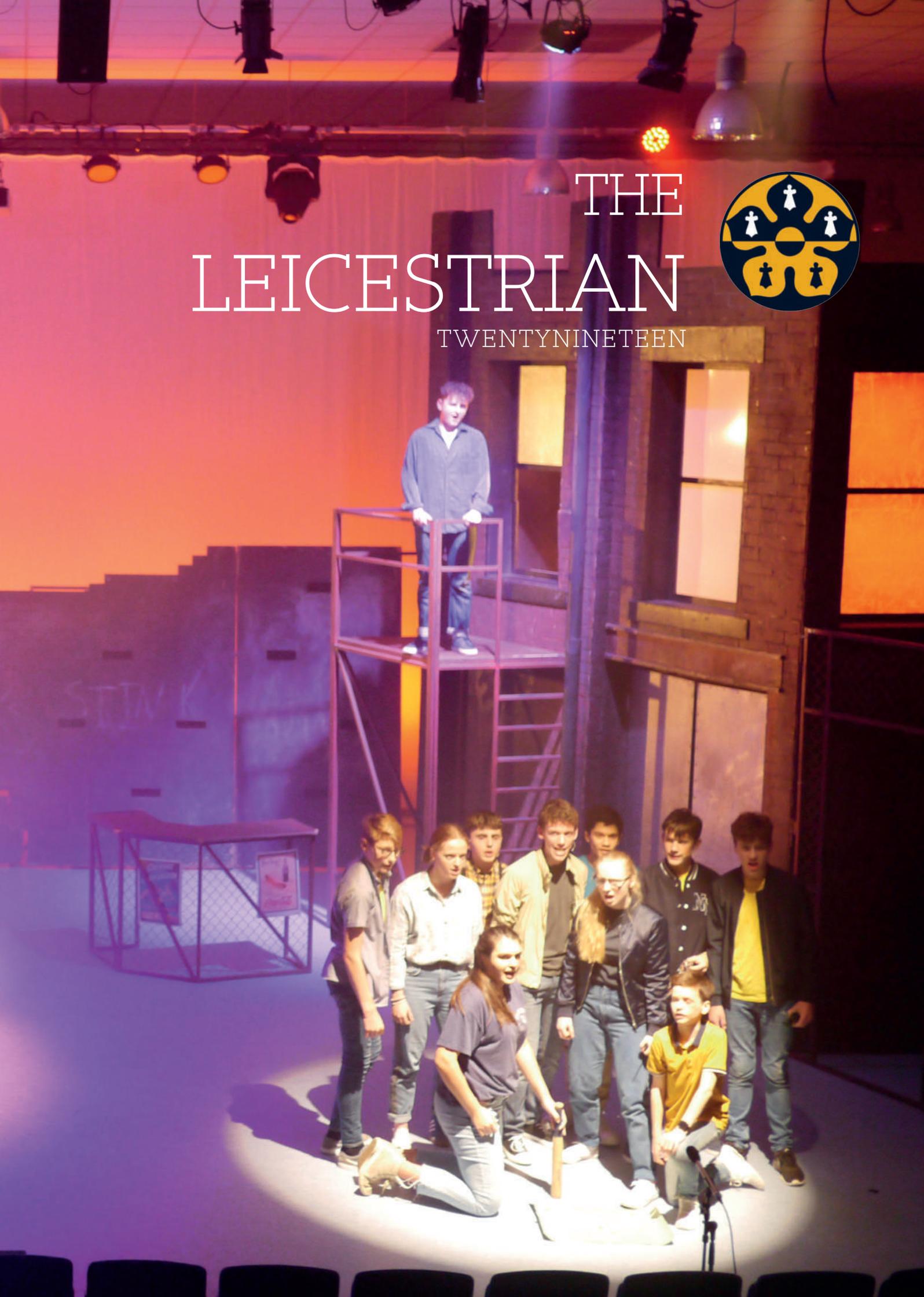
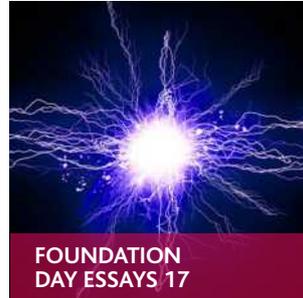
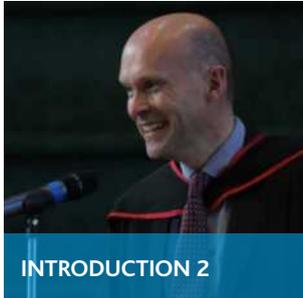


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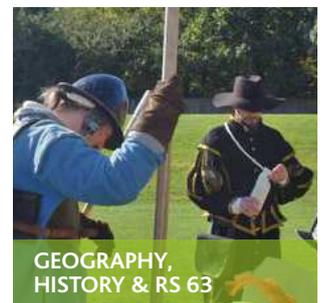
6TH FORM WRITERS & INTERVIEWERS

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A Word from the Head Boy & the Head Girl



Keshen Pathmanathan

It is claimed that it takes 10,000 hours to become a master of a particular discipline, yet – based upon my very rough calculations – 11,200 hours into my time at LGS, I feel that I leave an expert in my delivery of, “Sorry I’m late,” but in all other aspects am very much the apprentice. LGS has taught me a tremendous amount, such as that the tuba is many things but transportable is not one of them, but perhaps the most valuable lesson is the importance of seeking advice from those around you, teachers and fellow pupils. Although chasing up duty-skiving friends is an unenviable task, it has been an honour I shall forever cherish to serve as Head Boy. I had never previously realised the extent of the planning that goes into getting the school in and out of St Nicholas. At first, services were very stressful, with questions flying through my head: when do I walk in and walk out? When do I bow my head? Is the microphone on the lectern playing out my singing to the whole school? However, Mother Liz’s advice of, “Whatever you do, do it slowly and purposefully,” stood me in good stead. Despite a distinct lack of talent, sport has played a huge part in my time here. A highlight was the tour to Sri Lanka with the cricket 2nd XI, challenging myself against their strongest schools, and sampling the culture of a beautiful country. I count myself among the worst cricketers to ever earn the ‘baggy blue’ of the 1st XI, in my self-proclaimed role of ‘opening fielder’. Another highlight was playing rugby in the 2015-16 unbeaten season, after which we were known (to ourselves) as the Golden Generation of LGS Rugby. My greatest sporting memories, however, are of the tremendous clashes of will and occasional skill which take place every summer lunch-time in football games on the field. I thank all the teachers who have got me through the past 10 years, especially Miss Carter for putting up with me in Maths and always getting the prefect team into a working state. Finally, I would like to thank Roz, who has been an exceptional Head Girl – our attitude of, ‘If we mess it up, we’ll mess it up together’, has been very reassuring. To students, I encourage you to seize the opportunities that the school offers; I truly believe that doing so will make your time at Leicester Grammar School one to remember.

