

College news

Volume 13, Number 3. Summer Term 2011

News and views from Cheltenham College staff and pupils

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CCF Biennial inspection

Much more inside...

Star Blast takes off!

Last term, **Georgie Bond** (4th, Q) and **Tom Wand** (L6, NH) launched *Star Blast*, the Science Department's in-house journal, to much critical acclaim. Their first issue was packed with feature articles, including subjects as diverse as 'The origins of the universe' by Mr Adams (Head of Physics), 'Time travel' by **Tom Wand** (L6, NH), 'Relativity' by **Chris Bowring** (4th, S) and Psychology' by Mrs Flanagan. Added to that were a smattering of reports on science events, a welcome by the Headmaster, book reviews, a quiz page and much more!

The aim of *Star Blast* is to provide a forum for anyone involved with College, but primarily current pupils, to put forward their news, views and expertise involving science and engineering to the widest possible audience. This may be in the form of features, visit reports, letters, book or web reviews, quizzes, photographs, cartoons and so on. It would be great if the next David Attenborough or Brian Cox cut their journalistic teeth on *Star Blast*...

Georgie and Tom have worked hard to make the magazine a resounding success and the second issue is already close to going to print for

publication early in the Summer Term. I am very proud indeed of both them and all those who wrote in the first issue. It's a delight to work with such able and motivated pupils.

As well as being distributed in College, a PDF version of *Star Blast* is now on the Science pages of our website:

www.cheltenhamcollege.org/senior-science so do have a look. We would be delighted to welcome future contributions, be they from current pupils, current and former staff-members, our prep school partners, Old Cheltonians, College News readers or even current luminaries from the world of science, engineering and technology! Do get in touch with us, and order your own hard copy, on:

starblast@cheltcoll.gloucs.sch.uk

Mr John Jones, Head of Chemistry



An 'outstanding' Ofsted report



We are proud to announce that we have been awarded 'outstanding' status by Ofsted for our boarding provision.

This is the top possible grade and complements the 'outstanding' status

awarded to the Junior School last term. Thank you to everyone for all their hard work in providing consistently excellent pastoral care and especially to the pupils who were praised by the Inspectors for being such strong ambassadors. The report is now available on our website: www.cheltenhamcollege.org/about-us

Summer Term Dates

Start of Term:

20.00 Monday 25 April

Half Term:

16.30 Saturday 28 May (College Day)

21.00 Sunday 5 June

End of Term:

12.30 Saturday 2 July



Headmaster's Welcome

Welcome to the latest issue of College News. You'll notice far more content written by pupils and this is no accident.

We are increasingly looking to develop a sense of ownership, leadership and self-responsibility in our young people. We believe that through taking the initiative and making the most of the opportunities here at College, pupils will not only increase in confidence but gain a true

understanding of how much they can achieve for themselves. In our experience this means happy and fulfilled teenagers who really make their time at school count. I hope you feel as strongly as I do that this fantastic collection of articles encapsulates that philosophy.

Dr Alex Peterken - Headmaster

New Head of Lower College

Mrs Jenny O'Bryan has recently been appointed to a new role, Head of Lower College. She chats to us about her role and ideas for the coming year.

What is your remit?

Firstly I'd like to say how proud and excited I am to be given this opportunity. Ultimately, my role is to ensure that every Cheltonian aged 13 to 16 achieves his or her academic potential. There are so many factors that can influence academic achievement and so this is a significant undertaking; one I could never do on my own. I'll be working closely with Mr. Duncan Byrne (Deputy Head Academic), Miss Sarah Proudlove, the new Head of Third Form, all of the Tutors and of course the Housemasters and Housemistresses. Perhaps most important however, is the role of the pupils themselves. They hold the key to their success and I will be talking with them continually to ensure that challenging yet appropriate targets are set. The intention is that progress towards these objectives will be monitored by their tutors and academic subject leads as well as me. Parents will also be fully informed about these targets and involved wherever possible.

What experience do you bring to this role?

I have had a variety of work experience before settling upon teaching. Time in the Army, working for a multinational Management Consultancy, managing veterinary practices and running my own small retail business have all provided many opportunities to reflect upon the skills needed for life. My previous role at King's School Worcester saw me developing, mentoring and monitoring their largest ever intake year.

What do you believe we are preparing our pupils for?

Obviously my first concern is to ensure that each Cheltonian achieves a set of grades that is going to open doors for them after school. Most adults now have at least three distinct careers paths, so we need to prepare our pupils with a flexible skill set to enable them to succeed at whatever, wherever and whenever they chose. Academic results are clearly important and I will do all that I can to ensure that we have motivated pupils who achieve as much as possible academically. I also however, want to foster curious minds to be open and adaptive. That way, our pupils will leave us as self-sustaining young adults.

What should the pupils expect?

Three things really. Firstly, working with the tutors, our aim is to focus pupils upon developing self-reflection and to stimulate a maturing emotional intelligence. As a parent, I know that if I asked any other parent what they wanted for their children I would probably hear that the child should enjoy a fulfilled, happy and healthy life. How does a person judge that they have these things? Recognition and celebration of strengths is important, but to have fostered a willingness within a young person to consider proactively how to improve his or her weaknesses can also be key when considering long-term success and progression in life.

Secondly, we need to encourage the pupils to use their time wisely and to focus 100% during times of academic input (both in lessons and prep). The pace of life here at College is brisk, so motivation to organise time efficiently and effectively needs to be a high priority. The new timetable starting in September will help with this, as will the Independent Learning initiatives blossoming around

College. Developing a healthy attitude and balancing a 'work hard, play hard' approach will help everyone refine many of their most helpful, positive attributes.

