

HOLLAND PARK SCHOOL
PROSPECTUS | 2018 -2019



HOLLAND PARK SCHOOL



HOLLAND PARK 1958-2018

The school is sixty this September and we are marking our anniversary with a nod to the very early life of the school which began so illustriously in 1958 under its founding headmaster, Allen Clarke (1910-2006) who led the school from 1958 until 1971. Discovering some editions of *Alpha*, the school's magazine dating from 1960 to 1963, uncovers a world far removed from 2018, but yet unchanged and what remains exactly the same is the spirit of aspiration. In 1958, the iconic furniture makers *Ercol* released their Butterfly chair, recommissioned by the designer Margaret Howell and pictured on the front and rear of this prospectus. It was to *Ercol* we turned to make our current school furniture when we opened the new Holland Park in 2012 and wanted to retain a mid century touch. We are marking the 60th anniversary with a major renovation of Thorpe Lodge, the only lodge to survive the demolition that made way for the 1958 school. It was in 1954 that Thorpe Lodge, the home of Lord and Lady Norman, was compulsorily purchased to become part of the building of Holland Park School, which came into existence in 1958 as one of London's first comprehensive schools. That original building was replaced with the new Holland Park which opened its doors on 19th November 2012. Now we return to Thorpe Lodge, long forgotten and much neglected, to repair, restore, rejuvenate and bring it back to life as part of the school's sixtieth birthday.



Thorpe Lodge drainpipe with its dahlia insignia

*Ink stained oak of another place in time
 Parquet floors, Latin primers
 Iron-haired maidens in pinafores and tweed
 All erudition, hope and selflessness
 Cosetting treasured books
 Lives of duty and genteel poverty: the end of an era
 But surviving in someone's mind's eye
 Somewhere, perhaps.
 The world of colour comes suddenly
 Formica red, cartoon history, multiple choice
 School caps and yellow blazered braid - gone
 Now, an Autumn morning
 As ordinary and timeless as those of other Autumns
 Creeps silently upon a new dawn
 Minds alert to possibility
 In steel, on glass, fully lighted
 Into a new future.
 Rooted, secured in a timeless homage to
 Wisdom and knowledge.*

A poem written to commemorate the opening of the 2012 school.

A FOREWORD | COLIN HALL

*Time present and time past
Are both perhaps present in time future,
And time future contained in time past.*

So writes T. S. Eliot in *Four Quartets*. In school life, in the combination of adult and child, the thought is apt. I am, in part, the result of those who fashioned me and those who I, in part, fashion. It echoes the motto of my alma mater: *Lampada Trado*. Looking out to another year before me, I am reminded again of Eliot.

*Dawn points and another day
Prepares for heat and silence. Out at
sea the dawn wind
Wrinkles and slides. I am here
Or there or elsewhere. In my beginning.*

The captivating, enticing, exciting thing about Holland Park is its energy, its thirst, its determination, its drive to excel and to be exceptional. In that journey, no stone is left unturned, no task is too great and self-congratulation not any part of its make up and that seems to me to be the excitement

of school - a place of otherness, a venue for different experiences, an opportunity to discover. My Durham grammar school of the 1970s put the daughters of coal miners next to the sons of university professors and said that an excellent education was for all. It was a meritocracy: those of privileged backgrounds sometimes won glittering prizes, but not infrequently they were outshone by the humble who rose to the top. An Ofsted inspector once said of Holland Park that it was 'a grammar school, but one for all children, not just a few'. We took the comment as a compliment because it captured our ambition that all students should be afforded possibilities. With prizes already gained, the thrill of the chase has not lost any allure, for each September is indeed a beginning and every new student is ready for movement and development. We endorse values that are timeless, values that we believe build futures. We foster diligence, respect, courtesy, tolerance and a deep sense of scholarship.



