

# HIGHLIGHTS<sup>2016</sup>



Saint  
**John's**  

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college school



## CD Recording Success

'Deo', the first CD on the College Choir's new label, went straight into the classical charts at number 2. The Choir's CD presents a varied recording of sacred works by Jonathan Harvey - a composer with close associations with St John's College, having studied there and been awarded an Honorary Fellowship.



*"We recorded music by Jonathan Harvey, a modern composer who was a member of the College. His music is ethereal, haunting, but beautiful. We celebrated the launch of the CD with a special evensong and a reception after the service. On the classical charts, our CD hit second place!"*

Front Cover: Form 6 performing *A Midsummer Night's Dream* at the Shakespeare Schools Festival  
 Back Cover: Artwork by Lucy Tomlinson (Form 6)

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# Highlights 2016



Digitally Enhanced Learning 2



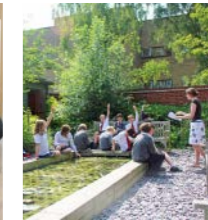
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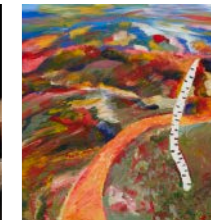
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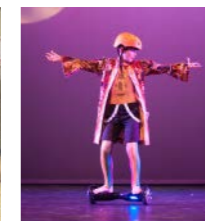
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Front Cover: Form 6 performing *A Midsummer Night's Dream* at the Shakespeare Schools Festival  
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T1 using 'PicCollage' app on an iPad

## Digitally Enhanced Learning

Our digitally enhanced learning programme of developments is underpinned by three key principles: an evidence-based evaluation system of trials which measure and quantify the benefits to the children's learning; establishing one specific aspect of teaching and learning as the focus for each trial; training teachers in the implementation of digital technology to promote collaborative learning and provision of choice for pupils. Each trial has begun with a clear proposal of the expected benefits of new technologies, specifically focussing on the ways in which they will enhance learning and has concluded with a thorough analysis of each outcome and a confirmation of which benefits have been realised. In this way digital technology has been implemented only where it enhances the children's learning.

The number and range of trials has expanded this year and they have successfully shown the variety of ways in which digital technology can enhance learning. We have run trials in every year group, using both iPads and Chromebooks depending on the age of the children and the subject being taught. In addition to the children's clear progress in digital skills and the more varied opportunities available to them to consolidate key learning skills, there are three main areas in which we have seen learning enhanced: collaboration; choice and variety; pupil responsibility.

By sharing documents with each other through Google Classroom, collaboration is increased as children view and comment constructively on each other's work. Through different sharing tools, such as 'Padlet' or the 'stream' function, they can quickly post suggestions and links to the class that can be used in research, presentations and discussions. Our trials also suggest that the amount of verbal dialogue is increased as digital technology stimulates discussion by opening up a wider range of creative and varied learning activities, promoting the exchange and debating of ideas.

In all age groups and subjects, the amount of choice in the ways in which children can research, discuss and present their work has increased. Choice is something that research has identified as making a significant difference in attainment and progress. This year, we have seen children in T1 carrying out complex research tasks, made accessible to them by 'Natural Reader', technology that reads passages aloud so that their learning is not held back by their reading level; children in T2 have written longer and more adventurous stories through using tools that enable them to combine text input, pictures and audio files; older children have had reading comprehension activities transformed by a programme through which they turn complex passages of text or poems into comic strips, focussing their attention on the detail and inference of the words in order to decide how to present the information in cartoon form; in languages, children can now choose to learn vocabulary through a range of engaging online tasks, many of which they have written themselves.

Digital technology has enhanced some of the ways in which we are developing children's responsibility for their own learning. Children are able to research and question information for themselves, moving at their own pace and developing skills of analysis and interpretation. Comparisons of children's work in T1 this year using technology with paper-based work last year, have shown a deeper range of

information gained across the class; in Senior House, there has been an improvement in the vocabulary being used in stories thanks to easier access to the online thesaurus. Children are also taking responsibility for their learning by responding to marking, both from teachers and from peers, and self-reflecting on work in order to re-draft work more readily.

An increased use of digital technology in classrooms may bring to mind pictures of children sitting on their own in front of screens, with reduced access to the now 'virtual' teacher, copying and pasting information from the internet and thereby reducing their creative abilities. By contrast, walking into a classroom in which children are using Chromebooks or iPads you are likely to hear a buzz of engaged chatter, with children questioning each other about comments posted and shared, each group working on a slightly different task and method of presentation. The teacher becomes another 'resource' along the learning journey rather than the 'answer book' or judge. Limited skills in one area are not an obstacle to learning in another. Children choose the way in which they prefer to learn and present their work and each task is an ongoing work in progress, to be returned to and re-drafted repeatedly in response to teacher and peers alike rather than submitted for final judgement from the teacher.



## Byron House Computing Curriculum

The Byron House computing curriculum has been redeveloped this year from Transition 1 to Form 1 and is now more varied, incorporating many new activities such as coding, digital presentations and learning how to stay safe online. Our aim is for the children to gain a far more thorough grounding in computing which will support their logical thinking and sequencing skills. The digital learning aspects of our curriculum will enable them to develop more independent research and collaborative working skills, while allowing them the freedom to be creative in their presentation methods.

Children in Transition 1 have discovered algorithms, using the 'Scratch Junior' tool on the new iPads to write computer programs to control their characters and make Beebots move around the screen. They have also used the iPads to capture photographs and make videos of their digital art work.

Children in Transition 2 have been more adventurous and have used Scratch, Lightbot and other control apps to manipulate avatars on the screen. One of their highlights was using ZU3D to make animations and bring their imaginative stories to life, including monsters emerging from the deep and aliens landing from Mars.

The Form 1 children have been introduced to collaborative working using Google docs and Google classroom. They have created digital presentations and videos using iMovie and have enjoyed creating spreadsheets.



*"I wanted to join the Raspberry Pi club so I could become more advanced at programming. I enjoy it because you can do loads of cool stuff like wirelessly control a fan or code music. I have learned about variables, strings and doing physical computing. Physical computing is when you program something that isn't virtual. It's really fun and well just amazing; you can program anything you want. I would really like to use these skills in the future to be a computer programmer."*

## Raspberry Pi and Senior House Coding Club

The aim of the Raspberry Pi Foundation is to place the Raspberry Pi, an inexpensive, pocket-sized stand-alone programming device to which a screen, keyboard and mouse can be connected, into the hands of young people to inspire the software developers of the future. As one of the first schools to make use of the Raspberry Pi as a resource for teaching the physical computing elements of our Computing curriculum, we now have considerable expertise in this area for which we have been awarded Lead School status within the Network of Excellence by Computing at School (CAS), a foundation set up to give children a better education in computing.

We also actively support and contribute to the teaching of computing in local primary schools through a number of initiatives. In the process, in addition to our continued close association with the Raspberry Pi Foundation and CAS, we have built up close relationships with: the East of England Broadband Network (E2BN) which works to raise standards of teaching and learning by the use of broadband technology; The Centre for Computing History, a Cambridge-based charity which promotes education in computing through its museum, hands-on exhibitions, learning workshops and events; The Teaching Schools Network and the KITE Teaching Schools Alliance which are close associations of teaching schools that provide teacher training in and around Cambridge; gPiO, the company that builds the control interface (general purpose input/output) for the Raspberry Pi.

In the new Senior House Raspberry Pi users club, we are able to give the children hands-on experience of creating and programming physical systems which interface with a wide range of input and output devices. They are able to select the projects they wish to work on and cover a wide variety of computer controlled applications including: programming music using Sonic Pi; controlling 240v mains equipment via a radio transmitter; building a line following vehicle; learning how to make a camera trap for wildlife photography.

## ‘My Mind’ Curriculum

Our ‘My Mind’ curriculum, which we introduced very successfully in Forms 5 and 6, has been extended this year in Form 2. Form 2 My Mind combines elements of Philosophy, Critical Thinking, Mindfulness, Emotions for Learning and PSHEE (Personal, Social, Health and Economic Education), and seeks to teach children how to manage their bodies, emotions and minds. It has included a very successful trial of Tai Chi.

