



THE LEICESTRIAN



TWENTYEIGHTEEN

Contents



INTRODUCTION 2



CLASSICS 32



FOUNDATION
DAY ESSAYS 50



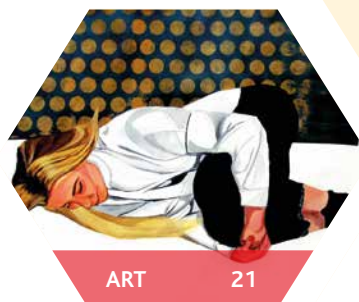
SCHOOL-WIDE
EVENTS 4



HISTORY
GEOGRAPHY & RS 61



MUSIC 77



ART 21



CREATIVE
WRITING 35



ICT AND DT 67



DEBATING 39



SCIENCE 81



ENGLISH
& DRAMA 41



MODERN
LANGUAGES 71



SPORT 87

6TH FORM

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A Word from the Head Boy & the Head Girl

Head Girl, Lucy Ring:

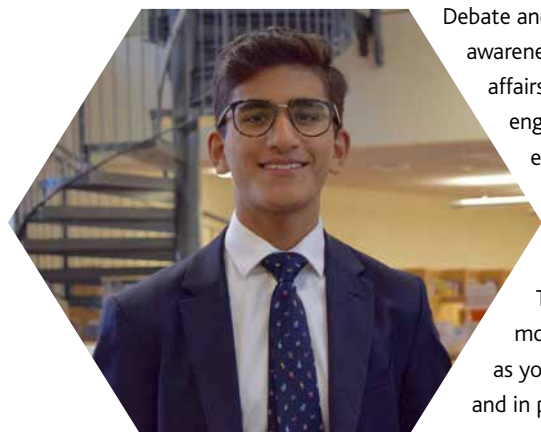
It is hard to summarise my time at LGS as anything other than an eventful series of highs, lows and life lessons, briefly interrupted by actual lessons. Without doubt my favourite part of my role as Head Girl has been walking around St Nicolas before every assembly, swishing my gown behind me and pretending to be in a Harry Potter film. Weekly highlights have ranged from turning up at break to find the refectory is selling brownies, to hitting the gong during late night orchestra rehearsals and Mr Potter taking pity on me before hockey training in the freezing cold and giving me a hot chocolate from the PE office. It still baffles me why any teacher would be willing to take a group of teenagers away for a week. But I'd like to thank them as I will have lasting memories of some of the great trips I have been on, such as the Battlefields tour, the netball tour to Skegness and the Germany trip. The lows have been few and far between: losing two teeth to a hockey ball in Year Eight, the 3:00 am bedtime before every DT deadline, falling into a bog during a Music tour to Ireland and occasionally spending more than 60 hours per week at school. However, these have all been essential components of my time at LGS and have, no doubt, made me more resilient.

I have learnt a lot of things during my time here: that it never gets any easier to carry a hockey bag, violin, DT folder and school bag

simultaneously; never to let anyone borrow a pen (as you won't get it back); and how to leave every piece of homework until the night before it is due. However, one thing that even Dr Whittle has not been able to teach me is how to sing. I would like to say a massive thanks to all the staff who have taught me through the years. I would not be on the cusp of heading to university without their input and encouragement. I would also like to thank Rahul and the whole senior prefect team for their constant willingness to help. As well as Mrs Sains and Miss Carter, without whom assemblies would resemble a stampede. Finally, I'd like to thank my friends: despite all our complaining over the past seven years, we made it through! It is especially my friends who have made my time at LGS enjoyable and memorable.



Head Boy, Rahul Patel:



Debate and discussion, awareness of current affairs and political engagement are encouraged from the beginning of your time at LGS. These become more prominent as you progress and in proportion to your exposure to Mr Allen. They are not only

important aspects of an education, but are also crucial steeples of a democracy. However, recently I've begun to see a problem with this. I am a student of Politics and take an interest in current affairs, but the wealth of information I don't know on any one issue completely outweighs that which I do understand. The same is true of my school subjects, where there is always another

interpretation or another statistic. The more you know, the more you realise you don't know. And yet, on the news, in the paper and on social media, people speak with such conviction that you wouldn't think this was the case. At A-Level you are told that in essays you have to argue a point, and of course, argument is only effective if delivered firmly. However, arguments are only plausible if nuanced. There are two sides to every coin. A lot of opinions are stupid, but no issue is ever black or white, so don't believe somebody who tells you so. Friendships could be ruined simply because somebody refuses to think differently and the fact remains that whoever you are, your knowledge of something will always be overshadowed by a lack of knowledge.

Relax, enjoy school. Enjoy the fact that you don't know things, but aspire to do so. Having confidence in your convictions is a good thing. By all means, if you are passionate about something, spread the word, but remember the importance of balance. This doesn't just apply to politics, the same goes for any disagreement, no matter how small. A little humility is always important.

A Word from the Headmaster, C.P.M. King

I have had the privilege of writing an introduction to the school's magazine for the past seventeen editions. Perhaps given this track record and experience you might be expecting something witty and particularly illuminating, but it is likely I will disappoint you. This edition of the Leicestrian might be a 'monster' publication, but I don't think I will be saying anything which is enormously original or tremendously amusing. It has, nonetheless, been a huge honour to have been the Head of Leicester Grammar School during a period of great growth and significant development. The school roll has grown to be much larger in the time I've been its Head and the achievements reflected in this bumper edition show how they have expanded and developed on an increasingly positive scale. The Grammar School pupils go further, achieve more and have greater all-round success with every passing year. Once again the Leicestrian gathers together a comprehensive record of the pupils' outstanding achievements and I thank the editors and contributors for making this edition such a fine read.



A Word from the Editor, Mrs Higginson

The Foundation Day Essay competition had the topic MY IDEA OF A MONSTER this year, which seemed the natural counterpoint to "My Idea of a Hero", the title given two years ago. The initial response of many students was to think of Hitler or of childish cartoon monsters such as Sully and Mike in "Monsters Inc." Other students applied the topic metaphorically to issues of grave concern: guns, animal abuse, pollution and littering, depression and anxiety. Spiders, I was surprised to discover, are the most monstrous everyday creatures that most LGS students could imagine. The challenge is to come up with a fresh angle on the subject, such as Keira Beatty in Year 8, who wrote about the fire in Grenfell Tower; or Charlotte Stollery in Year 11, who wrote about the fashion industry. It is also very important that you are well-informed, as was Maria Telnikoff in U6th form about Polyphemus, or Shashank Bandari in Year 8 about mosquitos. Use what you know from your own experience, as Charlotte Russ in Year 9 did when she wrote about dyslexia.

The closest I have ever come to encountering a monster would be the person who repeatedly and inexplicably stabbed a teenage girl I knew, while she stood on an escalator coming out of the Toronto subway early one evening, decades ago. Of course, I was

not there, so I cannot say that I met the man or even glimpsed him. Others saw him, though: a police sketch in the newspaper showed a man with dark upswept hair, wearing a big black coat and looking distinctly vampire-like. He was never caught. The victim had been on her way to visit her grandmother in the hospital. An odd coincidence is that the number of times she was stabbed corresponded exactly with her age. She went into a coma and died four days later. I had done quite a lot of babysitting for the victim's younger sister and so knew the entire family, who were lovely. What makes a monster, partly, is the total incongruity between what these people were like and what happened to them. The two-year-old's bedroom had contained a whole forest of large plush animals taller than she was. I remember especially a summer evening when the parents walked me to my door because it was a bit late, and the father challenged me to try to click my heels in the air as we walked, so that the three of us went leaping and hopping down the pavements.

The St Nicholas Chapel



Head Server's report by Harry Wheeler

It has been an eventful year for the chaplaincy of Leicester Grammar School; we have enjoyed the recent visit of the Bishop Martin for our annual Confirmation service. I personally have enjoyed the hardships and the many positives of being an integral part of the school community. In regards to the serving team, we have accumulated an efficient group of boys and I hope they will uphold the great reputation we have generated over the years.

Head Sacristan's report by Hannah Morris

In my last year as Head Sacristan I have seen the biggest changes. Firstly I would like to say a special thanks to Mr Longson, who has built the Chaplaincy team into something to be very proud of. I know I wouldn't be where I am today without him. Also thanks to Dr Ainge, and Dr Boyce who have both supported the team as Head Staff Chapel Wardens during the past year. As I leave so will Reverend Whittaker and Father Steven and I wish them all the best with their future endeavours. Lastly I'd like to thank Mother Liz, Harry Wheeler, Elly Broughton and the rest of the student team: you have made my time as Head Sacristan so special and I have thoroughly enjoyed drinking tea with you all.

Head Student Chapel Warden's report by Elly Broughton

This year has been a very successful one for the Chapel Wardens. Despite the new changes within the chaplaincy, we have managed to end the year with a very strong team going through to next term. Mother Liz stepped in at the start of the year and has been a great asset and made some changes that have modernised things and made the whole transition process very easy. I must say a thank you to all the

wardens who have helped play a crucial part in the smooth running of all the services over the past academic year, especially Esme Bliss who stepped in as acting Head Warden when I was ill. I wish the whole team and the new Head Chapel Warden, Matt Deane, a successful year next year.

St Nicholas Chaplain's report by Rev'd Liz Wilson, St Nicholas Chaplain

2017/18 has seen considerable change for the LGS Chaplaincy Team and, as the school's newbie chaplain, it has been wonderful to worship, serve and work with the wonderful LGS students and staff. Particular highlights of the year for me have been the two carol services at Christmas (where it was great to meet some of our OL's) and being prayed for by Father Stephen on the first day of the new school year. It has been a privilege to welcome Martyn Snow, the Bishop of Leicester, twice to school: first for Foundation Day, when we also received the letters patent for our new coat of arms from the York Herald. Bishop Martyn also confirmed five students (and baptised one of them) at our Confirmation Service just after Easter. Rev'd Helena Whittaker and I had the privilege of learning about God and sharing our faith with the five candidates: Sam Prime, Esme Bliss, Elly Broughon, Fran Jones and Nikolas Wagner-Tsukamoto.

We have enjoyed two trips this year. The first, an away day to the West Midlands, involved adventurous team building at an outdoor pursuits centre and a visit to Coventry Cathedral for a tour and evensong. This fun day out for both Focus and Chapel was ably organised by Miss Crampton. Our second outing was an afternoon trip to Leicester Cathedral, where Dean David Montieth presided at a Eucharist, and there was then an opportunity to learn about

the joint history of our Mother Church and LGS. As of writing, a third trip is planned to see Launde Abbey.

There have been a number of staffing changes in Chapel. I began in September and Mr Longson, who has faithfully cared for the Chaplaincy, handed over his duties to me during the Advent Term. Mr Longson has been generous with his time and expertise and although he has formally stepped down from chapel duties, he continues to worship with us and provides a friendly ear when I am in need of help or reminding about the exact arrangements for a particular service. Rev'd Helena Whittaker will be leaving the School in July 2018. This year she has continued to lead our termly Encounter service, a quiet reflective service in which to meet God, alongside her many other teaching and chapel duties. She will be much missed by staff and students alike. Upon my arrival, Father Stephen Foster became the Co-ordinating Chaplain, providing much needed mentoring advice, often in a local hostelry. Father Stephen will be retiring from LGS in December 2018 and he will be much missed. We will send him on our way with many good wishes and with prayer.

The two constants in 2017/18 have been God (of course) and the excellent team of servers, sacristans and wardens. In a year of change and the ups and downs that come with it, they have faithfully served God and the chapel. Special thanks to Harry, Hannah and Elly as Head Server, Sacristan and Warden respectively. Thanks also to Dr David Boyce (Staff Warden from January), Dr Simon Ainge (Organist and Staff Warden until December), Miss Lucy Crampton and all the staff who have made the Chaplaincy so successful this year, especially as I have juggled parish life with LGS.



A Coat of Arms for the LGS Trust

An Interview of the Headteacher, Mr King by Khadijah Yusuf

How did LGS obtain its coat of arms?

We applied to the College of Arms, which is an independent body whose authority is granted by the Queen. It is possible for anyone to apply for a coat of arms, however, not everyone is then granted one. It is only individuals or organisations that are distinguished within their community that are granted a coat of arms.

Please explain the significance of the design.

The coat of arms is the shield and what is on the shield; the surrounding embellishments are not technically part of it. Mrs Davies created the actual logo. The coat of arms itself sports a blue and gold colourway, denoting the school colours. The centre of the shield is dominated by a cross which signifies Leicester Grammar School's Christian ethos; the cross is framed by two torches representing education and enlightenment. There are two to signify the coeducational nature of Leicester Grammar School. The three golden balls in the centre of the shield relate to St. Nicholas, whom the school chapel is named after. They represent the three schools in the LGS trust and also represent the three headmasters that Leicester Grammar School has had over the years. The helmet that sits upon the shield is purely for decoration nowadays, but in the Middle Ages the only way in which people were able to tell which side of the battle a knight was on was by the symbols on the helmet. A crown is situated above the helmet to symbolise the royal visit paid to LGS when it first moved to Great Glen, and on the crown are two cinquefoils, which are symbols of Leicester. The fox above the crown signifies both Leicestershire and the countryside. The coat of arms connects to the history of

the school, with each symbol representing a significant part of Leicester Grammar School.

How long did it take to create our coat of arms?

The College of Arms are an incredibly old-fashioned institution and so everything had to be hand drawn. Creating the coat of arms took around nine months from start to finish. A herald of the College of Arms acted as an intermediary throughout the process. In our case this position was performed by the York herald. The herald provides some provisional drawings of the coat of arms and explains the significance of the symbols used. Once the appearance of the coat of arms is finalised, it is the King of Arms that then grants the coat of arms to the institution.

What would you say to people who might think that a coat of arms is all about the past and says nothing about the future?

Well, I can understand why people would feel that having a coat of arms isn't very relevant today. But, the way I see it, having a coat of arms allows for a connection to a historic institution with a long history of association with upstanding organisations and individuals. I do hope that in the future younger pupils will be able to look upon the coat of arms and understand the rich history it has.



Year 11 Prom, Spring 2018



"The most memorable moment for me was when we were dancing with Mrs Tompkins and Miss Feeney, with the DJ playing music in the back and the colourful lights beaming down on the dance floor. Nick dancing to 'Hotline Bling' was also a highlight. The chocolate fountain, the photo booth and the professional photographers who were there made the night extra special. All the boys and girls looked stunning." (Emily Kendall)

"Will dedicating a song to Mrs Tompkins and dancing with her was a great moment. Shyen and Vaidehi made the nicest couple, in my opinion. And I thought Jess was the best-dressed student. The free drinks were a bonus." (Charlotte Lewis)

We would like to thank Mrs Livermore, chair of the LGS Friends Committee, for such an enjoyable evening.



An Extract from Isabelle Broderick's EPQ Essay on Thatcherism

Margaret Thatcher dominated the politics of the 1980s in a way that no other individual did in any other decade. One of her most striking characteristics was her capacity to inflame the imagination. No other Prime Minister has made such an impact on popular culture, or achieved such notoriety in the pop charts after her death – hitting the top spot with "Ding Dong the Witch is Dead" in 2013. Margaret Thatcher and her associated political ideology, Thatcherism, divided opinion in such a dramatic way. Her name still provokes controversy in society today. Naturally she had many critics, most of whose views corroborated writer Hanif Kureishi, who believed she embodied "all that was loathsome in the English character". Such a view, however, is opposed by newspaper columnist, A N Wilson, who thought of her as "truly magnificent on a human level" and believed that "her personal qualities outshone what you might think of as her policies". Critics routinely called her a fascist, illustrated by the satirical programme "Spitting Image", developing a running joke in which Thatcher took instructions from an elderly Adolf Hitler.

It is important to remember, however, that although Thatcher became a decisive figure in pop culture, this is but one way amongst many in which she can be interpreted. All interpretations are crucial in order to understand more about her personal political ideologies and her motivations for policy. Thatcher was a woman of strong moral values and divisive political and economic ideologies. Her belief in the free market and rolling back the frontiers of the state to make society more self-reliant led to Thatcher being the first leader of a democracy to convert the economy to monetarism which, although brave, had its own set of economic repercussions that came

very close to ruining her reputation from the beginning. The theory of monetarism that Thatcher was so keen to implement led to the Chancellor of the Exchequer (with such tenure beginning in 1979) to cutting the top rate of income tax from 83p to 60p in the pound, and the basic rate from 33p to 30 p. To compensate, VAT was increased from 8% to 15%. To squeeze out inflation, interest rates rose to 17% by the end of 1980. The effects were seismic. GDP shrank by 2% in 1980 and by a further 1.2% in 1981, in a recession that was both deeper and longer than any member of Thatcher's government, including Howe himself, could have predicted. Unemployment escalated from 1.3 million in 1979 to over 3 million in 1983, where it remained until 1987. Inflation – which had stood at 8.3% in 1978 – hit 22% over Thatcher's first year in office and did not fall below the level seen in 1978 until 1983. Such figures initially suggest that Thatcher's free market ideals, which formed a crucial part of her political ideology and had motivated her to push for monetarism, were her priority over the state of the economy in the late 1970s and early 1980s. Why would a politician desire to implement economic policy that would plunge the economy into crisis, if it was not for political ideology and economic philosophy being a strong driving force behind the decision?

However, further and deeper analysis and research highlights that perhaps Thatcher was not so selfish after all, since the economy did start to recover and improve as time progressed.



Inflation fell from a yearly rate of 18% in 1980 to 11.9% in 1981. By 1982 it was 8.6%, plunging to 4.6% in 1983. Interest rates declined from 17% to 9%, while a fall in the value of the pound eased the pressure on exports. Such data therefore suggests that a combination of both of the aforementioned factors could explain the original hypothesis. Perhaps Thatcherite ideology was the driving force of decisions, but they were made by the Thatcher administration with concrete contextual knowledge about the political economy shaping society during the 1980s.

Farewell to our Headmaster, Mr King

Interview by Rahul Patel and Lucy Ring

What's your favourite song?

Wow! ..."Fields of Gold" – I think Sting wrote it?

What was your first car?

Ah, that was a Morris Minor; it used to be known as a 'Jelly Mould' and you used to start it by a pull button, which is a bit ironic, because I've now got a Jaguar where you press the button.

What was your first job?

I was a "Water Resource Planner", a hydrologist. As for part-time jobs, I was a barman, a cellarman. I worked as a wine waiter. I was, for a time, quite an expert on all kinds of wine. Well, I think I still know something.

What were you like as a schoolboy?

Ah, that's a horrible question, unfair. Okay, when I left the school, they awarded me their Victor Ludorum, a sort of all-round award. That's kind of what I was really. I was... whether it was sport, or music, or drama, or academically, I was pretty good at everything, but never so outstanding in one area.

Am I right in thinking that you went to university when you were 16?

Yes, I went to university when I was 16. I was 17 soon afterwards, but 16 when I arrived.

And what was that experience like?

Well, I loved university... If I had been a year older, would I have done anything different? I don't know. I suppose I'll never know, so I can't have any regrets about it... but it is a young age to go.

What's your idea of the perfect weekend?

It'll be a busy weekend, so the sun's got to shine, I've got to see a win for any or all of the sports teams that I support. I've got to enjoy something cultural, be it a concert or a play, and then some very fine food and wine, with the best of company.



What do you think would surprise people most about you?

I like opera, would that surprise them? People wouldn't be surprised that I've climbed lots of mountains, but perhaps they wouldn't know about my rugby-playing background.

What advice would you give to any future headmaster?

Well, the job has changed a lot in the time that I've been a headmaster and the expectations of parents have become far greater. I would tell him or her to stay calm when people criticise the school.

What really annoys me is an irrational, ill-informed, unnecessary, or just angry, attack on the school, because it's a great place. I don't mind constructive criticism – you should listen to that.

A very good friend of mine was a headmaster for 26 years (which is a very long time), all at the same school. He retired nearly two years ago now, and I said to him, "After all that time, it must get easier; it must feel as if you've seen and heard everything in that time?"

And he said, "Oh no, no, no, no. It hurts a lot more when you're a head for that period of time because, if anybody criticises the

school, no matter how small the issue, you feel as if you're being criticised, because you've put so much into it."

And that's how I feel. I feel deeply about anybody who says even the smallest thing.

Where do you expect to see the school in ten years' time?

Quite a lot of people misunderstand what the motivation was to move to the Great Glen site: the motivation was about the future. In ten to twenty years' time, the buildings will look different. The school is strong and it will be able to change buildings or add new buildings and we've already done that with things like the coffee house and this extension that we're

in at the moment [H-Wing]. I think it's very likely that new technology will come into schools. We may well see artificial intelligence aiding access to information for people. That might mean we need to re-shape the look of the buildings and the way in which we use some of the facilities. Most of your education, for both of you, still involves going into the classroom and doing the same thing as almost everybody else. I can see a future where you might go into the classroom, for Geography for example, but nearly everybody could be doing something slightly different. The teacher will be helping students to research things and the technology will be providing the information that people want.

What excites you most about your future plans?

Well, I didn't want to leave the job that I'm doing at the moment; I didn't want to leave the Grammar School, but I knew I couldn't stay forever and it wouldn't be good for the school if I stayed forever. I wanted a new challenge, something different, but something that also drew on all of my experience. I'm looking forward to working with different people in a different environment, as Chief Executive of the Prep School Association, having new challenges that I don't know about yet.



Junior Quiz Challenge 2018

By D.R. Willis

Following last year's appearance in the National Finals, selection for this year's team was always going to be competitive, and a strong performance in December's House General Knowledge Competition was a must for any self-respecting team member. After a selection "quiz off" between the best of the best, our team picked itself, and comprised Milly Kotecha, Harry Khalid (both 8D), Sarah Inchley (8E) and Harriet Inchley (7C). On 20th March we again hosted the East Midlands (South) regional contest and our team faced opposition from Stamford School, Dixie Grammar and Brockington College. Winning all our matches comfortably, we retained our title and went forward to the Inter-regional round once again. With the withdrawal of the Northern Ireland team opening up the draw,

we received a "Bye" and passage straight to the National Finals that were held on Sunday 24th June at The Perse School, Cambridge. Rubbing shoulders with the elite of the Junior Quizzing world, our team performed superbly, despite coming up short in both their matches. They lost narrowly to Perse B 550-670, and then in the "Plate" competition lost to Warwick School 380-560. Very well done to the team and my personal thanks to Mr Inchley, who stepped into the breach at the last minute when injury prevented me from accompanying the team on the day. Next year we will hope to make it a hat-trick of appearances in the Nationals, but it will be back to the drawing board on team selection as only Harriet is young enough to make a further appearance.

Animals in Warfare Through History

Extract from Andrew Higginson's EPQ Essay

Soon the importance of the chariot in warfare was eclipsed by the horse itself. From 1300 BC horse riders appeared in Egyptian art, but riding further back than the normal "control position", horses not being strong enough yet to carry a human. Such ungainly riders can't have been much use in battle, except perhaps for scouting or running messages; the era of the chariot was still at its height. By about 800 BC however, Assyrian art starts to depict horses being ridden from the forward position, indicating that the animals had been bred to be strong enough to carry riders effectively. The same image also shows the beginnings of horse archery, Assyrian cavalrymen working in pairs.



This advance in military technology had little time to benefit the Assyrian Empire, as by 612 BC, the capital, Nineveh, was sacked by the combined forces of Babylon, the Medes and the Scythians, the latter a steppe people who entered the Middle East with the technology of horseback archery and wielded it against the settled empires there. The Scythians continued to raid and trouble the successors to the Assyrians. In 514 BC, Darius of Persia attempted to chase the Scythians into their home territory north of the Black Sea, with disastrous consequences. His ponderous army of organised infantry was outmanoeuvred by the mobile Scythians. Darius found himself pursuing an enemy that refused to give battle, until his army found themselves deep in enemy territory with limited food and supplies, and nothing but an endless sea of grass surrounding them. According to Herodotus, the Scythian king Idanthyrsus said this in reply to Darius' frustrated demands for battle or surrender: "I have never before fled any man because I was afraid of him – and I am certainly not fleeing you now. We have no cities – nothing that we need worry you might capture. We have no crops -- nothing that we need worry you might destroy." Herodotus describes how the Scythians attacked the Persian horsemen whenever they were out foraging for food, then retreated when the bulk of the infantry arrived. Eventually Darius managed to escape with his starving army back into his own territory under cover of darkness.

It is easy to conflate the hit and run tactics of the Scythians with a primitive style of fighting, adopted because of fear of engaging a "civilised" army "fairly", but this is a misrepresentation from historians who belonged to the societies that were the victims of nomadic warfare. John Keegan summarises why the horse peoples were so feared and despised by settled peoples in *A History of Warfare*: "They may have made a practise of retreating before an enemy who showed fight, but this was a feigned manoeuvre, designed to draw an opponent out of a chosen position, disorder his ranks and expose him to a disabling counter attack. When a horse horde closed in for the kill, it slaughtered without compunction." Keegan also presents an interesting theory as to why this was:

it all stems back to the nomads' pastoralist lifestyle and the application of pastoralist skills to warfare. The Mongols and other steppe peoples essentially lived their entire lives in the saddle. Reportedly Mongol children could ride by the age of three and shoot a bow from the saddle at five! They collected milk, cheese and possibly blood from their mounts for sustenance, and brought their herds and flocks with them whenever they migrated. Such a lifestyle produced hardened warriors, as well as the best riders, people who couldn't survive without their horses, and as a result they became a living weapon unlike any before, the perfect symbiosis of human and animal. Keegan's theory attributes nomads' infamous "cruelty" to their way of life and their intimate knowledge of how to kill injured animals quickly and quietly, so as not to disturb the rest of the herd. Their herding skills also tied in directly to their style of warfare: "They knew how to break a flock up into manageable sections, how to cut off a line of retreat by circling to a flank, how to compress scattered beasts into a compact mass, how to isolate flock-leaders, how to dominate superior numbers by threat and menace, how to kill the chosen few while leaving the mass inert and subject to control." In treating the masses of (often ill-disciplined) infantry as they did their flocks, steppe nomads throughout history were immensely successful in battle.



Can Military Intervention by the International Community be justified as 'Humanitarian'?

An Extract from Kaneeka Kapur's EPQ essay

Since no international legal instrument explicitly provides for forcible military intervention within a state on humanitarian grounds, it is in the nature of the argument that different states and individuals would have opposing ideas on the matter. In regards to the Kosovo Intervention of 1999, there is the argument that NATO, a regional alliance, acted without the explicit validation of UN Security Council resolutions and therefore this created the risk of undermining both the power of the United Nations and also international inhibitions prohibiting the use of force. This should not be used, however, as a claim to disregard the good intention behind the intervention. The massive multilateral support within NATO confirms the sense of the international community feeling the need to act together to protect the Kosovars, rather than the intervention being solely on the basis of one state's interests.

It is unfair to take a Chomskyst outlook and suggest that every case of military intervention that uses the term 'humanitarian' as justification is using it unjustly. His assertion that the West only have ulterior imperialist and political motives when intervening in conflict lacks the appreciation of real-world issues. Military intervention is extremely costly, both in regard to financial resources and potential lives that will be lost. In order to justify this to domestic publics, it is understandable if multiple reasons are given in addresses and speeches. In Blair's speech in 1999, which is mentioned earlier, during which he claimed that if Britain did not involve herself in the Kosovar conflict, the war might spread into mainland Europe and cause a mass influx of refugees, it can be appreciated that he took this standpoint in order to neutralise domestic opposition. Chomsky is also completely dismissive of the role of morality in international politics, instead attributing every action to have a power-seizing motive.

This is not to say, however, that we should neglect the presence of other motives so long as there is a humanitarian aim amongst them. In the case of Libya in 2011, the consequences of intervening held greater political benefit to the intervening countries than benefits for the people. If it were truly on a humanitarian basis, then

there would have been a system installed after Gaddafi's death in order to ensure that Human Rights were being respected and the country could re-stabilise. Instead, once the forces withdrew, the country descended into chaos that is still continuing today. The intervening countries should have to take some responsibility for the failures of their mission, if they were truly being governed, in this case, by their morality.

The inability, or reluctance for nations to intervene is also an imperative part in deciding whether the Responsibility to Protect or Humanitarian Intervention are both viable concepts that should exist. However, in the interest of keeping this argument focused, it is not possible to go into depth to this end.

To conclude, it is difficult to give a sweeping statement that either promotes or condemns the idea that all military action can be reasonably and morally justified as 'Humanitarian'. It is still a relatively new concept for the world that state sovereignty is held to be conditional upon human rights compliance, but there is definitely a growing trend towards states taking an interest in cases of gross humanitarian abuses. A consequence of globalisation and universal human rights is that borders inevitably will become blurred in the eyes of the international community and, in the foreseeable future, humanitarian intervention should be clarified in international law, instead of nations having to eschew existing laws to justify the means. The actual means of military intervention, such as the cluster bombings in Kosovo, should also be discussed directly, in order to avoid criticisms. In circumstances of catastrophic or dire humanitarian crisis, the international community does have an obligation to protect and intervene. Not only on a political basis, but also morally. In this regard, Military intervention by the international community can be justified as humanitarian, but it must be judged on a case-by-case basis. More stringent criteria must be created in order to prevent the ambiguity that allows for circumstances like the Libyan Intervention to be justified as humanitarian when they are not.

House Drama: Cinders, Willy Wonka and Other Strange Characters

By Nicholas Njopa-Kaba



(Photos by Katie Siddons)

House Drama is always a memorable night with lots of laughs and extravagant costumes. As it takes place in the first half-term of the year, there simply isn't any time to waste if your house has any hope of snatching all forty points available and taking an early lead in the Midland Bank Cup. Because of this, the lead-up to performance is hectic.

The new additions of live music and official programmes increased the numbers of those involved, further complicating rehearsals and adding to the pressure on all houses. Despite this, they undoubtedly made for even more impressive productions. For the first time, houses had an opportunity to perform their production in front of the Lower school in the afternoon before the judged performance on the evening of October 11th 2017. For many, this was a chance for a much-needed dress rehearsal and it quickly became obvious which houses had had the most, and the least, amount of rehearsal time. Above all, it confirmed that the judges would have a tough job.

First up were Dukes house with their production of "Cinders". This miniature pantomime (with a new ending involving a surprising fit for the lost slipper) drew lots of laughs from the audience, with especially good performances from Josh Blair as the constantly-hair-combing Prince Charming and Georgia Morris and Millie Horne (pictured above left with Yash Bhatia) as the outrageously over-confident step-sisters. Modern references were integrated seamlessly into the timeless fairy-tale. Next up were Masters and their performance of "The Accident". This physical theatre piece, a bit like "The Play that Went Wrong", forced the cast to be the props and make up the set, including a human door, window, radio and chairs. The audience were particularly amused by Nahbi Odeh, sporting a bright red dress and playing the role of a rather sassy, middle-aged mother. VCs followed with "The Musicians", which almost made it feel as if a performance of the Leicester Grammar School Orchestra really was taking place in a Moscow concert hall, with an excellent individual performance

from Maria Hancock, as a Russian charlady with musical aspirations. Judges were the last to the stage with "Willy Wonka & the Chocolate Factory". Complete with an ingenious programme in the form of a golden ticket, live musical numbers, dancing and excellent impressions of the distinct characters of the 1971 film, it was a superb end to the evening. (Some of the cast are pictured above, with Nick Ebbesen as Willy Wonka.) The judges, Mr King, Mr Rich and Mrs Ewington, had the difficult task of choosing a winner based on criteria covering all aspects of theatre, from acting and costumes to lighting and sound. Dukes ("Cinders") were the overall winners, with Judges ("Willy Wonka and the Chocolate Factory") falling just short of victory. It was a great evening and, although learning lines can be a nuisance whilst also trying to keep on top of studies, House Drama 2017 was a thoroughly enjoyable experience.

Introducing Mother Liz, our new Chaplain

Interview by Millie Sian

Were you brought up with strong Christian values?

No, because my parents don't believe in God. I think Mum and Dad imparted strong moral values, some of which you could describe as 'Christian' but I wouldn't say that they were particularly 'Christian' values. There are some things I believe and do differently from my family. I only became a Christian when I started Brownies and Sunday school as a child, and so, suddenly when I was 14 I thought there is a God and yes, I believe in him and want to make a commitment to him. I haven't always been a Christian, between the ages of 17 and my early 30s I did not do anything to do with Church or God. I must have been in my mid 30s when I came back to Church and then became ordained.

If you could give one piece of advice to the students, what would it be?

I think it would have to be along the lines of 'Do unto others as you would have done to yourself' in Biblical terms or 'Love others as you love yourself' and I think many religions have that as a golden rule. I think morality is all about being kind to yourself, because that is really important, and being kind to those around you. This is putting it very very simply... Jesus puts it very much more eloquently!

What is your favourite thing to do in your spare time?

I am a creative person, so I love making stuff. I love baking (although it is not necessarily great for my figure). Also I am really into sewing; I love making bunting and at the moment I am making some stoles from some lovely fabric I brought a long time ago whilst I was in India, which are the scarf-like things that I wear during services. Another thing I do is pottery; I don't make pots but I make ceramic objects.

What was your first job and what was it like?

I was nineteen years old and I made baguettes in a sandwich shop called La Baguette, on Queen Street in Cardiff. I worked two days a week, earning £2.50 per hour, which was not even the minimum wage, and I absolutely hated the tiny shop, where the oven was on all day. It made me feel really sick by the end of my shifts. I couldn't face baguettes at work and when I wasn't at work it was all I ever wanted to eat!

What is the most rewarding thing that has come with your new job?

I think the most rewarding thing here at Leicester Grammar School has to be mingling with young people. In Church, as a Parish Priest, I tend to spend a lot of my time hanging out with older people, as



Churches tend to have quite elderly congregations. Therefore, it is really refreshing just being around young people and I just love the fact that people open up to me about whatever is going on in their lives, whether it be the good stuff or the bad stuff. So, for me, being with people is definitely the best bit of my career.

Question Time 2018

By James Merryweather

The evening of March 8th, 2018 was one of the highlights of the School calendar: Mr Allen's annual Question Time. Every year this proves to be a thoroughly enjoyable evening, with fierce debate as panellists, students, parents, and staff all attempt to tackle the big issues of our time. This year's questions covered Brexit, university education, Russia, women's rights, and the NHS. The panel consisted of the Member of Parliament for Market Harborough, Neil O'Brien; Alex Wild from the Taxpayers' Alliance; Professor Adam Cygan of Leicester University; UK Youth Parliament delegate, Simran Sangherra; and passionate anti-Brexit campaigner, Madeleine Kay.

The evening opened in a rather expected fashion, as we debated the implications of Brexit -- would the result resemble a three-course dinner or a packet of crisps? (The former chief at the Department for International Trade said recently that Brexit would equate to throwing away a three-course meal for a packet of crisps.) Overall the panel wanted to take advantage of the opportunity that Brexit has presented to the UK, with Mr O'Brien stressing that we can now attempt to improve areas of the UK that have lagged behind and make use of new freedoms. Mr Wild was keen to add to this, highlighting how the UK can now negotiate new free trade agreements and expand policy options to benefit its own interests. Yet, Ms Kay warned that it would now be "very, very difficult to maintain positive relations with the EU." She asserted that the reality of Brexit was not going to live up to what was expected. Professor Cygan furthered this argument by highlighting the likely loss of the single market of 500 million people and the seamless free trade that comes with it. Utilising his legal background, he argued that there is no guarantee in international law to preserve free trade agreements and brought up the obvious time lag in negotiating new agreements. Debate on this topic concluded

with his point that he did not believe the UK economy could survive a transitional agreement with the EU.