A CHRONICLE OF ACHIEVEMENT

Just like lavender, results come annually. Sometimes, however, there are exceptional harvests and our exemplary examination results have brought repeated annual praise and wide acclaim from central government. We win numerous awards and far exceed that which is expected of us, consistently placed in the top 5% of schools nationally over the last ten years. In *The Real Iron Lady*, Gillian Shephard quotes Margaret Thatcher as

saying in 1985 to her junior ministers, "You have been appointed to get results, not just to hold office." Leaders and teachers understand that premise. They comprehend that the essence of their job is to deliver results for children and do so by demanding that students graft diligently. Young people are growing up in very demanding times, both socially and academically. We respond to this context by testing regularly and intervening to support where success is

not readily evident. Saturday teaching is frequently featured in the school calendar, alongside additional teaching in February half term, the Spring Break and during May half-term. We are at the forefront of current changes, working carefully to ensure also that our teaching adapts to the new syllabi being developed by examination boards. We make no excuse for being ambitious and determinedly academic. For some students such success and prowess will

come readily. For those less gifted we will need even more of their energy and effort. We are clear that success is built on reading, on research and a capacity to write eruditely. We expect, encourage and develop scholarship. Whilst we understand the electronic age and use it appropriately, examinations are set in a tradition going back decades - with a fountain pen, paper, silence and an outpouring of that which has been learnt assiduously in a scholarly way over time.



Our leadership is defined by an unwavering belief in the possible and a tireless determination to achieve the exceptional. The school's leadership has been judged as outstanding by Ofsted in every one of its Ofsted inspections (2003, 2007, 2011 & 2014). Visited by leaders from around the country because of our widely-read and much envied Ofsted report, we enjoy offering guidance to other schools. Our passion is our unique, personal, small world of Holland Park. In a climate of multi-academy trusts, we remain determinedly single. For in our singularity and uniqueness we hold dear to our guiding principle: attention to detail. In the small detail, in the close inspection and careful cultivation of every aspect of school, lies leaders' success. If small details are in place, there will be overall success. It is not merely tenacity and industry that creates success, it is a strong sense of moral purpose, creativity, vision and a belief that a driven institution also needs to be a warm institution. A number of the school's leaders stretch back more than a decade, deeply bonded to a sense of mission and a long term investment in the school. They embrace and harness new talent. They exude a reflective confidence, an unimpeachable loyalty and make no secret of the effort, time, energy, Saturdays and holidays which contribute to the school's extraordinary success. That leaders have to be exceptional teachers is a *sine qua non*: teaching remains at the forefront of leaders' priorities and action plans. The school's exceptional results and over-subscription are evidence of the success of leadership but all these records are historical and leaders at Holland Park are not merely contented to sustain our performance into the next generation, but are tirelessly determined to extend and develop it beyond all the watermarks of previous academic achievement.

THE ART OF LEADERSHIP

THE CRAFT OF THE CLASSROOM

Outstanding teachers transform lives: they capture and fire imagination; they inspire; they take facts and ideas and turn them into adventures. Talented teachers awaken excitement, challenge thinking and are demanding of their charges; they do not settle for the mediocre but develop students from producing that which is secure and accurate, to that which is exceptional and polished. Teachers such as these build relationships and make young people want to please, want to extend their boundaries and develop their success. We are privileged to appoint graduates who have a passion for their subject and a commitment to imbue students with the richness of academia. We create exciting career opportunities for the very best of teachers and secure their talent and longevity. Teachers are committed to delivering outstanding lessons. They begin with one significant, overriding aim, one pivotal principle, one key piece of knowledge and/or understanding that students must have. That salient thing needs a dynamic and memorable moment, some inspirational launch. Key information needs to be solidified, rooted and tested. Interrogating students' acquisition of knowledge/skill needs to occur during and at the end of a lesson so that there are constant tests as to whether progress is being made. Every opportunity is taken to integrate and provide social, moral, spiritual and cultural interest or relevance. Literacy is an integral part of the lesson whether this be oral - the formality and correction of the spoken word - or written. The outcomes of learning are neatly recorded in a manner which demonstrates what students have learnt. Workbooks reveal progress and benefit from teachers' marking and assessment which in turn leads to improved and enhanced work from students.