Key themes underpinning My Mind teaching which are explored with the children are that: focus and attention are key to learning; thinking is dynamic and can be changed; meta cognition or ‘thinking about thinking’ supports creativity and reflection and encourages good learning habits; training your mind as you would train your body can help you to think and learn better and to steady yourself at times of difficulty; learning about how your mind works can affect your happiness; making a connection between how you think, feel and act can affect both how you understand yourself and your ability to change your thoughts, feelings and actions.

Teaching the different strands (e.g. Philosophy, Mindfulness, etc.) as part of one cohesive curriculum, has enabled the children to make links across the different areas and embed their learning in other subjects. In the Critical Thinking strand children discussed the skills and prerequisites for learning such as resilience, which have then been developed further in Tai Chi lessons. The children pick this up themselves, using the language of the different disciplines in the planning of their ‘Child-Led Learning’ topics and for instance, talking about using the “searchlight of attention” to help them to persevere when faced with a difficult problem.

The My Mind curriculum has received a very positive response from the pupils, with a noticeable difference in their ability to manage their emotions and thinking and their ability to think about and reflect on their learning.

In Form 5 and Form 6 the children take part in a 9 week Mindfulness course called .b, so named because of the practice of ‘stopping and being’. All lessons at Senior House and all transition times in Forms 1 and 2 start with a short mindful moment. Children in Form 1 have 6 lessons on Mindfulness in the summer term and this year, Form 2 children have been introduced to the .paws Mindfulness programme.

*“Mindfulness helps me when I am upset, it helps me to get up and start over again.”*

*“Mindfulness helps me to make good choices and helps me to take risks.”*

## ‘Paws.b’ Mindfulness

The ‘Paws.b’ Mindfulness programme, which stands for ‘Pause, Breathe and Be’, is designed for the younger age group and has been used for the second year at Byron House with Form 2. It supports, in a highly practical way, the children’s emotional development, teaching them to recognise and regulate their emotions. It focuses on teaching children about the different parts of their brain and the role these play in how they experience the events that happen in their lives. ‘Paws.b’ also teaches some Mindful practices which support attention and concentration and can be used as a calming tool in times of difficulty or as a way of noticing when things are going well.

Some of the ‘Paws.b’ sessions have included topics such as: dealing with difficulty; the storytelling mind; growing happiness; brain training; steadying a ‘wobble’. The children also learned about the parts of the brain such as the prefrontal cortex, amygdala, hippocampus and insula and how these parts of the brain work together to help us concentrate, focus, stay calm and make good choices.

## Tai Chi at Byron House

This year we have extended the teaching and practice of Mindfulness through a programme of Tai Chi lessons for all children in Form 2. While practising Tai Chi, the focus of one’s awareness in the present moment is on the movement of the body. The goal is for the children to be able to integrate these key Mindfulness skills into their everyday lives.

Taught by specialists from the company *Cambridge Kung Fu*, this martial art nurtures the connection between body and mind and provides the children with a more accessible means to develop their skills in awareness, focus and resilience, through whole body movements. Scientific research specifically pinpoints these attributes as being important for a number of factors including academic self-efficacy, the development of effective coping skills and positive mental health. Critically, these skills can be trained through practice.



*“Tai Chi helps me to build resilience and helps me to take risks.”*

*“The moves are really fun and I’ve learnt to be more relaxed, calm and have more self-control.”*

*“Learning Tai Chi has helped me to think more about my posture.”*



Form 4 Philosophy lesson on 'Nominalism'

## Philosophy

A key aim of our Philosophy teaching at St John's, for children aged eight onwards, is to help them gain an understanding of themselves as learners by developing and using critical and creative thinking skills. The children learn how to structure thinking in different ways, to ask open-ended and searching questions, to consider issues from different points of view, to explore the reasons behind their own and others' beliefs and opinions and discover what some of the great philosophers of the past have thought.

As children progress through the school, they become more independent in their philosophical discussions and by Form 4, after an initial stimulus, they are frequently chairing discussions themselves. The chair person's role is not to give value judgements on the opinions of others, but rather to exercise philosophical skills such as clarifying the meaning of what others are saying and questioning the logic of their arguments.

In one Form 4 lesson the children were introduced to Descartes' statement, 'I think therefore I am'. The children led this into a discussion about what makes us human. They were able to question each other ("Can we know anything for certain?"); explore the definitions of words ("Is human reality what reality is, or are there other types of reality?"); offer arguments ("If you are on full life support, you are like a computer program, but that would be reality to you."); and counter-arguments ("Am I the only real thing and everyone else is a robot?").

In the Lent term, Form 5 helped devise philosophical enquiries to deliver to Form 3. They worked in groups of five or six and used Google Slides to produce three separate 40 minute explorations. The first of these involved investigating what constitutes Art and whether or not a blank white 'painting' can be called Art. The second looked into whether or where lines can be drawn between a single object, a collection of separate objects and a 'pile' of objects. The final enquiry explored notions of sameness, difference and whether the notions of being 'one' or 'many' are mutually exclusive. They modelled this by producing a rudimentary sculpture of a human form from pencils, a book and a ping-pong ball and analysing to what extent it can be called one thing, many things, a 'person' and so on.

In the Summer term, the Form 5 children delivered their enquiries on Philosophy Afternoon, each group managing to lead a full class of twenty Form 3 pupils for the full 40 minutes without any adult intervention. The older children remembered having been Form 3 participants in similar enquiries two years ago and used these memories to inform their approach to leading the younger children through the topics under discussion. The sense of achievement was palpable by the end, having experienced a true sense of what it is like to be a teacher.

## Compassion

Following on from the Active Listening strategies developed in Form 2, children in Form 3 became 'compassion detectives' in a series of Compassion Teaching lessons, designed to encourage them to listen with their ears, their eyes and their hearts. Evidence suggests compassion to be a learned virtue that, when cultivated, has demonstrable effects on physiological and psychological function and well-being.

Compassion lessons encourage children to understand how another person feels, to care about and help others and show concern through kind thoughts, words and actions. The key skills developed in this programme are: emotional awareness and intelligence, emotional regulation, self-compassion, interdependence and appreciation, empathy and compassion (understood as the wish to relieve others from suffering).

The classes consist of experiential tasks, exercises, story-telling, group discussions, and partner listening and communication exercises, designed to have a direct effect on the children's interactions and relational behaviour thus impacting upon issues such as bullying, social exclusion, stereotyping and bias, whilst also enhancing self-awareness and emotional intelligence.

## Emotions for Learning

Over 70 St John's parents attended our Emotions for Learning (E4L) Parents Morning at Byron House. Parents were invited to see aspects of our E4L curriculum and Mindfulness programme in action, experiencing it with the children, as well as listening to key presentations from the staff.

E4L is a curriculum and an approach to learning and relating at school that has been developed uniquely at St John's. We have created an entire social and emotional curriculum for our youngest children; based on research and evidence about how children's minds and brains develop. It is designed to encourage the children to express their opinions and feelings and give them the knowledge, skills and understanding they will need to be able to think creatively and problem solve effectively in all areas of their lives.

## Child-led Independent Learning

Following a successful trial with a small number of Forms, our child-led independent learning approach, in which the children decide the topic the class will study for the term, has been extended to be used by each class from T1 to Form 2. Instead of following a preset path, the children are free to choose whichever aspect of the topic they would like to research and how, and are able to present their findings by whatever means they choose, often resulting in far more creative output than a teacher could devise.

This approach has significant advantages in terms of engagement, making the learning meaningful and relevant. Children in all the year groups were able to take ownership of their learning, independently developing their ideas and suggesting further activities to enhance their studies. All teachers commented on how, by being given ownership and freedom, they saw children 'playing to their strengths' and not being limited by the structure of a pre-set path.



The range of subjects chosen by the children included: Under the ground; the Human Body; Dinosaurs; Spies; Forests; the Great Plague; Cavemen; the Titanic; Inventors and Inventions.