Thirdly, I am keen to build upon our already excellent co-curricular programme to inspire and reinforce the relevancy of class work. This will help to expand the perspectives and thinking of pupils via exposure to informative and inspirational speakers from many different walks of life. I am working closely with the Careers Department to develop this further but if you are reading this and feel that you could help, please do not hesitate to get in touch!

Mrs Jenny O'Bryan, Head of Lower College



BIO: Educated at King's School Worcester, Mrs O'Bryan went on to gain a First in Biology from Nottingham. After University she attended the Royal Military Academy Sandhurst and was commissioned into the Adjutant Generals Corps, serving in Northern Ireland and Kenya. She then left the Army to marry Ian and bring up two small children, all the while managing a small veterinary practice! She also co-owned and ran a restaurant, until the call of teaching became too great and she undertook a PGCE. Her first teaching job was at King's School Worcester as a Science teacher and as Head of Year 7. Her main passion remains horse riding and eventing.



Academic AWARDS

Congratulations to **Madeline Parsley** (L6, W) and **Georgia Pemberton** (L6, W), both of whom have been awarded **Academic Full Colours** this term.

Congratulations also to **Guy Brothwood** (L6, L), **Angela Hilditch** (L6, W), **Sophie Leader** (L6, W), **Chloe Shelbourne-Ralph** (L6, Q), **Alexander Vass** (L6, S) and **Thomas Wand** (L6, NH), all of whom have been awarded **Academic Half Colours**.

Headmaster's Distinctions are also awarded for outstanding individual pieces of work. Congratulations to **Wouter Vorstman** (U6, S) for his German work entitled 'Das Leben der Anderen', **John Lam** (3rd, H) for his Deserted Island Diary and **A J Gilbert** (L6, S) for his essay on Communist Ideology & Stalin in History and his work on the equality of humanity in RS.

Well done to all.

Exploring the Renaissance through Music, Art and Science



The Renaissance was the theme of College's second cross-curricular evening, which kicked off with Prosecco and mouthwatering antipasti, served by the local Italian delicatessen 'Gusto' in the 6th Form social.

The evening then moved into the Chapel, with an informative insight into Renaissance music by

Mr Alexander Ffinch. Discussion moved through time and space to Thomas Tallis and the Golden Age in Britain by **Ellie Summers** (U6, Ch) and an introduction to the late Renaissance in Italy by **Wouter Vorstman** (U6, S). These intriguing discussions were interspersed with beautiful performances by the Chamber Choir, including 'In te Domine speravi' by Josquin des Prez, 'Salvator Mundi' by Tallis and 'O Vos Omnes' by Gesualdo.

The evening then moved into Thirlestaine Long Gallery and the world of painting, progressing from the giant Giotto and the 'Dawn of the Renaissance' through to Masaccio and then to the iconic Michaelangelo and his seminal fresco in the Scrovegni Chapel in Padua.

The Senior Management Team, with the aid of **Emma Beresford** (U6, Q) and **Chloe Shelbourne-Ralph** (L6, W) offered another musical interlude, tackling the technically

complex 'La Guerre' by Clement Jannequin with a gusto not soon to be forgotten!

Finally, the scientific expansion of the period was explored in a talk by **Beth Jones** (L6, W) and **Pauline Scherm** (L6, W), talks that were bought to life by the paintings of Joseph Wright of Derby and live experiments from the Head of Chemistry, Mr John Jones.

The evening closed with the stunning 'Weep you no more, sad fountains' by Dowland, performed by **Oliver Butler** (U6, Xt); which ironically led to one individual actually weeping! Through both its content and style, the whole evening demonstrated the cultural enrichment of the Renaissance era and fuelled great enthusiasm for similar such events. Well done to all involved.

Mr Nick Nelson, Christowe Housemaster and Head of History of Art

3rd Form film-making day



The visit by 'Chalet Girl' writer **Mr Tom Williams** this term could not have been better timed, heralding the 3rd Form 'Film Challenge Day'.

This was the 3rd year that the pupils took part in such a day as part of their wider 3rd Form Challenge Programme. Making a short film may sound simple in principle, but in practice it turned out to be a demanding team task. All 102 pupils

were tasked with making a short film in groups, of at least 2 minutes in length, produced with only original material and with the title of 'How to...'

While 2 minutes may not sound very long, with a script to produce, camera angles to be decided, props to be found (and all that before the filming and editing processes could begin), the work involved is significant. Even a music sound track had to be produced! By the end of the day

however, the pupils had produced 10 great short films, such as 'How to escape a lesson', 'How to pass an interview' and 'How to cook pasta'... A premiere showcase then ensued and the quality of the work produced, despite all the pressures, was excellent. A great day was had by all!

Mr Dom Faulkner, Director of Activities

The importance of digital literacy

Increasing over-reliance on the internet appears to be resulting in a decline in the quality of research. Pupils (and adults) often use and rely upon the shortcuts offered by sites such as Google and Wikipedia, frequently also failing to give credit where credit is due by citing the origin of the text, images and ideas that have been used.

The sheer amount of information available online means that finding the best (and accurate) information is already becoming a significant challenge for pupils. According to Eric Schmidt (former CEO of Google), we are currently producing and transmitting as much information in 2 days as was produced in the time "between the dawn of civilization and 2003" (1). This exponential growth in information, much of which is without any quality control, means that pupils need to become smarter with their searching as well as better at verifying its accuracy.

As the Director of ICT at College, I work closely with Mrs Ginette Doyle, the College Librarian, to develop pupils' use of ICT to support their learning. Our departments have a shared interest, both in information literacy and in helping pupils develop the kinds of skills they require to find, verify and cite information sources. Not only will this help them in school projects and class work, it will give them a head start at University and in the workplace where successful independent research is crucial.