The school looks to Ofsted, to the *Good Schools Guide* and to a number of external awarding bodies for its validation and endorsement. It does this not least because it is helpful for parents and students to have a balanced and dispassionate view of the school's success which is benchmarked nationally against all schools. As an outstanding school in all categories, future inspection is unlikely or at least infrequent, but we undertake to be subject to voluntary inspection régimes to ensure that our practice remains up to date and is ever responsive. Welcoming others' perspectives is part of our commitment to embracing change and accepting that historical successes go only so far. We are only as good as the present moment is our mantra. We draw regularly on parents' and students' views and seek to encourage a culture of candour and self-evaluation that enables us constantly to refine and develop our offering for young people. School changes frequently, not least because it is seeking to respond to an ever-changing curriculum and a refreshed framework for school inspection, but also because views from parents are frequently illuminating. Our 2014 Ofsted inspection report has brought us schools from across the country to visit and seek guidance on how such a glowing report can be achieved. We, in turn, scour the country to seek out the exceptional and learn from them. It is always compromising to quote out of context and so we exhort an interrogation of our Ofsted report. You will find in it: 'scholastic excellence', 'exemplary behaviour', 'exceptional teaching', 'an outstanding Sixth Form', 'a relentless drive for improvement', 'confident teachers'. It is not only Ofsted, however, that is significant. The benchmark is created, in truth, by the school's passion and determination.

AN ENVIABLE BENCHMARK



A BROAD CURRICULUM

The school takes pride in its achievement across the spectrum of the curriculum and is a proud member of the Prince's Teaching Institute in eight subjects. Our GCSE language results are amongst the top 3% in the country and have been consistently so for the last five years. Students enjoy regular visits to Spain and France to develop their fluency. A significant number of students study GCSE and A level latin each year and there is an established pattern of students going on to study classics at eminent universities. Geography teachers enthuse their students with exciting fieldwork across many areas of the country. History teachers lead yearly excursions to Europe to trace the marks left from significant events in the twentieth century and host a number of historical reconstructions. Annual visits to Cambridge to hear prominent political figures such as Michael Howard and Tristram Hunt exploit our links with the politics department at Corpus Christi College. And, what we cannot visit, we seek to bring to the school: Baroness Jay of Paddington recently gave a talk to Sixth Form students on the constitution and her work in the House of Lords. Not long ago, Baroness Neuberger and John Berrow gave illuminating talks in school, and the historian John Guy came to speak about Elizabeth I. The science team draw on a rich tapestry of resources. There are regularly speakers such as Professor Robert Winston at the school's Science Week and we frequently host careers events led by those working in STEM-related fields. There are masterclasses and summer schools on offer, visits to museums, exhibitions and lectures on the latest research. The mathematics team have enjoyed great success in the UK Mathematics Challenge, with Sixth Form students going on to achieve highly in the British Mathematical Olympiad.





AN ENGLISH EDUCATION

I had no time for verification, no time for selection, no time for anything. I stole some bread, some rind of cheese, about half a jar of mincemeat and a beautiful round compact pie. I was nearly going away without the pie, but I was tempted to mount upon a shelf, to look what it was that was put away so carefully in a covered earthen ware dish in a corner and found it was the pie, and took it in the hope that it was not intended for early use and would not be missed for some time.

Great Expectations

At the very heart of school lies the study of English; a passion for reading is at the core of all academic success. Understanding language, its precision and its nuances is vital. Particularly in these electronic times it would be very easy for students to lose the art of writing, even though that very art is still the cornerstone of all examinations. Quite apart from technical fluency, we also want students to be able to manipulate language for different purposes and that means reading widely both fiction and non-fiction. In the canon

of English Literature lies identity and an understanding of the world in which we live. Literature is often the lens through which students can find their alter ego and better understand those around them. We are founding members of *First Story*, where students' work is published in an annual anthology. The school's calendar is redolent with literary activity and events to stimulate students' interest. The corridors are adorned with literature. All students sit GCSE English Language at the end of year ten because the quality of teaching is such that this is entirely feasible and desirable and it prepares students for the unseen reading required in so many other GCSE courses. All students go on to study Literature in year eleven which serves as a foundation for the very popular and academically esteemed 'A' Level English Literature, taught by erudite teachers. The school library houses over 5,000 texts, available and at students' disposal, ranging from classical fiction, contemporary prize winners, historical scholarship, investigative journalism and monthly periodicals.