*"The standard of our work has gone up as you have more freedom and you can develop your ideas more."*

*"I learned a lot on my own. Sometimes just having a few instructions in the beginning is good as then we can choose to go our own way."*

*"I liked the Plague morning because it felt like it was actually 1665 and not 2016."*



*"We made our own cave in our classroom and grew our own salt crystals and we used microscopes to hunt for fossils which were hidden in other stones and pebbles. We did animations too!"*

*"I loved it when we used different kinds of counters to find out how quickly the Plague spread."*

*"I love it because you're finding out things that you want to know about. It's your own theme."*

Clockwise from top left: Form 2S making their 'Stig of the Dump' inspired by the book by Clive King for their Cavemen topic, Form 1H mapping how epidemics spread in their Maths lesson as part of their Plague topic and Form T2V studying fossils under a digital microscope for their Underground topic

Above Left: Form 2D using trundle wheels to measure the size of the Titanic  
Top Right: Form 1L at Hatfield Forest building a shelter for their 'Forests' theme

## Thursday Enrichment Programme

The Enrichment programme has continued this year, offering the children in Forms 5 and 6 the opportunity to undertake cross-curricular work in computing, music, art, design technology, science and creative writing. Working in groups on Thursday afternoons, the children have been able to spend time developing skills in areas that they particularly enjoy or those in which they are particularly able. Each project has ended with a presentation or final product, such as the Arts Award, music compositions that will be performed and recorded, a design technology product and a display to be presented at the annual Cambridge Science Festival.

## Syrian Refugees Musical Response

Form 5 used the software application 'Garageband' to record their own compositions based on the Syrian crisis. They started the project by listening to music which was written in difficult political circumstance, such as the work of Soviet composer and pianist Dmitri Shostakovich. The children also listened to one of Polish composer Henryk Górecki's symphonies which includes themes relating to the Second World War. The children discussed Victor Hugo's quote, "Music expresses that which cannot be said and on which it is impossible to be silent." They also listened to music by Sting, Billy Bragg and John Lennon.

Before starting their own compositions Form 5 discussed the reasons for the Syrian crisis and the main historical events since it began, including press and media coverage. The children were encouraged to choose their own groupings and their own viewpoints for their pieces and how they wanted to articulate their feelings towards Syria through their compositions. Some selected a more hopeful outlook and each group took a different angle. They had time to develop their own songs before performing them live and recording them.

## Science Festival

Children in Form 6 worked in small groups or individually during their Enrichment sessions on a range of Science, Technology, Engineering and Maths (STEM) projects of their own design, inspired by current affairs. Their collective display was entitled "Glitter bugs and grand ideas".

The children set out to answer questions that fascinated them such as 'can sea water be used to grow crops?' (they proved that it can!) and 'what household items spread norovirus?' (using glitter to model the disease). They also analysed the acidity of local rain water and found that city centre traffic has a large effect on its pH; investigated the physics of electromagnets and looked at alternatives to compost in order to combat famine.

The project culminated in a presentation of the children's work at *Schools' Zone*, part of the University of Cambridge Science Festival. The children engaged with members of the public, assisting with hands-on experiments and answering questions, giving them a chance to showcase their scientific findings and successes.



Form 6 Science Enrichment Group presentation at the Cambridge Science Festival

## Wonder Afternoons

Wonder Afternoons for children in Forms 3 to 6 have covered a variety of subjects. A sample of some of the talks, trips, workshops and activities is shown below.

### Michaelmas Term

Art project visit to the Imperial War Museum at Duxford  
Art project visit to Wimpole Hall Farm  
Shakespeare workshops  
Geography trip to Wandlebury Country Park  
Talk by Col. John Blashford-Snell on 'Close Encounters with Wild Animals'  
Design technology wood and textile workshop  
Visit to the Cambridge Bharat Bhavan Hindu shrine  
Talk by Hayley Simmonds, British cycling champion  
Talk by Nick Butler, engineer with 'Tideway Tunnels'

### Lent Term

Visit to the Cambridge Buddhist Centre  
Talk by the former Archbishop of Canterbury, The Rt Rev & Rt Hon Lord Williams of Oystermouth  
Geography trip to Epping Forest  
History trip to the Victorian village of Stibbington  
Visit to Cambridge Gurdwara  
Talk on entrepreneurship by Simon Galbraith  
Senior House Literary Festival speakers  
The Science Dome  
House debating competitions  
Visit to Cambridge Synagogue  
Talk by Col. Alexander Macintosh

### Summer Term

Visit to the Cambridge University Museum of Classical Archaeology  
Visit to the Fitzwilliam Museum  
Talk by Richard Noble OBE on the Bloodhound Supersonic Car project  
Visit to the Cambridge Mosque  
Talk by Tulip Mazumdar, BBC global health reporter

Lord Rowan Williams, Former Archbishop of Canterbury speaking to Form 3



*"The talk with Lord Williams was very interesting and he spoke about his role when he was Archbishop of Canterbury. He told us about the time he met President Mugabe of Zimbabwe and Pope John Paul II. One of the most fascinating stories was when he visited the Solomon Islands where two of the islands were blaming each other for the war and the President asked for forgiveness and a blessing. He also told us about meeting the Queen and being part of the Privy Council. It was an inspiring afternoon."*



## Byron House Redevelopment

The internal building works of the interior spaces at Byron House, home to Kindergarten to Form 2, were completed during the summer holidays with the delivery of six completely redesigned classrooms and a large learning space for child-initiated learning and digital learning.

Bright and full of light, the new rooms are fitted with bespoke, streamlined storage, including whiteboard surfaces on the cupboard doors for displays and learning and new pale wood furniture and flooring. The four new Transition 1 and 2 classrooms on the ground floor have also been significantly enlarged.

Investigative and collaborative skills have been fostered by the use of the new 'working walls' and 'writeable tables'. These write-on/wipe-off surfaces encourage creativity and experimentation with new ideas as thoughts and concepts can be easily recorded and amended, free from the confines of a small sheet of paper. Work surfaces are photographed to record them for reference at a later date. The use of both surfaces encourages a freedom of movement around the classroom which studies suggest promotes the development of cognitive skills.



## Reciprocal Reading

Reciprocal reading refers to an instructional activity in which children take the role of the teacher in small group reading sessions. Class teachers first model, then help the children to learn to guide group discussions using four strategies: predicting, clarifying, questioning and summarising. Once the children have learned the strategies, they take turns assuming the roles, leading a dialogue about what has been read.

The activity has been introduced this year at Byron House and as the structure has become more familiar, the children have been able to focus on their thought processes and think more deeply about the text. It has been clear that even in Kindergarten it is possible for the children to learn, coordinate and apply comprehension strategies and work in collaborative groups.

By learning to discuss in this way, children become more actively involved in reading and exploring texts. In a more traditional, passive model of teaching reading and comprehension, the teacher is seen as the source of knowledge and judgement, questioning children to see if their understanding is 'right' and setting the direction of discussion. In reciprocal reading, children reflect actively on concepts and words they don't understand or which they want to explore and ask each other, rather than the teacher, for their ideas and opinions. Questioning about words is then seen as a strength rather than a sign of ignorance. In this way, the activity of reading together is as much about developing the skills to explore the meaning of the text through discussion as it is about checking the children's reading and comprehension level. In one teacher's words, "Reading in class resembles a post-graduate style seminar group more than a school quiz!"

*"I like being in charge of a job and asking others for their ideas."*

## Senior House Literary Festival

The Senior House Literary Festival welcomed six visitors in the Lent Term: Dame Jacqueline Wilson OBE, Caroline Lawrence, Robin Stevens, the performance poet Adisa (pictured above), the Heffers Book Fair and a Literary Game show hosted by the writers Steve Barlow and Steve Skidmore. There was also huge excitement as the winners of the School's 500 word short story competition were announced. The Festival culminated in the ever popular, 'Dress as a Book Character Day' to finish a wonderful week of stories and storytelling.