So what role can our Library play? Unlike Google results pages, every resource in the College Library is made available because it matches the courses that we teach. It is written by recognised experts and is carefully chosen either by our Heads of Departments or the Librarians themselves. This year we have also launched a cross-curricular ICT programme for the 3rd Form, working closely with the Library to introduce formal projects involving 9 different academic departments. With each project we are able to look at a departmental subject in detail, showing pupils how they can improve the quality of their work through better research, using both laptops and books.



Skills covered in the programme include:

Mind mapping

Using Mac software, pupils can get ideas down quickly and organise them into subsections. These maps can then be exported into Word as a pre-formatted essay plan.

Using specialist research databases

Pupils learn how to use the Ebsco database (Science Reference Center) and the Library catalogue OPAC (Online Public Access Catalogue), which can be searched via any web browser. OPAC has links to around 10,000 good quality websites that have all been checked as being at an acceptable level and with acceptable content.

Validating information

Comparing the information pupils have found on websites with what is on the shelves or in their textbooks is an excellent way of consolidating, questioning and validating information.

Citation and bibliographies

Citing information accurately, whether it be from books, websites, or other resources, is an important part of the research process – and one which is too easily forgotten about in the rush of getting an essay written. In addition

to such skills and concepts, I hope that our pupils also come to appreciate that the most important feature of our Library cannot be found on the shelves. Unlike many Libraries that staff their shelves with volunteers or part-time teachers, the College Library is staffed by professional librarians, trained to identify and stock the catalogue with the most relevant resources, as well as being experts in the mechanics of research and citation. They are also fantastic advocates of online research tools and materials and are constantly on hand to share their expertise in:

- Searching and handling information
- Citation and referencing
- Copyright issues
- Evaluation of research materials.

At a time when there is much media debate about the future of British libraries, their value and their relevance in a wired up world, our Library remains a crucial part of College. The simple fact for schools is that pupils will attend universities (and enter workplaces) that rely on both electronic and printed materials for research. While the idea of replacing books with eBooks and iPads is an intriguing one, a successful blend is of far more relevance and value in today's society.

Mr Alex Isaachsen, Director of ICT

(1) "There was 5 exabytes of information created between the dawn of civilization through 2003, but that much information is now created every 2 days, and the pace is increasing..." Eric Schmidt in a speech to the Technonomy Conference in August 2010.

Mixed Doubles with a difference!



In the first week of February, Newick House and Ashmead teamed up to present their House Play, *Mixed Doubles*. The evening featured a collection of short comic plays based on the theme of marriage and involved over 40 pupils, either acting, backstage or helping with Front of House.

In an evening of fun, intrigue and hilarity, there were some great performances and magical moments. The performance included pupils from all year groups, including 3rd Formers **Theo Sacks** (3rd, NH), **Caitlin Christopher** (3rd, A) and **George MacDuff** (3rd, NH), who performed a hilarious piece of physical theatre of their Housemaster droning on, showing remarkable comic timing and excellent control of facial expression for such young actors.

There were also notable performances from more experienced campaigners. **James Strutt** (L6th, NH) and **Charlie Turrell** (L6th, NH) showed their versatility with a range of characters, from the technology-obsessed, neurotic party host and overly-competitive, tennis playing husband; to the overly pious, nervously awkward vicar and curious, first-time air traveler. **Polly North** (U6, A) was also on great form with a superb portrayal of a beguilingly sharp wife out to trap her adulterous husband.

Both Heads of Houses showed their acting ability. **Harriet Slator's** (U6, A) acutely observed portrait of the long-suffering secretary forced to endure unwanted visitors was a subtle delight, whereas **Guy Mitchell** (U6, NH) left nothing to the imagination in his skintight, all-in-one, day-glow orange, spandex 70s flared suit. It was almost as outrageous as his disco-dancing moves!

The final night, the House night, saw Big C packed and reduced to standing room only, followed by a party in Sixth Form Social. It was a fantastic night, not least because a great deal of money was raised for Clare Peterken's chosen cancer charity.

Mr Fergus Llewellyn - Newick House Housemaster & English Department



An invaluable lesson in Critical Thinking

Firmly established for several decades on the other side of the Atlantic, Critical Thinking was rather slow to arrive in the UK and has only been available as a stand-alone academic discipline since 2005. Although Critical Thinking is now one of the fastest growing A Level subjects nationally, College was one of the first establishments to appreciate its potential and for the last five years, our 6th Form students have had the opportunity to follow it as a co-curricular AS course.

Inevitably with a 'new' subject there is confusion and even suspicion surrounding it. This is all the more understandable when we are confronted with no authoritative definition of what Critical Thinking actually is. In fact, Critical Thinking is a way of doing things rather than a body of subject matter. The factual content of the course could be covered in just a few hours, however it's what we do with that content that determines our success or failure as critical thinkers.

Students are strongly encouraged to bring no baggage to the classroom and this is by far their

biggest challenge. To suspend one's world-view for an hour and a half each week requires willpower and strength of character. They all, however, come to appreciate how valuable it is to stand back and attempt to see issues from a position of neutrality. They are delighted when they find their instincts were right all along (and disconcerted when they don't) but either way, they discover as much about themselves as they do about the issues under scrutiny. By the end of the course, students are able to analyse and evaluate persuasive reasoning, spot a wide range of fallacious arguments, determine the credibility of source materials and produce well-structured cohesive arguments of their own. These skills are extremely valuable in themselves. Interestingly however, research by the OCR examination board reveals that on average, students that follow the AS Critical Thinking course go on to achieve one grade higher in their other A Level subjects, compared with those of the same ability that do not follow the course.