The next topic was a second Brexit referendum. The majority, bar one (Ms Kay), were not in favour of a second referendum, mentioning obvious impracticalities such as the potential for a series of referenda, weakening the UK's negotiating position, and there being no guarantee of a different result. Disagreeing, Ms Kay asserted that Brexit must be stopped, either through a referendum or a debate in Parliament. The topic then moved onto the impact of Brexit upon university education, fees and opportunities for both students and graduates. Professor Cygan spoke about the commercialisation and consumerisation of universities, describing how they are competing for students from everywhere, including the EU. Professor Cygan then proceeded to raise several questions: would EU and UK students no longer pay the same fees? Would there still be access to EU research funds and the free movement of academics? The overarching theme was the growing issue of uncertainty.

Debate then switched to the possibility of boycotting the football World Cup in Russia in response to recent events (the Skripal poisoning). The panel agreed that decisive action needed to be taken, but didn't believe that England's attendance at the World Cup would make any difference. Questions then came on women's rights issues, given that 2018 is the centenary of women receiving the right to vote; whether upper-rate taxpayers should be allowed to divert some tax income to a charity; and even whether Jeremy Hunt should be sacked over NHS struggles. Each question provided scope for covering positive discrimination, representation in Parliament, how tax revenue is used, and the state of the NHS, both financially and with regards to its staff. A question ensued concerning the majority of the audience,



young people. Should young people be more resilient, and if so, how we achieve this? This was the time for Miss Sangherra, UK Youth Parliament delegate for Leicester, to enter the limelight, as she argued how resilience means different things to different people. She said that good mental health and a curriculum for life, (central to her work in the Youth Parliament), were the keys to making youth more resilient. Mr O'Brien and Mr Wild both discussed how the media inflates the idea of weak young people, before Professor Cygan spoke of the importance of getting a balance between student responsibility for mental health and the provision of adequate support in universities for mental health issues.

Mr Allen then concluded the evening with a series of quirky questions. With Mr King in the audience, treasuring his last ever Mr Allen Question Time, it was asked what qualities a new Head Teacher should have. The most notable response came from Mr O'Brien who said that a Head Teacher should have the ability to raise everyone's sights and to show investment in people's lives and aspirations. Mr Wild added to this by saying that a Headmaster needed to be willing to challenge the status quo. The final quirky question of the evening was asked: Would Britain ever have a bearded Prime Minister? When Mr Wild asserted that bearded men were less trustworthy, all at once the hopes and dreams of Mr Allen evaporated! Thanks must go to Mr Allen and to all the panellists, for making the evening such a success.

Amnesty International Club

By Ella Berman

On September 29th 2017, the Lower 6th pupils of LGS were fortunate to receive a visit from Kenneth Knowles, an activist with Amnesty International, as part of our General Studies course. His engaging and moving talk led a group of Lower 6th students, headed by Urjaa Chudasama, to set up the school's own Amnesty Youth Group, open to all students, allowing them to learn more about the organisation and help to make a difference. This non-governmental organization draws attention to human rights abuses by lobbying the UK government, whilst also putting pressure on foreign governments allowing abuse to take place. The organisation aims to "conduct research and generate action to prevent and end abuses of human rights and to demand justice for those whose rights have been violated", which was something the students felt passionate about after Kenneth Knowles' talk.

Our first meeting, on January 30th, 2018, was a huge success, with over 20 students turning up. The students discussed what it was that was driving us to get involved and then deliberated some fundraising ideas. We also noted that on 8th February it was Zero Tolerance for Female Genital Mutilation Day so we researched this issue. We decided to ask people to wear something purple on February 8th to raise awareness and donations towards the cause. On February 8th, there were people wearing purple dresses, purple ties, purple shirts and even purple eyeshadow! It was lovely to see so many get involved for such a worthy cause. Many students and teachers also brought change along to donate which has been sent to the charity.

Our group was assigned our first target cause: creative solidarity action for an individual at risk, our individual being Ali Aarrass. Aarrass was staying in Spain to care for his ageing father, until being extradited to his home country, Morocco, despite warnings from both Amnesty and the UN Human Rights Committee of the danger involved for him. Upon his return to Morocco, Aarrass was held and tortured for 12 days, during which he was subjected to such things as electric shocks and burning with cigarettes. He is now serving an unlawful 12-year prison sentence based on a 'confession' obtained under torture. We are now working on ways to put pressure on the government to review this case. We also plan to write letters to Aarrass offering him support and to the Moroccan government to put pressure on them to give him a fair trial. We would like to thank Kenneth Knowles for helping us in starting up our Amnesty Youth Group, and Mr Allen for his support and guidance throughout. We look forward to many other events and fundraisers and encourage students to come along to our lunchtime meetings.



World Book Day, 2018

By Jennifer Ewington



Animals crawling along the street, Daleks wandering around D wing and a very hungry caterpillar exploring the refectory. LGS was filled with book characters on March 1st, 2018, for World Book Day. Our imaginations were fuelled by some of the greatest names in the literary world, from Philip Pullman's "Northern Lights" and Martin Handford's "Where's Wally?" to Jane Austen's "Pride and Prejudice". The school librarians laid down the challenge to bring books to life with a door decoration competition inspired by the written word. Across the school the challenge was taken up and each form-room door was exquisitely decorated with a colourful book-cover, from Physics textbooks to "The Gruffalo". In all there were 34 entries to the competition. Congratulations go to 7F as their "Gangster Granny" (with real cotton curls) stole the prize.

Meanwhile, at lunch time, Katie Siddons, our favourite student photographer, took some wonderful "bookface" photos of students and teachers with book-jackets partially covering their faces. (Some of these feature on our front cover!) The librarians had the ingenious idea to run a second-hand book sale and the middle area of the library was filled with a vast array of books which students and staff had generously donated, raising money for Book Aid. It was a great day, an inspirational event and a celebration of lots of amazing books and authors. Thanks to the librarians, Mrs Midgley and Mrs Ingham, for organising such a phenomenal day!

The Secret Diary of Adrian Mole, aged 13 $\frac{3}{4}$

Our Christmas Reading Challenge

Over the 2017 Christmas holidays, Mr Kidd challenged all interested staff and students to read or re-read one of Sue Townsend's Adrian Mole novels, a popular series of comic novels set in Leicester. Here are some of our thoughts on the books.

Dr Griffin: I first encountered Mole when I actually was a 13 $\frac{3}{4}$ year old boy from Leicester. Whilst I could never claim that I was an intellectual like him (my highest claim to fame at that time was a Certificate of Merit in RS and Woodwork), it was like reading about someone who was (a bit) like me – though I fooled myself that he was pathetic and I was just 'ironic'. Spots, teenage crushes, strange elderly neighbours, and fears of O-levels were just as much a part of my world, and like Mole I often struggled to make sense of it all. Sometimes we read to rub shoulders with the great and the good, sometimes we read to know we are not alone. Though I never knew a girl called Pandora...

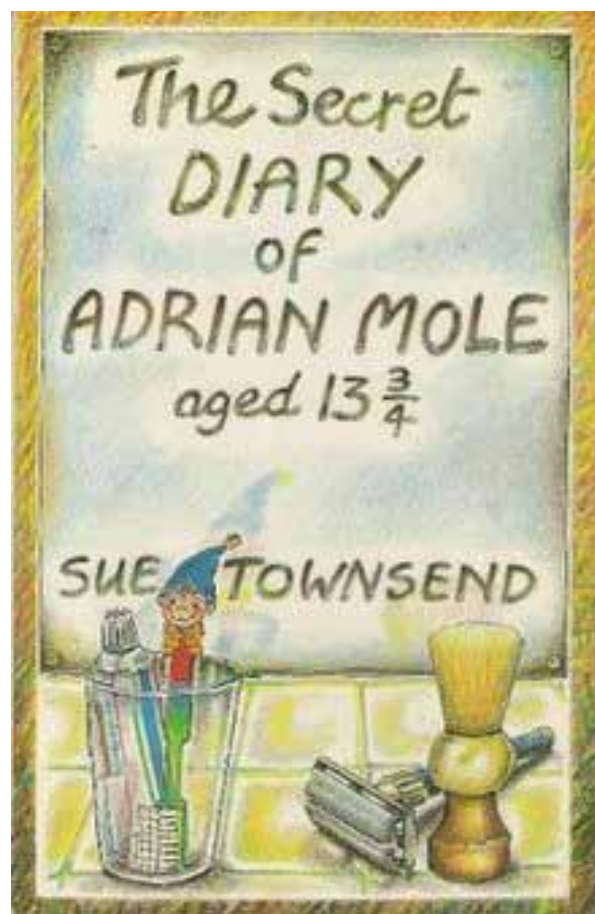
Rameen Masood (9C): *"Perhaps when I am famous and my diary is discovered, people will understand the torment of being a 13 $\frac{3}{4}$ -year-old undiscovered intellectual."* Adrian Mole is a priggish character whose honesty and naivety I admire. Every day, he writes in his diary in which he expresses detailed resentment over his parents, his infatuation with Pandora and the trouble his never-ending acne causes. Adrian thinks that he is surrounded by ignorant people who just don't seem to comprehend his intellect; however it seems that he is just as ignorant!

One of my favourite characters in this book is Pandora. Her general allure made her stand out for me; she made me realise that nothing can stop us from achieving our goals, providing we are full of determination. In addition, I love

the way the book is written; the short and snappy diary entries make it funny and quirky. Adrian's ability to make a mountain out of a small dilemma makes him truly likeable in a peculiar way. This is certainly a witty read and thus is now a favourite of mine. A Word of Caution: don't read this book on public transport because it will surely make you laugh and snort!

Mrs Midgley: I have known Adrian Mole since I was a student, but have not spent any time with him since those days of old in the last century. Our Christmas Reading Challenge sent me to the library shelves to gather all the books in the series we held. I discovered that we had seven out of eight titles, and chose to take the final book home.

Adrian is nearing forty, and his life as ever does not run smoothly. Prostate cancer, redundancy, marriage problems and an array of interesting friends and family members give Adrian plenty to worry about in his diary. Returning to Mole after all those years was like revisiting an old friend, with lots to catch up on. I give Sue Townsend top marks for readability. The diary format means easy reading, and 'just another entry' is a whole lot faster to read than 'just another chapter'. Townsend intermingles Adrian's daily life with his thoughts about Gordon Brown (then the current Prime Minister), Afghanistan,



the Financial Crisis, and the NHS. The book was written and set ten years ago, and I suspect that if she was still alive Townsend would be writing another instalment, but sadly, this is where it ends.

One further reason I love the Adrian Mole books, is that they are set in Leicester. I find myself trying to work out where Mr Carlton-Hayes' (a familiar Leicester name) bookshop is, and if I have eaten at Wayne Wong's restaurant. I also find faults – Adrian shopped with his mum as a child at Lewis's NOT John Lewis. Is there an English Department at DMU? I recommend the whole series to you – read them in order and one after the other. They will not take you long, and you will laugh a lot.

Farewell to our Business Director, Mrs Shakespeare

Interview by Maya Thompson

What have been your most memorable moments at LGS?

My most memorable moments are around the move to this site; managing to get the money to make the move was memorable because that certainly wasn't straightforward. Reaching the point where we had the finance in place was very exciting. Having the diggers come onto the site for the first time was the point at which there was a real sense that this new campus was definitely going to happen. Also, on the first day of term when we had moved here (because it had been such a massive project), it was lovely to see the school actually opening. Since I've been in post, for me personally, being voted onto the Board of the Bursars' Association, the ISBA, was very exciting because it meant I'd been voted in by the Bursars at all the other independent schools. One of the most memorable times, in a not quite so good way, was giving my conference speech to 450 other Bursars – a little more daunting than exciting.

What are your future plans?

I am moving on to be the Bursar at another Independent School: The Perse School in Cambridge, which is similar in many ways to Leicester Grammar. It's an independent school, it's co-educational and for ages 3 to 18, and it's a day school. However, it is bigger than LGS: 1,600 pupils.

How did you become a Business Director?

Partly by chance. Originally, I read Geography at Cambridge and then I trained as an accountant with PricewaterhouseCoopers. I had no thought at all of working at schools at that stage, and I was doing a Finance Director job somewhere else when I was approached by the recruitment consultants the Grammar School were using to find somebody for this post. It sounded really interesting and appealed to me, so I applied for it, but I'd never thought about working in a school before that. I've really enjoyed it which is why I've stayed for so long.

What hobbies do you pursue?

I love reading, I read a lot. I listen to a lot of music, mainly classical music, and I like going to concerts. I like baking: I make a lot of bread and lots of cakes at the weekend. Also, I go to Norfolk a lot; I like walking on the beach.

What is your favourite book and the best performance you've been to?

Gosh, very difficult to choose one. A book which stands out for me and which I have read several times and really enjoyed



is "Wolf Hall" by Hilary Mantel. If I had to choose one performance it would be a ballet rather than a concert: "Alice in Wonderland", which I saw at the Opera House in Covent Garden. The music, dancing and costumes were amazing and the characters in that story are fantastic.

What have you learnt during your time at LGS?

Lots. It's been a busy time and there has been an awful lot happening: going back to moving the school site, I learnt to persevere if something is not immediately working out and have a clear sense of where you want to go and what you wish to achieve. Also, it is important to have a really strong team of people around you who are all working together: the non-teaching staff are a really great bunch.



Career Development 2017-18

By Richard Longson, Head of Careers

It has been another busy year! The School has been awarded Career Mark Platinum for the quality of our Careers provision. We have worked on developing the provision in terms of what is provided in the curriculum, but also through other events, such as our Careers Evenings or biennial Careers Convention. In particular, Katie England must be thanked for working extremely hard with me on the preparations for and management of the Careers Convention in September 2017.

There has been much continuity in what we offer in preparation for students' futures, through the varied events on offer to aid career development. In particular this year, I would like to highlight the strong emphasis on the world of work that has been the focus of Yr.10. This starts with the talks from employers during Year 10 Induction arranged by the Friends of LGS, then continues through their PSD Careers work on CVs, finally culminating in several days of Work-Related Learning (talks, activities and competitions)

in the penultimate week of the school calendar. Some really good learning took place this year and employers were very complimentary about our students. This all, of course, is supported by the Careers Convention and Careers Evenings.

There has been a growing awareness amongst older students of the opportunities that there might be in the area of Higher and Degree Apprenticeships. At the same time we have developed work to help students think about how to manage their career development once they leave here for university.

Finally, I would like to thank those parents who have actively supported the Careers programme.



Photos by Natalie Hunt

Senior Head of House Report

By Miss Allcoat



Last year Judges won the Midland Bank Cup for the first time since 2006 and this year they fought fiercely to keep it. The Senior House Captain team were an incredibly motivated and determined group of pupils who, with Mr Radford, led Judges to their second Midland Bank Cup in a row.

House Drama kicked off a lively Advent term, with Dukes ultimately receiving the points for their fun take on "Cinderella". I must thank Mr King, Mr Rich and Mrs Ewington for kindly agreeing to adjudicate. Parents and guests enjoyed the judged evening performance, but for the first time Prep and Years 7 to 9 also delighted in a special warm-up afternoon performance. Whilst runners up, Judges deserve special mention for their version of "Charlie and the Chocolate Factory". It proved a crowd favourite and was memorable for various hilarious reasons. I will never forget Augustus Gloop's dramatic and sticky end, or the excellent choreography of the Oompa Loompas. Introduced this year was a competition between houses to raise the most money for their House Charity, nominated by the Senior House Captains. Dukes selected Hope against Cancer; Judges supported an orphanage in Malaysia, Ramakrishna Ashrama; Masters chose Dogs' Trust; and VCs picked Rainbow Africa. The Houses have raised over £1500 through various events. VCs held a Fun Run and a Guess the Number of Sweets in the Jar competition, as well as organising a Mario Kart tournament. Masters had a special visitor in school: a lovely Labrador posed for photos and accepted copious cuddles, whilst pupils tried to guess his name. Judges organised an Easter Egg Hunt as well as numerous cake sales. Dukes held a Hallowe'en-themed disco, with fancy dress and a live band covering some iconic rock songs, and ultimately raised the most money for their charity. Added to the money that the Charity Committee have raised by running cake sales, non-uniform days and other events, the school has raised a total of over £8000 this year.

Moving onto sport, VCs won Girls' Hockey and Boys' Football whilst Dukes won Boys' Rugby and Girls' Netball. Masters and Judges battled it out on the intellectual playing field, coming joint first in General Knowledge, as well as in the logo and motto creation competitions. The simple yet striking design by Charlie Fraser, U6th, gave us the inspiration for our new House logos, (pictured at the top of the page), which we hope to use for many years to come. The Seniors' General Knowledge was a nail-biting affair, with intense back-and-forth between Masters and Judges representatives. Judges narrowly beat Masters at House Singing and also won the Swimming Gala, largely due to a strong turn-out. They also won Boys' Cricket and Boys' Tennis. Meanwhile, Masters won the Spelling Bee, Badminton and Girls' Tennis. Year 7 and 8 had the special summer treat of a Cross Country competition in the penultimate week of the Trinity term; another victory for Dukes. Girls' Cricket was a three-way tie between Judges, Masters and Dukes. Judges won Sports Day, and subsequently House Athletics, for the first time in at least 30 years. There was great participation from pupils in the various track and field events, with glorious sunshine and ice lollies. The inaugural Sports Day teachers' race saw Mr Joe Allen as victor, whilst Mr Picknell took a literal nose dive. Several pupils achieved new Sports Day records, notably Thomas Dixon in the 1500m and Thomas Woods in the High Jump.

It has been an exciting year for the House system, with two new Heads of House and changes to the events. Thank you to Mr Radford and Mrs Patterson who have been fonts of knowledge to Mr J Allen and me, the two newbies. I would also like to thank all of our House Captains, who help to organise events and encourage other pupils to get involved. It has been a hectic and fun time for everyone involved and I am intrigued to see what the next year brings.

Amsterdam Art Trip

By Poppy Bostock



Over the February Half Term, 2018, pupils from Year 9 and upwards who were studying Art, Ceramics or DT were given the chance to go to Amsterdam. We visited multiple museums, including the Van Gogh Museum and the Banksy Exhibition.

Firstly we visited the Rijksmuseum, in central Amsterdam, which is dedicated to the arts and history of Amsterdam. Work by artists such as Rembrandt, Frans Hals and Johannes Vermeer included the famous paintings "The Night Watch", "The Milkmaid" and "The Merry Drinker". We also visited the Stedelijk Museum in central Amsterdam, which is a modern and contemporary art museum. It was really interesting with multiple beautiful paintings. The Van Gogh Museum had lots of Van Gogh's masterpieces, including "Sunflowers", "Almond Blossom", and "The Potato Eaters". The Foam Museum of

Photography was fascinating, with pictures of a variety of different objects and people from all over the world. The photos I found most striking depicted different tribes in Brazil in the Amazonia, who hunt for food in rivers and make their houses out of the natural resources nearby, like trees and mud.

We went to the Banksy Exhibition which had lots of work of Banksy's and Dali's. This was my favourite museum, as it had lots of interesting and modern pieces of work using different techniques.

On February 13th, we travelled to the other side of Amsterdam to the creative quarter, which had lots of graffiti and I loved it; however, it wasn't for everyone. Old pieces of furniture and scrap were used to make art and they were very different but made a strong point. Finally we visited the Kroller-Muller Museum,

a national art museum and sculpture garden. It also has a large collection of Van Gogh's paintings. On our last night we visited the National Opera and Ballet and watched "Don Quixote". I was surprised and amazed at how good it was: the ballet was perfectly performed.



Featured L6th Artist, Martha Wiles



When did you first become interested in Art?

I have liked drawing since I was young and started using acrylic paints at about ten years old, influenced by my father's hobby of painting, copying the techniques of artists he admired, such as David Hockney. My first subjects were animals, and I worked with pictures from the internet or photos I took of animals.

What form did your GCSE Art projects take?

I have been mostly doing figurative painting throughout secondary school and was influenced by the artist Cristina Troufa, who paints only people's skin and the outlines of their clothing. She uses bright colours. My chosen topic was 'Beginning, Middle and End' and I was thinking of journeys. When I was about to go on holiday, I snapped some photos of various people at the airport and then on the plane. My final piece features two people in a metre-square composition. I had envisioned a long thin composition to get across

the long wait you often have at airports, but there was neither room nor time (in exam conditions) for the five-metre long composition that I had planned. My brother, Victor, is one of the figures, as he and I made an agreement that we could use each other as subjects of artwork.

And what form has your L6th Art project taken?

The artist who influenced this work was Christian Hook. He uses thick paint and does a lot of portraits of celebrities. A technique he uses is dragging (pulling paint across the board with a palette knife or a piece of cardboard) to produce a distorted image. Colour is employed, as well, to merge a figure into the background or to make it stand out. My chosen topic this time was 'Conceal and Reveal' and I was thinking of fear and of hiding from others. I found various dark and derelict places that might suit my idea. I photographed a friend of mine climbing up a ladder into our attic, which is in a pretty derelict state, as we are living in a new house now and have not really used the attic yet. I focused the composition through the hole of the attic entrance, to get depth. There are three figures in the finished piece, one of them based on my dad. More recently, I have been working on the topic of the

male gaze, inspired by Manet, who is one of my favourite artists. I really admire the painting at Somerset House of "The Bar at the Folie Bergère" wherein the mirror behind the barmaid allows the viewer to see himself.

What are your plans for further study?

I am going to take a Foundation course in Art, which will give me more experience with a range of types of art, such as fine art and graphics and so on. That will help me to pinpoint my special interest.

Featured U6th Artist, Chloe Palmer



Have you always been interested in artwork?

Well yes, as a child I enjoyed sketching people, as I still do now. I participated in the life drawing classes offered by the Art department here in my L6th year and found them helpful.

What is your ambition?

I am interested in pursuing costume design or fashion design, and I am going to Loughborough University next year for a Foundation Art course, as I feel that an initial year of broader study in Art will give me the right grounding for this.

What did you do at GCSE for your major Art project?

Portraiture of children was my main subject at GCSE. For my project, I used my younger sister, Isabella, as a model and depicted her among leaves and butterflies and so on, so as to create a sense of innocence in a natural setting.

Can you explain the process that led to "Stereotype", your A-level Art project (depicted above)?

"Stereotype" was addressing the task of portraying myself as a character. There are four images of myself in a household environment, none of them – except for the centre image – looking at the viewer. I was portraying myself as a domestic character – a housewife, if you will. My inspiration was Cindy Sherman, who dresses up in costumes and photographs herself in order to explore issues such as female identity. However, I did not use such exaggerated facial expressions as she does. Originally I wanted to make a collage with strips in it for the central section, so that there was a clear contrast there, but I struggled with the mechanics of that and then substituted a forward-looking (and so contrasting) image. As often happens, I found that my plan B actually worked better than my first idea would have done.



Mrs Davies and her Dressmaking

Interview by Khadijah Yusuf

So, how did this all begin? What led you to start making your own clothes?

My mum was a dressmaker who worked in a department store called Marshall & Snelgrove in Leicester, making dresses for designers. Then after she had me, as they did in those days, she stopped working and instead used to dress-make at home, everything from wedding dresses to altering clothes. In fact, she's still sewing now. I learnt how to sew just watching my mother work and I would often be given odd jobs to do, which I enjoyed. Everything I now know I just picked up by watching her work. I then went through a period of being an Art student with not a lot of money: as an Art student I didn't want to look like everyone else, so I would make my own clothes. From that point onwards I have made most of my own clothes.

How do you find the time to make your own clothes?

Term-time being so busy, the majority of my clothes are made during the holidays. I'm also quite a fast sewer, as I don't tend to read a pattern and sometimes don't even use patterns and I tend to make clothes that I am familiar with – a lot quicker than beginning from scratch. It is probably quicker for me to go to a box of fabrics and make something than it is to go to the shops and buy something. I'm also not much of a procrastinator; I like to keep busy so if I ever find myself with free time I sew.

You mentioned things going wrong: is there anything you haven't managed to make successfully?

The only thing I haven't made successfully is a waterproof coat. I bought some waterproof material, taped every seam, bought a waterproof zip and even attached a large hood. But, on the coat's first outing in a serious storm, unfortunately, the pressure of the rain on the fabric meant that I got soaked!

What's the most recent big project you've taken on?

Recently I've made a couple of coats and also made myself a ball-gown which was pretty complex. It usually takes a couple of days for each big project. I know that seems fairly quick, but once you've got a lot of experience you realise which shortcuts to take. Some things do take longer: the most time-consuming projects I



have done were "slow sewing" works – "slow sewing" is a mindful approach to hand-making garments – and that is where I stencil fabric first, then embroider it and finally hand-sew the whole garment together. These can take me up to a year to complete, working only in my free time.

How do you go about making clothes? What would you say is the best part of the process?

I don't tend to visualise any of the clothes I make beforehand, I just go for it and that does mean that sometimes things go wrong and I will end up with something that isn't in the least bit wearable. The best part of the process is definitely how it allows me to express my own sense of style; I'm not one to follow fashion and making my own clothes gives me freedom from trends. I quite enjoy the challenging nature of the process, having to adapt and change how I approach each piece of clothing.



Senior Art Students Visit the Monochrome Exhibition

By Caitlin Musto and Sarah Beadle

On January 12th 2018, Year 10 and A-level Art students travelled to London to explore The National Gallery and Tate Britain to find inspiration for our coursework. We arrived first at the National Gallery in Trafalgar Square beside Nelson's Column, where we had come to visit the Monochrome Exhibition. This exhibition featured renowned artists, including Van Eyck, Rembrandt, Ingres and Picasso, with works ranging from photography to abstract art and illusions. With the absence of colour, we were able to inspect the fine details of the artworks. A 3D, sculptural effect was achieved within paintings such as Jacob de Wit's "Jupiter and Ganymede". During our visit we sketched drawings of the most relevant pieces for each of us individually and annotated details of the paintings. The highlight of this exhibition was definitely Olafur Eliasson's "Room for One Colour" which transformed us and our surroundings into monochrome through the use of yellow-toned lights.

Once we had sketched our chosen artwork and analysed the artist's choice of tones, width of brushstrokes and use of tools, such as a palette knife, we made our way to the main gallery, where we could walk through a huge corridor that took us through the centuries to experience art through time. In this corridor we saw works from artists such as Vincent Van Gogh and Cezanne. After lunch on the bus, we went to Tate Britain to attend the "Impressionists in London" exhibition, a collection

of artworks from Impressionists who fled to Britain to escape the Franco-Prussian war. This exhibition contained paintings from Pissarro, Tissot, Sisley and Dalou, with a whole room dedicated to Monet's "Houses of Parliament" series. We then continued upstairs to see the main and permanent exhibition, with special attention to contemporary works from artists such as David Hockney, Peter Blake and Francis Bacon.





The Prep Hands Project

By Sophie Burke

Every year, Prep students have the chance to make their own clay model hand, which reflects their beliefs, religion and heritage. Mrs Davies, who teaches Art and Ceramics, came up with this amazing idea a few years ago, when her daughter, Ella, was in the Prep class. Over the years, the display of clay hands has spread all over the upstairs wall along the Street and there are more of them, stacked up high inside one of the classrooms in the A Wing. This project has helped many of the former (and current) Prep pupils reflect upon their heritage.

The process of making the model hand starts with printing photos off the internet that have a certain connection with your heritage and religion, for example, a Scottish Flag (if one of your relatives originated from there) or a mosque or church. Next, you need to make a collage out of these pictures, which you will then stick onto a picture of your hand (enlarged). After this you will be given a slab of clay, which Mrs Davies will then carefully cut into the shape of your hand. To finish off the clay work, students then engrave their own patterns from the collage into the clay with a knitting needle. Once the clay has finished drying out, it is painted. Finally, it is put into the kiln and fired.



Trees of Byzantium, a Private View of Dave Pearson

By Molly Sellicks and Flora Shaw

Dave Pearson, (1937-2008), was an artist who created an extraordinarily varied and rich body of artwork – mainly paintings, drawings and prints. He was born in London, but he lived and worked most of his life in Rossendale, Lancashire. He taught at Manchester College of Art and Design (later part of MMU) for almost 40 years and left a legacy there as a popular, inspiring and influential teacher.

In this exhibition there is a single element of 'Byzantium'. The first paintings of the series were inspired by city life, which was then broken by the theme of trees. The collection was inspired by the Yeats poem "Sailing to Byzantium". Throughout the 1990s Pearson produced an enormous body of work and staged a series of one-person shows in the north of England, with paintings specially created to fit the dimensions of each space. At the Bede Gallery, Jarrow, where the

space was not quite big enough, he covered the floor with mirrors so he could use every inch of the ceiling. "Byzantium and Jerusalem Part One" filled the Holden Gallery in Manchester quite literally floor to ceiling in 1997. It was described as "reminiscent more of an ancient Mediterranean orthodox monastery than what one expects to encounter in an art gallery".

The collection, "Trees of Byzantium", contains many, multi-sectioned, oil paintings. Pearson's initial idea was to create artwork for a specific space and make the paintings an integral part of that space. These works represent abstract ideas and personal recollections, feelings and memories of Pearson. This, in a way, represents our school, as we can view the exhibition as a part of our everyday lives, creating a bright, vibrant atmosphere in which students are able to work, learn and

socialise. In their full form, the Byzantium sequences fully embrace the spectator. Pearson attempted to create the sense that viewers are not just looking at the paintings, but become part of them. These paintings, crowded with figures and incidents, are an attempt at a fully immersive art. The vibrant colours of the work give the corridor an energy and vibrancy, attracting our gaze and encouraging conversation over the work, a topic most wouldn't usually engage with. Imaginations are captured by the series as students walk down the Street, where you can see the other, smaller, works from the exhibition, such as early sketches from the artist. The smaller paintings show Pearson's work on a smaller, more-or-less domestic scale. This is important to Art students in particular, as the process of making a series of artwork is demonstrated and displayed. The abstract ideas in the exhibition also influence students' creativity in their own work.



Priyan Patel UVlth Study for portrait of father



Hope Sharp UVlth Screen with flower and plant forms



Elizabeth Whitby UVlth Fragmented teapot



Elizabeth Whitby UVlth Installation: loss of memory



Misbah Mukadam UVlth Freedom and / or limitations



Chloe Palmer UVlth Self-portraits



Maya Patel UVlth Screen with insects and plant forms



Harry Burrows UVlth Decaying forms



Holly Coulson Year 11 *Fragments*



Karishma Gokani Year 11 *Beginning and / or end*



Felicity Wheeler Year 11 *Beginning and / or end*



Etholle Brooke-Clarke *Study of father*



Mohammed Chowdhry Year 11 *Beginning and / or end*



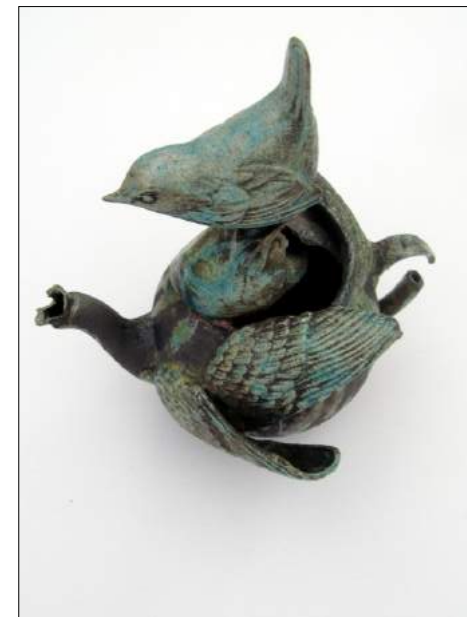
Emma Richards Year 11 *Beginning and / or end*



Hannah Shakespeare Year 11 *Fragments*



Caitlyn Geraghty Year 11 *Objects*



Holly Coulson Year 11 *Bird teapot*



John Budenberg Year 11 *Fragmented forms*



Katherine Brooks Year 11 *Composition*



Nyal Rajput Year 11 *Beginning and / or end*



Jessica Hemstock Year 11 *Fragments*



Elizabeth Hayward Year 11 *Under water*



Jessica Reynolds Year 11 *Grandmother*



Lily Livermore Year 11 *Building composition*



Alexander Bacon Year 11 *Beach scene*



A Fond Farewell to Dr Schofield, Classics Teacher

Interview by Charlotte Lewis, Year 10

Despite only being with us for a short two years, Dr Schofield has already left her mark on the school. The pupils who have had the pleasure to be taught by her will miss her historical re-enactment costumes, her passion for experimental archaeology and her outstanding knowledge of the ancient languages. Those to whom she has taught the rudiments of fencing will remember her every time they try to skewer their opponent on the end of their sabre. Her colleagues in the Classics office have been really spoiled by her hard-working professionalism and quiet sense of humour and wish her every success in establishing herself as a private tutor next year.

What inspired you to become a teacher?

I used to work as a tutor and had students come to me for several months at a time, but I never got to see the end result. Being a teacher is the perfect job because you can see pupils learn and grow from start to finish.

When you're not teaching Classics, what do you enjoy doing?

I knit and sew and also I love doing woodwork. I am also a Guide and Ranger leader in Harby, North Leicestershire.

What is your favourite book?

I read all kinds of books but my favourite has to be *Greek and Roman Artillery* by E.W Marsden. This book was the technical brain

behind my PHD, for which I built two Greek catapults from scratch in full size using 3D flat packs. I had to look at the technical writings in detail to do the catapults correctly and it was exciting because no one had ever managed to do this before into full size.

Which tale from Greek mythology is your favourite?

My favourite story has to be Medea, a strong female character, a sorceress and the granddaughter of the Sun God, Helios. She helped a man called Jason to get the Golden Fleece and in return he promised to marry her. After they married and had two sons together, he left her and married a Greek Princess called Glauke instead. As you can imagine, Medea was very angry about this, but being clever she pretended she was fine. Jason was fooled by her and accepted the dress and gown that Medea sent as a present to his new wife. When Princess Glauke put this dress on her body, she caught fire and the flesh melted from her bones. Her father (King of Corinth) ran into the flames in an attempt to save her and was also killed. The last thing Medea did to take revenge on Jason was to kill their sons. Admittedly, motherly instinct did get in the way, but she thought that protecting them from shame whilst also hurting her husband was too good an opportunity to miss. The story ends with her erupting into the sky in a chariot being pulled by dragons.



Temple of Mithras and Alexander Winand

A Postcard from Hadrian's Wall

By Jagdeep Bajaj and Holly Teasdale, Year 9

(Although this postcard is from last year's trip a group of about 40 pupils in the current Year 8 have just returned from what is now established as an annual trip to the north.)

In late June 2017, Year 8 students attended a three-day residential trip to Hadrian's Wall. We began with a visit to Alnwick Castle, which has been used as a set for many of the Harry Potter films. Our guide explained that the castle had seen many wars and showed us the methods used for defence, including the cannons that are still active to this day! We also looked into the extravagant State Rooms which gave us a sense of the lifestyle through different periods of history: the elaborate style of dining, the beautiful artwork and furniture that we dared not touch! The Alnwick Gardens were filled with many beautiful water features, as well as a range of different flowers and trees and a smaller garden room dedicated to poisonous plants. Although rain prevented us from making our own castles on the nearby beach, as planned, we finished the day with a visit to a second-hand bookshop.