*"I really enjoyed Adisa because his poems were really inspiring and many really struck a chord with me, especially the one about the Nigerian boy who was killed by some bullies. It made me realise that poetry didn't have to be about meadows and streams, but can be about important issues and things that really matter."*

## Book Week

The St John's passion for books and reading was confirmed again across a wide range of book-related activities, all designed to increase the children's enthusiasm for all things literary. Book Week is a celebration of authors, illustrators, books and, most importantly, of reading. Illustrator Lynne Chapman inspired the Pre-Prep with her picture books workshop, including *Bear on the Stairs*, *Class Two at the Zoo*, *Class Three all at Sea* and *A New House for Smudge*. The children also enjoyed inspiring talks from some of the Senior House Literary Festival authors. 'Book at Bedtime' was again a resounding success, as was the 'Extreme Reading Competition'. The week closed with 'Dress as a Book Character Day' in aid of the charity Bridges to Belarus.

Left: Byron House Extreme Reading Competition entries



## Celebrity Poetry Tweets

In some of their Thursday afternoon Enrichment lessons, Form 5 and Form 6 children helped to set up a Twitter campaign in which they asked celebrities to tweet their favourite poems and a line or two about why they had chosen them. The children shared lines of their own poems and used the Chromebooks to design artwork and posters to accompany their tweets, which helped to attract the attention of their target audience. The inspiration for the project was the 'Lifelines' series of anthologies in the '80s and '90s, in which students of Wesley College, Dublin wrote letters to celebrities asking about their favourite poems, all in aid of charity.

The children received a range of suggestions from the celebrities, whose tweets were collated in an anthology, together with the original poems written by the Sixth Form, to perform at the Poetry Evening. Six poems were chosen which covered a range of genres, eras and themes:

*In That Year* by Kim Moore (chosen by Cerys Matthews)

*He Wishes for the Cloths of Heaven* by W B Yeats (chosen by Clare Balding)

*Before You Were Mine* by Carol Ann Duffy (chosen by Billy Lunn of The Subways)

*The Bright Field* by R S Thomas (chosen by Rev Richard Coles)

*The Haunted Palace* by Edgar Allan Poe (chosen by Tomasz Schafernaker)

*The Mower* by Philip Larkin (chosen by Charlie Higson)

*"One of the poems was called 'The Mower' by Philip Larkin and it was chosen for us by the comedian and author Charlie Higson. It was all about a lawnmower hitting a poor hedgehog and how we should be kind to each other before it's too late."*

## National Poetry Day

To celebrate this special day, St John's invited local poet Lucy Sheerman to work with Form 5 pupils. Lucy spent last year working as the Poet in Residence at the Scott Polar Research Institute and she brought some of the knowledge that she gained during her residency to share with the children. Inspired by the work of a scientist mapping the spread of vegetation in the Arctic Circle, Lucy introduced the children to the idea of describing what they can see in a square centimetre, then a square metre and finally a square kilometre of earth. The iconic 1977 video 'Powers of Ten' enabled them to visualise the differences between depictions of the world in ever greater levels of distance and magnification.

The children applied the method to the school itself, taking notes on what they could find in equivalent areas within the school grounds. Rulers and string helped them to map and describe their chosen smaller areas of the school gardens; Google Earth helped them to record their observations of the entire school footprint. Some children focused primarily on colour; others included texture and patterns. The only constraint was a maximum of 25 words about each area. This enabled them to eliminate anything extraneous and 'simmer down' their writing to the very best choice of words.

*"We learnt that performing actually was fun and the audience were very considerate; we felt like they were grasped by our poems as they were listening so intently."*

*"During the performance it didn't feel like we were performing because everyone listening was so silent and it felt like we were just having another practice."*

Artwork: Clancy Wild



## Observations in the Garden

The lavender sways softly in the breeze  
The dreamy silence around the pond  
Its surface rattles intensely  
I lose myself again.

*Jiya Popat*

A sun shone,  
The delicate amber leaves like golden syrup  
Glistening in the sunlight

*Louise Porritt*

One last summer flower sat alone,  
A perfect shade of violet.  
Two holly berries lay under a bush,  
Unsuccessfully trying to escape.  
Three girls perched, heads bent,  
Absorbed in nature,  
Fascination in their eyes.

*Emily Collard, Laura Galbraith and Charlie Wombwell*



Form 6 'SOS' Poetry Evening

## 'SOS' Poetry Evening

Our annual Form 6 Poetry Evening this year raised money for SOS Children's Villages. This Cambridge-based charity is doing vital work with children in war-torn regions across the world, such as Syria, whom the pupils of St John's particularly wanted to help.

The children's own poems were inspired by a variety of topics, including Light (the theme of National Poetry Day), the 600th anniversary of the Battle of Agincourt, the 400th anniversary of Shakespeare's death, the Arts for Inspiration trip to Wick Court Farm and the visit by performance poet Adisa. Ashley Smith, Head of Poetry, said: "On the evening of the performance, the children shared their words with passion and confidence, demonstrating the extent to which their engagement with poetry over their time at St John's has enabled them to tackle life's big questions and express them with beautiful sensitivity and insight."

## Inaugural Poetry Recital

Senior House children were invited to participate in the inaugural Informal Poetry Recital, with the aim of giving them the opportunity to share their love of words with an invited audience of friends and family. Some children chose to deliver their own poems; others memorised and recited well-known poems of their own choosing.

There were individual and group readings covering a wide variety of genres, themes and styles. By participating, the children developed their confidence in speaking to an audience and also gained a fuller understanding of the need for poetry to be listened to, not merely read silently from the page. This knowledge has enabled them to understand the power of the spoken word to carry and convey true feeling.

## Creative Writing & Poetry Competitions

### Agincourt 600 Poetry Competition

The Poetry Society's 'Young Poets Network', in partnership with the charity 'Agincourt 600', invited young people to explore the history and legacy of the battle and express their responses in poetry.

The judges narrowed down the over 600 entries to award overall winners and 6 commendations in each of the primary and secondary school categories. Form 6 pupil Sam Williams, was commended by the judges in the secondary school category for his poem *Agincourt*. Sam's poem was published online on the Young Poets Network and Poetry Society websites.

### Royal Mail Young Letter Writer Competition

Laura Galbraith (Form 5) was an area finalist in the 'Royal Mail Young Letter Writer Competition'. This is an excellent achievement, as Royal Mail received and judged nearly 100,000 letters. The competition was open to school children aged up to 14 who were asked to write a letter in response to the question; 'What's your dream job?'. The competition was launched on the back of research carried out by Royal Mail that found nearly half of businesses said they were being forced to improve the writing skills of their workforce due to low standards.

## SATIPS General Knowledge

All Senior House pupils were entered for the 2016 SATIPS Challenge General Knowledge Quiz, in which children are given an hour to answer 100 tough questions on almost any topic imaginable. In the Senior Challenge (Years 7 & 8) Freddie Spence came 21st out of 1000 candidates.

### Agincourt

Gargantuan armies smash  
And splatter the heaving mud,  
Each insignificant warrior's knowledge of battle  
Shattered on broken shields.

As the drench of barbed droplets strikes each man  
Their minds turn to their now broken dreams  
Of feats of heroism and shining armour  
And the parties and feasts that were to follow after.

Arrows falling from the sky like leaves in autumn  
Soldiers' armour as strong as paper  
Before the explosions of arrows and steel.

The empty road was covered by a velvet carpet,  
Silky as a stream,  
As if a king or lord was about to process  
Onto the hellish field.  
Strands of sodden leather feebly drape  
Over the empty shells of men  
Hacked and stabbed until they resemble nothing  
But half-finished sculptures.

*Sam Williams*

## Senior House Art Exhibition

The inaugural Senior House Art Exhibition was held in the Drama Studio and Hinsley Hall with at least one piece from every Senior House child on display for families to enjoy.

Artwork included paintings, drawings, etchings, lino prints, ceramics, sculpture, photography, digital art and sketchbooks. Original musical compositions by Form 5 and Form 6 pupils played in the background, followed by compositions by the composer Erik Satie.

Senior House Art teacher, Mrs Downer, commented, "There was a tangible feeling of excitement as children rushed around looking at their work; particularly when they spotted something by a sibling, a friend or themselves."