“ Apart from acting as another AS, Critical Thinking is empowering. You can be the most knowledgeable genetic biologist in the world but without the skills of analysing and formulating

argument, it'll be much harder to convince people that GM crops are – or are not – the way forward, for example. In this way, Critical Thinking teaches you the ability to construct more complex and watertight arguments in other subjects and their exams. This is of invaluable use in interviews, debates and even everyday life. I would recommend the subject whole-heartedly.”

Nick Knudsen, Head Boy (NH, U6)

Students invariably find the path towards becoming critical thinkers fun rather than hard work; humour and laughter are commonplace and a 'lesson' will typically unfold naturally. One 20-second video clip from Fox News (Viewer: 'Has anyone noted that life expectancy in Canada under our health system is higher than the USA?' Presenter: 'Well that's to be expected because we've got 10 times as many people as you do') resulted in – after the laughter had died down – a 90-minute group exploration of the ethics of propaganda, the power of media organisations and the role of censorship. No agreement was reached, but that was of no consequence as students had become perfectly comfortable with agreeing to differ. That skill alone is worth its weight in gold.

Mr Stephen Morton, Head of Critical Thinking and Acting Head of Economics & Business Studies.



Physics Olympiad competitors; Dmitry Pikalov, Phoebe Hunt, Tom Lowde, Sebastian Constantine, Emma Furniss-Roe

Success in Maths and Physics Olympiads

This term, 19 members of the 5th Form competed in the British Physics Olympiad, a demanding exam paper testing the most able of students. Over half gained awards, with particular congratulations to **Sebastian Cheli** (5th, L), **Dmitry Pikalov** (5th, Xt) and **Sang Yoon** (5th, Xt), all of whom won silver and **Sebastian Constantine** (5th, S), **Emma Furniss-Roe** (5th, A), **Phoebe Hunt** (5th, A), **Tom Lowde** (5th, S), **Ben Ringrose** (5th, L) and **Fred Whitehead** (5th, BH) who won bronze.

Also in March, around 100 Lower College pupils took part in the UKMT's Intermediate Maths Challenge

Competition, a national competition run by Leeds University to test ingenuity and mathematical ability. Nine pupils gained Gold certificates, 30 Silver and 23 Bronze. Particular congratulations to **Paul Yoon** (5th, Xt) who came top of College with an impressive score of 91%. Both he and **Tom Lowde** (5th, S) were placed in the top 500 nationally and will now sit Mathematics Olympiad papers. Especial congratulations also go to 3rd formers **Thomas Dowley** (3rd, L) and **Ryugen Wantanabe** (3rd, Xt) who both won Gold, competing against much older pupils.



Visiting the Diamond Light Source

In March, 29 Sixth Form physicists visited the Diamond Light Source, the UK's national synchrotron facility, at the Harwell Science and Innovation Campus in Oxfordshire. There, they saw how the physics that they study as part of their AS course is utilised in one of the most modern facilities on Earth and came away amazed by the sheer size of the synchrotron and the huge number of complex magnets crammed around the electron tube. Throughout the day the students learnt how this particular branch of physics has so many

applications in such a wide range of science, from studying minute cracks in engine blocks to seeing how seismic waves propagate through rocks under immense pressure. The way that X-ray diffraction can be used to produce incredibly detailed images of protein molecules to help develop new drugs was particularly impressive to those interested in careers in medical sciences. There really was something in it for everyone.

Mr Tom Adams, Head of Science

Over to the pupils



In each edition of College News going forward, these centre pages will be written and produced by an editorial team of College pupils, led by Sophie Leader (U6, W). Over to Sophie!

“It is really important for us to show all the exciting things that are going on at College from a student's point of view. Our aim is to showcase the extraordinary opportunities that we have here at College and to give prospective pupils an insight into what life at our school is really like. We hope that you will enjoy reading our section of the College News and if you are at College, that you will want to contribute in the near future!”

Sophie Leader, Chief Student Editor

Did you know?

Below are some snippets of information about our teachers that I bet you never knew!



Mr Bates

had to survive on just one packet of peanut M&Ms for 3 days whilst on holiday in Marrakech as he had no money and his credit card would not work. He now hates peanut M&Ms with a passion!



Mr Rouan

almost died whilst potholing during his time at university and even hitchhiked one weekend from Hull to London to see a production in Covent Garden.



Mr Carpenter

has been in the British university water polo championship twice and is currently playing in the British water polo league.



Mr Llewellyn

once sang the role of 'Messenger' in Donizetti's opera Lucia di Lammermoor at the Colosseum in London. It lasted a massive 3 and a half bars!



Mrs Brodigan

used to keep two ferrets called Morris and Stanley.



Dr Morton

was taught Transcendental Meditation by the Beatles' guru Maharishi Mahesh Yogi when he was 15.



Mr Evetts

has dual nationality as he lived in Sydney, Australia as a child.



Mr Stubbert

was a keen engineer before seeing the light and becoming a teacher.

PUTTING THINGS INTO PERSPECTIVE

Sometimes it takes a disaster like the earthquake in Japan to make us stop and realise how fortunate we are.

When you read the details about a tragedy such as this, it makes you stand back and appreciate the things you have in your life and I don't mean the material things. The truth is that many of us often take things for granted. Whilst it shouldn't really be like this, perhaps it's partly because we get used to having everything at our disposal and forget what it's like for so many of the world's population.