A SHAKESPEAREAN ADVENTURE

School should be fun. It may seem obvious, but in such (rightly) demanding times fun is at risk of being lost. When we have fun we also try to generate money for charity, not lose an opportunity to extend students' exposure to works of art and, in the process, produce something of artistic value and merit. In February each year, the Leadership Team and some members of the English Team perform a Shakespeare play. This has become an annual tradition, year on year we have become more and more ambitious, and the performances from staff become more and more adept. We invest some significant time and creativity in making the performance accessible and exciting. The repertoire to date includes: *King Lear* (interpreted as a modern family business squabble); *Macbeth* (interpreted in the style of a well-heeled Soho House party of bankers); *Julius Caesar* (set in 1950s Rome - very much *La Dolce Vita*); *Hamlet* (set as a detective story in a Kenneth Branagh / Wallanderesque landscape); *As You Like It* (imagined as the Made in Chelsea set go glamping); *The Winter's Tale* (imagined as film noir), *The Merchant of Venice* (set in period costume of delightful velvet cloaks and dresses) and *Richard II* (in 1950s costume - our take on Netflix's *The Crown*). The annual enterprise is also intended to be a model for the school community in teamwork and how to create *esprit de corps*. Quite deliberately performed in the low ebb of the winter months, it also serves to lift spirits, prepare students for the strains of the examination season and even impress the Shakespeare Schools Foundation with whom we collaborate. Extending young people's cultural horizons is part of making them able to compete with all young people nationally and is part of celebrating our national heritage and the important British values inherent therein.



AN APTITUDE FOR ART

For all of the similarity of schools, there is much individuality, and one of our defining characteristics is our specialism in art. David Chappell, Academy Head, is himself an art specialist and he has been a potent influence in the nurturing of art. His vision and expertise has enabled exceptional achievement. The school's enthusiasm for art places it at the forefront of school life. Students benefit from outstandingly creative and expertly trained teachers and we devote a large proportion of teaching time to building skills in the subject. We select 10% of our intake into year seven on the basis of aptitude in art. Art Aptitude students visit galleries and exhibitions throughout the school year and they have weekly master-classes designed to stimulate and refine skill. Regular exhibitions of students' work in our dedicated Art Gallery profile the developing talent amongst these students, all of whom are expected to take the subject to GCSE. Art is housed in splendid studios. A dedicated Art library, a photographic darkroom and Apple technology are but some of the resources from which students benefit. All of these resources mean that students can work at any time in the day and/or on a Saturday. In lessons and in dedicated masterclasses, we are committed to a balance between training students in the fundamental skills of observational drawing and engaging students in work of conceptual depth. A number of students proceed to The Slade, The Royal College of Art and to Cambridge to read The History of Art. Our students' work has been exhibited across London. Students benefit from our links with the artist Antony Gormley and friend of the school Celia Birtwell, both of whom have contributed to students' work and provided an insight into the very best of contemporary British art.



A CHORAL TRADITION

Musical activity permeates school. In addition to an ever expanding and talented school orchestra there is a diverse programme of ensembles and solo performance that takes place after school (lessons are too vital to miss). There are frequent informal concerts given by students and opportunities abound for recording and experimenting in musical performance in our specialist recording studio. A centrepiece of our musical output is our school choir. A collaboration of staff and students, it has established a dynamic and yet subtle choral tradition. The choir sings frequently in significant venues in London (it has an annual evensong scheduled in St Paul's Cathedral) and it has established an annual tour, singing in cathedrals across the country and further afield. This year, it has travelled to Carnegie Hall, New York, to perform with *The King's Singers*, Simon Carrington and Bob Chilcott. The central

event of the year, in collaboration with parents, governors and members of the local community is a major public choral performance supported by professional soloists and instrumentalists, and encompassing members of the community, parents and friends of the school. In recent years they have sung Handel's *Messiah*, Mozart's *Requiem* and Fauré's *Requiem*. We enjoy a repertoire that features works by the great composers of the Renaissance, as well as music from the baroque and classical periods. Singing is prodigiously popular and in our largest performances, we have in excess of fifty singers. The choir also enjoys regular performances in the local community, singing at a local annual festival concert with musicians from the Royal College of Music, as well as performing for charitable causes. It has also been most generously supported by many friends of the school and its patron, Katharine Kent.