Senior House Art Exhibition in the Drama Studio



Clockwise from top left: Emily Collard (Form 5), William Buckingham (Form 5), Emma Holmes (Form 6) and Joseph Moshtagh-Kahnamouï (Form 3)



## John Virtue

John Virtue is an English artist who specialises in monochrome landscapes, seeing colour as an “unnecessary distraction”. He is honorary Professor of Fine Art at the University of Plymouth and from 2003-2005 was the sixth Associate Artist at London’s National Gallery.

He is well known for his “London Paintings” which were displayed in The National Gallery and focused on the London skyline, using easily distinguishable landmarks from the capital such as the Gherkin, the NatWest Tower and St Paul’s Cathedral, to familiarise his audience with the otherwise hazy, smoggy and ambiguous drawings.

The Sixth Form studied Virtue’s work, discussing how he paints large cityscapes and landscapes using only black and white paint and how he works on a very large scale, using broad brushstrokes and building up layers of paint to create an atmospheric weathered feeling. Art teacher, Mrs Samantha Downer, explained, “The children are used to working with bright colour so this was an interesting challenge to work with black and white in an experimental way.”

*“We worked using black and white acrylics, painting different places around the school or remembered and imagined cityscapes. I did mine of Garden House and explored the different textures and tones I could achieve with the paint, which made for a really interesting piece of artwork.”*



This page, clockwise from top left: Claire Moir, Lottie Doggett, Tor Lovell and Anna Watkins (Form 6)  
Opposite, from top: Ellie Buttery, Cressida Cheatele and Alexander Harrison (Form 6)

## Wick Court Farm Arts Trip

During the Easter break, St John's paid its first visit to Wick Court farm on the banks of the River Severn in Gloucestershire, which is owned and run by the charity *Farms for City Children*. The aim of the trip was to trial a five-day programme of arts activities within the context of a working farm, which might be used as a model to enable other schools to operate a similar residential week as part of their own arts curriculum.

Each day of the trip was structured around the daily activities of the farm, with hour-long farming activities taking place before breakfast and supper. The children helped to check, herd and feed the animals, make compost for the vegetable garden and collect eggs, whilst learning in a hands-on fashion about the science and culture of farming. They also visited the neighbouring egg and dairy farms, helping to collect and sort the organic eggs ready for packing and transportation to supermarkets and learning about the workings of a hi-tech dairy farm, complete with robotic milkers.

The children engaged in planned arts activities. Having observed and sketched animals around the farmyard, they created their own sculptures, using a variety of materials, including items collected on the farm and during a walk in the local countryside.

They went 'word gathering' around the farm, collecting material for poetry. They continued to develop their poems over the course of a full day and continued to shape them further on their return to school, tapping into their memories of their experiences.

The final project was an architectural design challenge, using gingerbread to construct a model of one of the buildings at Wick Court farm. This involved making their own dough, planning their structure in two dimensions, creating templates from which to cut the gingerbread dough before baking and after baking, assembling the structures with a 'cement' of royal icing and decorating them with sweets.

The children benefited hugely from the opportunity to escape to the country and absorb themselves in their artistic interests, away from the distractions of modern life.

*"The trip to Wick Court was a wonderful experience because we combined learning with fun and play."*



## The Food Mission

Grasp of mud on the high heel feet,  
The screeching snort from within the velcro nose,  
Paintbrush skin and gingerbread glow,  
The candlestick legs melted on the ink flicked body,  
Umbrella ears cover the small sly smile,  
The green and brown smell of the rollercoaster tail.  
Pig trots round the pen on a mission for food.

*Polly Fish*



# Design Technology

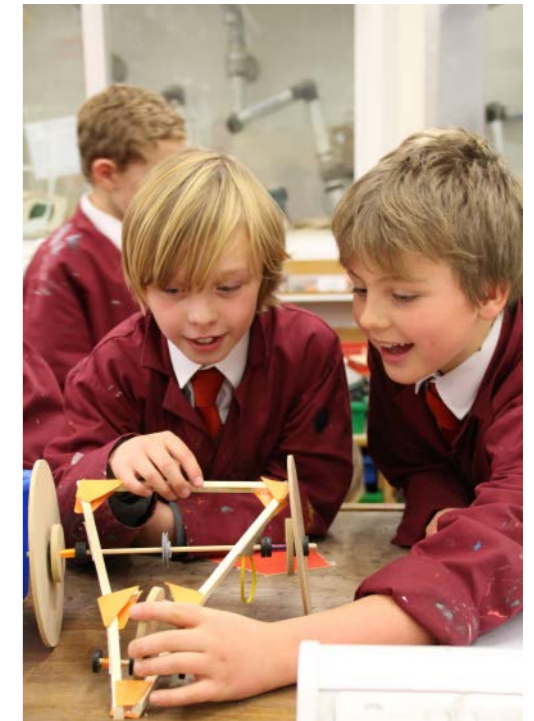
Design Technology has continued to thrive with a wide range of exciting projects across all year groups; a sample of these is shown here.



*"We thought about which nursery rhyme we wanted to use for our wind-up stories and I chose 'Hey Diddle Diddle'. I am thinking about using clay for the wind-up cow. I have used felt for the moon, which is yellow and a circle. We had to use our problem solving skills to work out the best way to design and make a stand so it could stand still on its own. I thought of using rubber bands to hold it all together."*

Clockwise from top left: Form 1 shadow puppets, Puppet Day workshop and Transition 2 Wind-up Nursery Rhymes

*"We made animals in a box. They are made out of foam, sanded down so they are smooth. They pack flat, so they are not one model, they are multiple pieces of foam that can be slotted together to make an animal. The animal could be from under the sea, from the savannah or a prehistoric dinosaur."*



Clockwise from top: Form 5 Flat-pack puzzles, Form 3 Bloodhound-inspired racing vehicles and Form 4 Fairground Rides



## Bloodhound Supersonic Car

Mr Richard Noble OBE, Director and Mr David Barker, Education Ambassador of the Bloodhound Supersonic Car (SSC) project, which is attempting a world land speed record, visited to speak to the children in Form 5 and demonstrate real-world applications of the principles of Design Technology.

Mr Noble originally took the world land speed record in 1983 when he drove Thrust 2 to 650mph. He was then Project Director of Thrust SSC which was the first car to break the sound barrier in 1997 and set a world record of 763mph. His latest project is to break his own record with a speed of 800mph in 2017.

The land speed racing car, Bloodhound SSC, debuted to international acclaim in September 2015 and UK runway trials are planned for later in 2016.

Mr Noble and Mr Barker described the design of the car and how it was constructed. Powered by jet and hybrid rocket power plants it is capable of achieving 1050mph, is faster than a bullet from a .357 Magnum, more powerful than 180 Bugatti Veyrons, can do 0-1000mph in 42 seconds and is able to cover a distance of four and a half football pitches per second.

Mr Noble's mission is that through the Bloodhound project they will "confront and overcome the impossible using science, technology, engineering and mathematics and motivate the next generation to deal with global 21st century challenges".

There was also opportunity for Mr Noble to look at some of Form 3's own Bloodhound Racers designs, built in their Design Technology lessons.



Top: Richard Noble OBE speaking to Form 5  
Bottom: A model of the Bloodhound Supersonic Car

## STEM (Science, Technology, Engineering & Mathematics)

The aim of the STEM development, for children in Form 2, is to explore new approaches to teaching and learning that enhance and accelerate independent learning and produce greater engagement and ownership of the curriculum as connections are made across the previously separate areas of Science, IT, Design Technology and Maths. Lessons are held at Senior House, to give the children full access to the excellent facilities and resources in two science laboratories and the IT rooms for cross-curricular learning.

Each project employs skills across all four STEM areas of learning, often culminating in designing, building and testing a physical model. For example, in the 'Bridge Project', children researched and investigated the properties of different building materials; they learned how the actions of forces influence the choice of the design; they implemented what they had learned to design their own bridges using an IT program, thereby learning new computing skills; they built models from their designs and stress-tested them to see which was the strongest before a final evaluation of the strengths and weaknesses of each design. In this way, the children's understanding of the purpose of learning STEM skills was strengthened and their engagement was enhanced as connections were made across the different disciplines.