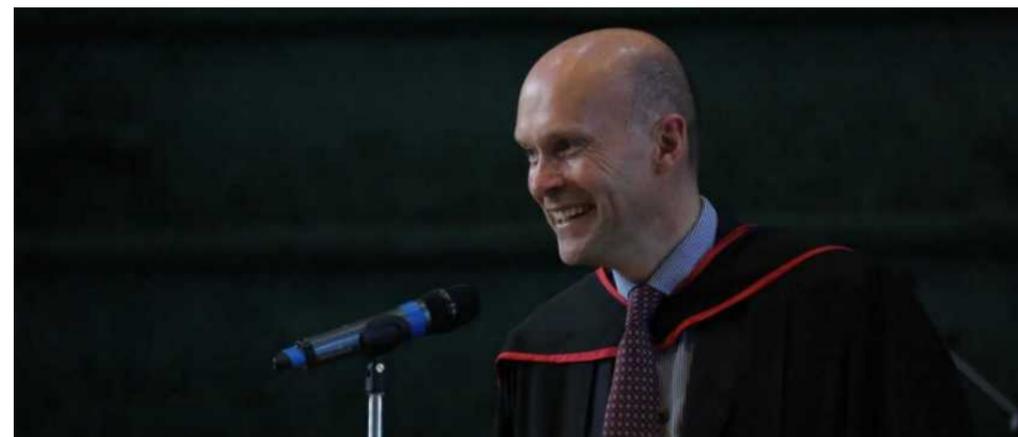


Rosalind Rashid

Over the past few weeks, time seems to be going by faster as I get older. 15 years have flown and as A-Level exams approach, I can’t help but look back upon my experiences. A highlight for me was the German exchange on which I made a life-long friend. Another was visiting Auschwitz, a harrowing trip I will never forget. On the Singapore and Malaysia sports tour we learnt about new cultures, played some very sweaty netball and hockey and tried some... interesting food. On the music tour to Ireland, we went from wading through mud and climbing high ropes in the morning to performing in a huge cathedral in the evening. Playing for the Big Band and Orchestra in concerts has been integral in building my confidence. I am extremely grateful to all the Music staff, especially Miss Print. Hockey has also been a huge part of my school career. The new Year 11 players have transformed the 1st XI and this past season was amazing (as we won some games for a change). Being introduced as Head Girl still comes as a shock to me even now. It’s definitely been stressful at times, but anyone who knows me knows I wouldn’t have it any other way. Although my skills in reading aloud are limited and I have botched countless match reports and readings, I am just grateful that I haven’t fallen over in front of the entire school. I would like to thank the prefect team for their dedication. I will always admire them for volunteering themselves for anything I asked of them – even when they didn’t know what it was.

I would also like to thank Miss Carter for her support and organisational skills in the Maths classroom and in St Nick’s. Lastly I would like to thank Kesh, for not only his bad puns, but for helping me through all the awkward silences whilst speaking to important people. Among all your chaos, I know there is an ounce of organisation somewhere. Although LGS is practically all I’ve ever known, I’ll be sad, but ready, to move on to University. Leicester Grammar School has definitely prepared me for life after school and I truly wish everyone else in Year 13 the best of luck for the future.

A Word from the Headmaster, Mr John Watson



I have already been delighted to witness numerous examples of inventiveness in my short time at Leicester Grammar School, and the pages of this colourful annual record are replete with the outcomes of a creative spirit, in diverse spheres of school life. Secondary schools are, alas, sometimes accused of knocking the creativity out of young people, as an increasing focus on the stipulations of examinations reins in children’s lively imaginations! We should resist this, not only through our provision of exciting challenges but also by encouraging pupils to be daring in their learning, to ‘step out of their comfort zone’ and to ‘think outside the box’. Inventions are the product of a stimulated and enquiring mind, and great ideas come from having lots of ideas.

5,127 signifies the number of prototypes the inventor Sir James Dyson produced before the first Dyson vacuum cleaner went into production 15 years after his original idea. Today Sir James is a household name throughout the world and an icon of British innovation. His own frustration in his mid-twenties with a screaming, blocked and suctionless conventional cleaner was the spark which inspired painstaking refinement and improvement, leading ultimately to revolutionary technology. The creative spark rarely leads to a quick fix, for the best inventions are the culmination of significant trial and error.

So, as we embark on a major curriculum review and focus on creative teaching and learning – even within the constraints of a national system – I would like us to invent a programme which inspires a love of learning and experimentation, for a life of challenge and adventure in our rapidly changing world. It may not make our pupils as rich as Sir James, but it should fire imaginations and open doors to a wealth of opportunities.

I am very grateful to Mrs Higginson, her editorial team and all our contributors for their patient inventiveness over this year’s Leicestrian; as the marvellous result of many hours of creative refinement, it was certainly worth waiting for!

A Word from the Editor, Mrs Higginson

This year’s Foundation Day Essay topic was “I’d Like to Invent or have Invented”. The topic had three aspects: students could describe their own proposed inventions, praise a greatly significant invention, or argue that something should be un-invented. The finalists proposed some wonderful schemes: a sun-cream pill, a life-saving equestrian jacket, hand-warming coat pockets, and a cycle helmet with the data display built into it so that the cyclist would not have to look away from the road. The most popular ‘dream inventions’, written about many times, were teleporters and animal translators. Mobile phones and the internet were the items that students most often chose to laud or to un-invent. Many of the winning essays are extremely informative, while others are imaginative and passionate. Don’t miss reading Priya Ganatra’s essay on eyeglasses, which is full of dry humour.

I would argue that letters, being private, idiosyncratic and interestingly messy, are so much better than e-mail, and so I would like to invent a truly efficient way of sending an old-fashioned letter. Dr Higginson, who knows a thing or two about Physics, has suggested that teleportation of letters may well be possible in the future – surely less problematic and dangerous than the teleportation of people – and I would be keen to see that. In the time of Jane Austen, a horseman came galloping up to the door with an urgent letter – how wonderfully exciting! – and, of course, in the world of Harry Potter, an owl might swoop down with an envelope just for you. Surely the 21st century can come up with something equally impressive, rather than the present system of delivery which is so aptly referred to as “snail mail”. Imagine your post gradually appearing on the shelf of a sort of ultra-modern dumbwaiter...

Introducing our new Headmaster, Mr Watson

Interview by Keshen Pathmanathan and Rosalind Rashid



What has been your most memorable moment as a headteacher?