A SECULAR SPIRITUALITY

The school is profoundly committed to secularity. All faiths are recognised as personal life choices but none are marked or celebrated in school. Rather like Elizabeth I (1558-1603) this school does not 'make windows into men's souls'. Faith and religious practice belong beyond the school gates. In school, all are equal, all are secular. There are no prayers or places to say them. There are no religious symbols. This ensures our understanding of equality, tolerance, diversity and openness. It does not mean, however, that we lack spirituality and aspects of Christianity appear as part of our duty to feature British Values. Our assemblies, which use literature, music, film and image, seek to assist students to discover and embrace their deeper selves; to listen to the still small voice. Assemblies deal with the great themes of life: love, loss, pain, joy, friendship as well as those things which rightly occupy the twenty first

century. Assemblies open young minds to great writers, philosophers, thinkers and politicians; they are enriched by classical music, arthouse film, poetry and live performance. Social, moral, spiritual and cultural education is also a layer of all lesson planning much praised by Ofsted. It is deeply ingrained for example in English and History but it is equally promoted in Science, Art, RE and Languages. Each morning students meet for PSHCE (Personal, Social, Health and Citizenship Education) where issues are discussed and views explored. We seek to develop open-minded and articulate young people, who are alive to the challenges that face human beings and sensitive to the existence of difference in others' lives. The images around the building and the words which accompany them build a rich and multi-layered tapestry depicting what it is to be human and how to comprehend the diversity and fragility of being alive.



A HOUSE AND A HOME

The school is defined by its Houses and 'family' tutor groups, the older and bigger nurturing the younger and smaller. The people from whom the Houses take their name embody the spirit of the school. Our Houses represent the power and potential of education and the fact that life is not always a bowl of cherries and that to grow and develop, one needs to be cherished and have a sense of being part of a 'family'. The people after whom they are named represent that which we expect of young people: honesty; tolerance; compassion; drive; a thirst for knowledge; an understanding of the complexity of the world; a willingness to sacrifice; a belief in scholarship; attention to detail; a passion for the written word; a belief in the endless possibility and variety of being human. So, for example, Jean Anderson (Anderson House) taught Colin Hall history and inspired his thinking. In a thank you card for a copy of John Guy's *'Elizabeth'*:

The Forgotten Years' she wrote: "Thank you indeed for the fascinating book on Elizabeth which I have just received. It will see me through many sunlit hours in the garden and I will imagine myself reading it with an eye as to which points I will need to make to the History Sixth Form next term – if only! I wish come September that I was about to embark on yet another amble through Tudor England. So many happy memories." After a lifetime of teaching, her unfailing passion for scholarship, endeavour, self-improvement, resilience and the thrill of the journey is an inspiration to all those who are at the beginning of their careers and to students for whom a lifetime of learning awaits. Amongst the other people whose names are given to the houses are Jonathan Seeley, from Colin Hall's first year of teaching, Sir John Baker, a former chair of governors, the playwright Alan Bennett and David Chappell, the school's Academy Head.

A WORLD BEYOND 3PM

Young people's development lies not only in classrooms, but in autumnal afternoons and early spring holiday mornings. Homework clubs and intervention activity, to catch up or extend knowledge, feature daily. In periods prior to examinations, in the Spring Break and in May half term, school opens for teaching and we are delighted to provide, gratis, revision activity and additional teaching. All the way through the academic year, there

is Saturday morning teaching and such provision both extends those who are seeking the very highest grades and assists those who find academic pursuit challenging. It is not, however, all about work. Enriched by residential visits, enhanced by physical endeavour and extended by musical, dramatic or literary creativity, our post 3PM offering serves to meet the appetite for adventure and excitement. For budding actors, there is drama society; for aspirant authors,

there is the prestigious *First Story*; amateur medics can enjoy Dissection and First Aid society; film makers - film society; publishers can create our very own student magazine; there is cooking, yoga, philosophy, politics, dancing and debating. There is a redoubtable choir and a confident orchestra. The Shakespeare Schools' Foundation will again see our students perform on a west end stage and with record numbers applying, we will again be hard

pushed to fulfil all the interest that the enduringly popular Duke Edinburgh Scheme brings; hundreds of students every year complete this prestigious course. Visits extend students further, be they climbing in Snowdonia, canoeing in Devon, looking at roman remains in St Albans, honing their French in Bordeaux, skiing in France, or geocaching on the North Norfolk Coast. All are about enriching experience and creating memories.