If I look at the opportunities I have, starting with my education, I have been given the best start one could ask for in life and that makes me one of the luckiest people in the world. But on a more basic level, just to have access to running water and three meals a day - I couldn't even begin to comprehend what life would be like without these things. I know it shouldn't take a disaster to make me stop and look at the quality of my own life but I'm sure I'm not alone. Maybe once in a while we should consider how fortunate



we really are, because even when we think 'this is the worst day ever', it certainly isn't and thinking about how other people suffer all over the world on a daily basis really puts your own problems into perspective.

Poppy Stirland (L6, A)

A day in the life of...

WEDNESDAY



This issue Oliver Rodney (L6, Xt) finds out what a Wednesday looks like for 3rd Former and boarder Fran Ball (3rd, A)

"It's the middle of a very busy week and Wednesday is no exception to the rule! We wake up at 7am and have breakfast with everyone else in the Dining Hall until about 7:30. We then have free time (to shower, get ready for the day etc) until 8:30 when it's tutor period for registration. At 8:40 we have morning Chapel which goes on for around 10 minutes and is a really nice way to get the whole school together at the start of the day. We then have two periods until 10:40 when it's morning break. At this time I usually go to tuck shop or back to House.

Lessons start again at 11:10 up to 12pm and then we have lunch. We can then get books, relax back in House or around the campus until the last two periods which start at 2:05. On Wednesdays, lessons finish at 3:40 and then activities start around 4:30. I (along with the rest of 3rd Form) have 3rd Form Challenge which is a fun set of tasks which you do in groups, mixed with everyone in the year. It's a nice way to get know more people who you don't always have lessons with. Having just done a film-making challenge, we are now all doing '3rd Form's Got Talent' which is a talent competition where everyone gets involved. My team are singing and rapping and we're almost there with our act!

Supper is at 6pm and a House check is at 6:45 for all Houses. We then do prep until 8:45 and after that we can relax and do what we want, right up to 10pm when it is bedtime!"

A Classical take on the Cheltenham Literature Festival



Fortunately for the Classics department, there were a large number of classical talks taking place at the Cheltenham Literature Festival this year. Of all the talks I went to, (and I went to quite a few!) the Egyptian talks really stand out in my memory. It was fascinating to find out so much about the ancient Egyptian myths and particularly to learn their creation theory, their different gods and belief systems. Having studied Latin and Greek,

I found it especially interesting to compare and contrast these myths.

Another talk we attended was on the Book of the Dead, which gave a spectacular insight into the Egyptian way of life, together with some of their rather morbid superstitions concerning the afterlife. This explained to us in detail the process of mummification, and the different tests which

Egyptians believed had to be passed in order to go forward into their next life. Although Egyptian Mythology isn't a formal requirement to study Latin and Greek, these talks really enlivened the literature and language we study in the classroom. We are so lucky at College to have the Literature Festival so close and accessible.

Serena North (U6, A)

A Latin study away day

On Thursday 10 March, 6th Form Latinists from the South West ventured to Dean Close School which was hosting a series of seminars based on our AS and A2 Latin set texts. The first lecture was on Catullus' collection of poems, given by our own teacher, Mrs Reid. It was really useful in highlighting how the paper was going to be marked in the summer, as well as allowing us to work together and exchange ideas with other students. We discussed the

themes in one of Catullus' most famous poems about his lover, Lesbia, and it was really interesting to hear fresh ideas.

We then moved onto a series of Prose lectures, where we also got to mark a genuine past paper ourselves. This was really quite challenging, yet extremely useful in helping us to develop our exam technique. As with the Prose lecture, we focussed upon one specific chapter of Tacitus' Annals, and analysed the passage together, whilst orally brainstorming ideas for a practice question.

Finally we were put into groups and worked together to produce an essay plan on a specific author, concluding a busy and productive morning.

The whole trip was an excellent opportunity to see what ideas other students had about the set texts. More than that though, it was really useful for improving exam techniques and in giving us final preparation tips before we begin our revision for the exams in the summer.

Tilly King (U6, Q)

A trip to the Roman Baths

This term, 4th Formers studying Latin and Greek took a trip to Bath to visit the recently renovated Roman Baths. Classics Teacher Mrs Reid reports on the day:

We have been learning about Aquae Sulis (the Roman name for Bath) in our Latin lessons this year, so this was a chance to see at first hand the different aspects of the site. On arrival in Bath we split into two groups, with one group completing a sheet asking different questions about the site, its purpose and construction whilst walking around the Baths. The other had a teaching and handling session with one of the guides. In this session we learned about the history of the Baths, the relationship between the Roman and the Celts as well as seeing some real Roman artefacts and translating some Latin. We even had the chance to explore a little bit of Bath and listen to the various entertainers and performers in the square next to

the Roman Baths, before swapping the groups over and then returning to College. It was an excellent hands-on day and really helped bring lessons to life.

Mrs Reid, Head of Classics



The Lion, the Witch and the Wardrobe

All the excitement began when Mrs Mérigot announced that Chandos was pairing up with Christowe, one of the boys' boarding houses, to put together a production of 'The Lion, the Witch and the Wardrobe'.

The Directors, **Lauren Craigen** (U6, Ch), **Pete Wild** (U6, Xt) and **Charlie Newman** (5th, Xt) took the lead and organised auditions for any members of both boarding houses who wanted to take part. The cast list was announced shortly after and included all the girls and boys who put their name forward, either as a main role or part of the extra cast. Everyone was involved!

The weeks were hectic but exciting in every aspect. The costumes were all assigned by all our members of 'back-stage', with Director of 'back-stage', **Demelza Leng** (U6, Ch) making sure all props and costumes were suitable and ready for our performances. Girls from different year groups also stepped forward to help out with make-up and hair styling for our cast.