On the second day, we visited the Temple of Mithras in Carrawburgh, one of very few Roman temples still visible in England. In this temple several altars can be seen, demonstrating different aspects

of Roman worship. At Housesteads Roman Fort, Mr McLean explained the tactics for attacking a fort: go for the granary and you will starve out the inhabitants. It was interesting to see the layout of the fort, which was still in very good condition for its age. We saw the underfloor heating of the time and key storage rooms. We also went to Vindolanda and the Roman Army Museum there, where we watched a film showing us the punishments and the best and worst bits of being a Roman soldier. Later we viewed the Corbridge Hoard, including armour, tools, weaponry, wax writing tablets and papyrus documents. In Corbridge we had the opportunity to walk down a Roman high street, which ran the length of the town.

On our final day we toured Richmond Castle, where we had gorgeous views from the turrets and explored secret places within the castle walls; and Fountains Abbey, where we saw how Henry VIII had removed the lead roof at the time of the dissolution of the monasteries. We learned how a small valley settlement at Fountains Abbey, founded by a few monks, had been turned into a large castle by later generations, fitted with huge wine cellars, big guesthouses and a very large hall. We took a walk by the river and saw the gardens and statues, with time for an ice-cream before we headed back to the coach.

Italy Trip

By Eleanor Jones



No one was particularly thrilled to be at school at 4:00 in the morning on March 23rd, 2018, but somehow we all managed it and it was well worth it. When we arrived in Italy we went straight to our first site: the ruins of Ostia, the port city of Ancient Rome where a population of up to 30,000 slaves once laboured to unload the grain shipments and keep the plebs fed. It was amazing to be able to walk around the enormous site and imagine how it must have looked 2,000 years ago. Not only were there huge and impressive theatres and temples, there were also everyday buildings like houses and shops which were fun to explore.

On our second day we walked around Rome and saw the Circus Maximus, a huge racecourse where chariot races were held. We also visited the Pantheon, the Trevi Fountain, the Vatican and Trajan's Column. The carving on the latter is one long picture that winds round and round the column like a comic strip, showing images of



the Roman military in action. We visited the triumphal arches of Constantine and Titus, the Palatine Hill, and the Roman Forum. We also went to the Colosseum, which was amazing to see in real life and unbelievable how it has survived for so long.

On the next day, we left Rome and headed to the Bay of Naples. On the way there we visited Hadrian's Villa at Tivoli, and the Baths of Caracalla, where we had fun pretending to be discus-throwing statues and exercising in the palaestra, while Mr McLean admired the golden honeycombs of a wild bee colony oozing out of the Roman masonry. We went next to Pompeii where we saw Caecilius' house and the mosaic of his pet dog Cerberus! After Pompeii, we went to the Villa Oplontis, where Emperor Nero's wife, Poppaea Sabina, is believed to have lived. We learnt a lot about the different



types of wall paintings from the archaeologist on site and got to see some really impressive examples. We walked up Vesuvius and were rewarded with views from the top into the steaming crater of the volcano and out over the Bay of Naples. Then we explored Herculaneum, where we saw some spectacular mosaics and even some sliding wooden doors that had been carbonized during the very hot temperatures of the eruption, and so have survived until today. It was incredible to imagine that before the eruption Herculaneum had been a seaside town: the eruption meant that several hundreds of metres of extra land were created, meaning that the site today is a long way from the sea and had until recently been buried under about ten metres of naturally-formed volcanic concrete. We also saw the boat sheds where most of the women and children of Herculaneum had gone to try and shelter from the eruption and were reminded that the eruption of Vesuvius wasn't just about lots of incredible archaeology; thousands of people were killed.

On our last day in Italy, we went to two villas in Stabiae, Villa San Marco and Villa Arianne, and then the National Archaeological Museum on Naples itself, where we saw more beautiful mosaics and wall paintings. Thank you to all the teachers who helped run the trip; we all had a great time!

A Walk Through Petrograd, 2129

By Peter Barlev, L6th

The lightning storm thunders on, never ceasing, but growing exponentially. The sky, once a soft blue, is now a harsh red, with huge black clouds obscuring what is left of the stars. Once, this place was a forest, but those days are long gone. Now it is a barren wasteland, devoid of any plant life, with rows of crumbling concrete houses in the places where great trees once were. Connecting them are vast streets of dust and mud. Raindrops, not of water but of sulphuric acid, begin to fall from the sky, escalating from a gentle shower to a raging torrent in minutes. A rat, undisturbed by the flaming rain, slithers out of a rusted gutter and springs away into the shadows. Splashes of light, mixed with the acid in puddles, create an eerie glowing effect, as if the souls of those unfortunate enough to live here have never left and are trapped in these puddles for all eternity. A few drunks scream as the drops bite into their faces. Glass, protecting the goods on display in a rare store, shatters, smashed by people trying to escape the torrent. Soon, however, the agonising shouts are replaced by the violent thumping of the rain. All nights are like this in the hell known as Old Petrograd. As we move forwards, through the concrete labyrinth, an unpleasant, gut-wrenching, sickening stench hits our noses: the acidic rain has dissolved through the road, opening up a sewer. Legions of cockroaches flanked by platoons of rats pass by us, marching to colonise the opened pipe.

Soon the seemingly endless rows of concrete slums are replaced by ancient, looming skyscrapers, which almost seem to crumble under their own weight. Once these buildings were the pride of the nation, but now times have changed and moved on, leaving behind these once-grand concrete spires. But we soon pass these monuments to a forgotten past. Ahead of us is a massive, looming wall, the top of which seems to scrape the bottoms of the clouds. Every few hundred meters, a small alcove in the wall reveals a steel door with an electronic card scanner beside it, illuminated by the flickering orange light of the lamp fixed above the door. We step into the dimly lit alcove, just in time – the sky rips open once more, releasing a terrifying torrent of hailstones the size of fists.

As we pass through the door, a surprising view hits our eyes: a grand park stretches magnificently out before us, with a variety of trees and bushes flanking the many jumbled paths paved with coloured stones, which all converge in a circle around a huge and ancient tree – the centre of the park. If the wall seemed to scrape the bottoms of the clouds, the tree seems to rise into infinity, its huge and heavy boughs spread out like an oversized umbrella, dipping under the weight of hundreds of thousands of edible golden apples and pears. There is a smell of roses in the air. Instantaneously, thousands of cherry blossoms bloom, releasing a sweet, almost heavenly fragrance.

In the distance a fountain gently tinkles. We walk forwards once more, towards the opposite edge of the park. As we pass the central tree, we grab a golden fruit from one of its numerous limbs. Continuing forwards, we bite into the fruit. A sensation unlike any other on this earth! Euphoria, happiness, delight! A literal taste of heaven. As we approach the edge of the park, we look up, expecting to see dirty, polluted clouds. But no, the sky is clear, inky black with golden stars joyfully twinkling down at us.

Ahead is a marble road, wide enough for five cars to drive down it side-by-side, separated from the park by green shrubs, with the occasional poplar tree. Across the road great glass and marble skyscrapers stretch towards the heavens, each more beautiful and grand than the last. Somewhere in the distance the delighted cheering of ice hockey fans is heard, followed by the crackling of fireworks. As we walk further down the road, the buildings get grander and grander, each now bearing the magnificent black and red banners of the Party. Ahead of us we can see a stately and luxurious palace, followed by more and more, each built in a different historical and cultural style. Here a concert is heard from one of these stately homes – a ball which went overtime. More trees, flowers and bushes give the air a clean smell. No animals wander the streets and all is calm and gentle – a perfect utopia, and the heart of New Petrograd.

Blunt

By Matt Deane, L6th

Just a student's tool:
Wooden case, graphite core,
I glide and I waltz, particularly on A4.

Stationary: my life and my job.
2B or not 2B? That is the question ...
I try to joke but I have crippling depression,
As I'm chewed, nibbled and gnawed by a child's gob.

Being a pen seems so much more pleasant.
I live in constant fear, from the monster within
That feeds on us, body and skin.
Always waiting, ready, omnipresent.

Smaller and smaller and smaller I shrink.
Shaved to a stub.
Reduced to a nub.
On the brink.

I never achieved my life's goals and ambitions
To write a play, a poem or even a law;
To etch, to sketch, to flourish, to draw
Impossible missions.

Consigned to captivity, a life that is so soulless.
I've seen friends snap, split, splinter and shatter
Which feeds my will to survive – that's the crux of the matter.
No one hears; I scream and I shout. They rub me out.

I'm voiceless.

After all, a broken pencil is pointless.



I roll into the frigid white, unable to move,
Bent, crushed, snapped beneath its mighty weight.
Before a cry escapes my lungs, I am encased.
Everything comes to a standstill – stops immediately.
The lights go out, and I fall into a dark abyss...

As I arise from deep slumber, I hear people grunting and gasping.
Walking on the thin layer of snow,
Finally, someone has come to my rescue.
I try to move, but my limbs are badly hurt,
My voice also cracks and suddenly I remember...
MY SISTER.

Fear propels me out of stillness
and I hurl the snow that captivates me.
Half-limping, half-staggering, I look hither and thither,
For the slightest trace of my younger sister;
I call her name, I shout, I cry, but I don't find her.

The snow has taken my sister as its prisoner,
Decided to never let go of her.
A cry of pain releases from my mouth,
As I dig my face into the ominous snow.

Winter's Fury

By Rameen Masood, Year 9

It is a bleak day with clouds overpowering the azure sky.
Leaves are bejewelled with frost,
Me and my sister buzzing with energy,
Ready to race each other!

Swiftly I start skiing, traversing the thick, white blanket
And cherishing its splendour.
The snowflakes pirouette to and fro,
The wind pierces through my body,
My face glows with excitement as I manoeuvre my skis.

Snowflakes parachute gently from the sky, tingling my skin.
Tall trees protrude from under the snow
Their gnarly barks filled with the ecstasy of winter.
I glance at the pristine slopes, beckoning me,
Their wonderful beauty never ceasing to amaze.
My eyes widen as the slopes start trembling,
indicating a perilous accident.

I turn my skis downwards, jamming them into the white repeatedly,
Pumping faster and faster, but to no avail...
The snow gives an almighty roar and then slides upon me
like a great sheet.

Guppies

By Annabel Goold, Year 8

My fish aren't quite like the others in the ocean.
They're mine, you see, and that's what makes them special.
I try to treat them well because
They've travelled many thousand miles,
Just to be mine.

I love them with all my heart,
Every single shining scale on their slippery, smooth skin
And every way they flip and splash in the cool, clear water,
And even when they eat the grimy, green algae
Growing on the inside of the tank.

When their solemn jaw unhooks to draw in fishy flakes full of krill
They look like different beings:
Dark creatures of murky, mud-filled seas
Waiting, waiting,
Even after they've finished every crumb of food.

Sometimes I feel so sad
That all animals want is love and peace,
And all we ghastly human beings, can give them is no place to stay.
Even pets have it hard,
Living on the whim of their masters
So I do try not to interfere
With the intricate hierarchy of their world,
Even if it is a fake plastic world.

Inside the whole atmosphere is different
To that of the rest of the house.
Plastic plants and crystal rocks
Contrast completely to the grey gravel and black backboard –
The tiny beasts themselves,
Well.

I have found that beasts come best in threes,
But sometimes it feels like I have only two.
Only two types, to be sure.
There is little Napoleon,
A tiny baby fish,
Who has way too much energy for his size.
Although he may not seem like it much to start with,
He will surprise you.
Slowly, slowly
He will, most certainly, surprise you.

Then on the other end of the spectrum
We have the elderlies
Whose only goal is to sleep.
Honestly, they're more like me than any human
I've ever met.
In a weird sort of way, I feel like they could actually be me,
But in a different body.



Otto and Atlas 'watch' the tank as often as they can,
I reckon they feel it's their responsibility.
They look after little Nap too, like scaly babysitters.
They will watch, and watch, and sometimes watch some more,
Waiting for the little one to run out of energy.
They know it will happen.
They know.

All their eyes are yellow,
A golden-green brighter than the fire-coral of their home.
In the lazy evening sunshine,
Or the light refracting off new snow,
They burn with desire which we can never know.
Their tails and fins are ribbons,
Dancing in the pure melted
Syrup that is the sunshine.
They dance together freely.
Free.

Replying to Marlowe's Shepherd

Year 9

The Nymph's Reply by Krishna Gosavi

I'd come with thee and be thy love,
But thou art an ogre and I am a dove.
The pleasures that you say lie in the fields
For me, happiness they do not yield.

Come with thee and sit on the rocks?
I know thine intentions, you sly old fox.
What is the point of lovely madrigals
When thy voice on my ears so roughly falls?

Thou may make me a bed of roses
Or pick, not thousands, but millions of posies.
But every rose has its thorn
And thy promises are rather forlorn.

Thou dost not love me from thine heart.
All that thou want is mine looks.
I need no man, I am free as a dove,
So I won't come with you and be thy love.

For you, none shall dance and sing.
Thou shall waketh alone each May morning.
No, I cannot live with thee or be thy love.

The Nymph's Reply by Joseph Shipley

I will come and live with you
If you will love me even though
The winds are cold and trees are bare
When spring's no longer in the air.

Will you make me beds of roses
And a fragrant bunch of posies,
When the dew has turned to ice
And there is no more wheat to slice?

Will we still sit and watch the sun
On rocks while eating fresh-baked buns,
When days grow short and colour fades
And no more birds go happy ways?

Will shepherds' swains still dance and sing,
For me on every cold morning,
When the hot sun shines no longer
And the nights are cold and stronger?

If you look and have to say "no"
Then I can't come with you, although
If "yes" could be the truth you give
Then happily with you I'll live.

The Nymph's Reply by Ethan Teo

I'd be your love and live with you
If only what you said was true.
There are pretty lambs and singing birds
But can I trust a shepherd's words?

You promise me gifts by the roomful:
The purest gold and finest wool.
But what is true and what is not?
Is this fake or a real jackpot?

I would have been fooled by your tricks before,
But naïve and stupid I am no more.
I have learnt not to trust shepherds like you
Or fall in love after one interview.

Leicester Grammar School Debating 2018

By James Merryweather



Over the past year, debating in the school has arguably been at its pinnacle, with more people than ever participating in the debating competitions and more people than ever turning up to watch and support these debates. Debating has been taking place internally, through the Junior and Senior Debating Competitions, but also externally, through the English Speaking Union's Mace Competition, Oxford Schools' Debating Competition, and the Academy of Ideas Debating Matters programme.

The year began in its characteristic format of Parliamentary style debating, providing a more-off-the-cuff and informal style of debating before the heavyweight competition of Senior Debating began. This year was the biggest competition ever with 19 pairs and regular audiences of up to 40 people per debate. Motions covered included whether universities should be places of intellectual discomfort, whether we should be proud to be patriotic, and whether Britain should reduce its foreign aid budget. Yet topics have been much broader than this and have covered an expansive range of issues, from privacy to healthcare and from politics to technology, and included topics such

as media and education. We have been able to explore, discuss and come to an informed opinion about a number of different issues and problems that are central to our everyday lives. This year the final was composed of James Merryweather and Keerat Singh, against Maria Telnikoff and Shreya Chakraborty, debating whether social media and instant communication were the curses of the modern age. This proved to be very topical given that it happened just days after the Cambridge Analytica scandal, with a fiery interchange covering aspects such as the NHS, mental health, the misuse of social media, privacy breaches, and cyberbullying. Maria and Shreya came out the eventual winners, but the voting remained close.

Internal debating competitions were not the only ones that LGS participated in, with James Merryweather and Andrew Higginson representing LGS in the English Speaking Union's Mace Competition, debating whether politicians should be paid the median wage of their country. In addition, Maria and Shreya represented LGS in Oxford Schools' Debating, with motions covering the abolition of private schools and the legalisation

of drugs. Finally, Andrew Higginson, together with William Peet, Zain Girach and Riccardo Kyriacou, participated in the Academy of Ideas Debating Matters regional competition on the 4th of July, 2018 and were the winning team! Andrew received a prize for Best Individual Contributor to this competition.

Debating has been a staple of my LGS life for many years now, since my first debate in Year 8 alongside Andrew Higginson, on the abolition of nuclear weapons. I have reaped the rewards of participating year upon year, culminating in my first school finalist appearance in six years of debating, just before Easter this year. We must all give credit to the work of Mr Allen, who is arguably the most vocal member of staff in encouraging students to voice their opinions on the issues that matter, assisting us to become more confident addressing a large audience, aiding us in articulating complex ideas, and ensuring that we become more knowledgeable and better people. I would like to encourage everyone to reap the benefits of debating, either through participating or just listening to the regular lunchtime school debates.

Should there be a Second Brexit Referendum?



The Senior Debating Club met on Thursday November 23, 2017 to debate the motion that, once the terms are known, there should be a second Brexit referendum. For the motion were Alex Cowan and Marcus Teo of the Lower Sixth Form and opposing the motion were Nadia Lamrani and Khadijah Yusuf of the Upper Sixth Form.

Speaking for the motion, Alex argued that, "Not holding a second referendum would simply tear us apart". He talked about the damage done to the British economy, the threats to the jobs of ordinary workers and the NHS shortfalls "as a direct result of the vote". He also said that the British government is not offering a "clear and transparent plan" for leaving, and quoted statistics to the effect that polls indicate that 52% of voters now believe that it is wrong to leave the European Union and that working class approval of the Brexit decision has weakened by 15% or so. Also speaking for the motion, Marcus opened with an analogy: "I see a watermelon that I want to buy in a shop, but the price changes when I get to the till. Wouldn't I want the right to change my mind about purchasing it?" He talked about the lies fed to the public and the lack of a "bigger picture" about the effects of Brexit. For example, Farage and his cronies said that £350 million would be given to the NHS as a result of Brexit, but later we heard that only £100 million could be used this way. For another example, he said that manipulation of the voters' fear of Turkey joining the EU was very unfair, as Turkey has been trying to join since 1987 without any luck. In conclusion, he asserted that we should learn from our mistakes and be humble, rather than worrying about how a change of course will look. Also, if Brexit was the right decision, he argued, why not confirm that?

In opposition, Nadia suggested that we needed to "lie in the bed we have made", especially considering that the cost of a second referendum would be in the millions. As for the cost to our economy of the vote, the pound is volatile now, she asserted, because of temporary uncertainty. A second referendum would be disrespectful and patronising to all who voted, she said, and it would be impossible to make everyone happy. If we arrange for a second vote, we will look weak, she concluded, and will weaken our democratic system. Speaking last, Khadijah argued that Marcus' argument was partisan, as he was calling the people who voted to leave naïve and uneducated, and not admitting that both sides lied in the campaign. Using statistics, she proved that the four million people who signed a petition after the referendum protesting the vote amounted to just 9% of the total population of 47+ million. She suggested that support for leaving is now significantly higher, 69% of the population, and stated that the voter turnout for the referendum was the second highest in British electoral history, so clearly leaving the EU is something that people felt passionately about. How could we guarantee that a second referendum would give us a greater mandate, she asked? Irrational political decisions are made all the time. A second referendum would undermine the democratic system and most likely have the same result, wasting time and money, she argued -- also, trade terms will be settled later, so we would be voting while knowing only half of the deal.

Comments from the floor included James Merryweather saying that the most popular Google search after the referendum was, "What does Brexit mean?" and Issy Broderick saying that the referendum, and not Brexit, caused the fall in the pound and no one would like to go through that economic turmoil again. Sana Sajid pointed out that the first vote for Brexit was not legally binding.

In summing up, Alex Cowan argued that Britain looks weak to the world now, so we should not care about a second referendum making us look weak. He stated that the facts about the issues are now more apparent than they were when the first vote took place. And he concluded with a plea to not "put a price on democracy and the future of Britain." Khadijah's summation began by saying that no deal would still be an option, once the terms of Brexit are known. She argued that our expectations of Brexit are too high and that Canada took fourteen years to get a trade deal. Also she stated that there would be no uncertainty for businesses when the trade deal was complete. She concluded by saying that, although not legally binding, abiding by the referendum makes democratic sense. The motion was defeated decisively.

2017 School Production: "A Pretty Grimm Tale"

By Urjaa Chudasama, with photos by Katie Siddons



Just like my brother telling me Santa is not real, this school play telling the truth about fairy tales has ruined my childhood too. However, it has made my present much happier due to the sidesplitting spin-offs of certain Grimm brothers stories re-told in an office workers' team-building exercise.

There were retellings such as these: a not so sweet and innocent "Little Red Riding-hood" reinvented as an emo grunge character who is into knife crime, played by Zoe Josza as a dark frondeur girl who was bloodthirsty. In fact, even though I have known Zoe for five years now, I was absolutely terrified of her on-stage persona. This particular story was narrated by Steve, played by Harry Wheeler, whose particular character was a strange one, given to random outbursts of detailed fact, like a deranged, but very well informed, cuckoo clock. Harry portrayed this bizarre character incredibly well; his eyes remained cold and his facial expression unsettlingly still and unmoved, almost as though he had been paralysed. Some amazing acting and muscle-restraining capabilities! Then there was the re-make of "Hansel and Gretel", which was even more disturbing, as the character named Tina, a former dinner lady, recast the story as one of two privileged prep school kids who were eaten

by their school dinner lady. The fine line between fairy tale and fact became increasingly unclear and it definitely seemed like fish fingers were not the only fingers she was eating. Tina was played by Daisy Foster-Village and it was a thrilling performance, complete with northern accent. Rahul Patel played the character named Tom and there was an ongoing joke throughout the play that he might not be interested in women; in fact, Tom had an extreme outburst near the end of the play, the opposite of a coming out of the closet. Tom re-told the story of "Rumpelstiltskin" as a game show called "Gold-digger". The host of the game show, Richard Bond, was played by Nick Njopa-Kaba with incredible comic timing.

The imaginative props used really brought the play to life, such as the monitors used in the game show "Gold-digger", which made it seem as if I was watching "Pointless". Also audience participation was sought, as Fae North, playing the director of "Gold-digger", would pause the game show to seek louder applause and the parents of the contestants, such as Alice Weare, (playing the mother of the contestant named Alice, portrayed by Elizabeth Glynn) were hidden in the audience to make the TV show more immersive but also more realistic. Furthermore, a film clip was played to



explain why the contestant, Alice wanted to be on the show. It showed her sewing and even included comments from Alice's family and friends.

The character named Julia, played by Olivia Hartley, was the one who resonated most deeply for me. Julia was adamant throughout that the women in fairy-tales needed to be much more powerful and less superficial and helpless, so that the stories themselves would be more realistic. Julia re-told the story of the Princess and the Frog. This tale became a warning against animal abuse, when the snooty privileged princess, who was definitely the bane of her father's life, flung the poor frog against the wall in disgust at his advances. This is surely an improvement on a tale about

kissing frogs! The ungrateful princess was played by Lucy Kinsley, who acted as though she had used Paris Hilton as a stimulus, and the father was played by Will House, who really did seem exhausted by the task of keeping his daughter happy. Sock puppets were utilised in this part of the play, with excellent choreography and a lot of energy.

The most accurate retelling of a fairy tale by the Grimm Brothers was "Rapunzel", narrated by the leader of the team-building day, Sylvia, played by Elizabeth Whitby. She portrayed a very ambitious, uptight and put-together businesswoman. It was a stunning performance because Sylvia seemed so genuine. I am sure many people have had to deal with a Sylvia at some point in their life. The actual re-telling of the story was incredibly comical as, for instance, the witch was played by Zoe Jozsa, whose incredibly barmy facial expressions were spot on for the role. Also, the breaks in the re-telling of the story by Sylvia, due to the interruptions by the other workers, actually were mirrored in the story and the characters within the story would stop and potter around and check their imaginary watches, until the re-telling continued. Finally, Matthew Deane played an office worker named Harry. Matthew portrayed his character admirably as a typical cockney scoundrel, who kept eyeing Sylvia inappropriately. Harry was to re-tell the story of "Snow White"; however, Sylvia brought him to a grinding halt due to the utter raunchiness of his storytelling style.

The script was excellently crafted, with clever punchlines and very fresh interpretations of these beloved fairy tale stories, so kudos to Mrs Harris, Mr Harris and Dr Griffin. The lighting, sound effects and technology were handled very well, so kudos to Guy Knox-Holmes and Cameron Fletcher. The acting was polished and lively and the makeup and choreography dramatic, so kudos to Ms Adams and the entire cast.



An Actress' View of "A Pretty Grimm Tale"

By Olivia Hartley

LGS productions demonstrate the talent, ambition and diversity present in every student that participates onstage and behind the scenes. However, "A Pretty Grimm Tale" was unique in that it was written by Mrs Harris, whose vision was creatively shown onstage from the acting to the lighting.

When Mrs Harris announced that she would be writing the play, the cast were unsure what to expect. All we knew was that the production was based on the original "Grimms' Fairy Tales" and intended to include musical elements, allowing a variety of talented students to take part. When the cast received the script during the summer, we were certainly impressed by the writing and excited to see how we would perform it to make her vision become a reality. The plot of "A Pretty Grimm Tale" is centred on Sylvia (Elizabeth Whitby), who organizes a team-building activity for her colleagues, which involves each of them telling a fairytale. However, each of her colleagues regards this activity as childish and pointless. As a consequence the tales have a personal twist, ranging from Julia's (Olivia Hartley's) musical rendition of "The Frog Prince" to Steve's (Harry Wheeler's) dark and somewhat unnerving version of "Little Red Riding Hood". As the tales are told within the walls of the office, other members of the cast bring the tale to life.

At the beginning of the rehearsal process not everyone in the cast was well acquainted with each other, however, as the five-hour Sunday rehearsals began we all soon bonded. These rehearsals consisted of line learning and affirming, blocking and choreography. Miss Adams did an incredible job of arranging the choreography for the various dances, especially for Steve's tale, which required energetic movements and polished physical theatre. Zoe Jozsa's portrayal of the menacing Red Riding Hood (shown here, with Will House as the wolf) certainly added to the intensity of the scene. In November, we started to rehearse in St. Nicholas with the completed set. As soon as the dress rehearsals began, the nerves and the excitement set in as everything started to come together with sound, lighting and costume. Max Milner's amazing musical talent shone, as he created all of the music, from the game show theme tune in Tom's (Rahul Patel's) story to the threatening music in "Little Red Riding Hood", which effectively captured Steve's nature. In addition to the sound, Guy Knox-Holmes's lighting design brought the play to life and added to the unique essence of each tale. As the evening of the first performance arrived, we waited nervously backstage to discover how the audience would react. However, as soon as we each stepped onstage, the nerves disappeared as the audience responded warmly. Harry's (Matt Deane) inappropriate comments and Tina's (Daisy Forster-Village) humorous attitude demonstrated the type of people that Sylvia has to deal with, making her reactions all the more entertaining for the audience. The audience's reactions heavily influenced our performance each night and ensured that every night we put in all our effort. Fae North's musical ability highlighted the diversity of talent in the play and every character

that Dilan Kotecha played never failed to make the audience laugh, especially when playing "Camp David", the animal protection officer. Each performance was a perfect demonstration of every student's commitment and a credit to the time and effort put in by Mrs Harris and Miss Adams.

The performances would also not have been a success without the costume, make-up and props teams, who worked especially hard for the play, as it consisted of many extremely quick scene and costume changes. "A Pretty Grimm Tale" was certainly unlike any other production the school has seen, but it highlighted the range of talent that the students and the staff possess. The play has increased people's excitement for future productions and was a credit to Mrs Harris' commitment to school drama.





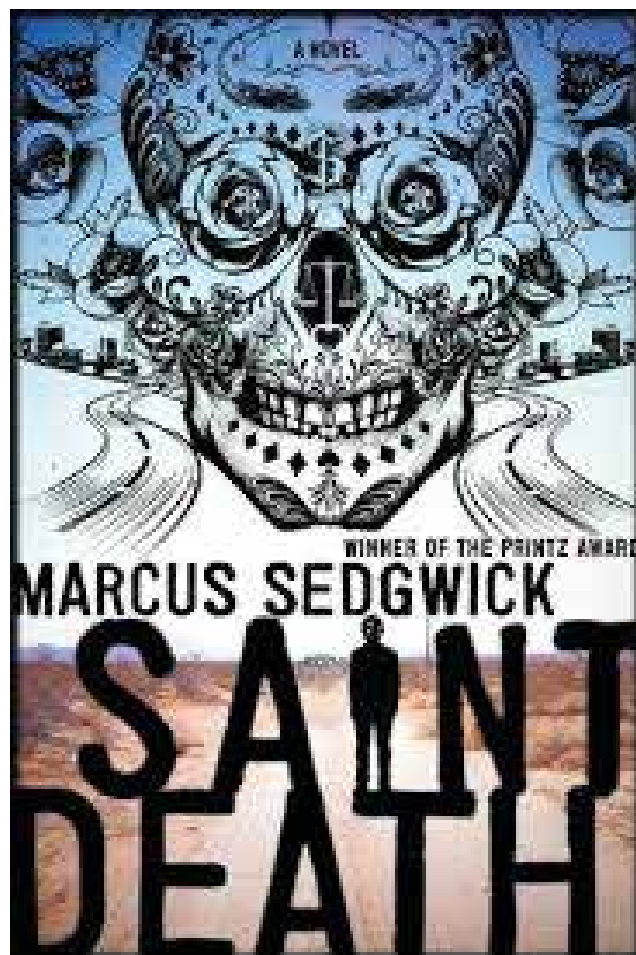
Carnegie Shadows

By Maria Hancock (Reprinted from "The Peacock")

A heavy thud resounds from the top of the library's winding staircase. There is a rasp of tape being ripped off a cardboard box, followed by an explosion of colour and words, as the books for this year's Carnegie Medal are revealed. Beginning with Arthur Ransome's "Pigeon Post" in 1936, numerous prestigious books have received the Carnegie award for children's and young adults' literature. While the library rumbles and roars with life down below, you will find a group of fellow bookworms snuggling up against homemade cushions, engrossed in this year's shortlist.

The Carnegie shortlist is the bookworm's equivalent of Russian Roulette. Every year, you can be certain of encountering a book that you might never pick up otherwise. Before I embarked on this course of reading, I would pride myself on being cover-blind. However, this year's shortlist has challenged me to take it a step further, adopting the attitude of not even judging a book by its blurb. One of Carnegie's greatest strengths is the variety of its titles. With settings ranging from the remote rain-sodden islands of Scotland in the 1700s, to modern American suburbs, readers are brought to consider challenging and topical themes from around the world. Because the book must have been written within the previous school year, it is almost certain that the issues tackled will be pertinent, even if they are set in the 1700s. "Saint Death", for example, is ingenious in the way it brings us to consider a different perspective. The reader sees the reality of life at the Mexican-American border, and how US domination has impacted upon the lives and thoughts of the people on 'the other side': "It would be easier to say it's about them... It's about us." The shortlist caters for a wide variety of adolescent mind-sets. "Saint Death" brings a tone of bleak pessimism, perfect for nihilistic teens, whereas "Release" addresses this angst in the form of an identity crisis. "Where the World Ends" sees the characters question authority figures.

However, the system is not without its flaws. The Medal specifies its audience to be "children or young adults". The period of time between infancy and adulthood is inherently unique, in that just a couple of years can vastly alter what a young person values. This may mean that the current Carnegie audience is too broad. For example, several titles have disturbing or complex content. "After the Fire", for instance, recounts the story of a young woman who had spent her whole life in an extreme religious cult and then leaves it. Maturity is not to be confused with intelligence; younger readers often simply have less experience of disturbing content. Indeed, due to the often mysterious blurbs found on Carnegie books, readers may not be aware of just how profane their contents may be (cue painful flashbacks to last year's "Beck" by Mal Peet). To some extent, a feeling of discomfort is how the frontiers of literature are extended, and how awareness can be raised of otherwise taboo issues. Whilst a definition of "unpleasant" or "inappropriate" does exist in the dictionary, in reality each person will have their own interpretation of these words. There is only so much that the organisation



can do in ensuring its titles are enjoyable and challenging, because they will be perceived differently by every reader. There have been several amendments suggested: the prize could be split into Child and Adolescent categories, or a recommended age could be set for each book to inform readers for whom content might be of concern. Alternatively, the readers could choose the longlist, with the ultimate winner being decided by the experts.

There are awesome adventures to be had -- both within the books, and outside of them too. Fellow bookworms are brought together from across the year groups, with vastly differing book preferences. Debates have become quite heated at times, and they have certainly inspired me to look further afield from my own sphere of reading. I want to thank Mrs Midgeley, Mrs Ingham and Mrs Kendall for facilitating this scheme. I will miss the Carnegie community dearly as I move on to university.

Drama Overview – 2018

By A L Harris, Head of Drama

It has been another busy year in the Drama Department, with the production, trips, visiting theatre companies and playwrights, more examined Drama than ever before, auditions and casting for the next production -- the musical "West Side Story", probably our most ambitious venture to date, and opportunities for students interested in LAMDA speech and drama exams continuing to expand year on year. We have had more students than ever taking lessons and examinations, and our first Grade Eight candidates in school, with all five -- Shreya Chakraborti, Zoe Jozsa, Lauren Gill, Shanice Mistry and Emily MacTaggart -- achieving Distinctions, which is a remarkable achievement.

This year saw a significant break with tradition for the school production "A Pretty Grimm Tale" -- and the opportunity to claim a world premiere! Having looked for a script and been disappointed, Miss Adams had the brilliant idea that 'we should write it ourselves' -- and promptly delegated the task to me. Based on stories by the Brothers Grimm, our conversations about the appalling lack of common sense shown by the characters therein (especially the women), and Dr Griffin's suggestions for a 'framing device' to tie the stories together, the play began to take shape, beginning with "Rapunzel". Auditions took place, and the input of the students in these helped to develop some of the characters and suggest further plot ideas. Dr Griffin was persuaded to contribute a beat-poem "Little Red Riding Hood", and this was supplemented by a game show version of "Rumpelstiltski", a dark, modern "Hansel & Gretel", "The Frog Prince - the Musical", and the never-quite-told "Snow White". It was incredibly rewarding but a huge responsibility to write the school play: on opening night I held my breath when the first hopefully funny line was delivered, and heaved a huge sigh of relief when the laughs came. The cast's enthusiasm and support for the venture was incredible, and it was a wonderful ensemble production, aided by a fabulous backstage team and original orchestration by Max Milner.

In January the Y11 and L6 Drama students were very privileged to work with Mark Wheeler, award-winning playwright and author of the GCSE set text "Hard to Swallow", when he came into school for a day of workshops. Year 11 worked on extracts from the plays and learnt more about documentary theatre, and the Sixth Form enhanced their understanding of verbatim theatre, tackling extracts from his new play based on the life of David Bowie. The brilliant Splendid Productions also returned to LGS to perform their Brechtian-style "Metamorphosis". The students learned a great deal from seeing a small ensemble cast performing with minimal set and costumes, and without stage lighting or sound effects. Theatre trips this year included the National Theatre's acclaimed "Hedda Gabler"; a very patchy adaptation of the novel "The Secret Keeper", which brought out the students' critical faculties; an unforgettable Sixth Form trip to see an immersive performance of "Trainspotting Live"; and Frantic Assembly's physical theatre piece "Things I Know To Be True" via Digital Theatre, a new subscription service offering a wealth of digital performances and resources. The performance highlight of the year, however, was "Border Tales". Having seen Protein's brilliant exploration of multi-cultural Britain at Curve, we



Thursday 7th to Saturday 9th December 2017
7.30pm
St Nicholas Hall, Leicester Grammar School

were exceptionally fortunate to secure a performance at Leicester Grammar, the first school ever to be included in a tour. The production was incredible, and a large audience of students, parents, friends and members of the public were treated to a wonderful evening of dance, physical theatre, story-telling and music.