I have many wonderful memories of my time as a headmaster, so I don't think there is one particular moment. Abseiling down the school tower for charity was certainly memorable; despite enjoying mountain walks, I'm a bit of a coward when it comes to heights!

Who would you invite to your dream dinner party?

Possibly some of the heroes I mentioned in my first assembly: Nelson Mandela, Mother Teresa (although she wouldn't want a dinner party), Martin Luther King, Jesus. And then perhaps some modern celebrities to provoke a good debate, such as Cristiano Ronaldo and Kim Kardashian! Then Katherine Jenkins to sing to us.

If you could do anything other than teach, what would you do?

I've always loved teaching, although I was previously intending to go into the Navy or social work -- quite different avenues! Teaching has allowed me to do aspects of both. I sometimes think I'd like to be a postman: early starts and lots of exercise in the fresh air.

What is your favourite book?

My favourite book is *Madame Bovary* by Gustave Flaubert. I read it first in my second year at university, and then had to re-read it for my final exams after my year in France. It's a book which has been so carefully crafted that you discover fresh riches every time. I thought it was so brilliant the second time that I went to the bookshop, bought it in translation and sent it to my wife-to-be, with the note: "Read this!"

What is the most rewarding part of your job?

I went into teaching because I wanted to work with young people. That's still the best bit: seeing you achieve remarkable things, grow through challenges and adversity, and emerge, I hope, as fulfilled and generous human beings, ready to make our amazing world a better place.

Will there be any split loyalties when Bablake play LGS?

Are you crazy? I now know where my loyalties lie -- unambiguously! So we'd better win.

What do you get up to when you're not being the Headmaster of LGS?

I enjoy spending time with my family, although my two children are now grown-up. My son lives in London, where he is training to be a solicitor, and my daughter is training to be a primary school teacher. My wife is a teacher too (Geography), so we've always enjoyed great holidays together; we're looking forward to seeing Brazil this summer. We often combine a good weekend walk with a visit to a National Trust property or tea shop (cake obligatory)! We especially like the Peak District (where we have a little former lead-miner's cottage) and the Cotswolds. I enjoy going to the theatre, gardening, reading, cycling, the Arts in general and DIY. We visit the RSC in Stratford on quite a regular basis, and we recently saw "A Thousand Splendid Suns" at the Birmingham Rep. So I have plenty to keep me sane!

Farewell to our Assistant Librarian, Mrs Ingham

Interview by Shashank Bhandari and Svaraji Odedra



Mrs Ingham moved to West Wales in January 2019, upon retiring from her job at Leicester Grammar School. She is having a wonderful time walking, planting a garden, spending time with her family, including her granddaughter in France, and making beautiful things from wool and fabric. She is working part time in the ticket office for Vale of Rheidol Steam Railway, where her husband drives the trains. She is missed in the library, because she and Mrs Midgley worked together for a very long time. She knew exactly where to find everything, and knew nearly everybody's names (especially people who borrowed lots of books, or made a lot of noise). She was very creative and invented some exciting activities for World Book Day, as well as interesting displays, posters and information leaflets.

What have been your most memorable days at LGS?

I think that Queen Elizabeth II opening the school on the new campus in 2008 was memorable. World Book Day is always a highlight and I think it will be even better next year.

What would you want to be added to the school library, if anything at all?

There are not enough seating areas for doing homework and just reading books; however, there is not enough space.

What is your favourite book and why?

My favourite books are the Old Bear picture book stories by Jane Hissey, because everyone loves teddy bears and they are just wonderful stories.

Where did your passion for reading begin?

Who says I have a passion for reading? Yes, I do enjoy reading, especially on long journeys.

What are you planning to do during your retirement?

We are moving to West Wales, where I can live nearer to the sea. It will be superb having the sea only five minutes away and I can't wait for the summer. With very little light pollution, the stars on a clear night are fantastic, and the extra darkness also means we sleep very well. I will spend more time on long walks and continue with my hobbies, which include sewing and knitting. I also want to complete our family tree.



Career Development

By Mr. Longson, Head of Careers

Leicester Grammar School has been revalidated and awarded Career Mark Platinum for the quality of our careers provision. There has been much continuity in what we offer students in preparation for their futures, with varied events on offer to aid career development. However, we always look to challenge our provision and I hope that students found the reshaped Careers Evenings very useful.

Looking ahead, we are looking forward to the Careers Convention in September 2019 with over 70 stands already booked in.

The world of work has continued to be a key focus for Year 10 and I would like to thank the Friends in particular for their contribution to Year 10 Induction. We have continued to welcome a wide range of universities and employers to take part in our wider programme. I hope that students will have appreciated the new Careers Section on the website, which will now be a key portal for information about what is happening in Careers work at the School, and we thank the LGS Marketing team for making that happen. Parents have continued to show a great deal of support for the programme, and we are very grateful for their help.



A Visit from the President of Malta

By Raquel Berry, 8b

17th January, 2019 was a lovely crisp winter day with the sun shining on the grounds of LGS. At around 9.30am, Her Excellency the President of Malta, Dr Marie Louise Coleiro Preca and her entourage arrived at the gates of the Junior School. The Headmistress of the Junior School, Mrs Rigby, together with other members of staff were all eagerly waiting to greet Her Excellency to show her around the state-of-the-art facilities within the school complex. The President was able to witness the dedicated teaching that takes place daily within our school. She was then led to the Junior School Library where she was asked relevant questions by the School Council about Malta and on her career.

Shortly afterwards, she was greeted by the Acting Headmistress at the Senior School, Mrs Ewington. While walking through the refectory, she had opportunity to admire the art work by various Sixth Form Students who enthusiastically explained the concepts behind their art pieces. Her Excellency then met the A-Level students in Politics, who had an opportunity to ask her questions about her reasons for following a political career, world politics and the challenges faced in Europe and the UK. She also talked about how she supported charity organisations in Malta to help those disadvantaged in society. The President's final message was to encourage the students not to be afraid to set out to change the world for the better, as she truly believes that young people should feel empowered.

It was a great morning and I feel lucky to have been present for this unique visit. They were certainly an eventful few hours for our school!



Junior Quiz Challenge

By Mr Willis

Leicester Grammar School hosted this year's East Midlands South Junior Quiz Challenge competition on March 19th, 2019 and for the first time ever we fielded three teams. Our competitors were Welland Park (two teams), Manor High (two teams), Stamford, Dixie, Kibworth, Gartree and Loughborough Grammar for our biggest contest to date, and all three LGS teams made it out of their round robin groups.