Other boys and girls contributed to Front of House, helping with the production of leaflets and showing our audience to their seats on the performance nights. Rehearsals took place every evening for a couple of weeks in order to make our performance a great success and run smoothly - bearing in mind it is a very difficult play to perform on stage!

A great thanks goes to Mr Spry who created our lighting, Mrs Taylor and all the other members of staff who helped us get this play together. Thanks also to all our Directors and the members of the cast for their great input and dedication!

Amelia Bianchi (L6, Ch)



Giving something back to the community



This year, College pupils have been involved in a whole raft of Community Service

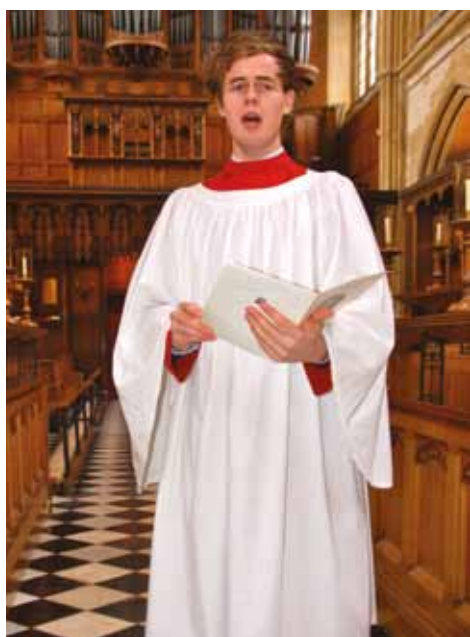
projects and initiatives. Since September, a group of students have visited a local primary school every week, running sports sessions and helping out with craft activities and games in the after school club (a particular highlight being the Christmas themed biscuit making...)

Another group of 5th Form and L6 students have been volunteering at a local dementia care home. Not only has this proved to be very helpful to the centre, with the students running activity sessions and serving food at meal times, but it has

also been invaluable work experience for these students who are all hoping to pursue a career in medicine. On Monday afternoons, other students have been assisting in running dance and fitness sessions at a local specialist disabled school, where the children have severe disabilities and need one to one assistance. Seeing these children being taught ballroom dance by our pupils was not to be missed. It is immensely rewarding to see so many of our pupils wanting to give something back to the community; my thanks to them all.

Mr Chris Arnott

Winning a much coveted Choral Scholarship



This term, **Oliver Butler (U6, Xt)** won a Choral Scholarship to Exeter Cathedral, where he will take over from OC Richard Brain. Oliver chats to College News about what the scholarship means to him and interviews his predecessor at Exeter...

The traditional English choral scene eludes images of angelic looking choirboys in ruffs and cassocks singing under the direction of a stern choirmaster. For over five years since the age of eight, I was part of this select group at Hereford Cathedral. We sang eight services a week with only Wednesday off, whilst maintaining a semi-normal school life. It really was tough but I don't regret it one bit - in fact it's been the foundation of both my life and education. Perhaps most importantly it gave me the opportunity to attend Cheltenham College.

I joined College in the Sixth Form as a music scholar, whilst facing the exciting (but daunting!) prospect of becoming a boarder, having always

been a day boy. Chorally, I entered College with an untrained, malleable tenor voice to be part of the Chapel and Chamber choirs. Under the guidance of College's encouraging music department I began to refine my voice. Now, looking back over my time at College, I have achieved far more than I anticipated and the pinnacle is being awarded a Choral Scholarship at Exeter Cathedral, which I shall hold for the duration of my Economics course at Exeter University. Coincidentally, I shall be succeeding OC and current Tenor Choral Scholar Richard Brain, continuing the established tradition of OCs as Choral Scholars!

As I leave College, I have begun to take my singing seriously and am even considering taking it up professionally. I look forward to joining Exeter but I will always hold deep gratitude to how Cheltenham College has given me the opportunities to develop as both a person and as a singer. It was also a pleasure to be able to speak to Richard about his time singing at College and to get some expert insight into what may lie ahead for me. Over to my interview:

Richard, what are your fondest memories of singing at College?

I think these have to be of the Christmas and Carol services; they were always a real highlight and we used to do some really good music, including a lot of popular carols which everyone loved. Also the trips we used to make to Cathedrals - by the time I had finished at College I had sung at Westminster Abbey, St Paul's, St George's Chapel Windsor and Salisbury Cathedral.

What are the differences between singing at College and Exeter?

With Exeter you sing incredibly regularly - every day bar one and therefore you cover a lot of music



over the year. The other big thing is the size of the choir. At College there are around 60 people in Chapel Choir, whereas here there will be 12 men on the back row and about 18 children. At College there is the wonderful maturity of the teenage girls' voices whilst at the Cathedral you have the beauty and delicacy of the children's voices. You are also very exposed and if someone's away you could well be on your own!

In what way did College life prepare you for a choral scholarship?

Cheltenham College was where I really developed as a young Choral singer. So many experiences were on offer, including regular singing in Chapel each week as well as the special services, concerts and tours. The teachers were all very crucial in preparing me for time in semi-professional music.

What are your plans beyond Exeter?

The big thing for me has been branching into conducting. I did a little bit at school but have really started to take it seriously during my time in Cathedral music. In September I'm off to the Royal Academy to pursue a Masters in Choral conducting. And that's ultimately what I hope to do - become a Director of Music in a Cathedral and run other various choirs and Choral societies.