Examined Drama saw a number of changes this year, with new specifications at GCSE and A Level. 'Physical Approaches' gave the audience the chance to watch the Year 10 physical theatre devised work based on a theme, groups using Oscar Wilde's famous quote "Youth is wasted on the Young", Kym Cogan's painting of a subway train "Tonight in NYC", Baz Luhrman's song "Everybody's Free (To Wear Sunscreen)", and a line from Maya Angelou's "I Know Why The Cage Bird Sings": "There is no greater agony than bearing an untold secret inside you". Through eight different pieces we saw some very powerful and inventive Drama, with audiences very impressed by the originality of the work. 'Script In Focus' saw Year 11 give their final performances, with seven groups performing two extracts each from a wide range of plays, from Shakespeare to Pinter to as-yet unpublished work, entertaining the audience with their interpretations of a range of genres including dark comedy and serious drama. This year the Upper Sixth students performed both devised and scripted work to a visiting examiner. Having studied verbatim theatre, where the words of real people are used

to develop a script, the students carried out interviews with people who had left the Jehovah's Witnesses. Using the approaches and methods of the theatre company The Paper Birds, the groups created two really powerful pieces focusing on the challenges of life inside and outside of the religion. Their two scripted pieces presented contrasting challenges: one the more naturalistic "How to Date a Feminist", and the other, "Girls Like That", relying on a much more physical, ensemble approach. The Lower Sixth reinterpretation performances saw the two groups tackle Jim Cartwright's "Two" using the approach of director Polly Teale, and the fairly new play "100", using the physical theatre influences of Frantic Assembly. The evening concluded with a really interesting Q & A, with the audience having the opportunity to ask the performers about the process of devising around a script and their creative decisions. The

Border Tales

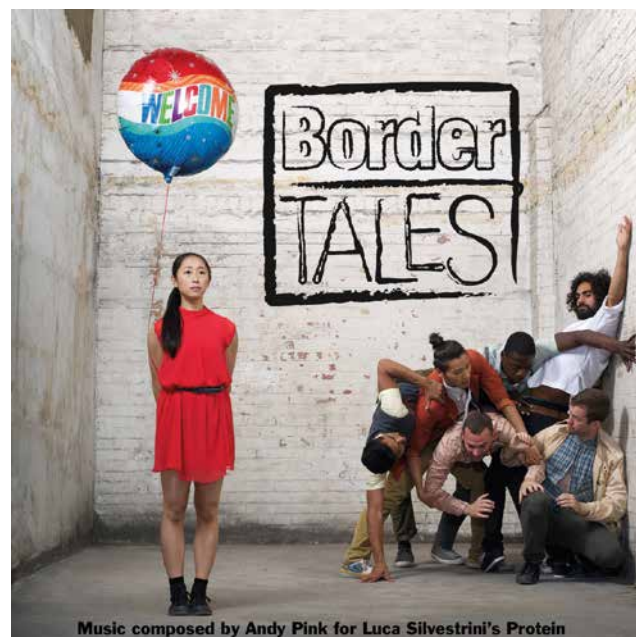
By Ellen Blaine

On April the 30th, 2018 the theatre group Protein performed at Leicester Grammar School. The piece performed was called "Border Tales" and explored multiculturalism in Britain today and the struggles of stereotyping and identity. With Brexit and other issues of international politics being raised recently, the piece was very appropriately timed and expertly crafted in order to make us, as the audience, consider our own views on such important matters.

Many Leicester Grammar Drama students from Year Eight to Sixth Form, and members of the public, attended the performance. Any of us who have devised our own performances could really appreciate the time, effort and commitment which goes into creating such a slick, perfectly timed, graceful piece. Not only did it include verbatim theatre, but dance and physical theatre made up a large part of the performance. The cast had a range of background in dance, from Yuyu Rau, who trained in ballet and martial arts, to Kenny Wing Tao Ho, who competed nationally in break dance. Not only dance and theatre, but live music was provided by the well-known Colombian musician, Anthar Kharana, adding a very unique element to an already captivating complication of skills and genres

Each cast member said in the Q and A afterwards, chaired by Ms Adams, that at least some of their characters were based on authentic personal experience. Each individual showed a different perspective on the topic being discussed, for example Kenny Ho's character trying to fit into the western ideals of masculinity or the flip side, or Andy Gardiner's bumbling character's attempts to accept new people and cultures into his own 'traditional', slightly

final performance of the year was the Prep's annual Play-In-A-Day, with the scale of the enterprise increasing once again, and the 'day' becoming longer! This year Miss Adams worked tirelessly with the students to create another ambitious and imaginative show, this time a Greek myth-inspired piece called "Eros, The Golden Apple and the Trojan War". Theoretically a fairly small-scale venture, the finished product was anything but -- the students devising scenes and dialogue, learning songs and choreography, and pulling together an amazing performance, all in full stage lighting and costume. Such energy and commitment from students and staff at the very end of the school year was impressive to behold!



bigoted views. The piece was satirically funny while still upholding the important message behind it. Leicester Grammar is the only school Protein has ever performed at and, on behalf of all who attended, I'd like to thank Mrs Harris and Miss Adams for organising such a professional and accomplished group of actors to visit and perform for us.

Introducing Miss Proffitt, our new Classics and English Teacher

Interview by Will Peet



How are you enjoying your life at LGS so far?

Everyone's been very welcoming. Obviously, it's a big school, and my first, but there are a lot of talented students and experienced staff, which is very helpful for me as I start my career.

What do you get up to in your spare time?

I have just moved back to the area, so I'm getting to know what else there is to do. I like going to the theatre, travelling to galleries and museums and just enjoying the countryside.

What advice could you give to someone studying your subjects?

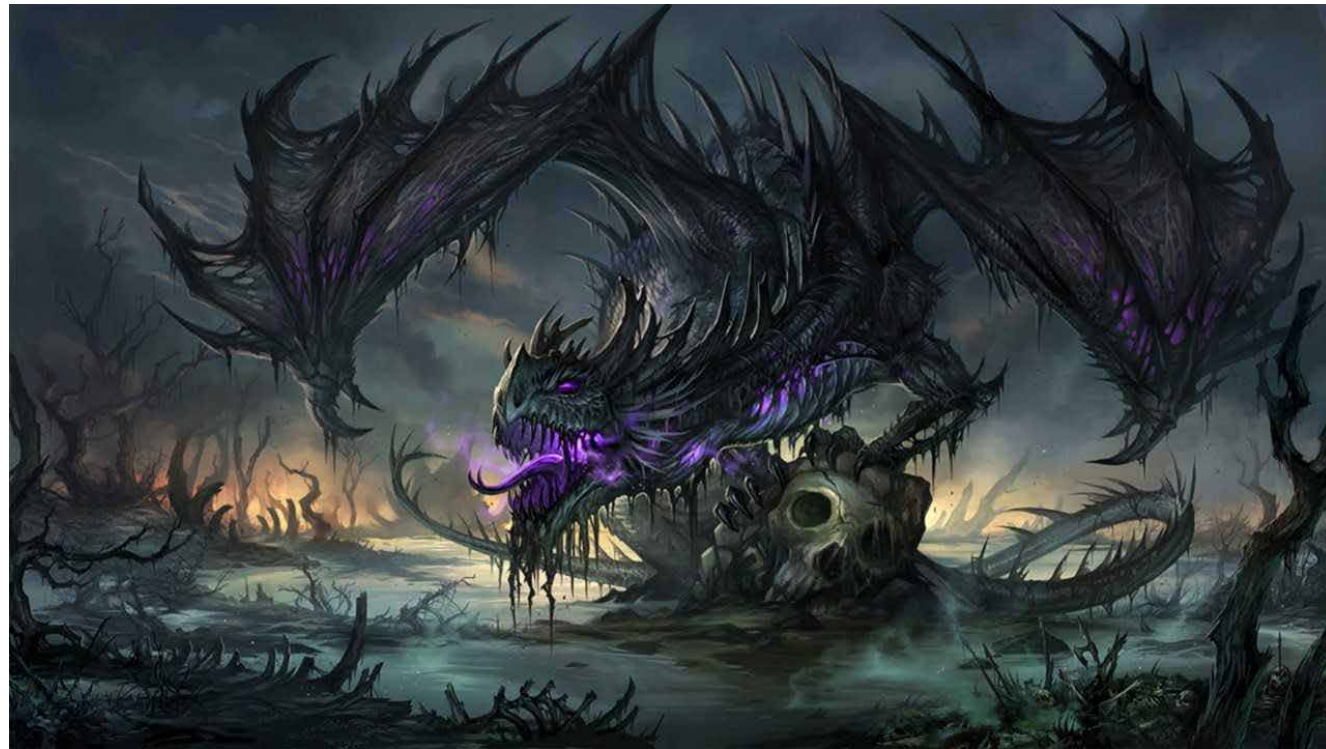
There are various things. Reading round the subject is obviously very important for your enjoyment and to be inspired. With Classics, for example, go to the historical sites and see what happened for yourself, so you can discuss these things when you're with your tutors and peers. Make sure you find things that stimulate your interest outside of school.

How did you come to be a teacher here?

I did Ancient History at university and whilst I was there I knew I wanted to work with children in some capacity, but didn't know exactly how, so I did a variety of extra-curricular activities and work experience for educational charities. I did a teacher training course at Cambridge last year.

Foundation Day Essays 2017-18

My Idea of a Monster



Shared Prize for Prep

A Dragon

by Sana Deshpande

My idea of a monster is a dragon, a creature that towers over buildings and strikes fear into the hearts of many people. The monster is a blinding red colour, which helps it to eat people. If they are blinded for a second, the next thing they know they are being chomped up by dirty yellow teeth. On its back it has a neat row of deadly spikes which are bigger than a human. Whenever it breathes out, a strong jet of fiery flames flies out of its mouth. The dragon has huge, scaly wings that cause a commotion when flapped. Buildings get knocked over, people get swept off their feet and land on the ground with a crash, not moving a single muscle. It has enormous, beady eyes, which can spot the slightest movement.

The dragon has killed over a million people to eat as snacks, but the scariest thing about it is when it is starving and it actually eats its fellow dragons. Its teeth are so sharp that it can crunch up other dragons' tough skin. The two dragons have a vicious fight until

one of them dies. Anyone watching will not have a proper life with that terrible memory in their minds.

The dragon lives in a dark, damp cave which nobody dares to enter. It sleeps in the day and comes out at night, a bit like an owl. Parents in nearby towns usually wake up to find their children's beds empty and they cry out in despair at losing their children to the dragon. When the dragon snores, it knocks out anybody within a kilometre of it. Nobody dares to approach the dragon and, if they see it, they know that their life is over. The dragon is such a terrifying monster that people stay locked up at home.

Shared Prize for Prep

Fear

By Samarth Vemala

A monster is conjured out of fear, and this is one of the body's self defence mechanisms. The reason the body uses fear is so that you do not get hurt. If you were a toddler and got burnt you would then fear fire and this would ensure that you would not get burned again.

There are different fears for different stages of life. The baby is the most fearless, but as they develop they learn to fear anything that can hurt them. If you are a schoolboy, you fear homework and getting told off, along with the fears that you had when you were a baby. If you are a middle-aged man, you grow out of fears like homework, but instead fear politicians and bankruptcy. Finally, when you grow old, more than ever you fear death.

The everlasting fear, which can take many forms, is death. The few people who outgrow this standard fear of death are the ones who are most happy in life.

From the dawn of human times, fear has made us strive. Even when we were still cavemen in our primitive form we feared animals and wild beasts. This fear made animals look stronger. Storytellers used this fear and made interpretations of animals. A good example of this trick is the dragon, who has combined the human fears of fire, the lion and the bird.

Lastly, I would like to talk about my own fear, loneliness. I fear loneliness because too much of it makes you feel there is no point in living. This is a weird fear because it is not like the animals (because they are real) or the mythical creatures (because they have an imaginary form). This fear can take many forms and even seeps into my dreams. Although fear is a self-defence mechanism, too much fear can bring the doom of humanity.

First Prize for Year 7

Spiders

By Lottie Dixon



My idea of a monster is a spider! They are horrible, creepy things that are disgusting! Spiders have long, hairy, bent legs, but they do not just have two, they have eight! They can fit through little gaps in doors, walls and so on and appear when you are not expecting it. Spiders silently creep up walls or along floors and you do not notice until you actually see them.

Every spider has eight horrifying eyes so they can see you very well and can run very fast. Small spiders are just as creepy as they run extra fast and are hard to find when you lose them. Even though spiders are just as scared as humans are when they see each other and I know the spider will probably run away when they see me, they still scare the life out of me. I do not like it when you are sitting

in your room and you randomly look at the wall and "AHHHH!" there is a spider on the wall. But the spider is by the door and you do not want to go past it, so I just sit there in my room staring at the spider so that I do not lose it and I then call for my dad to come and get rid of it. I then stare at my dad's hands as he picks up the spider and drops it out of the window, just in case he drops it in my room!

The worst thing is when I am home alone and my dad is not there to get the spider. I then run into a different room and sit by my dog so I am safe.

I do not know how people live in countries where there are tarantulas and other killer spiders. My parents say, "It would be amazing to go to Australia, but it is just too expensive." I reply that I am glad it is too expensive, because I am not going! I know that poisonous spiders live there. I have heard about a place in India where there are some toilets where people have been found dead after being bitten by spiders. Luckily there are no killer spiders in England – phew!

I also do not see how some people are not afraid of spiders. Every time I see a spider I just panic and get really scared. I hate it when people show me a picture of a spider, because it reminds me of my idea of a monster!



First Prize for Year 8

Mosquitos

By Shashank Bhandari

My idea of a monster would have to be mosquitos. Their scientific name is Culidicae. These minute, vexatious animals are responsible for the highest number of human deaths annually of any animals.

These filthy creatures suck human blood, which is a source of protein for them, but for us is the source of a potentially fatal disease. It is amazing to think that an animal smaller than a paperclip kills over 750,000 people annually. This figure is larger than the global murder rate.

Mosquitos are public enemy number one in terms of global infectious diseases. Three out of the three thousand species are responsible for this: anopheles, which carry malaria, affecting 400,000 people a year; aedes, which carry Dengue fever, affecting 300,000 annually; and culax, which carry West Nile virus, affecting 100,000 a year. Mosquitos hurt an enormous number of people, which is definitely a monstrous quality.

Mosquitos evoke a lot of antipathy. Their almost ubiquitous presence can ruin any event. Their itchy, irritating bites and persistent buzzing can wake even the deepest of sleepers. Most annoying of all, they have that uncanny ability to disappear seconds before a fatal swat. Imagine this: you are lying in bed, ready to sleep after a long day of work. Then, all of a sudden, you hear a faint buzzing sound. Straining your ears, you hear only your heartbeat, so you dismiss the sound. Just as you are about to fall asleep, the buzzing sound from minutes before reappears, clearer this time. Suddenly, you see a figure enter your peripheral vision: a mosquito. You see it prepare for the bite and there is nothing you can do – it dodges everything. Now you cannot sleep.

It is clear that mosquitos are monsters. Beyond the nuisance factor, these vile animals can be lethal to us humans. They are carnivores! Also, mosquito begins with an “m” and so does monster; that cannot be a coincidence!

Shared Third Prize for Year 8

Fire

By Keira Beatty

Fire lives for only two things: destruction and death. It is a thing that feeds off heat, oxygen and fuel. It does not matter what fuels the fire, it will just keep going, leaving devastation and despair in its wake. It is something that will haunt you forever, a true monster.

My idea of a monster is fire because it has caused so much grief and despair for so many. It leaves nothing behind. As I have said previously, it does not matter what fuels the fire. It does not matter if it is the clothes on your back, the flesh on your bones or the bones themselves. The fire does not care. It will just carry on. Fire does not have feelings or care how many it kills. Lurking in the shadows, ready to pounce, it will take you somewhere dark and lonely. Fire might help cook the food you eat and warm your homes, but remember that it is there. It is not friendly and if you touch it, it can engulf you and leave nothing behind. Unlike a person or an animal, it does not know when to stop. If your house catches fire, the fire will not leave anything for you, except ash. If you manage to escape, it will still have everything that you once owned all for itself: all your childhood photos and memories. You will have only the clothes on your back

for comfort. Fire takes no prisoners; it only kills and destroys.

I cannot begin to imagine what it is like to experience a fire. It must be absolutely horrendous, losing everything just like that, all memories gone and childhood toys lost to the flames, with no idea where to go or what to do, except for dialling the number you never thought you would have to dial: 999. To say, “I need the fire department. My house is on fire.” Then you will panic because a much-loved pet is still inside the house. You will wonder if you should do something, but know that you cannot. Your life is the most important thing. Do not amuse the fire. You are not dealing with an inexperienced creature, no. Fire kills and is good at it. It will kill you if you go back inside. Then, after the fire department have come and gone, I cannot imagine the sadness that washes over you, stepping through the remains of your once bright and colourful family home. Photos turned to ash – the remains of a portrait of a loved one lying right in front of your feet.

An incident that inspired me to write this essay was the fire in the Grenfell Tower block in Kensington, London on July 14, 2017. I watched this terrible disaster on the news. Twenty-four floors were

completely burnt, with nothing left but the husks of the residents’ possessions. At least eighty people were killed that day and the remains were so charred that they could not identify the bodies easily. 120 homes were on fire in a matter of minutes. The fire spread so quickly because of the tower block’s cladding, which was cheap and in bad condition. It was because of the cladding that the fire spread so quickly and that only some residents made it out of the building alive. One report I watched said that a mother threw her baby out of the window to someone below so that it would live. She died. Spectators at the disaster say that the screams were deafening and heart-breaking.

Fire lives for only two ends, destruction and death. It lives off heat, oxygen and fuel. It does not matter what fuels the fire, it will just keep going, going, leaving devastation and despair in its wake. It is something that will haunt you forever, something that can and will take your life, something that will make you scream. You should be afraid, although this monster is not ugly, gruesome or noisy. It is instead beautiful, shimmering and silent. The only thing you hear at first is a hum and then you hear it roar, begging for your blood!





First Prize for Year 9

Time

By Amba Grant

I believe that the real monster in life is time. Think about it: time consumes everything. He eats everything up like a vacuum. One look at him and he can completely fast-forward your life, taking your childhood with it. Why should time have this complete power over us? We pretend that the things to fear in life are spiders and ghouls, but really what everyone fears is this huge beast that takes away everything that we love.

I could be sitting in Reception with all my primary school friends when suddenly this whirlwind rips through the classroom, making me somersault and flip through its breeze. When he is gone, I would be a teenager sitting in the university library with my new friends and professors. Who is this devilish thing to take away my entire existence as a child? Where has my life gone?

The fear of growing up is related to the fear of loved ones dying. And the fear of losing your friends. They are all because of time. He reaches down and plucks you from your personal heaven. He puts you somewhere unknown and scary. Time can be good, however: it can help you to see your brothers and sisters aging; it can make you feel mature and responsible. Although time separates you from your friends, it can also give you different ones to keep forever.

It is hard to confront time; it is not an easy target. It has the power to make you old and withered before you need to be. It has the

power to move you to a different house, away from all things known. At the end of the day, you have to let it do what it wants. If there were no time, you would be frozen forever. You would never get married, have a child, have a grandchild, see your brother become a teenager or buy your first house. Time can be really amazing and terrible at the same time.

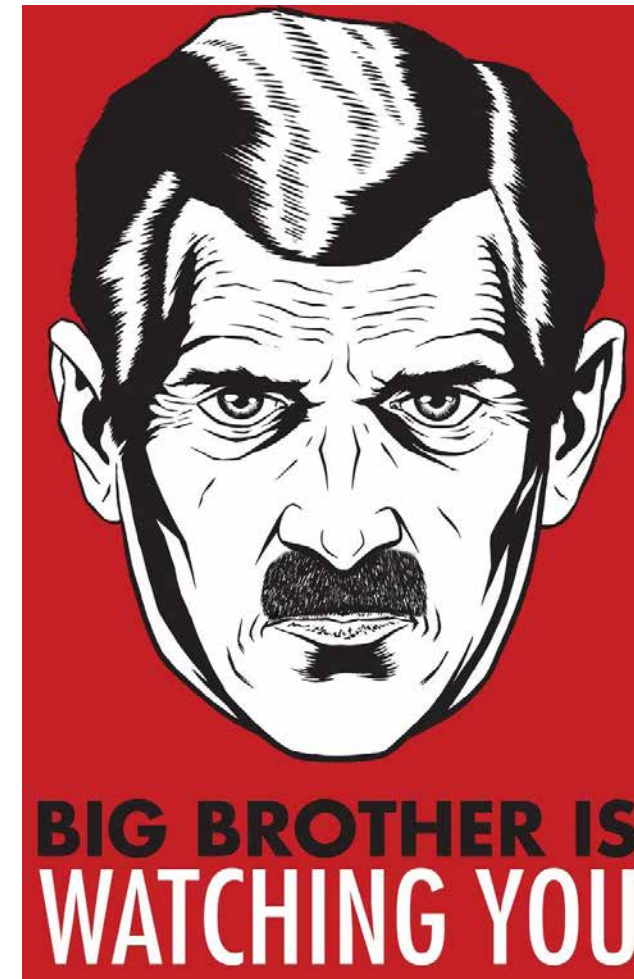
There is an equal balance between evil time and good time. I do not know if time is a good or a bad monster, but I do know that he is a monster. No one has power against him and he is indestructible. I could sit here and tell you that this monster is evil and disgusting and ruins your life, but I would be wrong. There is no label for him. Imagine him as a dragon, breathing fire everywhere. If a knight slayed this dragon he would rescue the princess. But then what? He could not grow old with her. They could never have grandchildren. Everyone would stay the same forever; it would be like Groundhog Day. But if the knight had not slain the dragon, they would become old and eventually die of old age. Is this evil or not? The answer is that we do not know.

Time is a monster because he confuses us. He lures us into a false sense of security and then attacks like an angry alligator. But we would be nowhere without time. We want to hate it but we cannot. And that is why I think time is a monster.

First Prize for Year 10

Big Brother

By Annabelle Onions



"Freedom is the freedom to say that two plus two makes four. If that is granted, then all else follows." But what if that freedom is not granted? Imagine a monster able to deny every single person their freedom of thought. Imagine a villain who can gaze straight into your mind and see the sea of your most protected thoughts, or a world where, if you want to hide a secret, you must keep it from yourself, because Big Brother is watching you.

Big Brother is the antagonist, or monster, from the novel 1984 by George Orwell. Big Brother is never wrong because "The past is erased, the erasure forgotten, the lie becomes truth." The Party alters historical documents, newspapers, photos so that there is never any evidence to say that Big Brother has faults.

In most novels, there is a beginning, a climax and a resolution, but 1984 is an exception to this. The main character, Winston Smith, appears to be the strongest person, someone who would never bow down to Big Brother. He is constantly defying the Party. One of his first acts in the book is to write, "Down with Big Brother". And yet, eventually, even he succumbs to the great power of the Party. True it takes over a hundred pages to get to the line, "He loved Big Brother", but the fact that Winston Smith gives in extinguishes the hope that anyone could succeed in fighting back. Big Brother cannot be conquered.

He has absolute power: "He who controls the past controls the future; he who controls the future controls the past." A device called a telescreen is used to hear everything, see everything and know everything. "Big Brother is watching you" and this is constant. One step out of line and you will end up in Room 101, the place where you will be forced to betray everyone you have ever known. You will learn to love Big Brother there. Your worst fear is hiding inside Room 101 and Big Brother knows exactly what that fear is. He is a monster who knows everything, as a result of his absolute power and control. The more important fact, however, is that he will manipulate any person into submission by exploiting their nightmares, the things which most bother them. No one stands any chance.

"Does Big Brother exist? Does he exist like you and me?" Winston asks. "You do not exist." This is the answer he is given.

Big Brother is untouchable. No one knows for sure if he is real or not, whether he is just a figment of imagination, a name and face thought up by the Party to keep control. Or is he a real person behind all the other officials? He will outlive everyone. His legacy is secure and there will never be any escape from the relentless reality where every human is forever restricted. He is a name or a person who has the power to subject the human race to dread – surely the perfect monster.

In my opinion, a monster is a person who is able to exploit your every weakness, whilst having none of their own. His legacy is transcendent and there is no hope of ever overpowering him. Big Brother is in my Room 101, a monster who is watching you.

First Prize for Year 11

The Monster in Me

By Alex Maratheftis

I am definitely a monster. In my opinion, I possess every quality that a monster does. Be it my natural instincts or my artificial learned behaviour, monstrous qualities seem to follow me wherever I go and whatever I do. At times I do indeed terrify myself by both my physical appearance and my actions. Sometimes I genuinely believe that Frankenstein has nothing on me.

Food is something that everybody needs and most people get, I would like to think. Everyone has their preferences, their likes and dislikes, and most people understand that certain foods should be eaten in moderation at a certain time of the day. Here is where my first monstrous quality arises. When it comes to food, I transform into a greedy pig-like creature and will eat anything unhealthy that I can find. For example, I can specifically remember eating ice cream for breakfast and nothing else. A whole creamy, cold, indulgent tub of Asda own brand Rocky Road completely disappeared from my freezer one early October morning when I was in Year Eight. The worst part of it is that, to this day, I do not regret it.

I also go looking through my whole house sometimes, searching for chocolate or sweets. I am like a criminal invading the home of a middle-class family in search of valuable sweet treasures. I have discovered and specifically exploited both my mum's and my dad's secret stash of treats and I pay regular visits to attempt to satisfy my unquenchable thirst for unhealthy food. I have even stooped so low as to steal and eat my parents' birthday presents that I have bought for them. My greed and deceitfulness when it comes to food is disgusting, vulgar and most certainly monstrous.

Like many monsters, I disapprove of social norms: I loathe how people do things just to gain approval from people around them and not because they themselves want to do them. Furthermore, people are too often ungrateful for so many of the privileges they have, when others lack even basic food and water, never mind having a poor wi-fi signal or not having yet received a text back from someone you contacted five minutes ago. Sometimes I really wish that society would crumble to show people how ungrateful they have been. This is, of course, a very pessimistic and bitter attitude, yet I stand by it, and it is a further reason why I am utterly monstrous.

Like many young people of my age, I have a lot of homework after school. Unlike many of my fellow students, however, I do not plough and soldier through it – I waste time and laze around doing nothing. Essentially I procrastinate and by this I don't mean the odd

five minutes wasted here or there; I mean hours upon hours doing nothing in particular. There have been several occasions when there has been an English essay to write or Chemistry notes to write up urgently and I have spent my time instead watching a youtube video of how to talk to giraffes or doing an internet quiz to find out what kind of bread I am. On some occasions, I even just go to bed instead of doing my homework. The unfortunate thing is that I will, without fail, regret my actions the next day. However, I will behave the same way on the following night. Doing the same thing over and over, knowing the result, is the definition of insanity; therefore I am an insanely lazy monster.

My bedroom light is probably on as I write this, because being the fool that I am, I have probably forgotten to turn it off. Who knows? Maybe my house is flooding as well because I have forgotten to switch the tap off again. Whilst you are reading this, I am probably tripping over something or, probably even more worrying, tripping over myself. I am extremely clumsy and forgetful, which not only leads to lectures from my parents, but also simply makes my life harder. I am my own most monstrous enemy.

Like many stereotypical monsters, I am not in any way pretty to look at. I have scruffy, greasy, short hair that does not look good, no matter what I do with it; a massive nose in the shape of half a pepper; and a tall, unathletic, overweight body. I am truly not beautiful. Even my "blue" eyes seem to be giving up on me, as they seem to turn greyer every day. I look like a baby hippo waddling around on its hind legs, a truly hideous monster.

To conclude, I do not believe that I am a monster; I know that I am one. My craving for more, my lust for the destruction of society and my unappealing appearance make me one of the most notorious monsters in the world today. However, like most monsters, my monstrosity stems from the internal battles going on inside me. Fortunately, after Pandora opened her box and all of the monsters were let out, one thing remained: hope. For every monster, myself included, there is always hope.

Second Prize for Year 11

The Fashion Industry

By Charlotte Stollery



For most of human history, the fashion industry has dictated the lives of many: defining status, wealth and popularity; segregating races, cultures and classes. As a young person, I am being brought up in the day and age when this industry is rife. Almost every day, I see headlines about the latest catwalk, the latest fashion scandal and so on. This often cruel market has a powerful influence on young people. I think that social media is partially to blame. In 2016 the most popular form of social media for under 18s introduced sponsored advertising. In our feeds, ads pop up frequently glorifying the latest trends, making them seem essential. Although many claim to scroll past these ads, they still have a major, unrecognised influence on young people. 72 per cent of youth use social media as the last thing they do before going to bed. Seeing these ads before going to sleep can cause low self-esteem and a lack of confidence. And yet young people are being indoctrinated into believing that they must look like the person they see on screen.

I see the fashion industry as a monster because it targets young vulnerable people, making them feel they have faults and providing expensive solutions. For example,

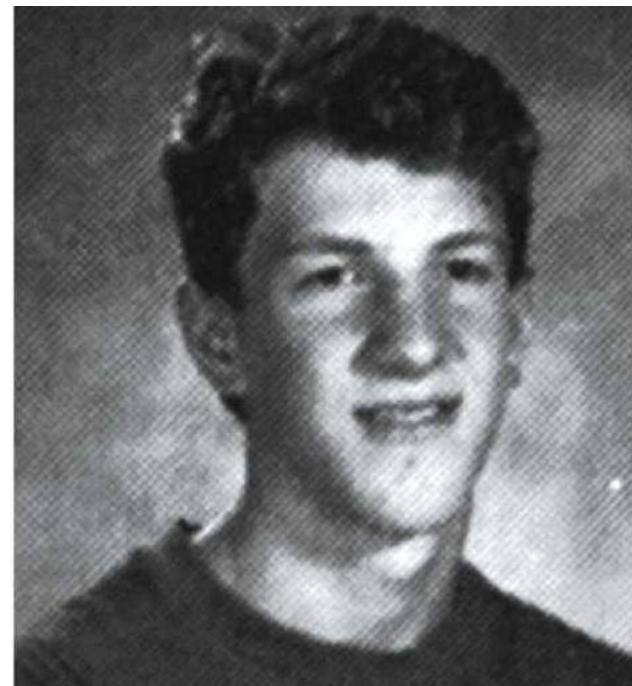
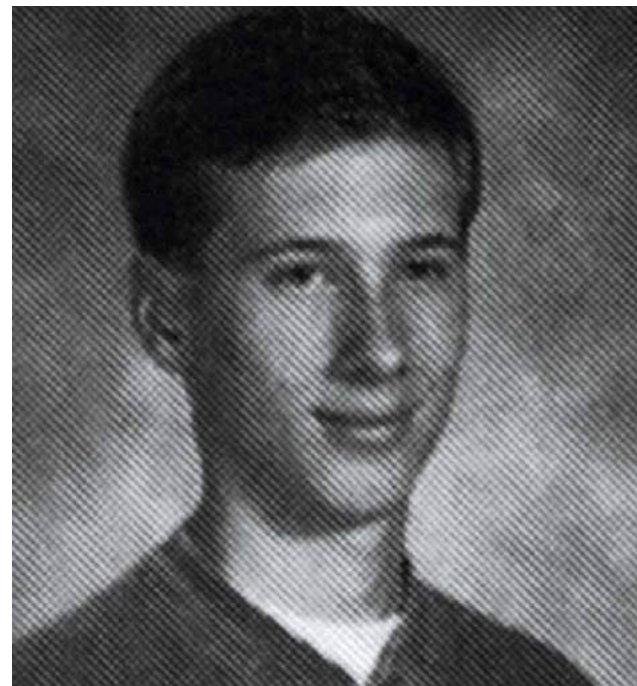
back in 2015, the reality TV star, Kylie Jenner, was noticed for having plumper, fuller lips. These lips were idealised on TV and social media, boosting the demand for lip fillers. As a result, prices for fillers rose, so that people began to turn to DIY alternatives. The Kylie Jenner lip challenge appeared on social media platforms: this involved using a bottle or lid and creating a vacuum around the lips, drawing blood into them and causing them to swell. Some of the results were catastrophic. Teens were left with severe bruising that lasted for days. Some went so far as to need stitches for burst lips. Causing physical pain for something so unnecessary is monstrous. Models in the fashion industry suffer the most. Three-quarters of models in high-end agencies report suffering from a mental health or eating disorder. It is not uncommon to see stick-thin models trailing down catwalks, shoulder blades almost piercing their skin. However, these women are viewed as beautiful, and the clothes look great. But do they? If we only ever see very thin bodies on catwalks, anything other than that will be viewed as ugly, abnormal. People then try to conform to an unrealistic body size by starvation, bulimia and other disorders. Recently Vogue sent a 14-year-old girl

out at New York Fashion Week, dressed in sheer clothing. Not only was she very thin, but she was also being exposed to millions of eyes through the power of the press. Although a stir was created and justified by being called "art", that does not make such practices right.

Animals have been the centre target for the fashion industry for decades. Used for their natural beauty, their skins are transformed into handbags, hairpieces and jackets. It may seem artistic and creative to transfer the natural beauty of animals onto the bodies of humans, but the methods for doing so are dark secrets. Fur used in fashion comes from rabbits, squirrels, foxes, polar bears and wolves. A popular way of farming wolf fur is by dangerously overfeeding the wolves, causing them to grow larger and have more skin, which means more fur. They are also locked in small, cramped cages to prevent movement, which could potentially lead to weight loss. After months of suffering, they may die of heart failure. Their fur is then harvested and sold as a luxury product, the reality of the production method remaining completely secret.

Chemical testing is also done on animals: dyes and inks for garments are first tested on animals, so as to prevent any possible discomfort or irritation to the consumer. Chemicals are rubbed into skin, dripped into eyes and forced down throats, causing animals to suffer tremendously. In China, it is compulsory for all products to be tested on animals to ensure they are safe to be used in the fashion industry. The UK has stopped animal research for cosmetics; however, this has just caused more products to be created in China, feeding the cruelty.

By definition, a monster is large, ugly and imaginary, three words which perfectly sum up the fashion industry. Cruel practices make more money. High fashion images are influencing and brainwashing people into self-hatred, setting unrealistic standards of beauty and creating faults that just don't exist in reality – and the worst part is that no one even realises it.



First Prize for L6th Form

Eric Harris and Dylan Klebold

By Matt Deane

On April 20, 1999 Eric Harris and Dylan Klebold entered Columbine High School loaded with ammunition and killed twelve students and one teacher, and then themselves. The Columbine High School massacre went down in history as one of the worst school shootings in US history. Following the massacre, multiple questions were asked. What made Harris and Klebold do this? Was it because they were bullied or just their psychopathic, disturbed minds? And what lessons did we learn from Columbine?

In the build-up to the shooting, Harris and Klebold amassed an arsenal of 99 pipe bombs and explosives and multiple firearms. The pair kept journals and videotapes on the preparation for the massacre. The journals provide an insight into the teenagers' disturbed minds. Eric Harris proclaimed that he and his friend would kill more than the Oklahoma City bombing in 1995 and would make any other shooting look miniscule in comparison. Harris was angry at the world: he said in his journals how people did not deserve this world and exhibited an obsession with natural selection. Klebold confided in his journals that he was severely depressed and he never talked about killing others, just himself. The combination of Harris, who wanted to kill as many people as possible and Klebold, who wanted to kill himself and did not care about killing others, was deadly.