We aim to imbue children's sporting endeavours with passion, devotion, resilience, faith and - most importantly - a desire to win and lose with dignity and magnanimity. Sport and physical activity feature centrally in our ethos of a rounded education. This is, perhaps, not surprising given our strikingly good facilities which accelerate the development of sporting activity. A competition swimming pool, a 4G astro-turf outdoor pitch, tennis courts, a state of the art fitness suite, a vast sports hall, with for example, wonderful indoor cricket nets for all year-round practice. A very popular and rich part of sport is students' participation in the Duke of Edinburgh Bronze, Silver and Gold Awards. In addition to the fun and challenge that they provide and the opportunities they facilitate to see a number of parts of the English countryside, the awards are regarded very favourably by universities and future employers, who value the skills it promotes. In addition to enjoying London's greatest parks for our annual school run for charity, our students travel abroad to compete in competitions. We field a variety of teams who compete with local schools. Weekly fitness sessions provide students with the opportunity to concentrate on power, agility, stamina and healthy living. We run frequent competitions to encourage a healthy spirit of contest and facilitate a forum in which the endeavours of training can be brought to fruition. Matched with these opportunities to compete, we seek to be creative and sensitive about how we involve everyone and create life-long engagement in physical activity. We expect participation in sporting activity of some kind and actively promote enduring commitment. Whatever a child's ability, we seek to make physical activity successful for all.

THE SIXTH FORM

Rigour, expectation, scholarship and academic excellence are the central themes of our Sixth Form. The performance and success of our Sixth Form students is at the heart of the school's mission. We balance the curriculum to suit students' interests and needs. We have developed a culture in which intellectual endeavour is 'cool' and students rise to the challenge. Teachers set, and our students enthusiastically absorb, twenty hours each week of independent study. There is an understanding that the course text-book itself is probably a shortcut, and that one only begins to appreciate the material by being immersed in scholarly literature. The Sixth Form library presents students with access to specialist resources and online journals. With few (if any) exceptions, our students decide to continue their education at university and there is personalised guidance on offer. Our students are aspirational, aiming for top-performing universities and setting their sights on

a glittering academic career. Each year, students win places to Russell Group universities, approximately a sixth of the year group gain places at Oxford or Cambridge. In addition to the emphasis we place on academic endeavour, the Sixth Form is concerned with building rounded adults. Sixth Form students share our own formal staff dress code. Our stunning premises facilitate the enjoyment of Sixth Form sport. We organise the nationally prestigious *World Challenge* and whilst students are enthusiastic about setting up their own societies, we frequently organise visits from eminent professors, journalists and politicians who enrich students' cultural experience. We also collaborate with other centres of excellence, for example Durham Sixth Form Centre, whose work is highly acclaimed. We utilise practising doctors to guide our potential medical students; we employ the skills of university professors to give our students first-hand insights into life and study at university.





A JULY EVENING

Perfect Tense is a school tradition that began in 2001. The event celebrates the exceptional in young people. It marks everything that is the very finest, be that academic prowess or sometimes triumph in challenging circumstances. In black tie and elegant dresses, students are joined by staff and friends of the school. There are specially designed bespoke gifts to mark the school's warm gratitude and appreciation: hand turned wooden bowls from Norfolk, porcelain mugs, antique silver spoons. All serve as reminders down the years of a life well lived at school. It is an evening of choral performance and fine words. The choir sings, the candles burn and the evening is infused with beauty and warmth. The students who are celebrated are exceptional and the evening explores their values and character as well as their all too obvious achievement across the full spectrum of school life. Awards are given in the name of, and by, friends and alumni of the school. Each

award given by a person whose own life demonstrates qualities that might be emulated by children. In the early evening July sun, there is prosecco and canapés and an opportunity for adults to bask in the reflected glory of young triumph. Whilst *Perfect Tense* marks the apogée of the achievement year, it is accompanied by a diverse achievement calendar. The school is passionate about celebrating achievement and doing so in a variety of ways, from the day-to-day to the rather more significant. Life is sometimes a matter of chance and circumstance, so we are ever vigilant about ensuring that every child has an opportunity to shine very brightly in their own context. Students are taught to understand how they can, and should, earn such recognition. We expect students to care about success, to chase it, to value it when it comes. We expect all students to realise that success is created by endeavour, optimism, energy and personal warmth.