The A team (Siddhartha Das, Aayush Parmar, Gargi Nisal and Harriet Inchley) won their group by beating Kibworth 350-260 and Manor 430-220 to progress to the main competition semi-final, where they defeated Stamford 430-330. In the final they were up against a very strong Loughborough Grammar team and, sadly, never recovered from a slow start, eventually losing 200-510. The B team (Jacob Inchley, Joey England, Hamad Anwar and William Dalby) were runners up in their group after beating Dixie 310-300, but losing to Welland Park 240-270, and therefore progressed to the Plate semi-final. The C team (Meghna Rao, Lola Alba, Lily Dimitrova and Florence Warren) were also runners up in their group after losing to Stamford 150-510, but beating Manor 270-70, and progressed to the other Plate semi-final. Unfortunately, both teams lost their Plate semi-finals, the B team to Welland Park 210-360 and the C team to Kibworth. Congratulations to all who took part and made it a really enjoyable afternoon's quizzing.

Address to an LGS Haggis

By Mr McLean, Head of Classics
(Performed for a Robert Burns Day assembly)

Oh haggis, it's great to see you, with that big round, honest face of yours.
You are the Theresa May of meaty fillings!
You're simply the best, better than all the rest,
Better than Melton Mowbray pork pies, better than Greggs sausage rolls,
better even than the butcher's counter at Waitrose.
You absolutely deserve a long poem in praise of quite how wonderful you are;
A poem so long, we'll all miss half of period one.

I mean, that plate might crack, you're so huge.
You're bigger than any hill in Leicestershire.
The DT department could use the skewer,
on which the refectory cooked you,
to fix a broken down JCB, if it needed it.
And the meaty juice that runs out of you?
– like pirate's treasure.

Look at Mrs Ewington wiping her knife in readiness,
(okay, let's call it what it is – her sword)
and slice, slice, slice – so effortless,
and there's your gleaming innards gushing out,
Like from a hole or ditch in a poem by Seamus Heaney
set for GCSE English.

And then? Oh yes, what a glorious sight, warm, steaming, rich!

Then you get all the greedy folk crowding around with their spoons for the biggest portion.
And if you're last? Well, then you're like me when I try to save money by taking
my family to Wetherspoons and we order one hot chocolate fudge cake between us all –
the greedy beggars just steal the lot and I get none.
And by the end of the feast you can see their bellies bulging out, like Mr Cox's bass drum.
And there at the head of the table there's Mr Hunt humming a hymn of praise to the Lord,
though he can't even handle one more wafer-thin biscuit without popping.

Consider the alternatives; you could eat some fancypants Wagamama cuisine,
you could eat that Maccy Ds speciality;
the fake meat bloat-burger, sure to make you vom on your own shoes.
But is there anyone, anywhere, I ask you, who could reject
a meal as fine as this?

I pity that person. I really do. Come on, Mr Radford, stop hiding away.
Look at him – look at him – eating his sorry, dreary excuse for food – poor man.
As weak and spindly as a blade of grass.
I mean, if he threw a punch, his fist would hit you like a woolly pompom.
Loser.

Contrast him to a real man, a man fed on haggis – step forth, Mr Ellis.
Whoa. When he takes a step, the very earth shakes!
Put a sword in his hand, send him into battle
And swashbuckle swish, snicker-snack
The heads and arms and legs will roll
Like pretty little daisies.

Ye gods above, who look out for us puny mortals
and send food our way for us to feast on,
Old Scotland (and the pupils of LGS to boot)
don't want a small portion of watery slop,
spilling here and there from a tiny little bowl!
But, if you want to receive our sincere and heartfelt thanks,
just give us a haggis.



Introducing our new Organist, Dr Ainge

Interview by Ella Izzet, with Photo by Mrs Hunt



Dr Ainge is, of course, already known to everyone as our Head of Chemistry, and currently is also our Head of Science. Upon the retirement of Dr Whittle, Dr Ainge has taken over the role of school organist.

What made you choose Chemistry as a career?

Well, it was my second best subject at school, the first being German. I really wanted to go down the science route after weighing up all the pros and cons.

How did you become fluent in French?

I used to teach at the University of Lausanne in Switzerland; I was there for four years, doing research and also giving lectures. It was so daunting the first time going into the lecture theatre: there were 150 students in there and I was told, "You can speak in English but it will probably be more beneficial for them if you speak in French." So I quickly improved on my knowledge from my rusty O-Level (GCSE). Living in Switzerland was great and definitely helped me pick up the language more quickly, despite the fact that everyone wanted to speak to me in English so that they could practise their English!

How did you get into playing the organ?

Well it was kind of by accident. I said I would stand in for an organist at the local church who had hurt his finger, thinking that as I knew how to play the piano it would be easy to play the organ...and it was not! However, I found the instrument absolutely fascinating and was just completely taken by it. The organ was the

first thing in my life that I really felt passionate about. Although I ended up losing interest in playing the piano after Grade 5, the organ helped me to branch out in a new direction, transforming the way I encountered music. Never again did I have to be told to practise! We are extremely lucky that we have two organs at the school, and I am always trying to get more people to learn to play the organ.

Have you ever caused destruction whilst doing a chemical experiment?

My favourite experiment is to fill balloons with hydrogen and oxygen at just the right ratio and let them off on the school field! At my old school we used to do this occasionally, but once or twice it went through my head that we should probably have alerted the police or the Army Bomb Disposal Unit before we did it, because the sound is just so loud. Don't try this at home, kids!

What is your favourite invention?

I would have to say that my favourite invention is the wind-up pencil sharpener. The reason for that is, it has just transformed people's work. The look on people's faces when they use one is just priceless! I wish I had invented the instructions for it too, because nobody can ever use one until you show them. Electric ones break, whereas the wind-up ones are indestructible.

House Music

With comments from the students of 8c



Duke's house came second and included many very talented musicians, including Jatin Naidu on saxophone and Moritz Wagner-Tsukamoto on piano (as pictured to the left). These two played "Rather Be" with Aayush Parmar accompanying them on the drums. Jake Moore said, "I was mesmerised by the level of skill that Moritz had and how he could move his hands so quickly along the keys." And Charles Looker said, "My favourite part of House Music was when Moritz played the piano incredibly quickly (playing 'Infernal Dance' by Stravinsky). However, it was not the speed that astounded me, but the fact that, upon scattering his music sheets, he continued to play perfectly. To me, carrying on after a mistake like that is the most daunting part of performing." Jake Moore added, "I enjoyed the opening performance by Dukes because everyone was in tune and the piano sound was very relaxing. They performed 'Seven Years' by Lucas Graham, a song I really like." Shreevani Jariwala said, "My favourite musician by far was Jatin on the saxophone, playing 'Rather Be'. I played the saxophone for a bit and know how hard it is, so I was really stunned by how well he played. One of my favourite things about House Music is everyone working together and making great music." The All House Group Song was "Start a Fire" with solos by Daisy Forster Village and Emily Grimmett and Harley Tew said that was his favourite performance.