The massacre was intricately planned. Two bombs hidden in duffel bags would be exploded in the cafeteria at lunch time, killing around 400, and then the pair would wait outside the school to shoot at the survivors. Thankfully, the two bombs that were planted in the cafeteria did not go off: if they had, Columbine would have been etched into US history as one of the worst massacres ever. Despite this, the two decided simply to enter the school library, where lots

of kids were hiding under tables. For Harris and Klebold, it was like shooting fish in a barrel. The children were helpless, as the police could not enter the building. The monsters taunted their victims before shooting at them. On Patti Nielson's 911 call, Dylan Klebold can be heard shouting, "Peekaboo!" before gunfire is heard. The evil pair went to each and every desk, looking for people in white caps, the symbol of the "jocks" of the school, who Harris despised as they were traditionally the school bullies. Ten were killed in the library, which was knocked down after the tragedy and replaced with a memorial to the lives that had been lost.

During the library massacre, Harris broke his nose as his gun recoiled back into his face. He then became disoriented and confused and he showed no remorse for his victims. Klebold kept shooting and, despite his nature, seemed thoroughly to enjoy killing. The pair left the library and shot aimlessly around the school, even looking into classrooms and ignoring possible targets. They returned to the cafeteria to shoot at the unexploded bombs, creating a small fire. The two psychopaths then returned to the library to commit suicide. The building became silent. Fourteen students lay dead, with one teacher, Dave Sanders, bleeding out in a Science room. The monsters had done their work.

Plenty of possible motives for why Harris and Klebold acted as they did have been hypothesised. Was it an act of revenge against bullying? Did the massacre have links to video game violence or even heavy metal music? Or was it just a case of two evil kids wanting to go down in history? I think the latter is the most probable. Eric Harris and Dylan Klebold acting together are my idea of a monster.

First Prize for U6th Form

Harvey Weinstein

By Khadijah Yusuf



Every once in a while a certain sequence of events occurs. A man in a position of power is exposed as a serial sexual harasser. The scene of the crime is usually Hollywood or a school. This is a tired story, one that occurs far too often. The same questions always follow: why did no one speak up about this?

A tide of disapproval should crash on the head of the man who has been sexually harassing women for his entire career. But it never does. Almost as soon as the story breaks and details emerge, his part in the scandal is treated as nothing more than the trigger event at best, or a footnote at worst. Instead the pressing question becomes, whose fault was it that a culture of silence built up around the person whose fault it actually was? It is almost as if the excessive nature of the offence excuses the offender.

Is the fault of the silence institutional? In the case of Harvey Weinstein, Miramax fired him as soon as everyone else found out he was a sexual predator; it would have been better if they had fired him when they found out. According to the testimonies of multiple executives, his behaviour was widely known. Are the culprits the powerful allies of the predator? It has been alleged that Matt Damon worked actively to suppress a story about Harvey Weinstein in 2004. Is there a problem more generally from male bystanders? Even if we accept that not everybody knew, there are enough people directly implicated

– the friends, the lawyers, the colleagues – to infer that many more had a fair idea. Since men can raise their objections to sexual harassment without the risks that women face, of being ostracised or branded hysterics or fantasists, should they not use that freedom to better purpose? The worst they would be called is humourless. Or should female bystanders, particularly the powerful ones, take the lead, in defence of sisterhood? Is it good enough to say, as Meryl Streep has, "I did not know about his financial settlements with actresses and colleagues"? Shouldn't everyone make it their business to know? It seems inconceivable that a man with such a range of behaviour could have passed as normal to anyone.

Or does all responsibility lie at the feet of the women Weinstein harassed, who should have worked to make their experiences public for the sake of the other women who would inevitably follow? Or, as Donna Karan said, were the women themselves at fault? Where they asking for it? (She has subsequently apologised.)

There is a relatively simple way of ascertaining the ethics in these situations. How much power do you have yourself and how easily could you be discredited by the same cultural contempt for women that spurred the harassment in the first place? The men who do this do it because they have the power and wealth to get away with it. They deliberately pick on

women who are less powerful than they are. If you have a lot of professional or cultural capital, you are less likely to be harassed. When you chastise women for not speaking out sooner, you are asking women to suffer the double punishment of being harassed in the first place and then having to kill the roots of an emerging career for some higher altruistic purpose. Practically, if not explicitly, it is no different from saying that it is their fault. It should make you uncomfortable to hear someone say, "If only women had spoken up about this earlier." Women did speak up about it and he used his position of authority to mute their voices. It is unrealistic to expect this to be stopped by the people to whom it is happening. In terms of ethics and effectiveness, it is better for bystanders to speak out. It is very easy, once someone has fallen from grace, to say how obvious it was. But before that, it is often just rumour and who do you take rumours to? It is a difficult situation to deal with, but that does not mean that no action should be taken.

Due to its hierarchical nature, our society is obsessed with power. Power is afforded to those at the top. The rest are meant to obey. At work people want "team players": those who will obey, not rock the boat or question, those who will turn a blind eye. Sexual predators know this: they exploit the people who they know will not speak up for fear of not being heard. As a society, we find it too easy to turn our backs on the truth if it is an uncomfortable one. People are encouraged to be ordinary. Most of British education has this goal: students are forced to conform and textbooks and specifications are followed line by line. Is it so surprising that in such an environment people will not speak out? Until we empower people and make more constructive efforts to point out unacceptable behaviour, such abuse will only continue.

The biggest monster in this situation is the passivity. The paradigm needs to change.

Shared Second Prize for U6th Form Polyphemus

By Maria Telnikoff

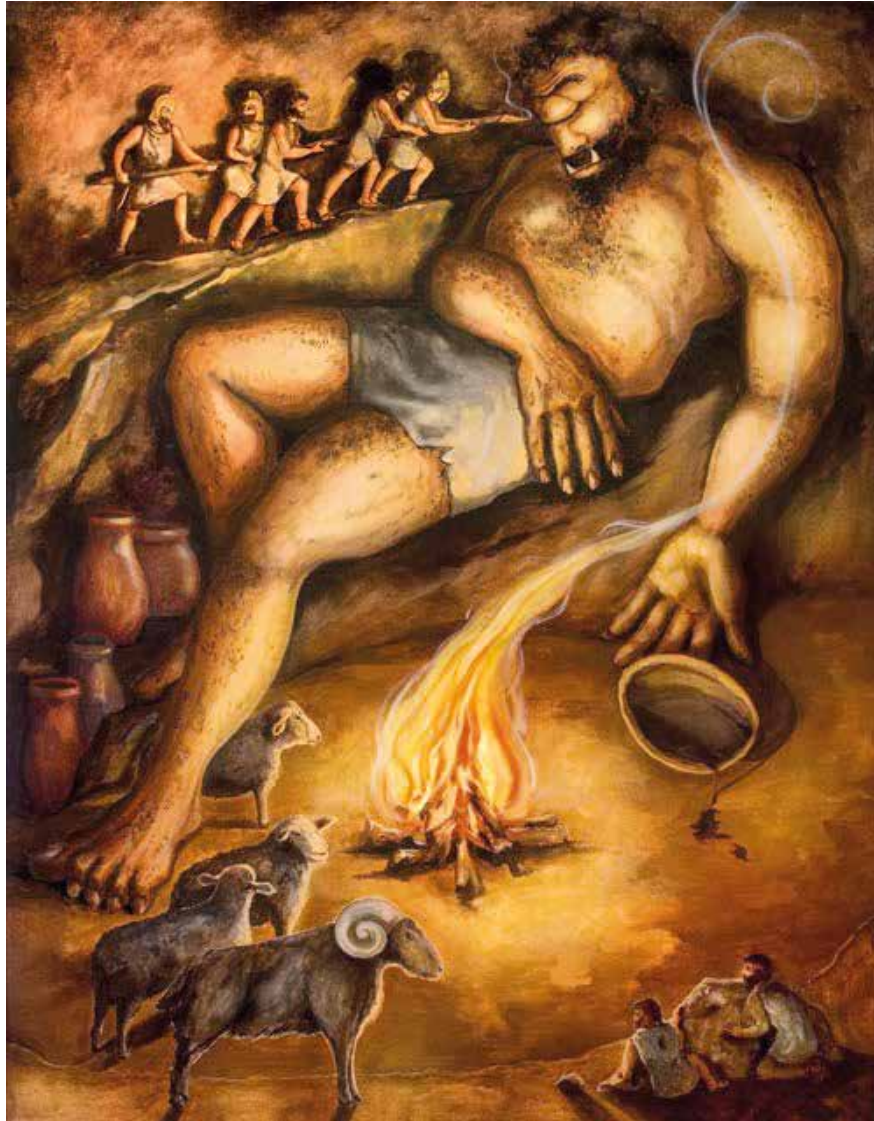
Before I became a song, before my name was stretched to hexameters, before my life was twisted to fit one bard's story, what was I? I live in the reverberations of a rhapsode's staff; I live through the endless dilution of a thousand voices, their teeth champing me into a chapter; I live at the back of some old pedagogue's classroom until someone should open to a page and stare blankly at the immortal letters: Polyphemus.

Before the fleet of men – man means murderer to me now – came to my home and the wily Odysseus brought me eternal fame in exchange for my blindness, I lived content. For who was there to call me monster? My fellow cyclopes? We lived in an eternal garden that anachronism might call Eden, living off the fresh fruit and nectar that the earth itself belched forth. We each lived in our own caves, humbly tending to our flocks and turning their milk into abundance, but men later called this barbarous, since we had no care for laws. But to us this word "law", a word sprung from the seed of man's corruption, did not exist. Our tongues were not shaped to pronounce the word. It was man who invaded and then pronounced our fate.

And when man came, I found him monstrous: how unnatural to split the one orb of vision into two pebbles of eyes!

And his size was not far from a rodent's dimensions, to be sure. He looked to me like some strangely shaven otter, for he lacked the cyclops' handsome beard, and his complexion reminded me of distasteful cheese. And he calls me monster?

I did not ask man to come. I did not ask him to break into my home and ransack my provisions, or eat my food. I did not ask for that sweet, deep purple nectar, which drew me into a silky stupor. I did not ask for the firebrand, which dazzled my great eye and



brought eternal darkness. It was man's language that mastered me, a fool, howling into the undying night for "nobody". And my fellow cyclopes left me wrapped in a chrysalis of gloom, since nobody was murdering me. Laugh, if you want to, at Polyphemus, fumbling over the sheep which hid his destroyers. Laugh at how he cried to nobody. For this is the price I pay for a role in Homer's timeless tapestry, a role I never requested.

Battlefields Trip, October 2017

By Nicholas Njoba-Kaba



My eyes burned in protest as I took my seat on the coach at four in the morning. It was still dark as we crossed the Thames via Queen Elizabeth II Bridge; a few heads turned in response to "Is that the Shard?" Before long, we were driving out of the train and into Calais. After a stop, and a fair amount of French the MFL department would not be very proud of, we arrived at our first destination, The Ring of Remembrance, near Arras in northern France. This relatively modern memorial to the 600,000 who fell in the Nord-Pas de Calais region alone attempts to commemorate those who lost their lives without division by nationality, gender or religion. The names are listed in alphabetical order on a 328m ring that has panels zig-zagging its interior edge in such a way that you can only see all of the names if you look on the other side of each panel. With so many names, I expected there to be duplicates; however I didn't expect so many Smiths to be commemorated in one memorial that covered only one part of the Western Front.

We made the short transfer into Arras, where we went underground to experience the Wellington Caves – a network of tunnels, connecting existing underground caves and quarries, made by British Empire and Commonwealth Forces. Other than being a bit chilly, the caves gave off an eerie, somewhat uncomfortable atmosphere. I couldn't imagine how I would have felt if I had to take refuge in there on a dark, damp night with thousands of other filthy troops under shell fire from the Germans.

The following morning the group visited a museum in the ancient town of Perone, before visiting the Devonshire Cemetery. It was a beautiful, warm morning with a vibrant blue sky free of clouds, and located in the middle of the gently undulating French countryside was a small cemetery containing the remains of the Devonshire regiment. I was surprised by how immaculate it was, given its rather remote location. All of those buried there, bar three, died on July 1st 1916 – the very first day of the Battle of the Somme. An inscription placed on a tablet reads, "The Devonshires held this trench. The Devonshires hold it still." Something that really struck me throughout the trip was the amount of memorials and small cemeteries dotted everywhere around the countryside in this part of northern France. In this part of the world there are constant, obvious reminders of this dreadful World War One, now almost one hundred years after its conclusion. The Devonshire Cemetery is a reminder of the English presence in the War; however, on the same day we also visited Beaumont Hamel Memorial Park (the Canadian Memorial) and the Australian Corps Memorial, Le Hamel.

The international nature of the conflict was a recurring theme throughout the trip. The following day we visited another site of significance to Canadians: Vimy Ridge. Here we were able to amble through sections of both allied and German trenches, with no man's land being only about 15m wide in some places.

We also visited the monument – a truly breathtaking tribute to the 11,285 missing Canadians. The brilliant, white Yugoslavian limestone juts 27 metres into the air, creating a memorial that is both elegant and memorable. Later we visited Neuve Chapelle: an Indian memorial commemorating 4,700 Indian soldiers and labourers who have no known graves. Although we were somewhere in northern France, the architecture reflected something of India, even if it had a slightly empirical feel. With no exaggeration, 200 metres away was a Portuguese cemetery. This war truly was international and on a scale so enormous that visiting the sites only has the effect of making it seem even more unimaginable.

Having travelled to Ypres, Belgium, on the penultimate day of the trip we visited a German cemetery. A slight surprise? The Germans, the enemy, were given land in France to commemorate their dead; however, there were some major differences between the allied cemeteries and this one, Langemark. The German headstones are black and lie in the ground. They have far fewer inscriptions on them and many graves are the resting place for more than one body. In this particular cemetery, a headstone may have up to sixteen names. The centrepiece of this cemetery was a mass grave containing 25,000 people. It is hard to picture that number of people; imagine a slightly smaller King Power Stadium. Now picture all of those people fitting into the penalty box. That night, our second and last in Ypres, we made the short trek from our hostel to Menin Gate to witness the famous Last Post that has been played there every night since July 2nd 1928 (with the exception of the time under

German occupation during World War Two). At 8:00 pm, people pour through the streets of Ypres, which have been cleared of all traffic, to meet at the landmark. The acoustics of the arch give the impression of a larger, grander space as the sound from the bugles ricochets off the monument, with the last note seeming to ring forever.

On October the 17th, the sun appeared a ghastly red as we visited our last site of the trip. At Lisjennhoek Cemetery, we saw the graves of those from all sorts of backgrounds: Jewish, German, British, French or American. In the corner were some headstones of some of the Chinese labour corps. Also situated in this cemetery was the headstone of the only woman to be buried in the Ypres area, belonging to Nurse Spindler. In front of her headstone were many poppy tributes, poems and British flags. The headstone to the right had nothing. Although I completely understand why this particular headstone was showered with memorials, it left me thinking about the thousands of similar headstones I had seen with no memorial, no flag and no poem.

Although a truly enjoyable and useful trip for History GCSE, the excursion was at times very hard-hitting: "necrotourism" would be a good way to describe it. I feel like quite an expert on headstones and graves now. Having said that, I must reiterate that the trip was certainly a highlight of my time at Leicester Grammar School and I would encourage anyone, taking History for GCSE, or not, to visit the Western Front.



Introducing Ms Copley, our new History Teacher

Interview by Clara Browne



Tell me a bit about yourself.

I'm local, from a place near Melton on the Leicestershire-Lincolnshire border. My father and grandfather are Leicester

City fans and I follow suit. Before coming to LGS, I worked in West Sussex at Christ's Hospital Boarding School, where the staff wore Tudor gowns and yellow socks.

What is your favourite aspect of teaching History?

Seeing students develop, giving them the opportunity to find their place in life. It is a genuine privilege to see characters grow. I feel strongly that it is important, especially with History, to challenge ignorance and prevent it in order to form a better society. My favourite topic is the Crusades – Medieval history is not given the recognition it deserves. Despite being 900 years old it remains incredibly relevant, such as when

President Bush declared after the events of 9/11 that America was embarking on a crusade against Islam. There is so much understanding to take away from this religious conflict. I would hate to think that the only era of History that students enjoyed was the 20th Century.

Who is your favourite historical author?

Thomas Asbridge, who writes about the Crusades.

What or who is your idea of a monster?

Cersei Lannister from "A Game of Thrones" is calculating beyond belief and monstrous because of how unpredictable she is. If I had to name a person who really lived who was monstrous, I would say Vlad the Impaler.

Introducing Ms Ford, our new Head of RS

Interview by Sana Sajid



What were you like as a secondary school student?

I was quite a bubbly and chatty girl in school. I would say I was quite well-

rounded and I wanted to take part in all aspects of school life, although I did not like speaking in front of a crowd at Speech Day or in assemblies. My father and grandmother encouraged me to work hard and do well at school. They were keen for me to get a good education and do a job that I loved in the future.

When did you realise you had an interest in Religious Studies?

I think I realised pretty early on that I was interested in Religious Studies. As a child I was fond of asking the question "why?" and I was particularly interested in ethical and philosophical questions; I did not really like having a "no" answer. I loved learning about the effects of religion

on people's lives. A career in midwifery might have appealed to me, but I had not done the right A-levels. I first applied to do Social Anthropology at Newcastle University. However, I soon changed my course to Philosophy.

What are your hobbies outside of teaching?

I really enjoy running and other sports. I do a bit of baking with my daughters from time to time and I also really enjoy reading. My favourite book at the moment is *The Woman in White* by Wilkie Collins.

Lessons from Auschwitz

By Rosalind Rashid



Taking a day trip to Auschwitz is evidently not something that you do normally. In fact, it is not something that most people would do in their entire lifetime. In March, 2018, William Peet and I were given the opportunity to visit Auschwitz for an unforgettable experience which has undoubtedly changed our views on what happened in the Holocaust. It also posed the question of how we translate what we have learnt into our day-to-day lives.

The Lessons from Auschwitz scheme was not just the day trip. We had to attend two seminars in Nottingham. The first was to prepare us for the trip and this entailed broader thinking on the actual causes of the Holocaust, including the origins of antisemitism. The most striking thing we learnt was about the vicious cycle of collaborators and how compliance was the main reason for their actions throughout the Holocaust. We were also fortunate enough to hear a moving first-hand testimony from Janine Webber, a survivor.

The whole day was both emotionally and physically draining. The early start at 4:00 am took us to the airport for a two-and-a-half-hour flight to Krakow, Poland. When we arrived, the coach took us to the town of Oswiecim -- the Nazis changed this name to Auschwitz during the war. We took some time to appreciate our surroundings and looked at images of how it had changed since the war and the impact the war had on the population.

The town of Oswiecim before the war had a Jewish population of 5,000. The Jewish population is now zero.

The infamous barbed wire revealed itself. We had tours around both Auschwitz I and Auschwitz II (Birkenau). Auschwitz I was a labour camp and was home to the notorious "Arbeit Macht Frei" gate. Auschwitz Birkenau, however, was a death camp. Auschwitz I has been turned into a museum and, upon our visit, we were bombarded with staggering statistics, challenging images of abused and emaciated people and facts I will never forget. The prisoners of Auschwitz were reduced to almost animals. They were stripped of everything that made them human. Everything but their bodies was seen as a commodity that could be taken away from them. Among others, we saw rooms full of hair, shoes and suitcases. It was here that we realised that it was hate and bitterness that caused innocents to perish at the hands of ruthless persecutors such as Rudolph Hess and Adolf Eichmann.

I had never seen anything quite like the site of Auschwitz Birkenau before I went. Birkenau was much like what you see in movies such as "The Boy in the Striped Pyjamas" or "Schindler's List", but obviously far more real. As we walked through what is commonly known as the "Gate of Death", the vastness of the camp took us by surprise. There was one particular moment at Birkenau that stood out from the others. It was surreal to say the least: as we sat on some steps at the end of the railway track, a chilling wind hit our backs and a Jewish prayer was being sung in harmony to our right, while the sun was setting to our left and in front of us, a Testimony was being read. As the Testimony spoke of hopeless tomorrows in Auschwitz, we all felt immense gratitude for our lives.

As the evening drew to a close, students from every school gathered round the end of the railway and listened to a rabbi talk to us about his experience as a Jew in the present. He said some moving things, but one thing stood out: "Antisemitism did not die with the Holocaust. Hate

altogether did not die with the Holocaust". This really made me think about what I value. Most importantly, it made me think about the futility of war and how nothing good can come from hate.

It is commonly said that "There is only so much a history textbook can teach you". Scanning through intimidating blocks of information with the occasional bad quality photo is nothing compared to seeing or indeed living the real thing. There is honestly no comparison. The sheer scale of both camps was terrifying. Even with all that space, living conditions were cramped, diseases spread and death was omnipresent. Anybody can read the figure "six million" and appreciate it, but what is it like to actually visualise six million individuals, each with shoes, hair, suitcases, families, and most importantly lives? It's harrowing, to say the least. A huge part of the Lessons from Auschwitz scheme was to help us delve deeper into the statistics and value each individual life, so that we could fully appreciate the loss experienced. We examined Jewish life before the war and the happiness on their faces, compared with the abhorrent images in the Auschwitz museum.

If you are ever given the opportunity to go to Auschwitz, or indeed any of the other concentration camps around Europe, go. This invaluable experience has taught me a lot and has proved to be the best thing I have ever done. Before the trip, I felt slightly indifferent towards the Holocaust. Like most people, I acknowledged that it was a terrible historical event, but struggled to see how it was pertinent to modern day. What most people do not realise is that the chances of history repeating itself are not so slim. In fact, mass genocides and holocausts are sadly still happening today. Rwanda and Bosnia-Herzegovina are just two of the countries suffering. We cannot afford to be ignorant on this issue. This is summed up perfectly by Georg Hegel: "We learn from history that we do not learn from history". Will and I can now say that we have our own testimony to share with others and that is a great privilege.

Mrs May Moves On

Interview by Freya Patten



What do you think will be your favourite memory of this school?

Going to Iceland with the Sixth Form in 2015. It was a great residential trip, with impressive scenery and although it was bitterly cold, seeing Gullfoss waterfall in the ice made it more spectacular. School trips are always good; Hunstanton is always a good day trip. The weather is pleasant and there are lots of different activities. Being towards the end of the academic year, it means that the trip is a little more relaxed.

Who are you most inspired by?

Hans Rosling, who founded the Gapminder Foundation. He was a very charismatic man, and although he died last year, which is terribly sad, his children continue his work. He was a doctor who did a lot of development work. For example, he

investigated the reasons for inequalities within communities and between different sections of the world and he argued that if we divide it into a rich and poor world then it's completely inaccurate. What we really need is to look at the gaps in between and see the differences and similarities.

What's the best thing about being a teacher?

Every day is different, every year is different and even though you teach the same subject year in and year out, there's always a different way to approach a topic and update resources to incorporate new ideas. I'm a great fan of Twitter, which has a lots of discussions and ideas which are very useful.



Why do you think Geography is an important subject for young people to study?

Geography is about the world: people live in the world, and you should try and understand the world in which you live, because then you can try and make it a better place. Geography is defined as being the home of people: "The Earth is the home of man" (and woman!), and so understanding how the natural landscape works for people is quite fundamental really.

What are your plans?

I am going to another teaching job, at a school near to Hinckley. It is a very different school, and I think that's important. I think it's interesting to just go and see that there are different ways of doing things with a new group of people, rather than staying in one place. This is the longest I have ever stayed in a school and I am looking forward to a different challenge and to seeing how other people do things. It's good to have a change and to teach in a different way with different exam boards.

Toledo 2018

By James Merryweather



golden altar, 40 feet high, and paintings covering the ceiling. In addition, there are numerous altars around the side of the cathedral, the choir bench with inscriptions marking the Conquest of Granada in 1492, and a temporary exhibition displayed decrees and other historical artefacts from the period. Following on from the Cathedral,

we were fortunate to witness some of the city carnival festivities, with an incredible band and lots of activity in the main square. The afternoon then flew by with a guided tour of the city and a visit to the Army Museum, followed by the Inquisition museum with its various torture devices. We finished off our day with a visit to a synagogue, learning how people of all faiths were able to live in Toledo harmoniously. In Spanish this is called "convivencia".

Upon our return to Madrid, we began our final day with a visit to the Naval Museum, where we learnt about the Navy under Ferdinand and Isabella and all the way to Phillip II. The trip then concluded in the Prado museum, where we saw spectacular works of art from Bosch, Titian, and El Greco.

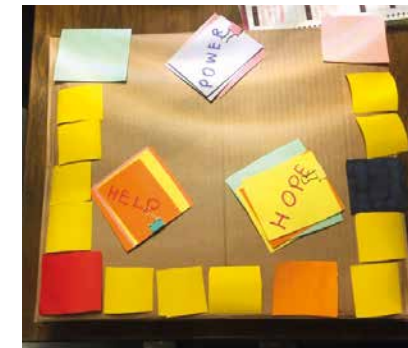
In February 2018, Upper 6th historians, guided by Mr Allen and Senora Manktelow, took a stunning three-day trip to Madrid and Toledo.

Our first destination was El Escorial on the outskirts of Madrid: a resplendent holiday palace for Phillip II, with a golden library of banned books, paintings covering the ceilings, and a lavishly decorated basilica. We had a self-guided tour of the Courtyard of Kings, the bed-chamber of Phillip II, the Hall of Battles (depicting scenes from wars painted around the entire room), and the Pantheon of Kings, the final resting place of numerous Spanish monarchs. From here, we then headed to Toledo, keeping ourselves alert by running for the train as timings became increasingly tight. After dropping our bags and grabbing an evening meal in a Spanish restaurant, we opted for an early night before a busy day the following morning.

The next day began in Toledo Cathedral: the heart of the city, and a stunning building. It was designed to include lavish gold and wondrous paintings in order to reaffirm the worshippers' commitment to the Catholic faith, given this glimpse of the glory that awaited the faithful. The interior of the building contains a

Year 7 Medieval Religion Board Game

By Grace Mold, 7D



In Year 7 History lessons we were learning about religion in medieval times and were set the challenge of designing a board game in teams to show people how

medieval subjects in England could be punished or rewarded by the Church.

We designed a board game for four players with 15 squares. The objective was to reach the final square (which we called 'heaven') as quickly as possible, ahead of your opponents. In our game, players would roll a die and land on a square. They would then be given a Hope, Help or Power card which would decide their fate on that turn. A Hope card would help players move forward more quickly and would have examples of a positive medieval event such as an alchemist offering a new medical

remedy for an illness and other things that would give you hope for the future. A Help card would also be positive, and help players move forward. On these cards we gave examples of events that would be helpful in medieval life, such as confessing your sins. A Power card would be a negative card and send players backwards on the board – how frustrating! On these cards we included bad outcomes and unpleasant punishments that people would have received many years ago, such as being sent to the stocks, or being whipped for shaving your beard on a Sunday.

ICT and DT THE LEICESTRIAN 2018

Introducing Mr Grimadell, our new DT Teacher

How did you decide on a career in DT teaching?

As my parents were foster carers, I have always been involved in working with young people. I believe that this upbringing has developed my communication skills and empathy, allowing me to work well with pupils from all backgrounds and of all ages. A good DT course needs to include a blend of modern and traditional skills and techniques. I try to convey my passion for good design, as something that can have a positive effect on our lives. It is essential that students understand that whenever they are designing a product, they are solving a problem and the most obvious solution is not always the best one.

I understand that you also teach Food Technology. Why do you think so few boys take this course?

Across Britain, the split is approximately 65% girls to 35% boys. Maybe the stereotypical view that cooking is for girls still exists to a certain degree; however, there has been a very definite shift away from this viewpoint. You have only to watch any of the numerous food shows on TV to see that there are a huge number of males working within this industry. Values such as

equality and self-sufficiency need to be instilled in young people from the early years.

What interests do you pursue in your spare time?

I enjoy cycling, swimming, video games, films and reading. Terry Pratchett is my favourite author. I have two young sons, three years old and six weeks

old, so the majority of my spare time is spent playing games and baking or crafting with my three-year-old, which is great fun.



Mrs Harvey Says Farewell



Over the past few years, I have been able to accompany some of the residential trips run by both Art and Biology. They have been great fun and I have many happy memories of the pupils and the places we visited. The school has changed a lot since I started. Students are not allowed off the site during the day, for instance, and reports which once consisted of a page of comments from each subject, such as "A good year's work" are now 600 to 1,000 characters. E-mails seem to be the most common way of communicating with each other. Smart phones are increasingly used to photograph the lesson's work on the white board. Students seem rarely to read books to find out information, relying instead on Google to provide instant answers. I have mixed feelings about all this new technology and wonder if students are quite as inquisitive as a result.

Now it is time, after 33 years, that I retire from teaching in schools. My plan is to start a new career and pursue my interests in Furniture Design, which was my specialism for my degree, and in Art and Biology, two of my A level subjects. I have enjoyed teaching adults in recent years and hope to continue to run workshops and courses in Botany and Botanical painting. I have really enjoyed my time at Leicester Grammar. I leave my best wishes with you all and hope that you succeed, wherever life takes you.



By Mrs Harvey

I arrived at Leicester Grammar School in 1993, having spent my first few years of teaching in the state sector at a 14-18 Community College. The Grammar School was very different, and for the first time I was able to teach Design and Technology to younger pupils in the Prep and up to Year 9, as well as continuing to teach the exam classes. It was exciting to develop several new projects and with small classes I really enjoyed the change.

I never thought that I would stay at the school for so long. At the city centre site our workshops initially occupied just one room in the St Martin's building, with a small office in the corner. My first GCSE class consisted of four students. As the school expanded we set up a computer room, and when the St Katherine's building was purchased, the department spread into what had been the school refectory and is now the café in the Richard III Centre. The city centre site was fairly relaxed. In our free periods we could go into town, and often bumped into Sixth Form students in the surrounding cafés. The local sandwich shop, Coombes, was a bit too close and we took it in turns to fetch some 'buns' at break. Assemblies were held in the Cathedral and there was a lot of walking about from one building to another. We did move to the new school at about the right time. There were more frequent incidents with undesirables gaining access to the buildings, gun shots near the new Sixth Form building in Friar Lane and the strong smell of cannabis as you walked through the alleyway to the St Katherine's building.

My four children all attended the school and I often had to remind them and their friends not to call me 'Mum' in class. They often reminisce about their time at the school, with stories such as having to carry out 'hard labour' as punishment for misdemeanours, and turning all the desks, including the teacher's desk, to face the opposite wall. This totally confused the teacher, (I won't say who), who came in to take the class. Perhaps that's why the classrooms are kept locked at the new school.



Rotary Young Designer Competition

By Mr Burns

On June 16th 2018, three A-Level Product Design students from LGS, Arran Banning, Lucy Ring and Samuel Walker, attended the annual Rotary Young Designer competition, hosted by Rotary District 1070 at De Montfort University. The three students' projects had been selected by judges from Rotary a few weeks previously as being innovative, well designed and having some commercial potential. The De Montfort event showcased projects from GCSE and A Level students across Leicestershire and Rutland, and the standard of work was very high. The students underwent a rigorous judging process on the day of the final, and all three gave an excellent account of themselves to the judges and visitors.

Arran had designed a compact workbench to stand in a corner of a garage. His client was his grandfather, who wanted the product to take up minimal space while still allowing the use of power tools, including a cross-cut saw and bench grinder. Arran's solution was to make the top section rotate, so the tool in use could be at the front, while the others were out of the way. The system worked well, and included electrical points to power the various tools. He won 1st prize in the A Level category. Lucy's challenge was to design a shelter to be used in disaster relief and refugee camps, which would pack small for transport, whilst still being big enough to both sleep and stand up in. Her winning idea used an ingenious central joint and occupied a "segment" footprint, allowing 4 or more shelters to be connected together to keep a sense of family and community in these difficult situations. She was awarded the Sir Thomas White prize for "The best young designer from Leicestershire and Rutland". Samuel's apple press (to the right) was designed to be transported by a tractor, then connected to the tractor's hydraulic system to provide the power. It was the largest project there on the day and had to be left

on the trailer outside the building! He had solved several tricky engineering challenges during the design and manufacture of his product, and his final solution sits neatly between smaller manual apple presses and more permanent commercial machines. He received the overall prize for Rotary Young Designer 2018, which carries with it the opportunity to work with a mentor to help him as he starts his career in Engineering. They have worked hard throughout their A Level course, and the prizes were richly deserved. Congratulations to all three and we wish them well in the next stage of their promising careers.





Lucy Ring's winning
Rotary project



Arran's winning
Rotary project



A Postcard from Paris, June 2018

By Charlotte Russ and Eleanor Jones

On the first day, our group of Year 9 students and teachers visited Fontainebleau and its market. After buying souvenirs, we split into groups to purchase 'the best French picnic lunch'. At the Chateau de Vaux Le Vicomte we presented our picnics, ready to be judged. After lunch, we walked around the gardens. We saw a huge gold statue of Hercules and lots of beautiful water features. During a tour of the Chateau, we learnt about a prisoner who wore an iron mask to hide his identity, which to this day has never been discovered. Had his identity ever been revealed, he would have had to be killed. But we needed a lot of help translating the story – thank you Mrs Dewe! We then returned to the accommodation, where some of us went swimming! After dinner, the animateur organised a disco for us, which was really fun.

The next morning we learnt about the Eiffel Tower with the animateur, then got on the bus and went to see the Eiffel Tower and ate a picnic lunch in a park nearby. Afterwards we went on a Seine cruise and saw some impressive French architecture, then went down the Champs Elysees for some shopping.

We climbed the many stairs to the top of the Arc de Triomphe, taking in the beautiful view and marvelling at the traffic on the roundabout! After lunch, we visited the Montparnasse Tower, the tallest tower in Paris. Luckily, we didn't have to climb the stairs, as there was a lift, which we learnt was the fastest in Europe. From the top we had an amazing view of the sunset over Paris and got some beautiful pictures.

The subsequent morning we learnt about the Notre Dame, then drove into Paris and visited the Sacre Coeur. It was really beautiful, and nice to be out of the sun for a while. We then visited the market (Montre Marte) where we ate lunch, bought souvenirs and some of us had our caricatures drawn. Afterwards we went to the Notre Dame and then the Centre Pompidou, a modern art museum which has its air conditioning, electricity and water pipes on the outside of the building. Thank you to Madame Paton for organising and leading the trip and Mr Rich, Mrs Dewe, Mrs Tompkins, Dr Griffin and Mr Hunt for helping to make the trip so enjoyable, as well as our animateur, Faïsal, who was our guide for the week.

Champion of the French Spelling Competition

By Grace Patterson, 7c



There was a real buzz in the air at the National Final of the Foreign Languages Spelling Bee competition at Cambridge University on June 29, 2018. I had been fortunate enough to win the regional final at Stamford School on April 19th and was very excited about representing Leicester Grammar School in the national final. From over 28,000 Year 7 entries, the competition was now down to 100 Year 7 pupils who arrived in Cambridge from schools across all of England to take part in this event, sponsored by the European Union. I had never seen so many different school uniforms!

The competition began and I was 14th in the semi-final line-up. We all had a minute to translate and then spell correctly using the French alphabet as many words as possible. Marks were only awarded when it was the correct pronunciation

and every letter had to be heard by the judges. After anxiously waiting for an hour, we all returned to the huge hall for the final, a contest between four people. I was called up first and I had to spell once again. After speeches from the MP, the Mayor of Cambridge and the representative from the European Union, the results were read out in reverse order... and I then realised that I was the winner of the 2018 French spelling bee competition!