Oliver Butler (U6, NH)



Understanding what true leadership is all about

As part of the Leadership Development initiatives at College, four L6 students attended a Festival of Leadership at Wellington College last term. Cat Wood (L6, Q) reviews the experience:

I found the day to be very inspirational and we all came back with several ideas as to how we could promote leadership and learning at College in the future. To start the day off, we heard two talks on leadership by Mike Rodger, the CEO of LV Insurance, and Andre Hackett, Young Social Entrepreneur of the Year 2010. It was very interesting to hear their experiences in leadership as well as to get an insight into the different

examples of leadership, from managing a huge company in a major economic crisis to trying to decrease the gang activity in London.

The next part of the day featured several student-run workshops, of which I got to choose three. The first one I went to; 'A New Perspective On Student Leadership' led by Greenford High School, was definitely the one that I felt was the most inspiring in many ways. It was unbelievable to see just how involved students could be in running their school, and from such an early age. One of the activities they had us do in groups during the workshop was to create a presentation for a school which had been deemed underachieving and how to encourage the students to take a more positive approach to their education.

The second activity I went to was 'Longshot'. This one was more active and involved our group of about 8 students having to get across an obstacle course together. One thing that was extremely noticeable about the "leaders" of the group was that they weren't the first across. They were, in fact, some of the last ones, preferring instead to help the rest of the group first. I thought that was actually a really important lesson in leadership, in that being a leader doesn't mean you personally have to be the best or the fastest, but rather you

have to find a way to encourage and help your group as a whole to be the best or the fastest.

The third activity I went to was 'Communication Skills'. We did two different activities in this, trying to make the tallest spaghetti noodle tower and a debate. Though they don't really sound related, it was interesting to find out that actually, the same type of leadership skills are needed for both activities. One thing that I discovered to be extremely important was to make sure everyone had a chance to contribute his or her ideas. There were some people in the group who weren't as talkative, and the rest of us made an effort to ask about their ideas, which I felt to be an important leadership skill. Another thing that came across was the ability to combine several different ideas so everyone is happy. This was especially important for the spaghetti tower when everyone had completely different views on how it should be made!

All in all, I learned a lot about what it means to be a leader and the different ways in which leadership can present itself. I also learned a lot about leadership within a school and the important part that students can play in managing a school. Watch this space!

Cat Wood (L6, W)

Drawing the first Leadership and Life Skills Programme to a close

In the last week of term, L6 sat the Personal Effectiveness exam as part of the Leadership and Life Skills programme. By passing the exam, the pupils will attain a Certificate in Personal Effectiveness. The exam brings down the curtain on the programme for the L6 this year but it is, of course, about much more than an exam.

The pupils have learnt about self-discovery, goal setting, leadership, time management and communication skills. These are all ongoing and pupils should now reflect on the principles covered during the course and continue to

develop these 'soft' skills. Next term, having solicited feedback from the pupils, we will be reviewing the programme, adjusting the format slightly and possibly adding some additional activities. If you would like to put forward any suggestions or ideas, please feel free to make contact!

*Mr Mike Todd,
Business Studies & Economics
(todd.mike@cheltcoll.gloucs.sch.uk)*



College Racket Club tour

The College Rackets Club toured Canada and USA over the Spring half term, capitalising on an invitation from Montreal, Detroit, Philadelphia and New York Rackets Clubs. With one of our strongest parties to date, the team arrived in a freezing Montreal amidst snow on the streets but warmth in the Dining Room. All pairs succeeded in winning, apart from the 1st Pair who lost a close tussle with an OC, Nick James, and their Club number one, Karel Nemeč. In the Michigan oasis of Detroit, we were once again victorious, winning all six games and even fitting in trips to Coney Island and the Ford Motor Rouge Plant, as well as an

excellent Club Dinner. Next, the cradle of American Independence; Philadelphia. An excellent stay at the plush Racquet and Real Tennis Club of Philadelphia, hosted by the inimitable Lou Habina, saw further victories at most age groups. In the final leg in the Big Apple, the current and an ex-World Champion were both on hand to play our First Pair - not bad preparation for Queen's! We also enjoyed trips to Times Square, Madison Square Garden to watch the Rangers, and the Hard Rock Cafe, as well as opportunities for all to grace the Racket Club courts. A magnificent 10 days, rounded off in exemplary style!



A fine showing at the West of England Public Schools Golf Championship



Left to right: Alex Duncliffe-Vines (5th, NH), Charlie Sault (U6, Xt), Zack Yarranton (U6, H), James Meyrick (U6, H), Peter Bruins (U6, BH)

This Championship, hosted at the infamous Burnham and Berrow Golf Club, started in 1949 and is the highlight of the schools' golfing calendar. A tough draw saw College pitted against Canford in the first round. As three time champions and a school with its own golf course, we knew we would be in for a tough match! Canford showed good

depth and won 4-1 although two matches went right down the 18th hole.

Our strong performance qualified College for the semi-final of the Plate against Monmouth. A 5-0 victory ensured our place in the final against Radley. Both teams played some very good golf, with College ultimately prevailing 3-2. Captain **Charlie Sault** (U6 Xt) deserves a special mention

!STOP PRESS!

As College News went to print, the College Rackets teams were competing in the Public Schools' Doubles Competition at Queen's Club in London. We are delighted to report that the much coveted Faber Cup (for best overall performance in both the singles and the doubles) has been awarded to College for the third successive year, with Wellington second and Eton third. Well done to all the boys involved, with especial congratulations to the U16s pair, **Alex Duncliffe-Vines** (5th, NH) and **Adrian Montagu** (4th, H) who beat no1 seed Marlborough 4-1 in their final.

Mr Karl Cook, Master in Charge of Rackets & English Department

for winning against the highly regarded Radley number one who had beaten him earlier in the year. Special mention also goes to **James Meyrick** (U6 H) who won all three of his matches. Winning the plate meant that College was 3rd overall in the competition, an excellent result. All players should be proud not only of their performances but also their manners and etiquette.