In the Summer Term, the children had the opportunity to work with Raspberry Pi computers as part of their control programming lighthouse project. The Raspberry Pi is a tiny computer that enables children to learn programming through fun, practical projects. The children learned how to wire up their own lighthouses using the general purpose input/output (GPIO) control boxes, which once connected to the Raspberry Pi computer act as switches which the children then programmed to create their own unique flashing code for their lighthouses. Other projects have included: plant investigations and germination; orientation; understanding particles (changes of state, dissolving, chromatography and crystallisation).



Form 2 STEM- Modelling water droplets in the 'Changes of State' topic

*"In STEM, we've been learning about particles and changing states. We pretended to be water particles and we wore red, blue or white party hats, which showed whether we were hot, cold or steam. I liked acting and miming because it makes learning more interesting."*



## Charities & Community Links

In excess of £10,400 has been raised this year for a variety of good causes.

An amazing £2,937 has been raised by the 'Grow Your Money' project since the Easter holidays. The money raised will go to charities assisting people affected by Cyclone Winston which struck the islands of Fiji in February 2016, leaving tens of thousands of people homeless.

The retiring collection at the Services in Preparation for Christmas raised £1,716 and the 4th Form Victorian Christmas Fayre raised £288, for SOS Children's Villages.

The Byron House Harvest Collection raised £102 for Cambridge Foodbank.

The Byron House Easter Fair raised £195 for Bridges to Belarus.

The Byron House Summer Fair raised £1,394 to be split between Bridges to Belarus and Cambridge Children's Charity Week.

Dress as a Book Character Day raised £308 for Bridges to Belarus and Plan UK.

Christmas Jumper Day raised £736 for SOS Children's Villages and Camfed.

The 5th Form Drama production of *Guys and Dolls* raised £1,037 for the Karen Morris Memorial Trust.

The 6th Form Poetry Evening raised £266 for SOS Children's Villages.

The 6th Form Charities Morning 2015 raised £848 for residential trips for children from Thongsley Fields Primary School.

Byron House children raised £134 for Bridges to Belarus, making the number '30' in coins to commemorate the 30th anniversary of the Chernobyl nuclear disaster.

The Mothering Sunday Chapel Service retiring collection raised £204 for Plan UK, a global children's charity working in the world's poorest countries.

The David White Memorial Concert raised £85 for the Aplastic Anaemia Trust.



Byron House Summer Fair



## Pensioners' Parties

The Charities and Community Links Committee hosted its annual Christmas and Summer Garden parties for elderly people living in the Cambridge area. Committee members from both Byron House and Senior House provided entertainment for their guests.

*"Our guests were very smiley. It was fun helping people; they appreciated it a lot. We felt like waiters!"*

## Grow Your Money

The 'Grow Your Money' initiative, now in its fourth year, is designed to encourage each child to discover and develop their entrepreneurial skills, by converting the £1 they are each given into more money for charity.

*"We found out lots about Cyclone Winston so that we could tell people about what we were raising money for and baked lots and lots of cakes, muffins and muesli bars. We worked out how much the cakes cost to make, spent a day stirring, baking and icing and then sold them at Daddy's office. They sold out so fast - we made £242.60!"*



Senior Citizens' Christmas Party

# Parents' Association

Parents' Association charitable events have raised £10,000 for the Karen Morris Memorial Trust, Camfed, Macmillan Cancer Support and Blue Smile charities.

This page: 80s Night, Fireworks Night and MacMillan Coffee Morning. Opposite page: Charity Fun Day





## Music

An outstandingly talented Form 6 has set the tone for a wonderfully vibrant year of music-making in the school. Over 20% of the year group gained music awards to their senior schools and the breadth and depth of music-making has been a delight to see and hear on a daily basis.

Nearly 40 instrumental and choral ensembles rehearse weekly and perform frequently. We have staged over 50 concerts this year, including various evening concerts, fund-raising performances and an informal lunchtime concert series which continues to thrive.

Over 150 children take part in our optional weekly choral activities. Ed Kirker (Form 4) and Oliver Norfolk (Form 3) have been offered places in the National Youth Choirs of Great Britain. Arthur Considine (Form 6) and Oliver Norfolk (Form 3) sing as choristers at Jesus College and Flora Harrison is a member of the St Catharine's College Girls' Choir.

Many children have taken part in musical workshops with leading musicians, including an orchestral workshop with one of the conductors of the National Children's Orchestra and a string workshop and concert with pupils and teachers from the specialist music school, Wells Cathedral School. Auriel Pawsey is an apprentice on the highly prestigious Aldeburgh Young Musicians programme and she continues to play the harp with the National Children's Orchestra. Charlie Cobb remains with the National Children's Orchestra at a regional level and Lewis Cobb has been selected for the National Children's Orchestra at the U10 level. Eloise Parton (Form 5) played in the Cambridge Competitive Music Festival and won the Recorder Solo class (any recorder, any age).

Non-classical musical activity and pupil composition continue to develop and to bring new faces of performers and audience alike into our performance venues. Early in the Summer Term, all pupils in Form 5 took part in two informal lunchtime concerts to perform the group compositions they had created and practised during the Lent Term. One of our young composers has again enjoyed success at a national level; Joel Branston (Form 6) was awarded 2nd Prize in the Choir Schools' Association's *Sir David Willcocks Chorister Composition Competition*.

Three of our young organists were privileged to be invited to perform in an organ recital series at St Lawrence Jewry in the City of London. Joel Branston, David Bryson (both Form 6) and Blake Chen (Form 5) gave an outstanding concert in a series which is otherwise offered by the leading senior public and specialist music schools.

More than 220 children from T2 to Form 6 took part in the annual Summer Concert at the West Road Concert Hall, an event which richly reflects the school's commitment to achieving enjoyment, inclusivity and excellence in musical activity.

## Services in Preparation for Christmas

Our festive Services in Preparation for Christmas, held over two days in the chapel of St John's College, once again heralded the start of the season with a range of carols and readings all delivered by the children. As ever, the 12 choral carols and 5 congregational hymns were interspersed with readings involving every child in Form 6. The carols offered a wide selection of music performed beautifully by 110 children from a range of choirs including the Choristers of the College Choir, Senior House Chamber Choir, Chapel Choir, Junior Choir and Byron House Chamber Choir. Amongst the highlights were the final carol, Bob Chilcott's *This Joy*, sung with energy by all 110 children. Before the Service, Auriel Pawsey (Form 6) set the scene beautifully with her poised harp performance of the Interlude from Benjamin Britten's *Ceremony of Carols*.





*“You feel connected with the music and although you are aware of others in the room you are thinking more about the music than what anyone else is doing. You can choose what shape to make – and that is determined by what you feel in the music.”*

*“It is a bit like water. At first you are terrified by it but then you learn to move with it.”*

## Dalcroze

The children learn class music using the Dalcroze method named after the Professor of Harmony and Solfege at the Music Conservatoire in Geneva during the late 19th and early 20th centuries. Professor Dalcroze developed a way of learning music through rhythmic movement, aural training and improvisation. He found that by incorporating all the basic elements of music into a system of physical exercises and responses, his students developed a far greater musical understanding and ability than they had previously demonstrated. As well as an understanding of musical language, his way of working teaches a sensitive response to timing, articulation and tone. It also helps with co-ordination and concentration so that mind, body and emotion are engaged simultaneously. Whilst Dalcroze is fun and feels quite free, it requires a lot of focus and is, in fact, a very mindful practice.

The children find that starting with a counted or simple rhythm can help them to find the beat. They also notice that by clapping or singing, they are making the music. When a piece of music is played for them to move, the exercise is more secure and starts to flow. They are also affected by the style of the music, as it influences the quality of their movement without them making conscious effort. At this point, the shapes that they choose to make may be an interpretation of how the music makes them feel.