"I really enjoyed House Music on October 10, 2018, and the atmosphere in St Nicolas for the preview performance was amazing. Everyone in Years 7 to 9 was pleased to be out of lessons for the afternoon." **Harriet Inchley**

Master's house were the winners of House Music this year, with a performance that included Will Peet on piano, playing Ludovico Einaudi; a "Havana" violin solo by Tejas Easwar; a piece arranged by Jade Dowling on the violin, in memory of her Grandma, with Imogen Holyland on the flute; a bass saxophone solo by Nick Njopa-Kaba; "No Diggity" organised and led by Sophia Odeh, along with Nick Njopa-Koba on piano and Nahbi Odeh on the beatbox, with Jade Dowling, Leah Pancholi and Urjaa Chudasama singing along with Sophia; and "YMCA" sung by the Master's house group. The judge, Eleanor Hodgkinson, particularly praised Sophia Odeh's arrangement of "No Diggity" which was performed with great heart. Charles Looker said, "When Tejas played 'Havana' I was astounded and the expression on my face was amazement when he stood on a chair to continue playing and even played holding the violin behind his back. I was also impressed by how many people decided to join in and sing in 'YMCA'." Krishna Gorania said, "When the chair was placed near Tejas, I thought that he was getting tired and wanted to sit down. It was wonderful when he stood up on the chair and I thought he was very funny."

Judge's house came third and were the only house allowed to use confetti in their act (as they performed last and the mess would not impinge on any other performances). They put on a very well-received Michael Jackson remix with a full orchestra. Meghna Rao said, "I especially enjoyed the Michael Jackson set because it included some of my favourite songs, 'Billie Jean' and 'Smooth Criminal'. I loved singing along to it." The duo of Emily Leech (on the cello) and Ethan Leech (on the violin) was awarded the prize for best individual performance of the evening – they played "Rewrite the Stars" from "The Greatest Showman", with a very keen sense of each other's performance – a beautiful piece of music. Aashi Shah called it, "A mind-blowing act". There was also an impressive organ solo from Matthew Ainge and Judges concluded with the whole group singing Take That's "Shine" and then "Come Alive" from "The Greatest Showman".

VC's house may have come last, but they put on an excellent show. Group songs included "Hallelujah" by Leonard Cohen, "Skyfall" by Adele and "Pompeii". Boris Dring, of 7b, played two solo pieces on the piano, including a waltz that he had written himself. Rebecca Faust did a solo performance of "Believer" on the cornet.

The St Nicolas Chapel

By Reverend Liz Wilson, St Nicolas Chaplain



Harvest Festival Left: Josh Blair, Fran Jones and Below: Jude Hobbs-Brake, and Matt Deane
Below Right: Gary Cook



My second year as chaplain to Leicester Grammar School has been as enjoyable and varied as my first. It has been a real privilege to work with all of the students and staff who give their time to chapel, especially Miss Crampton (Staff Chapel Warden), Dr Ainge (school organist) and Mr Barker (who provides the music for school services). I have also enjoyed supporting Leicester Grammar Junior School with their Christingle Service at the Cathedral and taking assemblies at Stoneygate School.

Highlights of 2018/19 have included welcoming Mr Greg Cook, OL, Classics Teacher and Chaplain at Latymer Upper School, Hammersmith, London for Foundation Day. Mr Cook used the hymn "Amazing Grace" as the inspiration for his address to the school (including singing the first verse of the song), reflecting on his experiences at Latymer and how they had been affected by the Grenfell Tower tragedy. The Lessons and Carols service at the end of the Advent Term, as we broke up for the Christmas holiday was very lively. Thanks to the school Choir, Symphonic Wind Band and Lower School Singers for making it a very festive occasion. We also said a fond farewell to Canon Dr. Stephen Foster, who has been our school chaplain for over 13 years, as he retired at Christmas. Father Stephen has been a much loved member of the school community, supporting staff and students prayerfully and practically. We are missing his laughter enormously.

It was a joy to welcome Mr Watson as our new Headmaster at the 'He is Risen' service at the beginning of the Trinity Term. As we celebrated Jesus' resurrection, Mr Watson preached a short address encouraging us to believe in ourselves, each other and the difference we can make to our world. Mr Watson also bravely shared a snap of himself as a child, surrounded by his family. We also had a special lunchtime Eucharist for Mr Watson, with special prayers of commissioning, led by Fran Jones. Over a buffet lunch Mr Watson had the opportunity to get to know some of the students who make up the chapel team (or 'God Squad' as they affectionately call themselves).

I have been ably supported in the running of chapel and leading of services by an excellent team of students, led by Josh Blair (Head Server), Matt Deane (Head Chapel Warden) and Fran Jones (Head Sacristan). They have made the year very enjoyable, and have risen to every challenge that I posed to them. We will be saying farewell to Year 13s Josh, Matt and Harry Hey (who was an excellent Deacon at the All Saints) at the Leavers' Service at the end of the Trinity Term. Although Fran will be staying with us, her focus in her last academic year at LGS will be her new Head Girl duties. I am delighted that Seb Moore-Friis, Kirsty Finlay and Jude Hobbs-Brake have been nominated to be Head Server, Sacristan and Chapel Warden respectively, by their peers.

2018/19 will be my last year as St Nicholas Chaplain at LGS, as I was appointed on an interim two-year basis, which I have been combining with Team Vicar at St Peter's in Oadby. I have been newly appointed as Vicar of St Anne's and St Paul's together with St Augustine's in Leicester. I will be moving to the area of these two parishes in West Leicester at some time in the Autumn. It is likely I will be at LGS to hand over to a new Chaplain in the first few

weeks of the new academic year in September 2019. I am very sad to be leaving LGS. I have enormously enjoyed my two years with you. It has been a privilege to support, serve and pray for you all.

Head Sacristan Report by Fran Jones

This year the chaplaincy has grown in strength and numbers. With the recruitment of servers and wardens from the lower years, we have insured that in the years to come the chaplaincy team is in safe hands. However, sadly, this year has been Mother Liz's final full academic year as Chaplain and I would like to thank her for her guidance, leadership, and most of all patience over the past couple of years. We hope that the next chaplain will bring even more new ideas for services and prayer and we're very excited to meet them next year. I have thoroughly enjoyed my time in this role but know that Kirsty Finlay, the next Head Sacristan, will do a great job taking on her new responsibilities.