A HOST OF FRIENDS, GOVERNORS, ALUMNI

Sally Clarke, the owner of Clarke's restaurant and shop in Kensington Church Street, inspires us with her stellar success and her own brand of exquisite performance. We learn much from, and are inspired by, this wonderful friend of the school and her modesty about her success. She is part of a diverse group of Friends of the School who support us and uphold our values. They sustain the spirit of leaders, teachers and students, offer their presence at school events and add to our cultural life. They come from public service, are entrepreneurs or academics: all have achieved in different ways. In diversity there is richness, though common values connect them all: endeavour, belief, optimism, creativity, and personal generosity. In shared values and diverse skills, they offer enormously to school's celebration of human potential and are an integral part of our summer achievement event, *Perfect Tense*. Some, such as Katharine Kent bring us a perspective of a long and dutiful life. Alan Bennett inspires our

imagination, Celia Birtwell, so successful, warms our souls with humour, Sally Price, Simon Griffiths, David Mantle give so much in expertise and generosity over many years. Anna Kendall, Gill del Bravo and Jude Ragan retired educationalists, keep us on our toes (there is nothing like a practitioner in the camp). Increasingly our alumni form a generation of their own. Having been the beneficiaries of the school, they continue to be part of it, returning for the benefit of current students. The school's governors are an exceptional group of committed people: ably chaired by Anne Marie Carrie, they exemplify public duty. The vice chair, Mrs Elizabeth Rutherford JP, former Mayor of Kensington and Chelsea, joins forces with Michael Tory, a governor and ex-parent of some loyal sixteen years' standing, to form a formidable performance committee which ensures that the school's leaders are both held to account and supported. Such intelligent widespread support from all inspires the school.

AN AFTERWORD | COLIN HALL

Looking back and looking forward. What and who will students become? That is the excitement of teaching. I can look back on over thirty years and across them there are the wholly foreseen and the unexpected: there are those who required little input other than good teaching and there are those for whom the troubled waters of adolescence tested everyone's navigational skills. That is just as it should be; it is called growing up. Joining year seven at Holland Park last September was the child of someone I first taught in 1984 and down the decades he has kept in touch. How richly rewarding it has been to observe his professional and personal growth. A diligent, impeccably mannered, dry-witted, sensitive, exceptionally mature and prodigiously able boy, it was one of my greatest professional moments to celebrate his success in gaining a place

at Oxford in December 1989. He was one of a group in the Sixth Form I led to such success that winter. It was possible in 1989, with the Head's permission, to offer my Oxbridge group a noon-time glass of celebratory champagne. And, off he duly went to Oxford. One of the things that has struck me most as I have observed him graduate, create a professional life, become a father, is his unchanging nature. What potential he had was so very clear at twelve; to have had the privilege of playing a part in his transition - what an honour. And our Holland Park alumni stack up: talented actors, eminently successful doctors and it is a delight to see those who were once eleven return to see us and to pass on their experiences to our current students. A good school is for life and the relationships forged therein can endure and inspire.





Friends of the school:

Miss Jean Anderson, Professor Simon Armitage CBE, Lady Elizabeth Arnold DL, Sir John and Lady Baker, Mr Peter Bell, Mr Alan Bennett, Ms Ellen Beveridge, Ms Celia Birtwell CBE, Dr Frances Borzello, Ms Gill del Bravo, Ms Ruth Brock, Mr Christopher Buckmaster, Professor Richard Carwardine, Ms Sally Clarke MBE, Sir Merrick Cockell, Ms Lucy Colenso, Cllr Mrs Maighread Condon-Simmonds, Ms Connie Cooling OBE, Mr Tom Corran, Ms Karen Downing, Mr Sion Elias, Mr Norman Ferguson, Mr Dan Forman, Ms Amanda Gabbittas, Mrs Bettie Griffiths, Mr Simon Griffiths & Ms Tracy Kynoch, Mrs Dorothea Hall, Mrs June Harris & Mr Peter Harris, Mr Mark Hartley, Mrs Anne Hobson, Mrs Janet Hutchinson, Mrs Mildred Hunter, Ms Diana Huntingford, Mr Andrew Jackson, Ms Anna Kendall OBE, Katharine Kent, Dr Linda Kirk, Ms Jo Lafebar, Ms Sheelagh Leith Taylor, Mr William Leith Taylor, Ms Melinda Libby, Mrs Sybil Lock, Mrs Mary Ludlow, Dr David Mantle & Mrs Rachel Mantle, Professor Sir David Metcalfe CBE, Mrs Alison Moore, Sir Derek Myers, Mr Michael Pearson, Ms Bel Powley, Ms Sally Price, Mrs Jude Ragan OBE, Mrs Helen Rambaut, Dr Valmir Selimi, Mr David Sellens OBE, Mr Jonathan Seeley, Group Captain Mark Smith OBE, Ms Amanda Vokes, Professor Robin Walker, Ms Gilly Wild, Dr Will Zermansky.

Governors:

Ms Margaret Allen, Ms Sally Bercow, Ms Catherine Blackler, Ms Anne Marie Carrie (Chair), Mr David Chappell, Mr Yasser el Gabry, Mr Colin Hall, Ms Sarah-Jane Holm, Professor Peter McCaffery, Mrs Elizabeth Rutherford JP (Vice Chair), Dr Krish Soni, Mr Michael Tory.

Photographs:

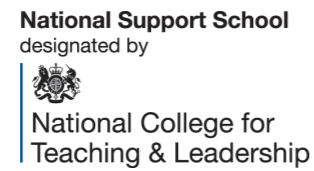
Front and back covers - Ercol's Butterfly chair | Page 2-3, Thorpe Lodge: a drawing by *Atomik Architecture* | Pages 4-5, Mr Colin Hall, Head | Pages 6-7, Lavender | Pages 8-9, Mr Nicholas Robson, Associate Head and Ms Faye Mulholland, Deputy Head in Thorpe Lodge gardens | Pages 10-11 *from left to right*, Mr Karim Belkacemi, Ms Wen Shi and Mr Ben Arnold | Pages 12-13, *front row, left to right*, Ajani Craig, Leonie Marret, Freddie Bercow, Valentine Bachelez, *back row, left to right*, Omar Ait El Caid, Vivien Taylor, Rafael Varona Blakstad | Pages 14-15, statues in Thorpe Lodge Garden | Pages 16-17, Sally Clarke's chicken pie | Pages 18-19, Shakespeare's Richard II, Mr Robert Orr, Deputy Head | Pages 20-21, Sarah Bagheri, a detail from *L'Arzigogolato* | Pages 22-23, Fauré's Requiem | Pages 24-25 Durham Cathedral cloisters | Pages 26-27, Mr David Chappell, Academy Head | Pages 28-29 *from left to right* Ariana Alexander, Rodlin-Chez Fernandes Anjo, Max Ungless, Hasana Hajimasaleh, Sara Ali, Sophie Belonogova, Mabel Tarbox, Milla Kahl-el Gabry | Pages 30-31, swimming pool | Pages 32-33, Hurleen Dooa | Pages 34-35, Matt Parker at Perfect Tense | Pages 36-37, Ms Sally Clarke MBE in her restaurant | Pages 38-39, Mr Sion Elias | Pages 40-41, Federica Pescini | Pages 40-41, Holland Park School | Page 42, awards | Page 43, *clockwise from top left*, Nadia Mahmoud, Esther Rumney, Alex Escamilla-Perez, Milla Kahl el-Gabry.



'Still, education was movement; it was departure. Towering above the mean streets from which many of their pupils came, the schools of Leeds were like liners with rows of windows lit up on winter afternoons as if great ships of learning.'

Hymn and Cocktail Sticks
Alan Bennett

AWARDS





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