To illustrate the technique, in one lesson, Form 4 began with the topic of ‘duration’. Ms Harris began by marking a beat with the instruction: “four beats to walk around the room, four beats to slowly form any shape you like with your body, then freeze and hold that shape for four beats then walk again for four”. The exercise was repeated with some children starting four beats later, requiring greater focus. They then tried the same exercise to music – *Handel*, or *Piazzola Tango* or to something improvised on the piano so that they could be guided directly as they responded to what they heard.

## Music Examination Results

### Grade 8

Alan Chen Piano Distinction

### Grade 7

Alan Chen	Piano	Distinction	Jaylen Cheng	Piano	Distinction
Blake Chen	Violin	Distinction	Joel Branston	Violin	Pass

### Grade 6

Joel Branston	Percussion	Distinction	Jaylen Cheng	Violin	Merit
Sam Williams	Piano	Distinction	Mia Robson Brown	Violin	Merit

### Grade 5

Miles Benyan	Singing	Distinction	Mia Robson Brown	Theory	Merit
Elizabeth Buttery	Piano	Distinction	Freddie Spence	Double Bass	Merit
Adam Chillingworth	Piano	Distinction	Freddie Spence	Piano	Merit
Charlotte Doggett	Oboe	Distinction	Alexander Tomkinson	Piano	Merit
Isabel Millhouse	Piano	Distinction	Oliver Brown	Piano	Pass
Eloise Parton	Recorder	Distinction	Jessica Coates	Theory	Pass
Sebastian Wade	Theory	Distinction	Charlie Cobb	Theory	Pass
Ellie Buttery	Theory	Merit	Charlotte Doggett	Theory	Pass
Edward Green	Piano	Merit	Chiara Gold	Flute	Pass
Beatrice Howland Jackson	Piano	Merit	Edward Green	Theory	Pass
Guy Howland Jackson	Piano	Merit	Isabel Millhouse	Theory	Pass
Leela Kainth	Piano	Merit	Freddie Spence	Theory	Pass
Isabel Millhouse	Violin	Merit	Lucy St Clair Holborn	Flute	Pass
Mia Robson Brown	Singing	Merit			

Grade 4	Distinctions	5	2 Piano, 2 Singing, 1 Violin
	Merits	5	1 Alto Saxophone, 1 Cello, 3 Violin
	Passes	5	1 Alto Saxophone, 1 Flute, 2 Piano, 1 Violin

Grade 3	Distinctions	4	1 Clarinet, 2 Piano, 1 Trumpet
	Merits	9	1 Clarinet, 2 Piano, 1 Treble Recorder, 2 Trombone, 2 Trumpet, 1 Violin
	Passes	5	1 Descant Recorder, 1 Flute, 3 Violin

Grades 1 & 2	Distinctions	17	1 Alto Saxophone, 2 Cello, 1 Cornet, 2 Descant Recorder, 1 Harp, 5 Piano, 1 Trumpet, 4 Violin
	Merits	18	2 Alto Saxophone, 2 Descant Recorder, 1 Cello, 3 Flute, 3 Piano, 1 Singing, 4 Trumpet, 2 Violin
	Passes	19	1 Cello, 2 Clarinet, 2 Cornet, 3 Descant Recorder, 1 Double Bass, 3 Flute, 5 Guitar, 1 French Horn, 4 Piano, 2 Singing, 1 Trombone, 1 Trumpet, 3 Violin

## Organ Recital at OLEM

Five St John's choristers performed an organ recital as part of the Church of Our Lady & The English Martyrs' (OLEM) 125th Anniversary celebrations on 6 October 2015. All the choristers were 12 years old or younger and, for two, this was their inaugural organ recital in front of an audience.

The music included: *Prelude in C*, BWV 553, 1/8 and *In dir ist Freude*, BWV 615 by J S Bach; *Uns ist geboren ein Kindelein*, Op. 39, no. 4 by Flor Peeters; *Menuet Gothique & Prière à Notre-Dame* (nos 2 & 3 from *Suite Gothique*, Op. 25) by Léon Boëllman; *March* by William Walton; *Vesper Voluntary*, (Op. 14, no. 3) by Edward Elgar; *Festival Toccata* by Percy Fletcher.

With its huge spire and sturdy tower, the Church of Our Lady & The English Martyrs - known affectionately as 'OLEM' - is one of the landmarks of the city of Cambridge and one of the largest catholic churches in the country.

## Composition Competition 2016

Joel Branston, Form 6, was awarded second place in the fourth annual Choir Schools Association *Sir David Willcocks Composition Competition*. The competition is open to Choristers aged between 10 and 13.

Adjudicator, Mr Jonathan Willcocks explained, "As in previous years there was a very interesting mixture of styles, some unaccompanied and some with piano or organ, ranging from simple unison settings up to really quite complicated SSAATTBB writing. The most satisfying and successful settings of the set words were those compositions that showed a sensitivity to the natural rhythms of the words and maintained a consistent sense of musical style and structure throughout."

Joel Branston's composition *Come, let us all this day with holy songs*, premiered at Evensong on 1st July 2016.

Joel Branston performing at OLEM organ recital



## Latin Play

A group of Form 6 pupils took part in the 39th *Ludi Scaenici* competition, held at The Perse School. They performed a play entirely in Latin, *Metella's Birthday Surprise*, which they created and wrote themselves using language and situations encountered in their studies.

The play is an action-packed and hilarious black farce and tells the story of what happens when Grumio accidentally kills Metella with the poisoned peacock he has cooked for her birthday meal. He enlists the help of Clemens and together they manoeuvre Metella's body around the house so that she can respond to the demands of everyday life without any of the household realising that she is dead.



Form 6's *A Midsummer Night's Dream* performed at the Mumford Theatre

## Shakespeare Schools Festival

A group of Form 6 pupils took part in the national Shakespeare Schools Festival for the third year running, performing *A Midsummer Night's Dream* at Anglia Ruskin's Mumford Theatre. Pupils involved have the opportunity to prepare and present their own approach to Shakespeare's theatre as well as to watch and learn from productions offered by other schools. In the St John's interpretation, two contrasting styles helped oppose the straight-laced political world of the Athenian court and the darker, feral world of the woods. The rebel energy of the New Romantic era fuelled the fairy world, with costumes echoing the dress of 80s pop-stars. Pre-Raphaelite artists such as Gustav Klimt and John William Waterhouse infused the setting of Athens with grace and elegance. The division was emphasised by the accompanying music, performed live on stage by a set of string players - three of whom were operating both as musicians and actors. The identical dark face markings of Oberon's henchmen fused these characters into eerie militant uniformity and they carried out their parts entirely on wheels, using an electronic Segway to execute the dream sequences.

## Drama

In Drama we encourage the children to express themselves. Mistakes are seen as opportunities and improvisation is encouraged as part of the development of any play. The giving of a stunning performance, the mastery of oneself and the expression of oneself through a performance are all deeply memorable experiences that remain with children forever. The children learn the vital skills of collaboration and communication, resourcefulness, responsibility, rigour, resilience, risk-taking. We utilise the collective imagination of the children and share and develop ideas, ending up with performances that are full of physical and visual energy and go far beyond words on a page.



Form 5 *Guys & Dolls*

*"One of the things I learnt from this show is to keep going and that there is always room for improvement as well as to stay calm as it just makes the whole process easier. Singing on stage was nerve-racking and exciting at the same time. It was calmer once you got into the song and got the beat of it. Everybody was amazing."*



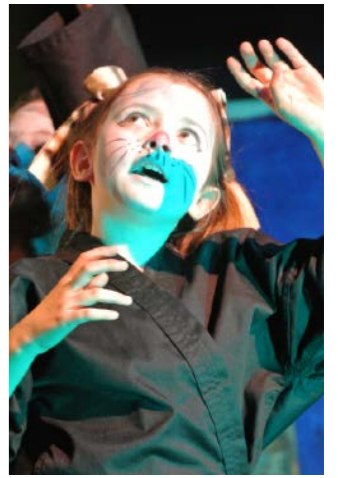
This page and opposite: Form 5 - *Guys and Dolls*



Kindergarten - *The Grumpy Sheep*



Transition 1 - *Babushka*



Transition 2 - *The Pirates Next Door*



Form 1 - *The Great Flood*



Form 2 - *Greeks Got Talent*



Form 3 - *Rats!*





Form 4 - The BFG

Form 6 - Passion Play



## Sports

It has been another busy and successful year of sporting endeavour and attainment. The older children were involved in a wide range of tournaments and festivals in all major team sports. There have been some brilliant performances both collectively and individually this year. Junior (Forms 3 and 4) and Senior (Forms 5 and 6) House competitions in team sports are, as ever, a highlight of the year, full of competitiveness, talent and sportsmanship.