An Extract from Greg Cook's Address to the School

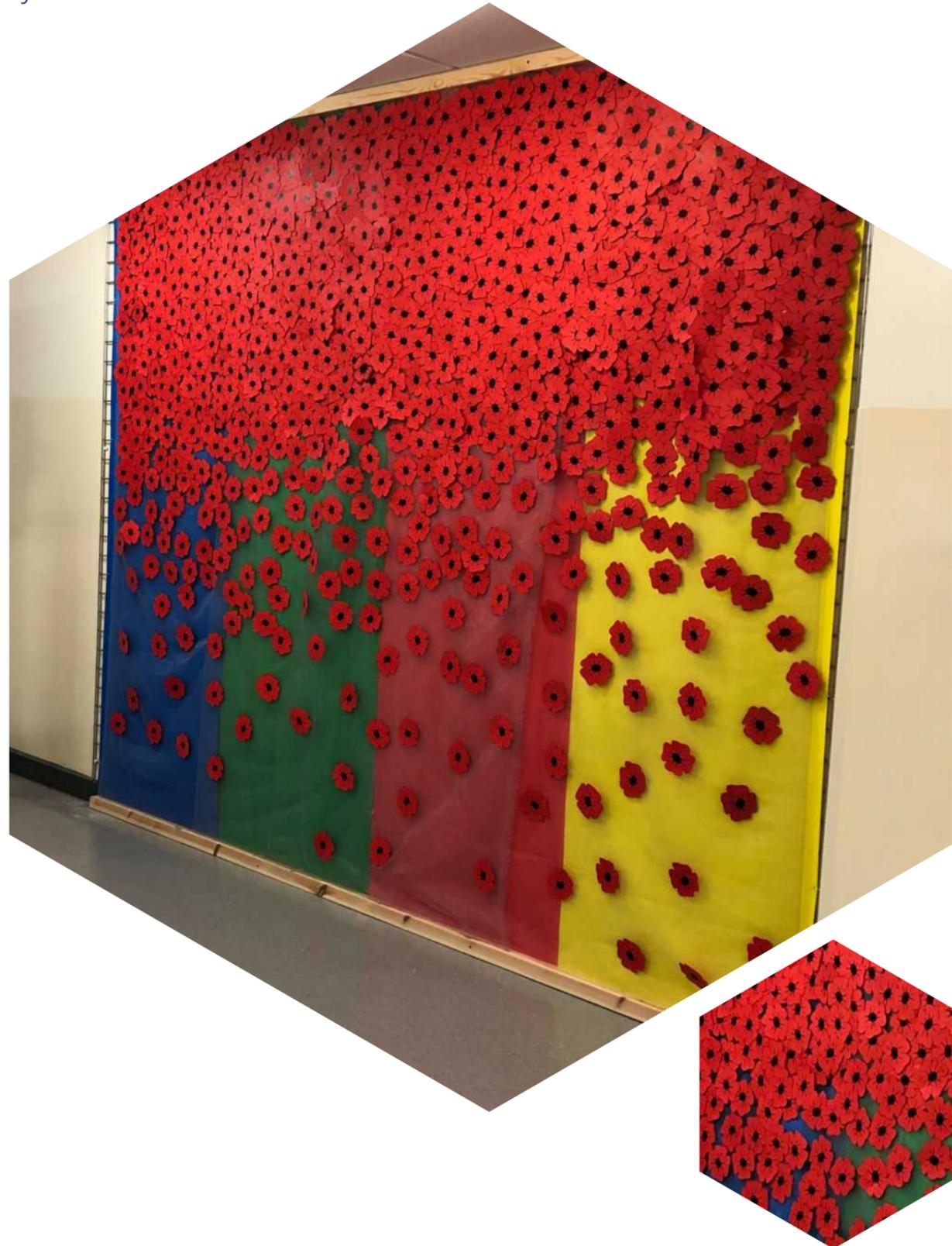
I will use the words of this beautiful hymn to sum up the great gift that education can give you. "Amazing Grace, how sweet the sound, that saved a wretch like me". This is the basis of Grace, that we are forgiven whatever we have done wrong, and that the forgiveness is a gift and a cherished memory to cling to. This song was written by a slave trader, John Newton, who realised the deep need in his life for him to atone for what he had done. He eventually influenced William Wilberforce to push for the abolition of slavery. Therefore, Newton's sin and redemption led to one of the greatest acts of humanity of the last 300 years.

The lines "I once was lost, but now I'm found", also define much of what makes schools special places. One cannot understand what it is to belong, to be found, unless at some time, someone has been lost. Literature has always understood this, in its heroes such as Harry Potter, Oliver Twist, Odysseus, Alice in Wonderland, and Katniss Everdeen, to name but a few. Jesus' words say that we must build on the right foundation when the winds and rains come, and, more subtly, but just as importantly, that we need the winds and rains of life to test the foundations that we choose to build on. As we live in a community and love our families, friends and peers, we help others find themselves and in this process discover ourselves too. This love for one another mirrors the great love of God revealed in Psalm 121: a love that keeps our feet from slipping, prevents others from harm and watches over all of our lives.

The final great wisdom from this hymn is that we were blind, but now we see. Education is a passage from ignorance to knowledge, from being novices to masters. Through our years of school, the scales fall from our eyes and we begin to view life in all its complexity and beauty, through friendships, failures, relationships, successes, heartbreaks, joy and sorrow. May we see with the eyes of truth and kindness today and beyond.

Remembering my Ancestors on Remembrance Day

By Ethan Leech



(This speech was given during LGS's Remembrance Day Service on November 12, 2018. The photograph shows the poppy wall organised by Miss Campbell, with poppies signed by various members of Leicester Grammar School.)

I have two relatives that I know of who fought and died in the war, Private Joseph Leech and Gunner Richard Leech. Joseph Leech served in the 1/5th battalion of the Lancashire fusiliers and he fought in places such as the Suez Canal, Gallipoli and finally Passchendaele, where he died. Joseph is one of the missing commemorated on the walls of Tyne-Cot Memorial. He died, aged 49, on September 6, 1917 along with many others in his regiment. Richard Leech, Joseph's younger brother, served in the 28th Siege battery of the Royal Garrison Artillery and he died in England, aged 30, on November 4, 1918 after being sent home injured and then catching the Spanish flu.

I know Richard's story in far more detail because he kept a diary in the years he was in France. His diary gives a first-hand impression of what life was like on the Western Front for an ordinary soldier. This is a soldier's diary provided by the army: it contains information for a soldier on the front, such as first aid, flag signalling, knot tying, navigation and French phrases such as "I do not understand you", "Speak more slowly" and phrases for navigation. There are small nuggets of information on each writing page, such as how to water a horse. There are also pages for a soldier to stay organised, such as a cash account, tables for converting British money into French and Belgian money, and a memoranda section to record important people and places. In here Richard recorded names, regiments, regimental numbers and place of deployment of his friends and family members.

