenment in the abridged space of an hour and a half? How to channel the murderous deceit of Regan, Goneril and Edmund versus the wisdom of Kent, Edgar and the Fool? The cast, bolstered and sustained by Charlotte Neary as the Fool and Jack May as Kent, with students Alex Perez and Omar Ait el Caid as two of Lear's three would-be successors, were faced once again with

the challenge of learning lines in a matter of weeks. Following the distraction of an Ofsted visit and with that excuse to avoid learning lines behind us, weeks had suddenly become days. With two rehearsals remaining it felt more work than ever was required for the creation of something passable. A Monday night performance for A-level English students gave the cast the spur it needed - the significance of presenting students with a production of one of their key examination texts was a responsibility and a privilege lost on no one. A Tuesday night performance to students and staff... then to the final Thursday night performance in front of a sold out audience of students, parents, governors and friends of the school. The performance was well-received and we can add sheep's eyeballs, to cars, boats, and fresh mackerel, as 'props' to have graced the school's stage. Our thanks to all who supported the production through their attendance and, through their donations, the work of the John Thaw Foundation and St. Luke's Hospice, patronised by friends of the school Sheila Hancock and Dame Janet Baker.

MR JOE HOLLOWAY
DEPUTY HEAD



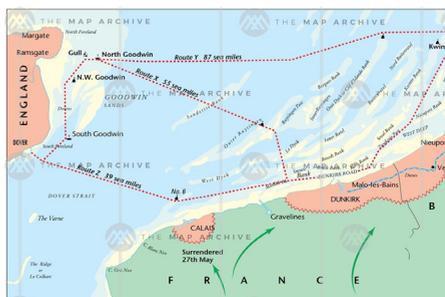
A MAN FROM OXFORD

...one of those lovely encounters. Invited to listen to Dame Janet Baker was Alan Lane MA (Oxon) the retired Head to whom Colin Hall was deputy in the early 1990s. Over the years Colin has described his tutelage under Alan Lane many times with much warmth and it was gratifying to meet him. In seconds he proved to be all that Colin had ever said: piercingly bright and wholly, utterly modest. 'Ah, well, Colin taught me about Leadership!' he said playfully, sweeping away his own worth to pay a compliment. We saw at once what Colin had been fortunate enough to learn from.

OXBRIDGE

After months, years, arguably a lifetime of diligence, a selection of our students have successfully received offers from Oxford and Cambridge. Each one has been subjected to not only the demands of the UCAS process, including writing personal statements and receiving (without doubt) glowing references from teachers that pay tribute to their intellect, endeavour and, above all, their independence, but also subject-specific examinations and a series of challenging interviews. We have had particular success with languages this year. At Oxford, Taslima Sheikh has an offer to read Classics at Lady Margaret Hall; Jaden Sezer has an offer to read Spanish and Philosophy at Exeter College; Hannah Pall has an open offer to read French and Beginner's Italian; Naomi Finapiri has an offer to read French at Wadham College. Rae Tarbox has an offer to read Spanish and Portuguese at Trinity Hall College, Cambridge. Each student has achieved this success through remarkable dedication. Rae, for example, has personally accrued a series of pen-friends around the world in order to better hone her Spanish; she has also taught herself Portuguese (including reading literary texts and newspapers). Such intellectual initiative is common to all and it has been a source of tremendous reward to have watched them so often take matters into their own hands in pursuit of this most commendable of academic accolades.

MR BEN ARNOLD
ASSISTANT HEADTEACHER



THE DUNKIRK CROSSING

On Friday 6th March a group of intrepid year 8 students commemorated the eightieth anniversary of the evacuation of Dunkirk by crossing the channel to northern France. With a P+O ferry standing in for the small flotilla of requisitioned civilian boats of 1940, students considered the importance of this short journey across the water for the outcome of the Second World War. Visiting the long, sandy beaches of Dunkirk, we gained a sense of just how open to the elements, and the bombers of the Luftwaffe, the soldiers were and the huge dangers that they faced whilst waiting desperately for the sight of sails on the horizon. At the Dunkirk museum and the military graveyard, students gained an understanding of the complexity of Operation Dynamo and the actions of the individuals who made it possible. With memorials to Czech, Australian, Canadian, American and Polish soldiers, sailors and airmen, there was an opportunity to consider the impact of the non-British personnel in facilitating one of the most iconic moments in our country's history. La Coupole - a military complex built to construct V2 rockets enhanced our understanding of the importance of the North French coast for launching attacks on Britain during the 1940s - and gave us an insight into how these projects led to further developments in rocketry post-war. Students were both shocked and intrigued to discover the role of ex-German V2 scientists in the American space programme and how their work led to the successful exploits of Neil Armstrong and Apollo 11 in 1969.

MR ROBERT ORR
DEPUTY HEAD



AND THAT WAS THE YEAR OF: 'IT DIDN'T HAPPEN THAT SUMMER'

Perfect Tense, Mount Suliven, World Challenge, cricket victories, hot June classrooms, examination fears and butterflies, longed-for holidays after deeply diligent days and the exhaustion that is/ should be July – it is likely to be different this summer - some lovely events and plans may be on hold. The known pillars, the honed practices, the habit of decades will be altered. The introduction to Et Cetera, as is my wont, was written well before the current crisis and this postscript is penned to allow our readers to know how remarkable so many of our students have been and express gratitude to those parents who have, midst their own worries, written to say thank you for the guidance we have so far offered. In 1991 I was teaching some W.H. Auden poems to an A level group and the first was September 1, 1939.

*I sit in one of the dives
On Fifty-second Street
Uncertain and afraid
As the clever hopes expire
Of a low dishonest decade:
Waves of anger and fear
Circulate over the bright
And darkened lands of the earth,
Obsessing our private lives;
The unmentionable odour of death
Offends the September night.*

It has been a privilege to have the ears and eyes of students in assembly this week, and, a responsibility. No one in school, excepting our wonderful Mrs Armitage (SEND teacher) was alive in 1939 and lived through the war years and the immediate future is virgin territory as our certainties, hopes and plans fall by the wayside. The twentieth anniversary of *Perfect Tense* is most

likely to see a silent hall (and a silent Hall!). I hope that assemblies this week offered the school community perspective. Our little world is turning a touch on its axis and we hope to awake to a restoration of all we know but it will be changed. Had I known on Monday how it would all turn out, I would have invited our Parent Leadership Team to come. As it is I offer you, by way of reassurance, some of the correspondence I received from colleagues:

Dear Colin, goodness, what a privilege, what a moment to have been in your assembly this week. Utterly sublime in delivery and content: moving and empowering in equal measure. Just perfect for our school community in these tumultuous, uncertain times, Amanda Duggal.

Dear Colin, thank you for your beautifully balanced assembly on Tuesday which offered a rich input of kind sentiment and, most importantly, perspective. I have always felt grateful to come to work everyday to know that the real fruits of our labours are manifested in the lives of our students and that we, in our turn, can enjoy the reward of passing on something that has meanings for ourselves. I was moved by Janet Baker's Mahler, the letter that you shared from Jean Anderson and the intimate clips of your family history; all of these were symbolic to me of your depth and love of life. Please let me know if there anything I can do in the coming days and weeks. Warmest wishes, Amy Chapman.

Here's to September 1, 2020. We will be doing all we can to secure students' futures: in some senses absent but rely on us to be in other senses, ever present.

MR COLIN HALL
HEAD

Designed and produced by
HOLLAND PARK SCHOOL



Chloe Scolah, Year 10 | Figure in a Landscape | photograph on wood | 2020