### Main Team Sports

Old Buckenham Hall Rugby Sevens Competition	1st VII Plate finalists; Colts Plate semi-finalists
Barnardiston Hall Under 9s Rugby Tournament	Runners-Up
Finborough Under 12s Rugby Tournament	Vase Winners
Rugby County Cup	Edward Burkitt U13s 'Player of Tournament' Edward Kirker Colts 'Spirit of the Game' Winner Colts 'Fairplay' Team Award
Rugby Under 10s	Unbeaten season
Rugby Under 9s	Unbeaten season



### Girls' Hockey

U13 Girls hockey had a strong season and reached the IAPS National finals, finishing 16th in the Country.

### Framlingham Netball Festival Under 13s

Under 13 A squad won all their matches

### IAPS Netball (Uppingham)

Under 12 girls reached the quarter finals but lost to King's Ely in extra time.

### Witham Hall Cricket Tournament

1st XI runners-up

### County Cricket Tournament

1st XI runners-up

## Colours and Individual Achievements

### Senior Rugby Colours

Ollie Brown, Edward Burkitt, Tom Cairns, Jolyon Glynn and William Taylor

### Colts Rugby Colours

Jake Borrett, Matthew Campbell, Monty Lovell and Joey Taylor

### Senior Girls' Hockey Colours

Ellie Buttery, Emily Collard, Kate Ewbank, Tor Lovell and Anna MacHale  
Amelie Axon, Emily Collard, Kate Ewbank, Tor Lovell, Eloise Parton, Ella Peake, and Charlie Wombwell attended the County's Junior Academy Centre for Hockey, with Charlie Wombwell taking part in the competition squad

### Junior Girls' Hockey Colours

Sienna Cutts, Charlotte Mann, Evie Marchant-Lane and Beatrice Salmon

### Senior Boys' Hockey Colours

Billy Haigh, George Hull, Alex Winn and Oscar Youngman

Alex Winn attended the county's Junior Achievement Centre

Harry Boston, Richard Bramley, George Hull, Tenison Prempeh and Rory White attended the county's Junior Development Centre

### Colts Boys' Hockey Colours

Matthew Brown and Joey Taylor

### Senior Netball Colours

Amelie Axon, Emma Holmes and Tor Lovell

### Junior Netball Colours

Charlotte Mann, Evie Marchant-Lane and Jemima White

### Senior Cricket Colours (Boys)

Harry Boston, Richard Bramley, Oliver Brown, Tom Cairns, George Hull and Alex Winn

Harry Boston, Richard Bramley, George Hull and Alex Winn have represented Cambridgeshire U12s

### Colts Cricket Colours (Boys)

Matthew Brown, Phillip Considine and Edward Kirker



### Girls' Cricket

This year we have moved over to cricket for the girls from Transition 2 to Form 6. It has been a very successful start to their cricketing careers and we had teams representing the school in both the Under 11 and Under 13 age groups at the County Cricket Cup putting in some good performances. Some of the older girls have had time in the nets with the hard ball and many are now playing for teams outside of school. Tor Lovell, Kate Ewbank and Anna MacHale are playing county cricket.

### Senior Cricket Colours (Girls)

Emily Collard, Kate Ewbank, Tor Lovell and Anna MacHale

### Junior Cricket Colours (Girls)

Sienna Cutts, Charlotte Mann and Evie Marchant-Lane

### Horse Riding

Isabelle and Louisa Egerton came 2nd at the regional inter-school show jumping competition at Overa Farm in Norfolk and qualified for the national finals

## Swimming

Children in Forms 3 to 5 had great success at the IAPS Swimming Regional round and in the national final

### IAPS Swimming National Final

Polly Fish – 3rd 25m Butterfly  
 Isabel Macintosh 8th – 50m Backstroke  
 Eloise Parton 3rd – 50m Freestyle  
 3rd, 4 X 25m Medley relay (Isabel Macintosh, Eloise Parton,  
 Polly Fish and Ellie Beaton)

### Swimming Colours:

Ellie Beaton, Kate Ewbank, Polly Fish, Emma Holmes, Isabel Macintosh  
 and Eloise Parton  
 Arthur Denison-Smith, Henry Duncan, Tom McFarlane, Luke Moran,  
 William Taylor and Alex Winn

## Athletics

### Stowe Athletics Competition

Girls' Form 3-6 team came 3rd overall

### East Area Prep Schools Championships

Charlie Wombwell and Joey Taylor have reached the national finals  
 in Shot and 200m respectively, which will be held in July 2016.

### Senior Athletics Colours

Amelie Axon, Ollie Brown, Edward Burkitt, Ellie Buttery, Tom Cairns,  
 Alex Gates, Jolyon Glynn, Ben Grace, Theo Hatcher, Oscar Hills,  
 Emma Holmes, Anna Klenerman, Tor Lovell, Camillo Padulli, Bibi Parker,  
 Ella Peake, William Taylor, Rory White and Charlie Wombwell

### Junior Athletics Colours

Jake Borrett, Lucy Davies, Gaia Greenwood, Monty Lovell, Charlotte Mann,  
 Evie Marchant-Lane, Rafe Sims, Joey Taylor and Jemima White



## Sailing

Joey Taylor won the national RYA Eric Twiname Zone  
 Championships at Rutland in the Optimist class,  
 competing against 77 others in the 10-13 years age  
 range. He was part of the East Zone squad who took the  
 team trophy.

# Leavers' Destinations & Awards

54 boys and girls are leaving for Senior Schools. They are proceeding as follows:

15 to The Perse Upper; 8 to The Leys; 6 to Uppingham; 4 each to King's Ely and St Mary's Cambridge; 2 each to Eton, Oundle, Rugby and the Stephen Perse Foundation; 1 each to Bedford, Berkhamsted School, Cheltenham Ladies College, Framlingham, Gresham's, Harrow, Heritage School, St Edward's Oxford and Wells Cathedral School.

25 awards were achieved as follows: -

Joel Branston	Specialist Music Place	Wells Cathedral School
Oliver Brown	Music and Drama Scholarships	Berkhamsted School
David Bryson	Music Exhibition	Eton College
Elizabeth Buttery	Music Scholarship	Uppingham
Cressida Cheadle	Art Scholarship	Cheltenham Ladies College
Jessica Coates	Music Scholarship	St Mary's
Arthur Considine	Music Scholarship	Framlingham College
Charlotte Doggett	Art Scholarship	St Mary's
	Music Scholarship	The Leys
Atticus Fanshawe	Junior Drama Scholarship	Prior Park College
Takudzwa Gomera	Drama Scholarship	King's Ely
Theo Hatcher	Design Technology Scholarship	The Leys
Anna Klenerman	Governors' Academic Scholarship	Stephen Perse Foundation
Dougall McFarlane	Music Scholarship	Perse Upper
Isabel Millhouse	Music Exhibition	Stephen Perse Foundation
Benjamin Neville	Drama Exhibition	St Edward's Oxford
Auriel Pawsey	Music Scholarship	Rugby
	Headmaster's Exceptional Award	Rugby
Ella Peake	Art Scholarship	St Mary's
Agnes Prager	Art Scholarship	St Mary's
Mia Robson Brown	Creative Writing and Dance Scholarships	St Mary's
Samuel Williams	Music Scholarship	King's Ely
Oscar Youngman	Drama Scholarship	The Leys

Where a child has gained an award in the same discipline for more than one school, only the award for the destination school is recorded.



Saint  
**John's**  

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college school