Richard's first entry is on the 8th of June 1917. He wrote, "Last payday in Blighty." He left for France on June 11, 1917 from Southampton, oblivious to what life would be like on the front, but this mood changed very quickly over the next few weeks. On the 12th June he wrote, "Landed in Le Havre -- could do with a pint." On the 14th June, he moved to the front, writing "After an all-night journey, arrived at Morrelle. Rotten, would rather be at home." He then moved to his position above Roelincourt near Arras. 18th June he wrote, "Begin to know there is a war. Pick and shovel mostly this day." The next day he wrote, "For a change shovel and pick." Over the next few weeks Richard did many different jobs, such as filling sandbags, digging trenches, working in the sergeants' mess and serving officers. Over this time, he made friends such as the cook, who was obviously one of the better people to make friends with: he wrote, "The cook not a bad chap if worked the right way, a Birmingham fellow." He also wrote small lines such as, "Getting along nicely with the officer." The next week one of his officers, 2nd Lieutenant Drape, was injured on Friday the 13th of July. Richard wrote, "Drape badly wounded -- a little upset." The next day Richard and his friend rushed to visit Drape in hospital, but unfortunately on July 15th Drape died: Richard wrote, "Shocked to hear of Drape's death." This was the first death of someone that Richard had bonded with on the front and the fact that this relationship had been stolen away so quickly obviously upset him. He spent a few more days on the front before moving back to a rest camp at Morrelle. He spent five days there, enjoying himself much more. During his stay he mainly relaxed, writing "Good

quarters that's much better than dugouts." Richard also wrote, "Nice day, hot, had a bathe in the river and a walk around Morrelle, some vin blanc. Tres bon." He then moved to Boulogne Rest Camp, writing on the 6th of August "Went into Boulogne with two chums. Had a look at girls in the café. Had a few beers -- enjoyed myself." He attended an evening concert almost every night, played football and even had a longboat race. By the 18th of August he was back at his battery, writing "It feels rotten after Boulogne and Morrelle." Even though he didn't enjoy trench life he still made it fun for himself. He wrote, "Nice. Stashed well 13 beers, two good friends." He continued the normal day-to-day life of work.

Joseph died on September 6, 1917, but Richard found out that Joseph was injured on the 13th of October, then was told the next day of his brother's death. Richard then went back to the 6th of September in the diary, writing that his brother had died on that day. You can tell he was upset by this news because his writing is shakier than previously. On Friday the 19th of October, Richard was moved from a relatively inactive part of the front to a far more combat-heavy sector, the Ypres Salient. He wrote that he had travelled in a lorry overnight, stopping at Poperinge. The next day his battery was moved to take over from another and he was positioned just outside of Kitchener's Wood. He described being up to his neck in mud as "hell". Richard was now involved in heavy fighting and was a target for German artillery. On the 22nd October he wrote, "Fed up. Terrific bombardment. Boys going over the top 7.30 am. Forward position." On the 27th of October he wrote, "Shell dropped 25 yards off me; it made me think of my wife and children." Five days later Richard was under heavy shellfire writing, "Fritz bombards all night and day, wounds four, I have a narrow escape." His entertainment was now restricted to a few games of Pontoon and making note of how many francs he won or lost each night. There was also a mention of an occasional boxing match that he got involved with and the vin blanc was replaced with rum. On December 22, his battery had their official Christmas dinner, and the officers joined the soldiers for this event. Richard wrote that they stayed up until three in the morning drinking. Christmas day 1917 he wrote that it was cold and snowing.

This diary has brought me much closer to an ancestor I have never met, giving a unique and personal link to WW1. Over Richard's time on the front he changed considerably, but also kept to some patterns of behaviour. Throughout his time on the front he wrote to his wife, Francis, almost every day. He relaxed into his trench life during the war, making many friends in the trenches, but he also drank and gambled more heavily over the year, which may have been his coping method after firing shells for hours almost every day, which would have damaged his hearing and possibly his mental health. This diary is the closest you can get to living a soldier's life on the Western Front. It has taught me how important it is to remember family members and soldiers who died in the war by their stories and their legacy as individuals, rather than as one body, because every single soldier who died in the war has a unique story.



Senior Head of House Report

By Miss Allcoat

House Music was the first big event of the year, with Masters winning with an eclectic mix of pieces performed by a talented and enthusiastic group of pupils of all ages. My thanks go to Mr Barker for organising an adjudicator, Eleanor Hodgkinson, who gave all Houses encouraging feedback. The evening performances were enthralling and engaging after some last-minute changes in the afternoon performances.

This year the Houses supported a range of charities that held strong personal connections for many. Senior House Captains spoke to the rest of the school about all four of these worthy causes in a House Meeting. Vice Chancellors sold glow sticks at the Lower School disco, as well as cakes and ice lollies, for their charity, LOROS. Judges sold sweets, St Valentine's hearts and cakes to support the Kupona Foundation who work in Tanzania. Dukes ran an Easter Egg Hunt and a "Guess the number of sweets in the jar" competition in aid of a local charity, Wishes4Kids. Masters fundraised a large amount through a raffle at the Drama production, supporting their charity Young Minds. By tagging onto such a large school event they raised funds so successfully that they secured victory in the House Charities competition. All the Houses helped run the Lower School Hallowe'en-themed disco, which proved a big success, along with other charity fundraising throughout the year.

This year we saw the return of House Chess, with Masters convincingly winning, thanks to some high level chess players

new to Year 7 dominating other players of all ages. Judges won the General Knowledge competition and Dukes won the Spelling Bee. Masters again showed their musical talent in House Singing, winning the karaoke-style competition with some standout performances from Neve Modha, Nahbi Odeh and Nicholas Njopa-Kaba. Boris Dring deserves special mention also for his strong performance for VCs.

In sport, Judges won House Cricket, despite Masters House's best efforts, as well as Football. Judges also won the Swimming Gala and shared a win with Masters in Hockey. Masters won House Tennis, but performed very poorly on Sports Day. Whilst Dukes won Sports Day, when the scores were broken down by section, Dukes and Judges tied for House Athletics, while Dukes won House Rugby, Netball and Badminton. Only the Juniors had the pleasure of running Cross Country this year, which Masters won. Let's hope that Inters and Seniors get to compete next year. I thank the PE department for everything they do to support and run the sports competitions for the House System. I thoroughly enjoyed Sports Day this year, despite battling a severe cold, and was thrilled to see so many pupils compete to such a high standard. Just as important were the pupils who went out of their comfort zone to compete in a different race to normal. The second Sports Day teachers' race saw Mr Allen defend his title as victor, Mr Picknell redeem himself after embarrassment last year and several new competitors gave it their all. Mr Allen

placed first, Mr Newton second and Mr Radford third. Several pupils achieved new Sports Day records, notably Thomas Dixon in the 1500m, Emily Grimmatt in the 200m, Libby Haward in the Javelin and Nicholas Njopa-Kaba in the 100m. They also all achieved School Records.