German Exchange

By Georgina Holmes

Silence resounded through the classroom, Friday the 29th September, 2017, late afternoon. A feeling was tugging at my stomach, both anxious and excited. Filled with anticipation, I simply wanted to meet her. Then it came, a moment that began the journey, the experience that I shall never forget. I got up from my seat and made my way to the refectory, and sure enough, they were waiting, our German exchange students, ready for collection. I had spoken to her before, via social media, but I knew little about her: only her name, her allergies and a vague description of what she looked like. Leaving the refectory to return to our lessons, we all separated with our exchange partners, and then the small talk began. I found it surprisingly hard to know what to say. I had approached with the intention of speaking in German but was greeted in English, and quickly asked by my exchange to speak in English, so she could use the opportunity to practice. The situation was made less awkward by my last lesson: English. In the last few minutes of the day we spent the time getting to know each other through an English-based activity. It wasn't long before school was over and we headed towards the car, towards my family, and for my partner, towards the strangers who would care for her for the week.

My family speak no German themselves and I felt having them around eased

the pressure; she didn't have to speak to just me all the time. My sister would regularly approach her and talk about whatever seemed relevant to her. We spent the evenings watching "Strictly Come Dancing", the news, movies or "Taskmaster". This was rather different to my usual homework-filled nights, but it was a special occasion, and I couldn't let my exchange sit and do nothing while I worked. It was so much easier to communicate with our partners as the week progressed. We all attempted to speak German to our partners but discovered that our use of German was 'formal' and that it was more common for children to say ciao rather than guten Tag when greeting someone in Germany. The exchange students often requested we speak in English, but it was a great experience to practice our German too and to ask how to say certain phrases.

During the weekend we got to know our partners by showing them our local areas, the girls participating in the exchange taking a trip together to Cambridge. The school week began and all seven of us, with our exchange partners, were taken to the Outdoor Pursuits Centre in Leicester and spent that day doing team-building activities; our German visitors had the opportunity to catch up with their friends who were staying in Solihull,

but they were only allowed to communicate in English. Each student took their exchange to different places in the evening, to ensure they had a memorable experience, and sometimes our partners would participate in our clubs outside of school. The remainder of the week was spent in school for the LGS students, whilst our exchange partners went on day trips to see British monuments and experience our culture. On Tuesday they headed out to London, on Wednesday Birmingham for a tour of the BBC Radio Station and shopping in the Bullring, Thursday was the Leicester Space Centre and on Friday we said farewell. It was hard to say auf wiedersehen but, we will see them again in March, so no tears were shed at their departure.

We saw that our exchange students were both similar and different to us, in many ways. At the end of the week, we had all realised that our exchange students could speak brilliant English, even those who had been learning the language for only a year longer than we had; it made one realise that, as a nation, Britain is rather ignorant when it comes to learning languages. However, we all tried our best to speak in German when we could; it was clear to most that we were more comfortable making mistakes, and learning, when we got to know our partners better. Now it's just the wait for March and our visit to Germany.

Introducing Mrs Dewe, our New French Teacher

Interview by Khadijah Yusuf



What is it that drew you to becoming a French teacher?

I began to consider teaching towards the end of my degree. What really swayed me was the chance to interact with a variety of students at all levels of the school, from the round-faced Year 7s to the older Sixth Formers,

on a daily basis. It is particularly rewarding to see the younger students become captivated with learning a foreign language and watching them move upwards through the school, going from broken sentences about their pets and when their birthday is to speaking like a native. It's a privilege to work with students who are discovering things for the first time; it gives me the opportunity to re-live my own experiences

with languages with them. As for why I chose to teach French, I just happened to be better at it!

If you could have any other career, what would it be?

Well, I did always think that I would love to go into a career as an event organiser; however, after organising my own wedding, I'm glad I didn't follow that up! Something I seriously considered was a career in journalism; I took a ten-week internship in Dublin, before realising that I didn't enjoy it as much as I had thought I would.

What do you enjoy doing outside of the classroom?

I really love baking and I have always wanted to open a café where I could sell all my own baked goods. I also enjoy travelling and have been to many countries, including Italy, Switzerland and Denmark.

Who or what would be your idea of a monster?

My idea of a monster would be any leader who does not look after his or her people properly, and who actively harms their lives.

Onatti perform a Spanish Play

By Mahad Adeel, 9A



On the afternoon of November 20th, 2017, LGS Year 9 Spanish students were invited to watch a play at Manor High School, performed by the Onatti Theatre Company. This hilarious play was created by two young actors, playing the roles of Antonio and Camila, as they perform a parody of horror/paranormal flicks. The plot was simple: Camila and Antonio went into a mysterious shelter due to heavy rain, but the shelter was haunted by a woman who had been murdered by a criminal! The plot never took itself too seriously, and it was made for laughs – well-earned laughs too. Also included was audience interaction, with an interesting supporting role for a chosen Manor student to play. Overall, the play was a fascinating, and very joyful, experience and must have been useful for Drama students as well as Spanish students.

Postcard from the Prep Trip to Normandy, April 2018

By Sophie Henson



On April 23rd, 2018 the Prep class went to France for a week. When we got on the ferry I was very excited as I had never been on one before. The ferry journey was very smooth and soon we were in France. The place where we were staying, le Clos l'ancien Pressoir in Commes, was really beautiful and we were greeted by our hosts, Bob and Yvette.

On Tuesday we went to the market, tasked with buying the ingredients to create a fruit platter, spending only five euros. This was challenging because we had to speak in French. Also it was very hard to keep in budget, as we didn't have a lot of money. We also went to the Mulberry Harbours in Arromanches, an artificial port used in World War Two. On Wednesday we went to see the Bayeux tapestry, because it is a really old historical document and really interesting. It is a piece of embroidery nearly 70 metres long and was made by monks after William the Conqueror became king of England, making it over 1,000 years old! We also went to order some crepes, which we found very tasty, but hot. There were a lot of different toppings that you could have

like sugar, chocolate and Nutella. On Thursday we went to the American war cemetery. I couldn't help but feel sorry for all of those young soldiers who died on Omaha Beach. We watched a small film clip and it was very interesting to hear their stories. We went to the graves of the Americans: there were thousands of them and it was upsetting to see. Afterward, we went to Omaha Beach. It was hard to imagine what it would have been like with all of the guns and bombs flying over people's heads. It was very peaceful and it was fun to play on the beach.

My highlights of Friday, the last day, were going to Caen Castle and going to the Hypermarket. Caen Castle used to be William the Conqueror's base when he was the Duke of Normandy. We had a picnic lunch and we soon arrived at the Hypermarket. There was so much to buy and a big selection of souvenirs to choose from. I ended up with a lot of money left over, so I spent it on the ferry going home.

The Fun of Almodóvar (Mr Lupton says Farewell)



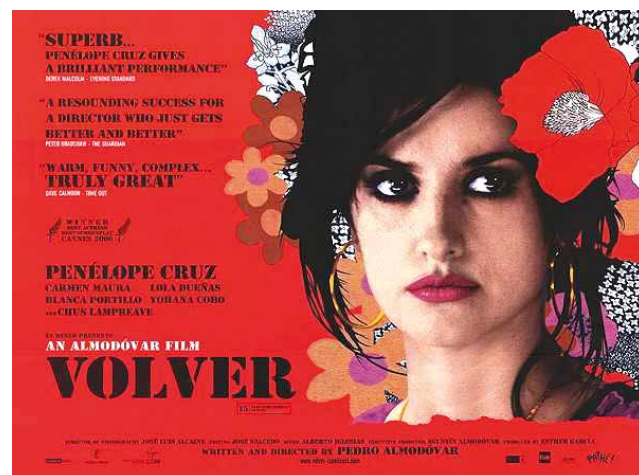
When AQA introduced the study of film for MFL A-Level exams over a decade ago, we approached this new element with enthusiasm, but also with a certain trepidation. Spanish and Latin American film provides a very varied range from which to choose, and many schools, including LGS, opted to teach "Volver", directed by Pedro Almodóvar (2006).

Pedro Almodóvar Caballero (b.1949), who grew up under the repressive Franco regime, is arguably Spain's best and most successful filmmaker, director and screenwriter. He was sent to a religious boarding school at the age of eight, his parents hoping that he would become a Catholic priest. In his early years he was greatly influenced by the films of Luís Buñuel. Almodóvar moved to Madrid in 1967 to become a filmmaker, but when Franco closed the National School of Cinema in Madrid, he became self-taught. Spanish film at this period was heavily censored, and Almodóvar's first underground films in the 1970s (filmed on a Super-8 camera) were highly subversive. He would show his films in bars and at parties, and as it was difficult to add a soundtrack, he took a cassette player with him and voiced the characters and songs himself! After the death of Franco in 1975, Almodóvar became a leading figure in 'La Movida Madrileña', a cultural renaissance of writers and filmmakers who enjoyed a new-found freedom of expression. It was at this time that his collaboration with his favourite actress, Carmen Maura began. His first major critical and commercial success was "Women on the Verge of a Nervous Breakdown" (1988), which established him in America and brought his first Academy Award nomination.

Almodóvar's strong characters are invariably female. He stated "Women are more spectacular as dramatic subjects; they have a greater range of registers". 'Las Chicas Almodóvar'

was the collective title given to his favourite actresses, namely Carmen Maura, Victoria Abril, Marisa Paredes and, of course, Penélope Cruz. "Volver", as all our students of Spanish will know, means "to return", and the film marks the return of Almodóvar to his native La Mancha and his collaboration with Carmen Maura after a 17-year break. The film also pays homage to Almodóvar's mother, who had died a few years before. The plot is quite frankly baffling; suffice to say that it involves sexual abuse, murder and disposal of a body and one 'dead' character returning as a ghost! Almodóvar says "'Volver' is precisely about death. More than about death itself, the screenplay talks about the rich culture that surrounds death in the region of La Mancha, where I was born. It is about the way – not tragic at all – in which various female characters of different generations, deal with this culture." Penélope Cruz's performance is a real 'tour de force', for which she received many Best Actress awards. For the role, Cruz had to wear a prosthetic bottom and in preparation watched many 1950's Italian neo-realist films starring Sophia Loren and Claudia Cardinale, whom Almodóvar greatly admired.

My personal favourite scenes in "Volver" are when Cruz (Raimunda) perfectly lip-syncs the title song in the restaurant, unaware that outside in the car, her mother is listening to the song in tears; and also the scene in which she is helping her daughter clean up the evidence of the murder of her abusive step-father, with the blood slowly soaking osmotically through a piece of kitchen roll in extreme close-up, a simple but very striking image. I have greatly enjoyed teaching Spanish and French film and literature at A-level, especially "Volver" and I am sure that future MFL students will continue to benefit from studying these elements, adding to their knowledge and understanding of French and Spanish language and culture.



Farewell to Dr Whittle

Interview by Elizabeth Whitby



It was a pleasure interviewing Doctor Whittle, who has always been such an important character in the school. He has made the longest rehearsals seem entertaining, and has always been there to provide help and support. So from everyone in the Music department, pupils and staff, we wish the best of luck to him for the future.

What can people learn most from studying or playing music?
Well... I don't know! I don't have to use the 'T' word, do I?

'Team work?' I ask. (He did state he would denounce me as a heretic if I was to put that down.)

Yes the 'T' word... No, because I don't like it as you know. But self-discipline, of course! I have to do all the clichés here, don't I? What are the other ones?

'Appreciation?' I suggest.

Of course. Getting on with other people. I think what we're good at is that we get groups together across the ages. Obviously sports teams have to group students by age because of physical things. But I think that's what music is good at. If the pupils are musically good enough, then they're in a certain group, so it doesn't really matter what age they are.

What three pieces of music would you choose to reflect your last 32 years here?

Lower School Concert

By Jessica Osborn, Prep

On November 14th 2017, I performed at the Lower School Concert. I played my violin with the Training Orchestra and also sang with the Lower School Singers. The first performance I did was for the Lower School Singers. The first song was "Mama". Everybody loved watching us and I liked singing it too. The next song was "Eye of the Tiger". This was my favourite because it sounded great with the drums. The last song we performed was "See You Again". This was terrific, because some people rapped! I especially enjoyed when



"Sporting Paddy" to remember the folk group by. "When I Fall in Love" for the Big Band. And then for Bach, what shall we have? "Fantasia and Fugue in G minor" is a great piece.

What is your funniest concert memory?

The time when Mr Shaw's feet, in full evening dress, were sticking out of a cupboard at the old school when I was trying to introduce a concert. He'd put all the music on the top of this cupboard and it had shot down the back and it was supposed to be the first item in the concert. Of course he had to take the back out of this cupboard to get this music. So I had just started addressing the audience and there were all these bangs and thumps and his feet were there sticking out in full evening dress from this cupboard! Actually I've got another one! It was when we did "Carmina Burana" for the first time. There's a section where one bit finishes in one key and then there's an unaccompanied bit for the men which starts in a completely different key. We had a boy in the Upper Sixth who had perfect pitch, so I'd given him instructions to hum the note for them. We got to that bit and I looked up hopefully in his direction and he wasn't there! Afterwards I discovered that he'd apparently had a nose bleed during the previous item and was lying across their feet! So that was quite entertaining.

What has been your greatest success?

Lasting 32 years probably – without being found out! Well, not too much anyway...

Reflections on 20 Years of the LGS Folk Group

By Dr Whittle



When I started the Folk Group just over 20 years ago with Mr Baker-Munton, a teacher of MFL and a very able accordion and flute player, I had no inkling of the success it would become. I had not been interested in traditional music myself for very long, and it was unusual for a school to have such an ensemble. (It still is unusual.) In the early days we rather pottered along as a rehearsal group, but before long we felt confident enough to make public appearances. These were often at the Grainstore, my local pub in Oakham, and we gained a following there as well as from the parents and staff who would come to support us. In those days we numbered only about six or seven musicians and it was a niche group. To ginger things up, I wrote backing arrangements for four brass and saxophones, and these went down well in the boisterous pub atmosphere.

Although our core repertoire has always come from the British Isles, we have branched out over the years and played music from elsewhere. For a time one of the Sixth-Form Chinese students played with us occasionally on his bamboo flute. He taught us a Chinese tune, "The Forest Show", from a recording which he insisted we followed slavishly. The problem in performance was that he did not follow his own instructions and seemed to go off on a whim, the rest of us having to wait with bated breath to see which of the three sections of the tune he launched into next before we could continue with him. At one concert we managed to lose him inside the modestly-sized parish church at Billesdon, which was something of an achievement.

One of the highlights of the group's career was representing the school in 2015 at Mr King's conference when he was Chairman of HMC first time round. We were bussed up to St Andrews one morning, played in the bar in the conference hotel in the evening, and watched CPMK and his fellow heads re-enact (in the loosest sense) the 'Chariots of Fire' race along the beach the next morning, before we were driven back to Leicester. I'm afraid we had to slum it in our hotel, The Old Course Hotel: two of the girls were in a palatial £800 a night suite (including an enormous lounge and separate kitchen), and even in my mere £500 room I assumed that the other side of the bed was probably in a different postcode. (I should add here that LGS did not pay for the hotel!).

It hasn't always been plain sailing. When Charlotte Bentley, a particularly talented fiddle player, left LGS eight years ago (she went on to gain the top First in Music at Cambridge three years later), we were woefully short of able melody line players. To cover the problem until matters improved, I took to playing the piano accordion. Situations, though, change quickly in schools. Before long we had a particularly good crop of excellent fiddlers, and over the years they have been joined by flutes and more fiddlers (as well as colleagues, Miss Graff-Baker and Mr Jones from LGJS). To my regret, the group is now too large to play at the Grainstore, but it is stronger than it has ever been. It is very easy to take things for granted, but the speed and panache with which the current musicians are capable of playing the most demanding of numbers is a great testament to their musicianship. The group has benefited from the visits of leading folk musicians to the school, as part of our concert series. There are not many school ensembles who can say that they have worked with, or experienced at first hand, musicians of the calibre of Dervish, Lunasa, Andy Irvine, Duncan Chisholm, Bruce Molsky, Sharon Shannon and Session A9. In early 2017 we had a particularly rewarding couple of months' instruction from Karen Tweed, the accordionist, who introduced us to Scandinavian music in particular, and who played with us in a memorable concert.

This year I realised a long-held aim and arranged two sets of tunes for the Folk Group backed by the Big Band for the latter's annual charity concert. They went down very well. At the end of the school year, the group will play at the annual John Clare Festival in Helpston, near Peterborough. As well as being a poet, Clare (1793-1864) was also a keen fiddler, collecting and writing down a large number of tunes. We shall play some of these tunes in a new programme devised for the concert. Even when the outstanding current U6th leaves, there is still an extremely able and enthusiastic nucleus to keep the tradition going. I am delighted if I have done something to foster a love of traditional music (although that very term covers a multitude of styles), and it is rewarding that a number of pupils at LGS are discovering and embracing such music. I may be retiring from LGS, but I am very happy that I shall retain a link with the Folk Group. Here's to the next 20 years.



The Xcerts Come to Leicester

Story and Photo by Henry King-O'Reilly

The Xcerts are an indie rock band (formed in Aberdeen and currently based in Brighton) that have yet to rise to prominence within the burgeoning Britrock scene happening within this country at the moment. They have just released their fourth and best album to date in the shape of 2018's "Hold On To Your Heart".

The evening of Sunday 18th of February, 2018 started slowly, with the support band, Airways, coming on and playing some non-descript, straightforward, alternative rock songs that pleased the crowd enough for 20 minutes before The Xcerts came on. Then came the main event, when the Xcerts proved why they are the band in the burgeoning Britrock scene that you need to be listening to. The trio consists of Murray Macleod (vocals and guitar), Jordan Smith (bass) and Tom Heron (drums).

The Xcerts opened with a personal favourite, the piano leading from "The Dark" straight into the feel-good

anthem of "Daydream." Playing for over an hour, they dipped into every one of their albums, even at one stage getting a member of the audience on stage to sing the saxophone part to "Drive Me Wild." Playing the whole of the new album, "Hold On To Your Heart", in its entirety, The Xcerts made sure that they kept the crowd pleased with a balance of new and old material. They played new

songs such as "We Are Gonna Live" and "Cry" with live staples such as "Slackerpop" and "Aberdeen 1987." The concert ended with the absolutely anthemic, "Feels Like Falling in Love". The band had enough stage presence to be playing arenas and should be a household name with the calibre of songs that they have in their locker, which

is why it is criminal that they were struggling to fill a 250-capacity venue on a Sunday night in Leicester. The Xcerts are not only an incredible live band but also genuinely lovely people: my friend and I had the chance to chat to Murray Macleod after the show and it is clear that the band is unpretentious and completely genuine about their love for all kinds of music.



The Year 7 Showcase

By Jacob Inchley, 7e



On the evening of December 13, 2017 the Year 7 pupils and school orchestra performed the Year 7 Showcase concert in St Nicholas Hall. At the start of the concert, Year 7s and Prep filed onto the stage in neat rows. The first song was called "No Matter" and was sung very well. The next song was "Don't Stop Me Now" and included a great guitar solo. After this, the cello ensemble played "The Bare Necessities" (after waiting for one of the members to run through the school to retrieve their cello.) The performance displayed skill and good teamwork. The next performance was from the orchestra, "A Scottish Lullaby". This was played well and displayed a lot of emotion. The last song was by the orchestra with the Year 7 and Prep chorus singing. It was a Christmas Medley – around five minutes of different Christmas songs merged together by Mr Barker. At times the parents joined in with the singing. This served as a great finish to the concert. Many thanks to Mr Barker for organising it.

Youth Brass 2000



Youth Brass 2000, led by Lord Chris Jeans, comprises musicians from across Leicestershire and Northamptonshire under the age of 19.

Congratulations to those band members from LGS, Frederick Klimowicz (Y10), Rebecca Faust (Y9), Jennifer Ewington (Y7) and Jack Strong (Y5) on becoming British Open and National Champions of Great Britain.

Youth Brass 2000 retained its crown in the 2018 National Youth Championships for Great Britain for the fifth consecutive year.

An Extract from Taras Bains' EPQ Essay on the Threat to the Saiga Antelope and Oryx

The human population has grown at a staggering rate in the last century, destroying more and more habitat and pristine ecosystems to get the resources needed to sustain us. Human population, currently 7.5 billion, is projected to reach 9.8 billion by 2050. This has led to the emergence of the biggest extinction event since the last ice age, 2.6 million years ago. The current species extinction rate is 1,000-10,000 times the natural rate, mostly due to the careless actions of humans, whether from human-induced climate change, habitat destruction, poaching, or the introduction of invasive species which have exterminated species across the globe, especially in fragile ecosystems, like those on islands. Rapid urbanisation has led to rapid deforestation and habitat destruction, most notably in the Amazon rainforest and rainforests of the Indonesian and Malay Peninsula. My EPQ focusses on two species of antelopes. Antelopes are an incredibly diverse group, from the 2.5 kg royal antelope, standing smaller than a 30 cm ruler, to the giant eland, weighing up to 1.5 tonnes. Present on four continents, they fulfil vital roles: seed dispersal, habitat shaping and sustaining natural food webs by serving as prey.

The first species I explored in my EPQ is the saiga antelope, a relic of the ice age, occupying central Kazakhstan, and regions of Uzbekistan and Russia. Their population plummeted by over 95% between 1990 and 2010, mainly due to the dissolution of the Soviet Union and an explosion in poaching. In 2015, furthermore, a disease outbreak, transmitted from livestock, killed around 200,000 saiga in under two weeks. One of the biggest threats to the saiga is poaching. They are often hunted for their horn, used in traditional Chinese medicine, which can fetch almost \$600 per kilo on the black market, an enormous incentive for those living in poverty in rural Kazakhstan and Kalymykia. A kilo is roughly equivalent to the horns of three adult male saiga. Prior to the dissolution of the Soviet Union, the saiga antelope were protected and there

was a state monopoly on international trade. However, when the USSR dissolved, customs regulations became lax and individual enterprise boomed. This threat was intensified by the weak enforcement of legislation and largely rural landscape in Kazakhstan, Uzbekistan and Mongolia. China is the largest importer of saiga horn, enhanced by the opening of its borders in 1992. However, a vast amount is also exported to the South East Asian markets. From 1995-2004, over 87,400kg of saiga horn were exported, equivalent to the horns of 465,750 antelopes. The biggest exporter was Kazakhstan, followed by the Russian Federation. Annual trade volumes peaked in 2001, when 19,120kg of Saiga horn were exported, with an equivalent street value of up to \$11.5 million. The largest importers were China, followed by Singapore and Japan, accounting together for around 75 percent. There are also many derivatives containing Saiga horn, mainly exported by China and imported by Japan. The Betpak-Dala population has been the most severely affected by poaching, due to its proximity to Almaty, the most populous city in Kazakhstan, and its economically deprived surroundings. Poaching is also intense in the Yashkul'skiy and Chernozemelskiy district of Kalymykia, Russia, near flat depressions of steppe, lacking in foliage, where saiga are easily chased by motorbikes. Poachers are now very well-equipped, and utilise traps able to catch 10-50 saiga per day. Finances to support wildlife inspectors and legislative enforcement are both lacking. Saiga horn and its products are readily available in shops and markets in Malaysia and Singapore. TRAFFIC surveyed 162 shops, finding only two that did not offer saiga-related products for sale.

The other species I discussed was the scimitar-horned oryx, now only surviving in captive and semi-captive environments. It was classified as extinct in the wild by the International Union for the Conservation of Nature in 2000, after aerial surveys over their last stronghold, Chad, showed no



evidence of the oryx in their wild habitat. The main threat to the oryx is habitat destruction, through human-induced climate change and overgrazing. Climate change has been a prime factor in the survivability of the oryx, due to the semi-arid environment in which it lives. This is one of the harshest environments to survive in and even the smallest changes in global temperature and weather patterns can have a drastic effect. During the last century, the severity of droughts has been increasing at an alarming rate. A series of harsh droughts in the 1960s, 70s and 80s had a catastrophic effect on the oryx and on arid land fauna and flora as a whole, leading to the destruction of vast swathes of vegetation and ephemeral pastures, in exchange for desert, reducing the species' range. Drought has prevented the growth of the hardiest, coloniser grasses, which the oryx normally relies on in harsh weather. The adverse weather patterns have also led to the disappearance of many acacia species and woody plants, needed by the oryx for both food and shade from the scorching heat. Without the trees, they have become much more susceptible to heat exhaustion and disease. The growing human population, with their domestic livestock, has also dramatically affected the habitat of the oryx. The climate there is designed to be grazed seasonally; however, former nomads have become sedentary, causing overgrazing and heavily degraded and eroded pastures. Pushed to the much drier and more marginal desert lands, many more oryx die from starvation and disease, as their immune systems become weaker.

Ben Schwabe's Chilli Pepper Experiment that Won the Peter Watson International Scholarship



My EPQ finished and written up, I heard about and decided to apply for the Peter Watson International Scholarship, a national award open to all students undertaking a science-related Extended Project. I was shortlisted for the award and travelled to Cambridge University to present my project to a panel of judges. It was a great opportunity to hear about some other amazing Extended Projects, and at the end of the evening, I and one other student were awarded the Scholarship. This opportunity offered a week-long, all-expenses paid, trip to Washington, DC, where we would visit the National Institute of Health (NIH). It was a very busy week over Easter. On Monday we spent the day presenting our projects again, visiting Congress and being given a tour of the Capitol.

We spent the second day at NCATS, seeing the amazing automation they are now using to power some of the science at NIH.

In the last few years I have been interested in growing chillies and was very excited when I realised I could combine this hobby with my increasing love of science in my Extended Project Qualification (EPQ). My project was based around ten chilli plants which had self-seeded from the same F1 hybrid plant, but produced chillies with clearly differing shapes and colours. This made me wonder whether their chilli heat varied too and so I tried to find out.

The first stage was to extract the active ingredient, capsaicin, from the chillies. I needed a centrifuge to do this, and since I didn't have one, I decided to build one. There were many challenges involved in this, including learning how to write computer code. Centrifuge built and capsaicin extracted, I then attempted to quantify how much of this was in the chilli sample from each plant. I took two approaches, one trying to use modern scientific techniques and one using the original taste test. The taste test was a great success, with over 70 people tasting one of the different chilli samples. This nicely showed that there was a large variation in heat between the chilli plants, but couldn't put a number to the actual quantity of capsaicin in the chilli samples due to the low sensitivity of the test. The more modern scientific approaches had more difficulties. I eventually achieved separation of the capsaicin from the other chemicals in chillies by Thin Layer Chromatography. Unfortunately this method alone cannot quantify the amount of chemicals present, and due to the low concentration of capsaicin present, there was no way to quantify this at school.

On day three we spoke to another scientist, Sameer Hattar, who was part of the team discovering another kind of photo sensitive cell in the eye, and also visited the home of National Public Radio. On day four of the trip, we were shown around their mouse facility at NIH, and heard a talk from Art Enables, a group trying to help adults with learning difficulties earn a living through art. We also met many NIH PhD students, and I really enjoyed hearing about their projects. Friday we spent some time with a PhD student and he showed us some aspects of his project. We also heard about some more projects, one from a Biochemistry student who carried out much of his research at Cambridge University and another from a student with a more social sciences focussed project. It was an amazing trip, providing the fantastic opportunity to talk to successful researchers at the forefront of their fields. Our final day in Washington was spent exploring the absolutely massive USA Science and Engineering Festival.

This visit was a really positive experience, and I strongly recommend anyone undertaking a science to apply for the scholarship next year.

How Work Experience and my EPQ Helped Me Prepare for a Future Career in Medicine

By Maria Hancock



When I think back to Year 11, several moments emerge very clearly from an era that now feels so far away. One of these was the series of Genetics talks organised by the Biology department, which featured a lecture on Epigenetics by Professor Schwabe from the University of Leicester. I came to these lectures expecting to unravel the mysteries coiled in DNA's double-helix structure, but I was completely unaware of what lay beyond. For the first time I understood how our genes are only the starting point to our overall outward appearance (known as our phenotype). I learnt how certain species are able to switch particular genes on and off, to produce a unique combination of proteins, which would allow them to be better adapted to their external environment. When I heard of the Department's work on oestrogen receptors, it led me to wonder how the elusive forest of scientific discovery was actually traversed. I began wondering what it really meant to be a scientist and to contribute to such a formidable body of knowledge on a daily basis.

I mustered the courage to e-mail the lead professor of the research group, in the hope that I could spend a week

or two following in the footsteps of real scientists. The Department of Molecular and Cell Biology at Leicester boasts an impressive breadth of research, from discovering the 3D structure of proteins with X-ray crystallography, to modifying genes in order to establish their effect on transcriptional enzymes and observing the effect of these enzymes upon the development of blood disorders such as T-cell lymphoma. From the moment I walked up the staircase, which wove around a formidable model of DNA four storeys high, I began to feel that even A-Levels would seem trivial in comparison to the work that went on there. I was right. It is not every day I could walk into a workplace where E.coli was a regular member of the research equipment, where lunchtime lectures would feature the most distinguished scientists in their fields, and where even handling the equipment felt like a crash course in a Potions class at Hogwarts.

Over the course of the placement, I became familiar with some critical research techniques in Cell Biology, including protein purification and mammalian cell transfection. The latter involves transferring modified DNA or mRNA into a mammalian cell, allowing a modified protein to be expressed and thus allows researchers to observe the effects of activating or silencing particular genes. One of my most challenging experiments involved an enzymatic assay, which measured the relative activity of an enzyme complex in the presence of an activator, an inhibitor and both added together. In departmental meetings, words that I had toiled for three terms to get to grips with were planted and woven into regular conversation. The electron microscope was used on an almost weekly basis, to analyse completely new samples

whose structures were not yet fully known. It offered me a real perspective into how the Science we know is only a springboard for investigating what really lies beyond. I learnt (the hard way) that experiments do not always work, that there is always the potential to discover more, and that great patience and precision are worth the satisfaction one ultimately gains.

The concepts inspired me to write my Extended Project Qualification (EPQ) on a class of enzymes that the Department is particularly interested in: Histone Deacetylases (HDACs). My ambition for a career in Medicine led me to explore the role of HDACs in the onset of cancer at a molecular level, and to investigate the progress of current medications that tackle abnormal HDAC activity. As my project progressed, the number of sources I could turn to grew exponentially; just writing one sentence could pave the way to a wealth of parallel paths to explore. I began to understand what a broad field Epigenetics can be, and how many disciplines can be united to answer what once felt like a very specific question.

My four weeks at the Department of Molecular and Cell Biology hurled me into a completely new dimension of thinking. I realised that perhaps these fearsome scientific words were actually the key towards a realm much more powerful than words alone. They taught me to collect ideas rather than words, not to fear the unknown, and to challenge myself beyond what I thought I could do. I am immensely grateful to the research group at the Department of Molecular and Cell Biology for their generosity in accommodating me, and I would thoroughly recommend seeking opportunities to get involved in experimental work to anyone considering a career in Science or Medicine.

CERN trip, February 2018

By Maria Hancock

Picture a frightfully frigid morning, at an even more frightful time of 1:00 am. With one or two notable exceptions, 36 comatose members of LGS collapse on a bus, and board a painfully early flight to Geneva. With curiosity sparked (thanks to a series of lectures led by Miss Allcoat), the much-anticipated Physics trip to Switzerland has finally arrived.

The waves of cloud dissipated as we descended, to give way to fortresses of ice holding the city of Geneva in their grasp. This was it - the site of the notorious Magisterium, as imagined by Philip Pullman in the His Dark Materials series. Pulling on our warmest jumpers to brave the February chill (or just a T-shirt in the case of some!), we stepped out into the pale winter sunshine bathing Geneva. Incited by the "Selfie Challenge" lovingly compiled by Miss Allcoat, we were unleashed to explore the iconic town centre. Our discoveries included the world's longest bench, the friendly cobblestones illuminated with greetings written in many different languages, a clock made of flowers, a menagerie of weird and wonderful statues, the Patek Philippe watchmaker's museum and the infamous Water Jet (which was actually the result of an industrial accident!). The group then burrowed through the winding steps and dim caverns in Geneva's cathedral tower, to uncover the glorious view of the city that awaited us at the top.

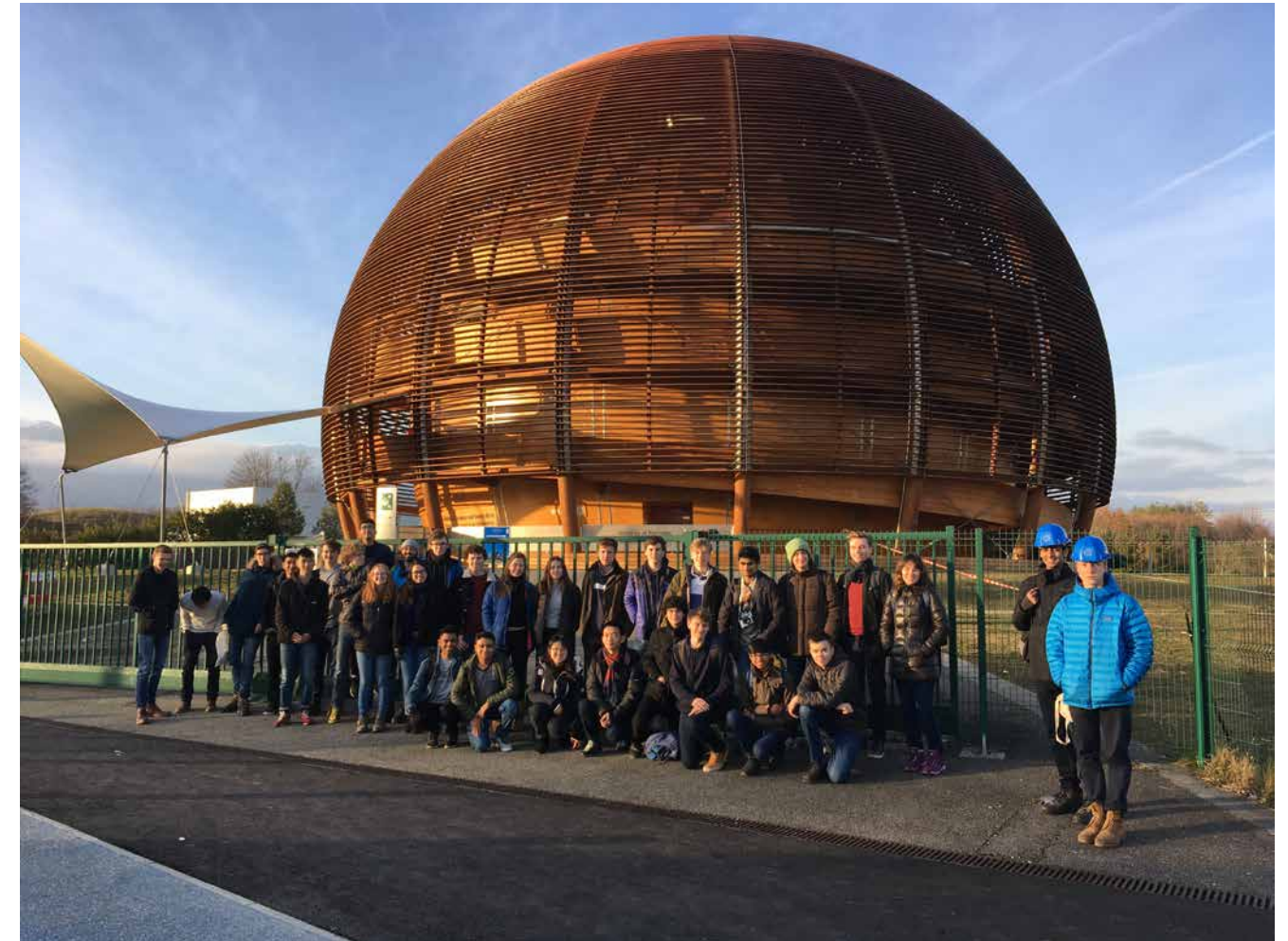
There could be no more romantic way to celebrate Valentine's Day than to visit CERN (the European Organisation for Nuclear Research). The day kicked off with a visit to the Synchrocyclotron, one of the earliest pioneers of nuclear research within the complex. As we had been selected for the S'Cool Lab Programme, we were then able to partake in a variety of experiments led by current physicists at CERN. One of them involved the construction of a cloud chamber, in which a vapour is created containing tiny droplets of liquid.