Mr Mike Todd, Business Studies & Economics and Master in Charge of Golf

Success in the Polo Arena

It's been a tremendously successful term for Polo, with College being crowned winners of the Girls' National Arena Tournament 2011 for the second year running, as well as winners of both division one and two of the National Intermediate Polo Arena Championships! The Senior Team also made it through to the finals of the Senior National Arena Tournament, just pipped by Wellington in the final by 18 goals to 14. Well done to all players.



Hockey wins

This term saw the U14, U16 and U18 boys' hockey A teams all get through to the West of England finals; an excellent result! Congratulations also go to the Colts A team who finished their season top of the Independent Schools Hockey League, with an unbeaten match record. The girls, playing out of season, also picked up their hockey sticks to compete for the first time in the Indoor National finals, finishing a very credible 5th. Special mention should also go to **Flora Peel** (3rd, A), who has been selected for the England U16 side.

Rugby 7s

This term also saw some rugby action in the shape of 7s, with the U14s reaching the final of the Sherborne 7s, losing narrowly 14-19 to Wellington College. The U16s retained the County U16 title and reached the semi-final of the plate at the West of England tournament, while the U18s reached the semi finals. Well done to all.

3rd successive national victory for the College Squash Team

For the third successive year, the College Squash Team has triumphed in the National Schools Trophy Finals, held at the National Squash Centre in Manchester this term.

The College team, consisting of **Harry Brothwood** (4th, L), **Hugo Chambers** (4th, Xt), **Jamie Jamieson-Black** (3rd, H), **Adrian Montagu** (4th, H), **Boy Pelizzoli** (4th, NH) and **Sami Weyers** (4th,L), were on fine form, storming their way into the finals with a 5-0 semi-finals victory against RGS Guildford. The final proved a little more challenging,

with a tie of 2-2 before the boys broke through to win the final game 11/9. **Boy Pelizzoli** was heralded a "hero" by the English Squash and Racketball club for his excellent performance, playing on with real determination and fighting spirit, despite breaking his racket mid match! A special mention also goes to **Adrian Montagu**, who in addition to playing No 1 for the U15s, played all six U19 matches and remained unbeaten.

Mr Alan Deadman, Master in Charge of Squash & Tennis



Victory in first ever Vale of White Horse Team Chase

At the beginning of March, an intrepid equestrian team from College ventured south to compete in the Vale of White Horse Team Chase for the first time in modern College history. Ably led by **Charlie Dee** (L6, S), the team also consisted of **Flossie Freeman-Inglis** (4th, A), **Willie Weston** (3rd, BH) and **Olympia Olympitis** (3rd, Ch). All four stormed stylishly around the course and judged their pace accurately to win the Novice Class.

The pupils all deserve many congratulations; this is a new sport at College and a core of riders have been training hard over the winter months. We are hoping to enter many more competitions this summer and hope to maintain our 100% success rate at Team Chasing - so watch this space!

Mrs Jenny O'Bryan, Biology, Head of Lower College & Equestrian Coach



CCF Biennial Inspection

The 2011 CCF Biennial Inspection took place in glorious sunshine on Southwood Lawn under the command of the Head of Corps, Chief Petty Officer Tom McCulloch (U6, L). More than 100 cadets from the three services paraded at midday, with over 200 having spent the morning participating in a series of 'round robin activities', enhancing their leadership skills, teamwork and commitment and demonstrating to our visitors what Cheltenham College CCF is all about.

With our Colours flying, cadets looking extremely smart in their full military uniform and a General Salute played by our newly re-formed Band, we welcomed Rear Admiral Martin Alabaster to inspect our CCF. We were then honoured to receive a Naval ceremonial dress sword, presented by Mr Stephen Nash in memory of his brother and OC Antony Nash. This, along with our other two Swords of Honour, will be presented annually to a senior cadet who has shown outstanding qualities of leadership, example and commitment throughout his or her time in the Corps. The first recipient of the Naval sword this year was Cadet Petty Officer **Rufus Collier** (U6, S).

After a VIP lunch, cadets went back to their activities, under the watchful eyes of both the Admiral and Headmaster. From the Field Gun

Running Competition, a demanding tribute to the Royal Navy's involvement in the relief of Ladysmith during the Boer War in 1900, to boat work in both the pool and lake, field cooking, navigation exercises, range shoots, kit-car building and of course the much-loved College CCF obstacle course, the challenges were a grueling, yet fun, test of the cadets' skills. Keeping with tri-service activities, cadets could also be found flying banks of computerised aircraft simulators and signalling in naval tradition, communicating by semaphore between boats with flags and clearing a military minefield with Royal Engineers from the Allied Rapid Reaction Corps.

After the afternoon presentations and a congratulatory address to all cadets by the Admiral, 150 military and civilian guests were entertained in true military style at the regimental dinner, supported by the full band from our affiliated Regiment, The Rifles, and from the Corps of Drums from Her Majesty's Royal Marines.

All cadets should be congratulated on giving 100% to the day, with especial thanks to the U6 cadets who organised and ran the stands, with L6 cadets helping as group leaders. Thank you to everyone for making it such a fun, worthwhile, vibrant event and we look forward to the next one in 2013!

Major Stephen Clark MBE, College Adjutant



Note from the Editor

Should you have any comments or suggestions for improvements to this newsletter, please do feel free to contact me. As always, I would like to thank all members of the Common Room and College pupils for their contributions, with especial thanks to Major Stephen Clark for photography and Sophie Leader (U6, W) for leading the pupils' pages. *Rachel Vicary, Editor*

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