This allowed us to observe the tracks of ionising particles descended from cosmic rays, which constantly bombard the Earth. Another experiment involved carefully manipulating the strength of an electric field to levitate tiny particles within it. The CERN canteen proved to be a linguistic haven of its own; to be engulfed in at least six languages and many more nationalities (not to mention the eclectic choice of dishes!) was a wholly novel and unique experience. As well as taking part in the experiments, we learned more about the day of a research physicist, as well as the diversity of careers in Particle Physics. That evening, we found ourselves at the quintessentially decorated Restaurant Edelweiss for a traditional Swiss meal. Needless to say, cheese fondue and apple strudel were plentiful! We also heard some extraordinarily talented musicians, who had somehow mastered making music from spoons, a saw, and a long line of cattle bells. Members of the audience were invited to try to play a horn that extended the length of the staircase, with some interesting attempts from LGS students!

Our next day was spent exploring Bern (Switzerland's capital), as well as unravelling the mysteries of the enigmatic physicist who lived there. The Einstein Museum provided an impressive and detailed journey through his life and influences, as well as some insights into Special and General Relativity. It's fair to say we all agreed on a conclusion: the more you learn about these theories, the more questions there are to ask! Having recently become city-exploring ninjas, we embarked upon a whistle-stop tour of the town centre. We discovered the house where Einstein lived, a child-eater fountain and the exquisite Zytglogge (clock tower) at the heart of the town. It is purported that this very clock tower inspired Einstein to reflect upon the subjective nature of time, which may have led him to his theory of Special Relativity. An exhausting climb to the top of Bern's cathedral was certainly

worth it; tendrils of mist wove around the rows of Germanic houses, arranged like rows of gingerbread and dusted with snow. As Bern was named after bears, no trip to this city could be complete without a visit to the bear pit. (However, this rendered us victims of some unbearable puns fired by certain squad members.) Just before leaving, sheer coincidence led us to an encounter with a local resident; her helpful recommendations of chocolate shops meant that we left Bern with bags that were significantly heavier than before. An evening of rivalry and laughter followed at the bowling alley.

On our final morning, we delved into Geneva's Natural History Museum. Little did we know that a menagerie of dodos, giant bats, lobsters, Rafikis, alpacas, glass jellyfish, flying squirrels and Hedwigs would await us. As virtually all the information was written in French, this visit brought some brave efforts at translation. Whoever said this trip was not multidisciplinary? It was hardly surprising that we arrived home in almost the same state of exhaustion as we had left. However, we also returned with a multitude of questions, factoids, different perspectives and fond memories. Our thanks go to Miss Allcoat for organising the trip, and also to Miss Burfoot, Mr King and Dr Crawford for making this trip possible.



Introducing Miss Burfoot, our new Mathematics Teacher

What is your favourite topic to teach in Mathematics?

Constructions (Year 8 syllabus) is more 'hands-on' than other topics in Maths. Rather than playing with numbers, we get to play with pairs of compasses and rulers to help us construct triangles, angles and perpendicular and angle bisectors. I taught this topic to Year 8 last year and the work can be found in B2, hanging from the ceiling – we constructed nets using the skills we had learnt to make a pretty display.

If you could meet any mathematician who ever existed, who would you choose?

Alan Turing would be my choice, as I found his work in code-breaking really interesting. It helped us win the war. I would also like to talk to him about his life, and how he managed to stay strong for so long, even though he was punished for something that is only natural and certainly not criminal (being a homosexual).

Briefly describe a person or creature you believe to be monstrous.

I believe liars are monstrous. I feel that you can do anything in this world with a good set of friends and family behind you, but people that lie will make it hard for you. I take pride in the fact that I always tell the truth and I often wish that everyone would do the same.

What do you enjoy doing outside of work? Sleeping, watching TV and films and spending time with the people I love.



Introducing Miss Harris, our new Science Teacher

Interview by Tejas Easwar

How did you choose to become a Science teacher?

I trained to be a teacher through the Teach First graduate training programme. This meant a tough two years 'learning on the job', but it was an excellent way to get a lot of teaching experience. Science was always one of my favourite subjects at school and I wanted more people to enjoy it.

How can we motivate younger children to pursue a career in science?

Science is exciting and explains everything about the world and the body we live in. I want younger children to be curious and seek to find answers through Science. It is important to me that children are aware of the huge opportunities that are available to individuals, who have continued to study different areas of science after the GCSE. They also need to have fun, and most importantly, they need to feel well supported in the classroom so that there is not the conception of the subject being 'too hard'. I was very pleased to hear news last month of some of my students that I taught throughout their GCSE Chemistry courses at the start of my teaching career. Four of these students went on to do Science A-levels (the first year that this happened). Now, three are embarking on university degrees in Chemical Engineering, Biochemistry and Biomedical

Sciences. This was a real highlight for me as A-levels and degrees of that nature, were extremely rare amongst those students.

What new opportunities and challenges are facing Science students and teachers?

Science is always changing, and exciting breakthroughs are made all the time.

This means that there are lots of opportunities for young scientists to become involved in potentially 'life-changing' research and engineering. Considerable changes to the curriculum have required some adjustments in teaching content, and some interesting new modules have come into the new GCSE courses.

What are your hobbies?

In my own time, I enjoy tennis, cycling, running and watching most sports. I spend as much of the holidays as I can travelling or walking my dog in and around Rutland.



Sport at Leicester Grammar School

By C W Howe, Director of Sport



It is pleasing to report on another excellent year for Sport at Leicester Grammar School. Our girls' teams have had a particularly good year. Congratulations to Libby Haward and Lucy Weston, both of whom have been selected to represent England at U17 level for Indoor Cricket. The U13 Girls' Indoor Cricket team finished runners-up at the National Indoor Finals at Lord's Cricket Ground, following their achievements of becoming both County and Midlands champions. Not to be outdone, both the U13 A and U15 A Girls' Tennis teams finished in 3rd place at the LTA National Finals at Bolton,

having qualified through being Regional champions also -- a fantastic achievement considering the specialist Tennis schools who occupied all of the places above them in the final standings. We look forward to greater success in the future.

The value of having our own pool is paying great dividends and our Swimming teams finished runners-up at the County Team Championships. A member of this team, Christopher Snow, has also qualified for both the GB and England National Championships. A return to winning ways for our Rugby sides saw the U15 XV crowned County Champions after an excellent season. In addition, two of our pupils, Sam Eveleigh and Harry Glynn, were selected for the Leicester Tigers Academy. The U12 Cricket XI won the LSCA County Cup. In Athletics, Nabhi Odeh finished with a Bronze Medal in the Triple Jump at the English Schools Track and Field Championships in July 2017. Tamsin Snape was English Champion in Taekwondo in the Girls' Green Belt, Lightweight division. Tabitha Holmes continues to excel in Tennis and became U12 LTA National Doubles Champion, in addition to playing international tournaments in both Finland and Germany. This is a brief reflection of the diversity

of Sporting activity now being enjoyed by pupils at Leicester Grammar School. There were 62 pupils who were either County Champions or representatives in 2017-18, with 11 pupils going on to Regional level and 3 achieving International honours. Linked to our ethos of providing pupils with the opportunity to develop a lifelong interest in sport, I am extremely proud to say that the Sport programme at LGS and LGJS has now expanded to the extent where in 2017-18 we fielded a total of 183 teams across 16 sports with a total of 813 fixtures.

We continue to value the support of parents in assisting us to develop the individual responsibility and commitment required by our pupils towards all school activities, enabling both sporting success and such a high level of enjoyment and satisfaction from physical activity. My sincere thanks to Dr Crawford, whose commitment towards the development of Sport at LGS has been second to none. I cannot thank him enough for all the work he has done over very many years. Every year I am indebted to all of my colleagues who contribute to the Games and Extra-Curricular programme; your hard work, time and unselfish commitment is greatly appreciated.



Represenative Honours & Sporting Achievements 2017-18

ASSOCIATION FOOTBALL

Northampton Town FC U13 Academy – Luke Chandler

ATHLETICS

ESAA Track and Field Championships 2017

Bronze Medal Triple Jump – Nabhi Odeh

LRSAA County Individual Champions 2018

Intermediate Boys’ Triple Jump – Nabhi Odeh

Intermediate Girls’ Hammer – Kirsty Finlay

LRAA County Individual Champions 2018

U17 Boys’ Triple Jump – Nabhi Odeh

LRSAA U17 2017 Girls’ Hammer – Kirsty Finlay

BADMINTON

Leicestershire BA U16 – Jatin Naidu

BALLET

English Youth Ballet, Midlands Theatre Ballet – Abigail Loke

CHESS

U18 Leicestershire, U13 Leicestershire and Northamptonshire

Champion – Milly Kotecha

CRICKET

Extended U17 England Indoor Training Squad, Leicestershire

Vixens’ Training Squad, U15 Leicestershire YC EPP, U13

Leicestershire YC – Lucy Weston

Extended U17 England Indoor Training Squad Leicestershire

Vixens’ Training Squad, U17 Leicestershire YC EPP –

Libby Haward

Extended U17 England Indoor Training Squad, U17 Leicestershire

– Elizabeth Glynn

U17 Leicestershire CCC Academy EPP – Harry Pounds

U17 Leicestershire YC EPP – Kamran Jussab

U15 Leicestershire YC EPP – Rohan Kelkar,

U15 Leicestershire – Prianka Dhokia, Alexia Scudamore

U14 Leicestershire YC – Jaidev Modhvia

U13 Leicestershire YC – Gracie Barkworth, Kirsten Teo,

Amy Worlding

U14 Northamptonshire YC – Patrick Horne

U12 Leicestershire YC – Aidan Major, Siddhartha Das

U11 Leicestershire YC – Anish Das, Jasmine Dey

Team Honours:

U15 Girls’ – LSCA Indoor Runners-Up 2018

U13 Girls’ – 2nd National Indoor Finals,

Midlands Indoor Champions, LSCA Indoor Champions

U15 Girls LSCA Champions 2018, U13 Girls LSCA Champions 2018

U14 XI LSCA Finalists 2018, U12 XI LSCA Finalists 2018

CROSS COUNTRY

LRSAA U17 Girls’ – Emma Richards

LRSAA U13 Boys’ – Thomas Dixon

LRSAA U11 – Grace Impey

BOYS’ HOCKEY

U15 PC and AC – Rajan Bahra

U15 AC – Jack Stewart

GIRLS’ HOCKEY

U15 PC and Leicestershire AC – Chiara Bensi,

U15 PC – Roshni Francis

U14 Midlands Elite Training Group and Leicestershire AC –

Sophie Levy, Isabella Wilkinson

Leicestershire AC – Tara Bahra, Elena Bensi, Evie Clothier,

Anna Kendall, Lucy Weston, Charis Simpkin

NETBALL

U15 Leicestershire and Loughborough Lightning – Sophie Pounds

U13 LSNA Development Squad – Gracie Barkworth, Micha Raja

ROLLER HOCKEY

UK U13 – Finn Connolly

RUGBY FOOTBALL

Leicester Tigers’ Academy – Sam Eveleigh, Harry Glynn

U18 Leicestershire – Harry Hey, Cian Linnett, Ted Smith

U16 PDG – Bradley Crane, Thomas Haywood, Mathew Potts

U15 PDG and DPP – Oscar Holmes, Max Marriott-Clarke

U15 PDG – Oscar Stone

U15 DPP – Thomas Kemp, George Impey, Alastair Milner,

Oliver Walls

U14 DPP – Finn Carnduff, Sam Chapman, Alex Laurenti

Team Honours:

U15 XV – LSRFU County Champions

SQUASH

U17 Leicestershire – Ellen Rogers

U16 Leicestershire – Bradley Crane

U15 Leicestershire And East Midlands – Daniel Rogers

U15 Leicestershire – Rohan Magdani

U14 Leicestershire – Ronil Magdani

SWIMMING

U15 Leicestershire – Gabriel Samanta

U13 Leicestershire County Champion At 200m Breaststroke,

100m And 200m Individual Medley – Thomas Dixon

GB & England Nationals Qualifier, Regional 100m Breaststroke

2018 Bronze Medal – Christopher Snow

Regional 50m Butterfly 2018 Bronze Medal

– Isabela Zurdo Romao

Team Honours:

South Leicestershire KS4 Schools’ Champions

2nd Place In Leicestershire KS4 County

Schools’ Championships

TAEKWONDO

English Champion – Green Belt, (Girls’ Lightweight) –

Tamsin Snape

TENNIS

U12 LTA National Doubles Champion, U14 LTA

National Doubles Finalist,

U14 International Tournaments (Finland and Germany) –

Tabitha Holmes

U16 Leicestershire and Midlands – Owen Wilson

Senior Ladies’, U18 and U16 Leicestershire and 2017

Leicestershire LTA Champion at Senior Ladies’ and Mixed

Doubles, U18 Singles, Girls’ Doubles and Mixed Doubles

– Lilia Boukikova

U18 Leicestershire – Shayna Patel, Anisha Sood

U13 Leicestershire – Keira Gratton

U12 Leicestershire County Champion at Singles and Doubles,

Midlands Regional Training Squad – Emily Pollard

Team Honours:

U15 A Girls’ National Tennis Finals 3rd place, Regional Champions

U13 A Girls’ National Tennis Finals 3rd place, Regional Champions

U15 A Boys’ Regional Finals Runners-Up

U15 B Boys’ Regional Finals Runners-Up

TRIATHLON

East Midlands Team – National Triathlon

Championships Bronze Medal – Thomas Dixon

Athletics

By Mr Allen and Mrs Calland

This year has seen a large number of students represent the school in Athletics. LGS hosted its annual triangular tournament with a number of local schools with great success. The team performed well in the Track and Field cup, Nahbi Odeh and Tom Dixon putting in excellent performances. The team finished second overall, with many athletes producing strong results. The South Leicestershire Athletics Championship saw individual members competing to represent the area in the County Championships.

A number of athletes, including Roshni Francis, Finlay Dainton, Lucy Cooke and Nahbi Odeh, won their events and went on to represent the area. Kirsty Finley, in the Hammer, and Nahbi Odeh, in the Triple Jump, will go on to represent Leicestershire in the English Schools' Championship. The success of the Athletics programme this year has been underpinned by the commitment of students in both representing the school and striving to improve.

Badminton 2018-19

By Mr Howe

U14 Boys

L. Hoffman, K.Y. Wang, K.S. Kotecha, K.B. Raja, A.R.D. Patel, H. Selvarajah

U14 Girls

R. Masood, R. Gohil, E.V. Bennett, M.A. Bishop, E.G.L. Throop, Y. Dadabhai,

The game has continued its progression at LGS, following the sound work of NP and RPK in previous years. Students have competed in County Doubles Tournaments and over 20 pupils regularly attended Badminton Clubs on Tuesdays and Wednesdays.

On the competitive front, both Boys' and Girls' teams were entered into the Team Leicestershire competitions at U14 and U16 level. The U14 Boys' team won 3 of their matches v Brockington (4-4, 126-95), Welland Park (4-4, 135-114) and Lutterworth (8-0, 168-86). They unfortunately lost out on countback by just 2 points to Kibworth (4-4, 138-140) which prevented them qualifying for the County Finals. There was some excellent play from Kyle Wang and Lucas Hoffman. The U14 Girls' team enjoyed a convincing win v Lutterworth (7-1, 161-128) and lost their other 2 matches, both against strong opposition v Welland Park (1-7, 91-165) and Kibworth (0-8, 58-168) with Rameen Masood, Riah Gohil, Maddison Bishop and Emily Bennett all making very good contributions to the team effort. My thanks to all those who represented the school this year and attended Badminton Club

Cricket 2017-8

By Laurie Potter, Master in Charge of Cricket



LEICESTER GRAMMAR SCHOOL 2017-2018
1ST XI CRICKET TEAM
BACK ROW
P. CHAUHAN, J. NAIDU, C. FRASER, P. GREWAL, R. KELKAR, H. POUNDS
FRONT ROW
J. MOORE, B. CRANE, J. SCUDAMORE, D. SCUDAMORE (CAPTAIN), R. SEJPAL, K. JUSSAB, H. JONES



As I write this report, the sun is shining and we have had seven weeks of magnificent cricket weather. Hard fast wickets matched by scorched outfielders have allowed for dynamic batting and tired bowlers. The first three weeks of the season were in complete contrast to this, with only three fixtures out of 17 being played and the 1st XI having very little cricket before exam leave began.

In the games that did happen, there were performances that will be remembered for a number of years. The U19 County Cup saw the 1st XI play an exciting semi-final where they lost by just a handful of runs. This was made more frustrating by the non-appearance of one of the selected team, which meant LGS played with only ten. The individual performance of the year was supplied by all-rounder Harry Pounds, who broke a number of school records in scoring 193 not out for the 1st XI against Ryde School. This was an innings of real quality and showed how far Harry could go in the game.

We say good bye to a number of 1st XI stalwarts who have given great service to school cricket. The Scudamore brothers, Daniel and James, have followed their brother Robbie into the 1st XI and are both fine young players. Rajiv Sejpal has progressed so much as a cricketer and his left arm spin adds a new dimension to his game. Charlie Fraser has been an unselfish, durable keeper/batsman and Prab Grewal such a reliable 2nd XI cricketer, who made more than one 1st XI appearance. The future is in the hands of cricketers such as Harry Pounds, Josh Moore and Harry Jones, alongside Year 10s, Rohan Kelkar, who continues to look

a cricketer of real quality, and Vivek Bulsara, who was a mainstay of this year's U15 XI and has made much improvement. The commitment of many of this summer's Year 11s was disappointing and will need to improve greatly for next season. Developing maturity will help them greatly.

The U14s are a talented but inconsistent group of cricketers. They will play Oakham School in the County final of the Lord Taverners in September and playing at their best they can progress to the national rounds. Players such as Jai Modvadia, who scored a 103 NO and a hundred for the County U14s, Alex Laurenti, Patrick Horne, Rory Pateman, Miran Dayal and others are players with real potential, but for that to bear fruit a lot of hard work and commitment is required.

Our U13 XI are a delightful group of cricketers, who have made real progress from a very inexperienced group to a more competitive and technically proficient one. They toured the Isle of Wight, training and playing and this will have helped their development. Captain Oscar McCarthy, Fergus Gilligan and Lucy Weston are three excellent players to build a strong side around.

The two most successful teams of the year were undoubtedly the U12s and U11s. Both have won their County Cups and have earned the right to play in national competitions. The U11s also won the County League competition. The U12s had a large number of promising cricketers in Captain Oliver Dunford, quick-bowling all-rounder Sid Das, all-rounder Oliver Bunce,

left-handed batsman, bowler and wicket keeper Aiden Major and many others that made up such a successful team. Anas Das, brother of Sid, represented both the U11s and U12s and scored four consecutive 50s to average over 200 per innings for the U12s alongside wickets for both teams and more runs for the U11s.

There are a number of people to thank for the assistance they have given throughout the season. Firstly, all the staff that have managed and coached the various teams, including the successful B teams. Special mention should go to our U12 coaching guru, Dr Crawford, who is stepping down as a coach after this summer. He has coached the U12 age group for 21 years at LGS, helping so many young cricketers enjoy our great game. Thank you, David, you will be missed.

Our pitches and practice wickets have made amazing progress over the last four years with thanks to head groundsman, Ed Ramsden and his team, especially Mike who has made the squares his own and developed them so positively. Sue Folwell leaves us this year and we must thank her and her team for the fantastic teas that have been supplied for all home games.

And finally, congratulations to all LGS cricketers that have represented teams at County age group level and above. Rohan Kelkar must have been very close to Midlands selection after making the final trial and he and Harry Pounds are very much part of the Elite coaching setup at LCCC. Cricket continues to grow so positively at LGS – with Girls’ cricket having been County Cup winners twice over this year and National indoor finalists too – so that the sport is in a very healthy state

1st XI Captains Report by Daniel Scudamore

A young LGS 1st XI improved throughout the season. The beginning of the season was a write-off, adverse weather conditions making all pitches unplayable. This resulted in a reduced season with only five games, in which we have made huge steps of progression. We managed to reach the semi-finals of the county cup, where we performed admirably, however lost in a close game to the eventual winners. The highlight of the season however must be a game against Ryde School with Upper Chine from the Isle of Wight, where we amassed a big 287-4 off our 40 overs, and eventually won by 200 runs. In this game, a special mention must go to Harry Pounds, who scored a school record 193 runs, hitting 23 fours and 4 sixes along the way. Throughout the season there was brilliant commitment from the team, and all players have real potential. Next year, with the team a year more mature, I have no doubt that they will do extremely well. Rohan Kelkar, Harry Pounds and Joshua Moore all batted very well, whilst Kamran Jussab, Daniel Scudamore and James Scudamore all bowled very well. Thank you to Mr Potter, Mr Brignell and Mr Rich, who have coached and umpired throughout the year, making all these fixtures possible.

U15 Team by Rohan Kelkar

The 2018 season for the U15 team was a mixed one. We put in some good team displays, along with some poor showings against other schools. There has been some good progress; however, the application as a team was rarely there. Our win against Northampton School for Boys was the highlight of the

season, defending a score of 140 by bowling them all out. Everyone in the team played a part on the day and it shows how good we can be when we are all giving it our best. Other good games were against Beauchamp, where we had a complete performance, beating them comprehensively. In the six a side tournament we played some good cricket as well, winning two and losing two. Thank you to Mr Davies for coaching us on that day. In the county cup we were disappointing, getting knocked out in the first round. The most improved player is Vivek Bulsara, who has come on massively since last year and who made his First team debut at the end of the year. Next year everyone should try and get into the First and Second teams, by putting in the effort in training and also in matches. Thank you to the coaching staff and especially Mr Hunt

U14 Team by Alex Laurenti

This has been a good year for our cricket team overall and I think that we have advanced our skills as individuals as well as, as a team. This year the U14 A team squad was made up of: Alex Laurenti (c), Jaidev Modhvadia (wk), Shiven Arora, Rory Patemen, Miran Dayal, Finn Carnduff, Patrick Horne, Rushil Joshi, Ethan Teo, Finlay Stacey, Yahya Valli, Kaylan Raja, Alfie Wesley and Joe McCarthy. The team had a solid record with five wins and three losses; over the course of the year we have had some exceptional performances. The match against Market Bosworth saw the first 100 scored by our age group by Jaidev Modhvadia (103no). Over the year Yahya Valli’s spin bowling proved very difficult for the batsmen to deal with, as he picked up several wickets. The team have made it through to the final of the Lords Taverners Cup. This will be played in September against Oakham School and if we win that we move to the National rounds as U15s. Very exciting.

U13 Team by Oscar McCarthy

The 2018 season has been one of mixed results. We started well, winning two out of our three games in the indoor cricket competition. In our outdoor season we were not as consistent, winning only two out of our seven games. However, there were lots of positives out of the season, with great performances from Fergus Gilligan and Lucy Weston in particular. The season started with a fixture against a strong King’s School Grantham, where we lost by 38 runs. The next match was against Stamford and again we lost. We then played our local rivals, Robert Smyth, and hoped for a win against them; unfortunately, they were too strong and we lost by six wickets, although it was a close game throughout. Our next game was against Crowns Hill Community College and we won by 40 runs. We then had another win against Lutterworth High School, winning strongly by nine wickets. Our string of wins was stopped by a very strong Loughborough side and Northampton School for Boys. This has not been our finest season and going into next year, if we want to win more matches, we must make improvements. There have been tremendous efforts and enjoyment throughout, but greater concentration and work on technique are required to become better cricketers next year. We finished the season touring on the Isle of Wight. The tour show-cased some excellent talents from the U13 and U12 teams and was a fun experience. Thank you to Mr Davies for taking us on the Cricket tour and to Mr Ellis and Mr Potter for coaching, organising and umpiring our matches this season.

U12 Team by Oliver Dunford

This season has been a great success for the U12A team, packed full of close exciting games, most of which we won (eleven out of fourteen). We played a variety of schools such as Stamford, Lutterworth and Crown Hills. We only lost three games and they were all close games. Firstly, our batting this season has been on point, as we scored an average of 141 runs per game. Our best batsmen this season have to be Siddhartha Das, Oliver Bunce and Aidan Major, all scoring highly in each game. A special mention to Anish Das and Lucy Weston for helping the team in the County Cup, where we are now through to the final. Secondly, our bowling has been good this season, with some great bowling from Rahul Subramanian, Vivek Patel and Gautam Wadhwa. Our average wickets per game is a high eight, which is really great to see. Our fielding has been on point, with some world-class catches and runouts. The whole team thanks Dr Crawford for coaching us.

U11 Team by Anish Das

We started off well, winning the pairs cricket matches by a big margin, because we were facing weaker teams. On June 6th, we played a ten over six a side hardball tournament. The first match was against Ratcliffe College. LGS lost the toss and were put into bat. They scored a menacing 94 in their ten overs, with Anish Das scoring 46. Ratcliffe started well, but lost wickets continuously, leaving them all out 40 runs short. The next match in the tournament was comfortably won, with great bowling restricting Brook Priory to 60 runs. The last match of the tournament was against Grace Dieu. LGS won the toss and elected to bat first. The openers got out in the first couple of overs, leaving the middle and late order to save it for the team. Vashin Kaushik scored 29, then got out with five overs left. Anish Das and Samarth Vemala took LGS to 104 runs, our highest score of the day. We won the match easily, restricting Grace Dieu to 49 runs. LGS were in the eight a side County Final against an improved Ratcliffe. We won the toss and batted. They scored 55 in their 16 overs, with the Robert and Vashin pair scoring 20 in their four overs. LGS needed to up their standards if they were to be victorious. Ratcliffe came into bat. The overs went on and we were taking wickets regularly and stopping Ratcliffe from getting a positive score. In the end Ratcliffe scored eight runs. Leicester Grammar are now in the regional finals against the best team of Nottinghamshire and then on (we hope) to the National Championships. In the season so far the U11A Cricket Team has not lost a match.

Cross Country

By Mrs Pollard

During the Advent term, LGS's keen cross country runners competed in the Leicestershire Secondary Schools' Cross Country league. Races were held at various secondary schools across the county and runners competed for both individual and team honours. Emma Richards (Year 11) and Thomas Dixon (Year 8) both qualified for the English Schools' Championships based on their consistently

high finish positions in these races. Congratulations also to Grace Patterson, Harriet Inchley, Sohnum Banning and Eric North (all Year 7) and to James Patterson, Emma Williams, Emily Peet and Harry Khalid (all Year 8), who ran in at least three of the four races during the season. It is hoped that next year at least four runners from each year group will run the races to gain team honours.



Fencing Club

By Kajol Mistry

This year Dr Schofield ran a fencing club for students in Years 6 to 9 during Tuesday lunchtimes, with the assistance of Adam in Year 10.

Fencing would usually begin with a very difficult drill, for example, balancing a mask in between the hands of two partners and then walking the length of the dance studio without dropping it, or having to walk in the en garde position over mini hurdles. However, after that, we would put on our plastrons, jackets and gloves and get our masks and foils ready. Once we were in our fencing gear, the fun drills could begin: we would get into pairs and we would learn to do an attacking lunge, to block an attacking lunge, and how to move your opponent's foil out

of the way so that you can poke (or in fencing terms - touch) them. At the end of each session, we would usually have a mini tournament, either sudden death or if we had more time, best of five. These tournaments were my favourite part of fencing club as it allowed us all to show off our fencing skills and they were more difficult to win if you were facing a particularly fierce person. Fencing was incredibly fun, and I learned so much from Dr Schofield and Adam, including the correct en garde position (which took us most of the year to master correctly), how to block someone else's foil (known as parrying), and most importantly, how to poke your friends with a foil. Thank you very much to Dr Schofield and Adam for organising and running Fencing Club and for teaching us so well.

Girls' Cricket

By Mrs Laybourne



LEICESTER GRAMMAR SCHOOL 2017-2018

1ST XI GIRLS CRICKET TEAM

BACK ROW
L. RING, E. GLYNN, O. HARTLEY, E. BLISS, G. NEWTON

FRONT ROW
S. PANCHOLI, D. BARRE, K. O'CONNOR (CAPTAIN), C. TAYLOR, M. REGAN



Girls' cricket has had a supremely successful year with multiple titles won across the different age groups. We continue to be a dominant force in the county, but this year we have also won regional competitions and competed at the national level. Individual success has seen nine students represent the county, with both Lucy Weston and Libby Haward being part of the Vixens squad and the Emerging Player Programme. Furthermore, both have been selected for the U17 England Indoor team who will travel to the World Cup in New Zealand in October. This is a fantastic achievement and I would like to wish them all the best.

The 1st XI started the season strongly with a win over Loughborough High. Further confident performances built on this, against Wisbech and the county. Thank you to all the U6th who are leaving this year for their commitment to girls' cricket. In the middle school the U15s have had a fantastic season: they reached the last 16 of the National Knockout Cup and were crowned county champions in the 8-a-side hardball competition. The U14s have gone from strength to strength in their first season playing hardball and I look forward to more success next season. Well, what a season the U13s have had! Phenomenal work in the Lady Taverners Indoor Competition saw them crowned county champions, regional champions and, following a brilliant performance at the National finals, they have finished runners-up in the country. To be the second best team in England out of the 932 schools who entered is a very remarkable achievement. In the outdoor they were undefeated, including replicating the U15s in winning the county cup. The U12s have also had a great season with many

of the girls playing their first ever fixtures. This year really has been fantastic and I would like to thank all the staff and pupils for their efforts. Let's hope to equal or better this next year!

1st XI – Katie O'Connor

The girls' First Cricket team had a strong start to the season, beating Loughborough High comfortably 263-242, proving our training and efforts from the whole squad had paid off. This set us up nicely for the games ahead. We continued to both bowl and field well throughout the year, taking many wickets. Unfortunately we weren't quite as successful in our second game against Wisbech, when despite being a player down, our team spirit remained high and many individuals had a great game, including Esme Bliss as wicket keeper and Maisie Regan out in the field. Our third game was cancelled, which only made us all the more determined in the last. Our final game of the season was going to be tough, as we faced the county team, but we didn't let the competition get the better of us. We fought hard throughout the game with wickets taken by Lucy Weston and me. Despite the loss, we all felt we benefited greatly from playing a much more experienced team and have learnt a lot. I think I could say on behalf of the team that we all really enjoyed our season and I wish the team the best of luck next year. Thank you to Mrs Laybourne and Miss Feeney for coaching and supporting us throughout the season.

U15 -- Ria Jobanputra

This year the U15 girls' cricket team has had a great season of games. We started off the indoor tournament in a rough patch, as we lost the semi-finals by only one run. However, we knew then that the only way that the next matches could go was up. Our first outdoor match took place against Bromsgrove School and was the first round of the national cup. Luckily we managed to win 136 runs for 5 wickets to 61 runs for all out. Due to this being a county game, we managed to add a few under 14s and 13s to our team, making our win come more easily. The second round of the cup was against Wellingborough School, where we won again by 103 runs for 6 wickets to 71 runs for all out. Unfortunately, we lost the third round of this cup to Shrewsbury School, by 67 runs for 8 wickets to 136 runs for 8 wickets. However, we had known that the moment we started batting we weren't going to win, as their fielding was very tight, but we still put in all of our effort to pick up as many runs as we could. Other than this cup match, we also had many friendly matches over the season where the team was shuffled many times, allowing everyone the chance to experience a match situation. We started off by playing Wisbech Grammar School and won by 1 run! This was so worth the win, as the drive down to their school took a very long time. We then played Trent College for our first home match, and again won comfortably. Next we played Stamford School, losing our first friendly game by 44 runs. Other than these games, we also took part in the area cup. Our first match took place against Rushey Mead Academy and we took a comfortable win of 64 runs. Next was the final of the cup, also our last match of the season, so we were even more determined to win. We did win by 10 wickets, winning the cup and we each received a medal. I would like to say a big thanks to Miss Feeney for coaching us throughout this tough season.

U14 – Alexandra Peet

Throughout this year, all the girls in the U14 cricket squad have massively improved in all aspects of cricket: bowling, batting and fielding. All our matches this year were very close and came down to the last over of the game. We unfortunately came out on the wrong side of tight games against Wisbech and Loughborough, losing by one run on both occasions. However, a very close game against Trent College saw us victorious. The squad comprised Sophie Pounds (Captain), Alexandra Peet, Anna Kendall, Claudia Fletcher, Harriet Prior, Beatrice Barratt, Nethra Aryan, Yusairah Dadabhai, Rebecca Faust, Charlotte Preston, Kate Bailey, Topaz Dowling and Emily Bennett. We are looking forward to our second season of hardball next year.

U13 – Gracie Barkworth

The U13 girls' cricket team progressed hugely throughout the competitive season. Hard work and training for the indoor season, where we were runner up in the National Finals at Lords, really paid off. The outdoor season has been welcomed with great weather and some great cricket. Throughout the season the U13 A team has been unbeaten. Bowling and batting have improved with each game, supported by energetic fielding. Some great catches have been taken this year. The Leicestershire County Cup saw us play John Fearnley College in the semi-final and, with a good team performance, we recorded a victory. This left us to face Sir Jonathon North College in the final. Good tight bowling left a modest target to chase which, supported by sensible batting and running, saw us home with a victory, and we were then the winners of The Leicestershire County Cup. The B Team have also worked extremely hard and improved throughout the season. The team would also like to thank Mrs Laybourne, for her support and belief in us as a team.

U12 – Kirsten Teo

All of us were enthusiastic at the start of the 2018 cricket season. With a new team and some fresh faces, we were looking forward to building our team spirit and learning new skills. Not everyone in the team was equally experienced at cricket, but all of us were eager to learn and train hard. Our coaches, Mrs Orton and Miss Dowsett, trained us well and got us to a great start. Our first match was against Wisbech Grammar School at home. We were nervous as it was our first game, but we knew that we were well prepared. Our opponents were good, but we managed to grasp a tight victory by 17 runs. We were overjoyed! Everyone played well as a team and the result was a very good start. Next, we faced Trent College in an away game. Despite some good wickets from the opposition, we managed to win by 26 runs. There was some fantastic batting from Isabella Wilkinson, scoring a few 4s and 6s. Gracie Mold showed great skill as a bowler and Poppy Mayer was quick as a fielder. Tamsin Snape demonstrated some accurate bowling and Amy Worliding batted with confidence. Overall, we showed great spirit and tenacity. Needless to say, we were extremely happy with our win. It was a season to be proud of and it was great to see all the improvements made by everyone in the team. We hope to continue to improve our skills and grow in confidence next year. It has been an honour to captain and play alongside my teammates. Thank you to our coaches, Miss Orton and Miss Dowsett, and to Mrs Laybourne and Mr Potter, for organising the matches and for all their advice and encouragement.

Girls' Hockey

By Mrs Laybourne



This has been a very busy year for Hockey at LGS; we are fielding more teams than ever across the School. Nine girls were selected for the Junior Academy centres, with Chiara Bensi and Roshni Francis being invited to train with the U15 Nottingham Performance Centre. More recently, Sophie Levy and Isabella Wilkinson have been training with the U14 Midlands Elite group and they are likely to gain places in the training squads for next year.

The 1st XI had a tough season this year, following a very positive trip to Singapore and Malaysia. There were some excellent performances by individuals and the squad, which saw us grow in strength and confidence as the term progressed. The 2nd XI have had a fantastic season, showing an improvement in the strength and depth of senior hockey. For the first time since I have been at the School we fielded a 3rd XI and I was delighted with their win over Ratcliffe in the final game of the season. The U15s have shown a lot of potential, with Margot and Chiara having already made their 1st XI debuts. The squad had some excellent fixtures against Wellingborough and Princethorpe and the addition of these pupils into our senior squads will only further strengthen our Hockey at the top end. For the U14s it was a steep learning curve into 11-a-side Hockey, with the county tournament coming very early in the term. However, they really improved as the year progressed and I look forward to more success next season.

For the first time we have fielded C & D teams at U12s and U13s against Oakham and Stamford School. Having so many LGS pupils representing the School on the same evening was one

of my highlights from this year. However, the biggest success was the House Hockey competitions, in which every girl from Prep to Year 10 participated and the matches were very fiercely contested.

Thank you to all the staff for the time and energy they have given to Hockey this year, particularly with the additional fixtures and teams involved. Well done to all those students who have represented the School. Finally, to all those U6th who are leaving the School, thank you for all your hard work and good luck for the future.

1st XI – Esme Bliss

After a very successful pre-season sports tour to Singapore and Malaysia, winning two out of three of our matches, we were hopeful for the 2017 hockey season. We had a busy three weeks of hockey before our County Tournament, playing with lots of enthusiasm, but unfortunately losing with narrow score lines, including 1-0 to Leicester Hockey Club and 2-0 to Loughborough. We felt that many of our scores didn't reflect our strong performances. Unfortunately, the county tournament was less successful than we hoped; we held Uppingham in the first half, but they fought back in the second half with a disappointing goal. This didn't stop our morale for the second half of the season. We played Loughborough again and drew 1-1, improving on our last performance against them. Altogether the team put in a lot of hard work and good hockey was played by all the team. Good luck to the team for the next season!



2nd XI – Elly Broughton

Compared to last year's season it is safe to say that the 2nd XI hockey team have had a much more successful, stronger year. We started off the season with a great win, beating Loughborough 1-0. This match showed the team what a positive season we could have ahead of us. Unfortunately, despite our hard work and good efforts during training sessions, we weren't as effective during our next games, which resulted in losses against Uppingham School, Oakham School and Stamford. Despite another loss against Wellingborough School, we played a great game of hockey, which showed how much our skills and team work had improved during the season. This set us up for our final match against Ratcliffe College. Despite the heavy snow during our last match we played our best game of the season, which resulted in an overall win of 5-0 to LGS. This last result was a great way to finish. Many thanks to our coach, Miss Osgood for all her hard work this year.

3rd XI – Lucy Kinsley

As a new team for LGS hockey, we made a great first impression. The results of each match got better and better, as the team bonded into a close group of friends, from losing 0-6 to a strong Uppingham side, a 1-2 defeat against Wellingborough despite putting up a brilliant fight, to winning our final match 2-1 against Ratcliffe. Well done, Felicity Wheeler, for the goals. It is clear that with the help of our coach, Mrs Hutchinson, we made real improvements. Even in the rain and snow, we continued to train hard, and every player improved week by week, making us a much more confident side. Thanks very much to Mrs Hutchinson for her expertise and patience, and thank you to the girls who made my experience as Captain such good fun.



U15 XI – Chiara Bensi

Throughout the season, the team worked hard to overcome the challenges that they faced. It was a mixed season full of highs and lows with excellent performances against Loughborough, Princethorpe and Wellingborough. By far, our most memorable game of the season was against Wellingborough School in November, in which we fought a strong game against a tough opposition. The match was very end to end, and great keeping from our goalie meant that we only conceded once in the first half, and scored two of our own goals. The second half was where things really started to heat up, as Wellingborough were very determined, and were able to score two goals due to a few defensive and midfield errors. We kept fighting strong, and managed to score the winning goal not long before the game ended. We were very pleased with the end result, against such a strong side. Over the season the improvement was very noticeable so well done to the whole squad.



U13B – Emily Peet

This year, hockey season for the U13 B team wasn't as successful as some of us may have hoped! Despite us only winning 3 games out of 10, I can safely say that our whole team was very positive and hardworking throughout. The games we lost, we didn't lose badly as we only lost by one or two goals, but the majority of times unfortunately left our opposition with the win. During the season, we had two additions to the team: Amirah Omar and Sarah Inchley. Both played a couple of games with the rest of the team, helping to secure a win. We are all very thankful that they were included as they were a big help in our games. Overall, I think this year's hockey season was a learning curve for the team and with that said, we have become a better team. A huge well done to all the girls and thank you to Mrs Laybourne, Mrs Calland and Miss Feeney for coaching us.

U14 XI – Anna Kendall

The U14 hockey squad has had a great season despite mixed results. Only a few of us had played 11 a-side before; however, in our first match we drew against Stamford. In the county tournament we won our first match against Welland Park 2-0, even though we had no subs. We then drew 0-0 with Ratcliffe and Ivanhoe. We lost to Oakham, Uppingham and Loughborough in close matches. In the tournament, Suzi Balov and Rhea Jethwa made some amazing saves in goal. Overall, we came fifth. We then played Dixie, winning 8-0, with goals from Maddison Bishop, Alex Peet, Sophie Pounds, Harriet Prior (twice) and Claudia Fletcher (hat-trick). We played Ratcliffe, losing 2-1. We played Wellingborough, winning 2-0, which was the game of the season, with the team putting in a solid performance. Our final game was against Princethorpe and was a tense match, which we lost 4-1. Throughout the whole season the team has improved so much and become much stronger. Thank you to Dr Kendall and Miss Mould for coaching us.

U13A – Lucy Weston

This year has been a really successful year for the U13 A girls. We have had some really great results that include fixtures against Oakham School, Princethorpe College, Stamford, and our closest rivals, Loughborough. Micha Raja, our goalkeeper, had an excellent season, only letting in eleven goals all year. Other players, such as Liana Brookes and Emma Williams, have improved significantly. One of the first fixtures of the season was a mini tournament against Stonegate and Welland Park. This was a great opportunity to play together as a team. With some brilliant work in midfield from Sophie Levy, who went on to become the top scorer this year, we were able to secure our first victory. From then on, we progressed massively and beat Princethorpe 5-1 and Ratcliffe 6-0. Even the losses we came through were positive, as we learnt so much from them. Next in the season was the match against Loughborough. Nya Patel, making her debut, played really well, along with Kiranjeet Kalsi, to secure a huge 4-0 win. This was very pleasing as we headed into the County Tournament. We breezed through our pool quite comfortably, coming 2nd due to some great work from Elena Bensi and Keira Beatty. This meant we were to play Loughborough in the semi-finals. Even though the team and I put everything into the game, we were unable to proceed to the finals. A fantastic year of hockey for the team and celebrated by becoming the team of the year. Thank you very much to all the coaches that helped along the way, especially Mrs Hutchinson who has always been there to give us team support.

U12A – Fleur Kellie

This year the U12A team have been brilliant, with each girl putting in 110% effort throughout the year. The squad noticeably improved with each match and really enjoyed coming together as a team. We started the season with the Festival of Sport hosted by Loughborough in which we came second: we had set the bar very high for ourselves. We were happy with our performance in the county tournament but disappointed not to qualify for regionals. The year has been even in terms of wins and losses. However, our goal tally has been strong, scoring 23 goals and conceding 18. Our goalkeeper, Evie Clothier, can always be relied on, even in the toughest of matches. Special thanks to Mrs Laybourne, for all her support, effort and time in helping us improve and develop our technique. All the girls look forward to the hockey season to come and all of the exciting action.

U12B – Raquel Berry

Overall, the team played really well during this season. We all learnt how to work as a team and be a team player. Out of eight fixtures we won one fixture, drew twice and lost three times. We had some difficult matches, and in particular we found strong opposition from Stamford in the third fixture of the season. Stamford were a formidable team with a lot of passes and good ball control. All of us really enjoyed playing, even though we suffered a heavy defeat. The whole team have improved over the season, and we continue to get better. Our skills and techniques were evident during the fixtures and were comparable in strength and skills with Ratcliffe College and Welland Park. We played very well with both teams. We presented a strong front with a lot of communication and control. The most memorable fixture of the season was an away game at Loughborough when we won 4-1, an impressive win. All of our training paid off, and above all, we were all working as a team. We could not have had a better result and we were all very proud. We want to say thank you to all the staff who supported us along the way, especially Mrs Calland for coaching us and Mrs Laybourne for organising the fixtures.

Introducing Mr Allen, our new PE and Games Teacher

By Saniya Bhatt



Why did you decide to teach Sport and which sport is your favourite?

I have loved playing and watching sport since I was very young. Having become

a PE teacher, I consider myself lucky to be able to do something I love every day. I studied Sport and Exercise Science at Durham University. Rugby is my favourite sport. To me it represents the ultimate team game where every player is involved in ensuring the success of the team. Players need to contribute to every aspect of the game and not just the elements that get the glory.

What do you enjoy doing in your spare time?

I enjoy keeping fit and healthy through a variety of different activities, from going out for a bike ride to going to the gym. Regular exercise helps me to unwind from the stresses of life and maintain

a good mood. This summer I started playing golf and have made real progress. Learning a new sport has given me insight into the frustrations that learning a new skill brings, something that LGS students experience regularly in their PE lessons.

Which athlete inspires you the most?

I deeply admire athletes who persevere through difficulty and maintain high standards of performance, such as Chris Robshaw, Phil 'The Power' Taylor, and Sergio Garcia.

Introducing Miss Feeney, our new PE and Games Teacher

By Maya Thompson



Tell me about yourself:

I'm originally from Derby and went to university in Durham. I came back home to do my teacher training at Loughborough University and now I've just moved to

Leicester and it's a new city for me. I'm really enjoying my first term at LGS.

What do you think about gender mixed teams in sport?

I think it depends on the sport and the age of the players. For example, at university we did mixed rounders, which was so much fun. A lot of the boys hadn't played before, but had played cricket, so although we needed to explain the rules, they were already very skilled. It was nice to have an opportunity to play with both boys and girls.

What's your favourite sport to play and watch?

My favourite sport is tennis. I've played since I was five, had a little bit of a break when I was a teenager and then came

back to it. Tennis also is my favourite thing to watch; Wimbledon is my favourite two weeks of the year. I get home from work every night and watch the whole evening's play. I also like cricket, playing it as well and going to live games. I'm also a football fan and support Derby County.

Which athlete inspires you the most?

Simone Biles, the American gymnast, won four gold medals at Rio 2016. She had a difficult upbringing and now is the best female gymnast in the world -- impressive, especially at only 20 years old.

Netball

By Mrs Calland



This season we have seen Netball grow again, with 20 teams representing the school. Particular highlights include a 100% win rate for the U14 C team, competing for the first time together; the newly formed U12 A team who won 4 from 5 matches; and the U14 A team winning 5 from their 7 matches. The latter keep proving they are a team to watch out for as they move further up the school. We were also lucky enough to experience the Community Day at Wasps Netball (pictured above) when 20 of the school's top Netballers had a coaching session from the Superleague players along with a tour of the players' facilities.

Players of the season are as follows: U12, Emily Pollard and Grace Patterson; U13, Emma Williams and Anna Wright; U14, Sophie Pounds and Emily Bennett; U15, Margot Buchanan and Sasha Law; U16, Elizabeth Glynn and Aoife Murphy and finally in the senior teams Esme Bliss and Nadia Lamrani. Many congratulations to them all for their outstanding performances and contributions to their team this season, particularly Elizabeth Glynn and Esme Bliss who have achieved this honour for the second year running.

My thanks again go to the Netball staff for their continued hard work and expert guidance: Mrs Hutchinson, Miss Feeney, Mrs Laybourne, Mrs Fielding, Mrs Button, Ms Orton, Mr Davies, Mrs Nelson, Mrs Jess and Miss Dowsett. Finally, I would like to wish the 6th Form Netballers leaving us this year the best of luck in the future: you have given so much to the Netball teams since you joined the school in Year 7, playing over 50 matches and scoring over 1000 goals.

Senior 1st Team - Olivia Hartley

The 2017/18 season marked the end of 7 years of Leicester Grammar School netball for most of the first team; therefore we wanted to make sure that it would be one to be proud of. In total we played 8 games and unfortunately were only able to win 2 of these. At the start of the season we faced tough opposition, but nonetheless put up a fight until the final whistle, showing determination and team spirit throughout. As the season progressed we were determined to prove



our capabilities. This was shown by our 34-2 win against Hinckley Academy and our 33-25 win against Nottingham High School. The latter was one of the most intense games we played and it highlighted how well we worked together as a team. Unfortunately, we narrowly lost to Loughborough, 26-28, in our last game, but still played exceptionally well. All of the girls should be very proud of how they played over the season. A very special



LEICESTER GRAMMAR SCHOOL 2017-2018
2ND VII NETBALL TEAM
BACK ROW
A. WEARE, T. DANN, F. WESTON
FRONT ROW
G. NEWTON, H. MORRIS, C. TAYLOR, F. NORTH



thanks goes to Mrs Calland for coaching and umpiring and for all the work and commitment she has put into netball over the past years to ensure we play our best and enjoy the game.

Senior 2nd Team - Tamsin Dann

The 2nd Netball team has faced strong opposition this season in every match. A mixture of Lower and Upper Sixth girls was selected to play in the team, meaning that this season was the first time that many of us had played together. Because we were still adjusting to playing with completely different people, and using different techniques, we weren't able to fully refine our skills on court. And so, it did not come as a complete surprise when we lost our first match to Uppingham School, with a score of 11-19. Having said this, in the earlier stages of the match we were level with the opposition, which showed that we had the potential to beat them, if we worked on our communication and tactics. Unfortunately, whilst we improved as we trained with each other more, we lost our remaining matches. Against Wellingborough, the final score was 9-29, which showcased the strength of this team. Despite this defeat, we remained motivated for our next match, against Oundle School. Although we played well, Oundle managed to win 35-10. Our final match followed a similar pattern; Stamford High School won 18-9. Although these results were not what we had hoped for, we will improve our communication in matches next season. Thanks to Ms Orton and Mrs Calland for coaching.

U16 Team - Emily MacTaggart

The netball season for the U16 A team has been both successful, and full of setbacks. We had a rocky start, beginning with injuries and mistakes that cost us the first couple of matches against Uppingham and Oundle School. However, I'm unable to fault the efforts of the entire team. We had a strong defence unit which aided us in our victories against Stamford. Although not winning the majority of our matches, we gelled as a team, used the skills given, and showed real potential for players to move up to the first and second teams next season. Thanks to Mrs Hutchinson for coaching, and to Mrs Calland for organising all of the fixtures. Team: Anna Chapman, Kirsty Finlay, Millie Horne, Francesca Jones, Emily MacTaggart , Felicity Wheeler, Emily Kendall, Sophie Ellis, Kezia Kurtz, Holly Coulson

U15 Team - Gracie Fraser

This season the U15 A team played in 6 matches. As we had not all played as a team before, we knew that it would be challenging to begin with and we would have to learn how each other played. We unfortunately lost some of our first matches against Stamford, Wellingborough and Loughborough, however, we were not discouraged. Later in the season, we really improved our tactical skills and gelled as a team. We came back stronger and fought harder to achieve wins against Hinckley Academy and Welland Park School. Throughout the matches there was outstanding play from all, especially Margot Buchanan, who adapted well

to any position we needed her in, and Sian Brewin, saving the team on many occasions and bringing the ball back into our possession from defence. I would like to thank Miss Hutchinson and all of the netball staff for coaching us and umpiring throughout the season. Team: Alice Hunt, Sian Brewin, Ananya Rastogi, Madeline Weston, Issy Harvey, Margot Buchanan, Gracie Fraser, Antonia Veary and Roshni Francis.

U14 Team - Harriet Prior

Overall, this season the U14's A team did very well, only losing 2 games out of 7. In each game everyone put in 100% effort. Even though we had tough competition, including Loughborough and Stamford, the games were very close all the way through and our team never gave up. Unfortunately, we ended the season on a low and lost against Loughborough, but it was a great learning curve. Exceptional players throughout were Sophie Pounds and Poppy Bastock, both scoring and defending very well. Also, Anna Kendall won most improved player. I'd like to thank Mrs Calland for coaching and umpiring throughout. Team: S.J Pounds, A.E Lehman, H.A Prior, C.A Fletcher, A.E Kendall, P.M Bastock, A. Peet, B.M Barratt, T.E.D Dowling and L.E Corlett.

U13 Team - Elena Bensi

Well played to all the U13 squads this netball season. Overall we had 5 matches: we won 1, drew 1 and lost 3. Despite the losses, we had lots of fun as a team and never gave up. We had a very strong defence, even when we were defeated. For example, even though we lost to Welland Park, we only let them score 13 goals. We had lots of good movement around the court. Throughout the season, we kept developing and improving as a squad. Thank you to the PE staff for organising our fixtures and especially to Mrs Calland for being a brilliant coach. Team: G L Barkworth, K K Kalsi, M Raja, C E Girardier, E R Williams, P L Page, E R L Peet, L A Weston, E F Bensi, S P M Levy, R A Eid, A E Wright, N H Patel

U12 Team - Emily Pollard

We have had a very enjoyable season this year and one of the best moments was when we managed to win all 7 of our matches at the South Leicestershire tournament. Despite the difficult and windy conditions we played some great attacking netball down the court and we all worked well as a team. During the rest of the season we managed to win 3 out of 5 competitive matches. We won against Lutterworth High school 34-2 and Nottingham 27-1. We have really improved throughout the season, and all of the squad have thoroughly enjoyed themselves. Thanks you very much to Miss Feeney, Mrs Calland and the rest of the PE staff who have trained us and have organised all our fixtures. We look forward to continuing our improvement in Year 8. Team: E.A Pollard, O.K Glover, I.L Wilkinson, G.E Mold, P.A Mayer, G.C Patterson, S.I Boersma, M.R Thrift-Hiley, N.V Pala, T.G Snape, K.S.J Teo.



Postcards from the Singapore and Malaysia Hockey and Netball Tour, July 2017

By Emma Richards, Hannah Ryan, Libby Haward, Elly Broughton, Felicity Wheeler, Fran Jones, Katie O'Connor, Caitlin Geraghty and Emily MacTaggart

Our first day in Singapore started with a tour of the city. We visited Little India, Malay Town and Chinatown, learning about the history and culture in these areas and shopping in the market stalls. For lunch, we went to a Chinese restaurant and tried a variety of unusual dishes. The afternoon consisted of hockey games. It was difficult to play in the heat for the first time, but we played some exciting hockey. In the evening we went to a water and light show, which was amazing.

Two days later, after a number of netball and hockey matches, we all got on the bus and travelled to Kuala Lumpur. Crossing the border into Malaysia involved all the normal Customs procedures of bag and passport checks. The journey took several hours while everyone slept. The next day began with early morning hockey matches for the first and second teams, followed by a tour of Kuala Lumpur, during which

we visited the museum and saw some interesting artefacts. We also saw the palace where the king of Malaysia lives, the war monument, Independence Square and the Petronas Towers. We then went back to the hotel and enjoyed the pool.

The next day was Sunday and after a lie-in and some tasty pastries for breakfast, we visited the Kuala Gandah Elephant Sanctuary. Being able to feed and pet the elephants was an amazing experience. At the end of the visit we watched the elephants perform. Next we went to Deerland, where we had a chance to feed the deer and to hold snakes. We managed to avoid an angry-looking ostrich and took photos of many other animals. The following day we went to the Batu caves, seeing a lot of monkeys which made the experience amazing. Despite having to climb seemingly endless steps, when we reached the top, we felt that it had been

worth it. We bought souvenirs and took a few photos with the golden statue. Then we played some more netball matches.

On our last day in Kuala Lumpur we went to the Petronas Towers and made our way up to the bridge, then continued right up to the top, giving us an extensive view of Kuala Lumpur. Following this, we made our way to the Sunway Lagoon Amusement Park, which has water rides, as well as roller coasters. We spent the whole day there, then after dinner had to pack our bags for the journey to Penang.

In Penang we went to a batik shop, where we watched beautiful clothes and tablecloths being produced. Next we travelled to a fruit farm, where we tasted the local fruits and spices. After that, we were taken to the snake temple -- the only snake temple in the world -- where most people went inside to photograph

the poisonous vipers, while others stood nervously in the doorway. We also saw some street art, and then spent the afternoon at the pool and the beach.

The matches were sometimes difficult to play because of the extreme heat. Some days a fire engine would casually turn up to water the pitch before the game and we realised that the matches were not only a test of which side had the better skill, but also of which had the best mental endurance.

We spent the final day of the tour at the Ramakhrisna Orphanage, where we were thrilled to be greeted by a crowd of happy children. We spent the majority of the morning running around with footballs, skipping, colouring and giggling. It was such a privilege to be able to make a difference to the children's day. At the end of the day, we caught the last rays of the sun by the hotel pool, trying to ignore the fact that we had a 14-hour plane journey ahead of us and a return to reality.



Rugby 2017/18

By Mr P T Reeves, Director of Rugby and Mr H A Ellis, Head Coach



The 2017/18 season has been an important one for LGS Rugby. As well as constructing and implementing new absence and concussion protocols, we have focussed on developing the delivery of the rugby programme and having consistent aspects to playing the game as our players progress through the various age groups. Skills in contact and the catch and pass were highlighted as fundamental for improvement and there has been progress throughout the school in these areas. Our U12 team have matured throughout the season and several games saw them display high levels of skill and commitment. The U13 side frequently came up against much larger teams and quickly realised the importance of aggressive defence, as have our U14s. Both sides enjoyed their experiences at Rosslyn Park in the 7s season and showed great resolve throughout the tournament, particularly the U13s in their live streamed fixture against RGS, Guildford. Improvements in tackle technique and retention of the ball are vital for both to make progress next season. Our U15 squad were County Cup winners and played structured, attacking rugby throughout the season, which is testament to their levels of application and determination. They should enter senior rugby with much to give. Both of our senior sides enjoyed success at various points of the year, but consistency in their performances was difficult to achieve. Focus and physicality are key at this high level of the sport and individual development in terms of strength and conditioning is also vital.

We are both looking forward to next year, now the structure we were keen to implement is in place. We cannot thank our team of coaches enough, and in particular Dr Crawford, who retires from running LGS teams after too many years of service to mention. A moment that speaks volumes regarding our wonderful sport came after the away Nottingham HS fixture, when an outstanding Nottingham player at U13 level was seen at a public bus stop, waiting for his only mode of transport, discussing the game and his success with his mother and grandmother. It is this level of commitment and support that we at LGS aspire to, and when this is achieved it cannot fail to result in significant progress.

First XV Team by Nicholas Ebbesen

Our 2017/18 season was a very interesting one. This year saw the rise of young players moving into their first year of senior rugby, showing that skill does not always come simply from experience. As a team dominated by younger players, it was difficult to secure the chemistry of previous years and as a result, we suffered losses against Stamford, Welbeck DSFC and Uppingham to begin our season. However, after a couple of narrow defeats against King Henry VIII and Bablake, we achieved our first victory against Nottingham High School. This gave us the confidence needed to turn around our season, resulting in a three-win streak, including wins against Lawrence Sherriff, and Akeley Wood in the National Cup. The highlight of our campaign was our extremely encouraging National Cup run. The team managed to reach the Third Round, losing narrowly to a strong Loughborough Grammar side. Huge praise goes to the young players moving up to the 1st XV, with great all-round performances from Harry Glynn, Matthew Potts and Bradley Crane. I would like to thank all the staff who have managed us throughout the past seven years and made our LGS Rugby experience so memorable, especially Mr Ellis and Mr Thacker for coaching the 1st XV. I wish next season's senior teams luck and believe they are capable of achieving a great deal of success.

2nd XV Team

The 2017/18 season has been thoroughly enjoyable, with the right blend of structure and independence in our game plan to enable the team to play a more exciting and fluid style of rugby. The season began with a heavy defeat away to Stamford; however it is testament to the senior players that we were able to pull it back together so quickly and record a series of wins. Convincing wins against big teams such as Welbeck and Uppingham followed, with the score line 27 points in our favour against Welbeck. Credit must go to the game plan, with some added individual brilliance, courtesy of the halfbacks, allowing us to play more intelligent rugby than our opponents, but dominate up front in the forwards as well. Another comfortable win against King Henry VIII School meant that we were gelling well as a team, but the squad's character was to be tested away to Bablake. Wet and windy conditions meant our normal expansive style of play was substituted out for a tight battle up front, one at which we were second best. Our inability to adapt meant that we had to go away in training and improve our physicality at the breakdown, and learn to adapt to different in-game scenarios. This we did with a barnstorming start to the game against Nottingham HS, with tries coming in quick succession before an extended lay-off due to an injury. Both teams were coming back on cold and so it means that whoever was able to adapt to the lay-off the best would be the team who would likely go on to win. Some tight defensive work as well as strong physicality up front meant that we were able to add two tries to



LEICESTER GRAMMAR SCHOOL 2017-2018

1ST XV RUGBY TEAM

BACK ROW

A. WICKES, H. GLYNN, T. ENGLAND, H. HEY, Z. ELAHI

MIDDLE ROW

D. SCUDAMORE, Q. WILLIAMSON, H. WHEELER, M. POTTS, A. KIER, S. COX, C. BUTLAND, T. SMITH, S. WALKER, S. MOSS

FRONT ROW

S. EVELEIGH, B. CRANE, C. LINNETT, N. EBBESEN (CAPTAIN), C. REGAN, T. DOBSON, K. PATHMANATHAN



LEICESTER GRAMMAR SCHOOL 2017-2018

2ND XV RUGBY TEAM

BACK ROW

J. SCUDAMORE, R. PATEL, J. BUDENBERG, N. NJOPA-KABA, A. BANNING, S. MCCALLISER, C. BUTLAND, J. MERRYWEATHER

FRONT ROW

A. KARUNSEGAR, C. FRASER, S. COX (VICE CAPTAIN), H. WHEELER (CAPTAIN), S. WALKER (VICE CAPTAIN), S. WHEELER, T. BARRE



our tally and close the game out 24-0, showing the evolution of a squad that had been beaten against Bablake in a similar situation. Momentum began to pick up again for the team and this showed against Pitsford School's 1st XV, whom we beat 67-3, as senior players in the squad took on leadership roles in the absence of our captain, recording our biggest win of the season in the process. From here we secured a comfortable 33-0 win over Lawrence Sherriff School, with some excellent set plays from the backs ensuring that we weren't necessarily stretched in building a lead and securing it. From here onwards, many of our senior players received first team call-ups, testament to the strength of the squad this year, providing an opportunity for the less experienced players to receive a run-out in their absence. Unfortunately a string of losses to Northampton School for Boys, Langley School, and Oakham School concluded senior players' involvement in LGS 2nd XV rugby over the past 7 years, with an U17 fixture against Ratcliffe School ending up being the final fixture of the season, due to adverse weather conditions. Whilst the senior second team players recorded a win for the first team against Ratcliffe, they were saddened to have missed their final second team against Wellingborough due to snow. Overall, the second team had an enjoyable and successful season under the coaching of Mr Davies and Mr Thacker. The team was able to play more expansive, more attacking, and more exciting rugby due to the new coaching set-up, but every player in the squad put in hard work in training, resulting in big games going our way. Thanks must go to Mr Davies and Mr Thacker for coaching, but also to the senior players in the squad for their leadership throughout.

U15 Rugby by Oscar Stone

It has been an honour to captain our team this year. We have performed extremely well, through injury and tough competition, to show true class and a strong bond between the players. Behind the scenes Mr Allen and Mr Davies provided us with stability and great coaching, keeping us driven and diligent. Our season started with two disappointing results against Langley and Stamford, where a small error and lapse of concentration caused us to concede vital points. Yet outstanding determination from key players such as Oscar Holmes, George Impey and Tom England allowed us to push back and finish with a small gap. Wanting more from the season, the team rallied together to win the next two matches by a landslide of over 40 points. With morale restored, the team showed heart and pride in later games against strong teams such as Northampton School for Boys and King Edward's, where we conceded with the narrowest of margins. From then on, we went on to win the majority of our games convincingly. However, our main goal for the season was to win the County Cup. Our thirst for success was driven mostly by the taste of last year's bitter defeat in the final, which none of us would allow to be repeated. We entered our first match with confidence and a cool doggedness and won. Making our way through the stages, we beat everyone, eyes set intently on the final and the cup. Upon winning the semi-finals we learnt that we would play Hinckley Academy, who we knew had a strong forward pack and so we prepared ourselves for a demanding game. As soon as the game kicked off it was brutal, but strong

defence from players like Jai Kumar and Finlay Dainton allowed us to go into half-time with the lead. The second half was a struggle, especially with the captain receiving a yellow card! However, the team pushed through until the end and a well-deserved win. This season has really allowed the team to develop their skills to show both individual talent and instinctive teamwork. I hope we are able to translate these great qualities into the future as we progress into the second and first teams.

U13 Rugby by Fergus Gilligan

This season was a great experience for our team. The opening few matches proved challenging as we met strong opposition from the likes of Bablake School and Stamford. Our lack of time on the pitch together showed and we were exposed massively in defence. However, we didn't lack the determination to win and eventually our persistence was rewarded in the sixth game of the season, with a 40-20 victory at home against Welland Park. Our next match was against Lutterworth HS, who had already beaten us earlier in the season. We started the game strongly and had an early lead. However, we were unlucky, with two tries in the last five minutes, the match ending in a 35-35 draw. Whilst the results didn't go our way, we had worked hard to improve, with stand-out performances throughout the season from our forwards: Wesley Snow, Ali Kamel, Alex Kemp and Edward Coker. To end our season, we travelled to Rosslyn Park for the National 7s Tournament. This was a fantastic experience. We played 5 tough games (in the snow at times) and our final game against The King's School, Grantham was an impressive team effort and a game we all enjoyed. We have plenty to work on for next season and are looking forward to the challenge. Thank you to Mr Reeves and Dr Crawford for coaching and refereeing.

Sporting Colours 2017 – 2018

Sport	Half Colours	Full Colours
Athletics		Hannah Morris
Cricket	Charlie Fraser Patrick Horne Jaidev Modhvadia	Rajiv Sejpal Daniel Scudamore James Scudamore
Cross Country	Emma Richards	
Hockey	Eleanor Broughton Olivia Hartley Anna Kendall Katie O'Connor Maisie Regan Charis Simpkin Claire Taylor	Esme Bliss Gemma Newton Lucy Ring
Netball	Louise Pollard Sophie Pounds Lucy Ring	Esme Bliss Olivia Crossley Olivia Hartley Katie O'Connor
Rugby Football	Bradley Crane Sam Eveleigh Harry Hey Cian Linnett Mathew Potts Daniel Scudamore Ted Smith	Nicholas Ebbesen
Squash	Ronil Magdani	
Swimming	Kate McCallister	
Tennis	Shayna Patel	

Swimming

By Emily Kendall (girls' captain) and Christopher Snow (boys' captain)



The 2017-2018 Leicester Grammar School Mixed-U16 swimming team have had a very successful season. We showed great determination in the South Leicestershire swimming gala back in November against four other schools, with some excellent individual and relay performances from everyone in the team. Although we were behind half-way through the gala, we managed to pull back and claim the win at home by just beating Lutterworth High School and therefore qualifying for the KS4 county finals held at Uppingham Sports Centre in March. At the county finals,

we represented Blaby and Harborough District against four other districts. Right from the warm-up, we were focused, and all the team put in maximum effort into all their races especially the two captains, who had wins in the boys' 100m breaststroke and the girls' 100m breaststroke, and IM. We managed to secure second place in the county as first place went to a very strong Melton team. Thank you to all the swimmers from year 10 and 11 who competed and special thanks go to Mr Howe and Miss Berry for organising and supporting the team.

Tabitha Holmes, Star Tennis Player

Interview by Millie Sian



When did you first start playing tennis? What made you choose tennis over any other sport?

I first started playing tennis when I was three because all of my older siblings played.

What is your best match tactic?

One of my key tactics is to stay calm throughout the match. If you lose your head, you're giving your opponent the upper hand. My best match tactic is to target my opponent's weaknesses and to figure out what their strengths are.

What has been one of the best experiences you have had whilst playing tennis?

Representing Great Britain was definitely a special moment. It would be a privilege to have the opportunity again.

Is it difficult to balance your tennis training alongside school?

It's tough when I'm abroad a lot playing tennis, but keeping organised is vital.

What is a piece of advice that you would give to younger children about trying new sports?

Aim to get involved in a sport that you find fun! There are so many to choose from and there is something for everyone.

What future aspirations do you have for your tennis?

It has always been a dream of mine to turn professional and play on Centre Court at Wimbledon. Keep your fingers crossed!

Star Cricketer, Harry Pounds

Interview by Zain Girach



How did you first get into cricket?

I first picked up a bat and bowl at the age of two or three, and fell in love with the game. I used to regularly play in the garden with my mum, dad and grandma, and then when I was four years old I joined Kibworth Cricket Club, where I still play at adult level. I have represented the club through all the junior age groups from quick cricket on, and right now, I play for the U17 team, as well as the men's team.

What was your biggest sporting achievement?

I would have to say it was being selected for the England trials when I was 13 years old. I was recommended by the Leicestershire county team and attended a three-day selection process at Loughborough University in which I was put through rigorous bowling, batting and fielding tests. It was a great experience which I will cherish forever, and a very proud moment for my family.

Describe a typical week of training and matches.

When it is the off-season, from November-April, I train three times a week; on a Tuesday, Wednesday and Saturday. Tuesday is a very skills-based session, focussing on my batting and bowling technique. The Wednesday session is very different; it involves match-scenarios and net sessions with my fellow team-mates, and on Saturday I have a one-to-one session with one of the county coaches, where again we focus on my technique and aim to develop my game. However, when the season starts, we usually have club matches on most Saturdays and Sundays all day, and for county we occasionally have midweek matches. It is very important that I strike the right balance between playing and recovering to avoid injury, so I make sure I take a recovery day after intense matches.

What are your future sporting ambitions?

Obviously, I take my cricket extremely seriously, and I still have the dream of being a professional cricketer in the future. This dream began when I joined the county setup at the age of nine, and I hope I will one day achieve it. However, it is extremely hard to make it to the professional level as a lot of hard work and dedication are required. Currently, I am with the U19 Leicestershire Academy and am trying to make the transition to the Leicestershire Men's 2nd team, and from there into the 1st team.

What goes through your mind when you face extremely fast balls, sometimes even 80mph?

It's all about what is in your head; it's definitely to do with mental strength. Initially, when I came up against fast balls, and people were chucking them at my head and rib area, it was daunting. However, with practice, I developed a mind-set for facing fast balls and I actually now prefer to hit them rather than spinners. Developing shots on the back-foot is especially important for facing pace as the balls come quite high up, sometimes even aimed at the neck or grill (protecting the mouth/throat).