And so, Judges continue their victory streak, racking up their third year as victors of the Midland Bank Cup. Another excellent Senior House Captain team have made this possible, with high participation in House Events by pupils and strong motivation to excel, led by the seemingly unstoppable Mr Radford. Miss Patterson has completed her 20th year as Head of Dukes, an impressive feat indeed. Mr Allen leaves us after two years to become Head of PE at Oundle School. We welcome Miss Feeney next year to lead VCs. My thanks to all staff and House Captains who have helped lead and inspire others this year.

Young Enterprise: Success for the Elevation Team

By Charlotte Lewis



The 2019 Young Enterprise team, Elevation, a group of 13 students led by Harish Paran and Adnan Ebrahim, created a line of QR-code clothing (clothing with a code that takes you to a website – our website). Our initial aim was to create a product which would satisfy the objectives of the judges, who we had heard were looking for something innovative that incorporated technology. After several meetings of brain-storming, we found that using a simple product allowed us to keep costs down while fulfilling the expectations of the Young Enterprise board. By developing simple t-shirts into 'digitees', we invented a product which is available virtually nowhere else in the market.

Our ability to purchase these t-shirts stemmed from the investment that each member of our group had graciously inputted into the business. Across the first two terms of this academic year, we launched some ventures to help support the making of our final product. For example, we started a Mario Kart Tournament which over 50 students participated in, as well as taking part in two school fairs and open days to sell products such as candles, perfume, sweets and cable candy. A collaborative effort ensured that we managed to order in the t-shirts in time for Christmas as well as set up the 'ELEVARE LDN' website and manage the various social media pages. The designation of tasks and the competence of our group members really aided our journey, proving fruitful when we won the 'Highly Commended' award at Beaumont Leys Shopping Centre in March (much to Mr Moore-Friis' excitement). We worked solidly for the month following this achievement,

motivated to do the best we possibly could at the area finals in April. As a result of our preparation, we bagged the award for Best Presentation and progressed successfully onto the county finals stage, whereas unfortunately the competing Team Vision from LGS failed to go through. Many adaptations were made to our presentation and trade stand to improve our brand and appearance as much as possible between April and May. For example, we improved sales for our Mental Health 'digitees' by linking the QR code to the website for Young Minds UK. By doing this, we hope that the sales of these products in our range will help consumers to learn more about mental health problems in the UK and how to be more aware of them. However, we were unsuccessful in this county finals round, as only one team progressed through onto the national stage of the competition.

The skills that we have developed and enhanced over this nine-month venture will be useful to us all in the near future when we go to university and get jobs ourselves. It has been an unforgettable experience, one which I would recommend to any Year 12s who are looking for some experience in the business sector. Our thanks go to Mr Moore-Friis and Mrs Deshi, our business advisor, who gave up so much time to help our team grow and flourish.

Prep 2018-2019



Foundation Day Essays 2018-19

I'd Like to Invent / Have Invented

First Prize for Prep: Ella Kitchen

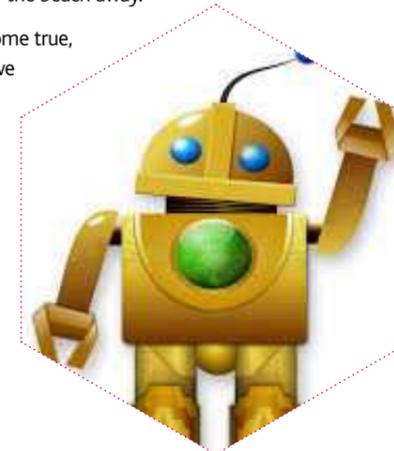
A Beach-Cleaning Robot

I wish that I could invent a beach-cleaning robot to tidy up the litter on highly polluted beaches. I am very aware of the high pollution levels that are causing a lot of problems. I would build two types of robot.

The first type would have some human features, along with some robot technology. This robot would be used to get into small or rocky places easily. This machine would have legs and arms but where the body would be on a human it would be a big bin. Where the head is, there would be a lot of built-in technology to program the robot. Including human features in this robot is a good idea, because humans have ourselves evolved from apes and changed so that we are the best we can be. I would include arms to reach and grab litter without getting any sand. I would also use legs instead of wheels, because wheels might get stuck and legs can move more easily. I would have a bin where the body would be, because then the robot can use both hands to collect the litter. When the bin is full, it would have to be emptied and the technology programmed into the robot's head would tell it when the bin was full. Then it would report back to base, where there would be a giant bin to empty its bin into, so it could go back out to collect more rubbish. In the base there would be more robots with more complex programming to sort the litter. This would continue all day, as the beaches would be so highly polluted that no one would be on them for recreation.

My second idea is to design a massive, rectangular robot that will be able to store a lot of rubbish. It will be used on sandy, highly polluted beaches. It will have wheels that are low to the ground and able to drive on sand. It will be the size of a car. It will also have a big rectangular bin inside it to store a lot of litter. There will be technology that will let only litter enter the bin. On the bottom of the robot there will be machinery that will pick up the litter but also the sand, and a system before the bin will sort the sand from the rubbish. When it's sorted, the litter will go to the bin and the sand will get propelled out of the back, so that the robot does not take half the beach away.

In conclusion, I hope these ideas will one day come true, even if they have been changed a bit, because we need to do something about our pollution problems and fast. If these ideas come true, then I will try to invent a robot that can swim, because these beach-cleaning robots will only clean what is on the land, but there is a lot of litter floating around the sea. The rubbish in the sea is also harming the sea creatures, because if they eat plastic they will die.



First Prize for Year Seven: Katie Bensi

A Sun-cream Pill

I lived in the USA until I was two years old, and then I moved to Hong Kong. Because Hong Kong was such a hot climate, every morning we had to put on sun-cream and it became a habit, just like brushing our teeth. If I could invent something, I would invent a sun-cream pill, making time-consuming sun-cream a thing of the past.

If you get sun-burned twice a year, it can triple the risk of getting melanoma skin cancer. The main cause of skin cancer is being exposed to ultra-violet radiation. Ninety percent of melanoma can be prevented, using products like sun-cream.

Putting on sun-cream twice a day wastes ten minutes of your precious time. Putting it on 180 times a year would waste thirty hours per year. Sun-cream is also very expensive, some costing five pounds a bottle. You only get about ten uses per bottle, so that is a lot of money. There are a lot of problems with putting on sun-cream. For instance, you will sometimes miss big patches, causing red sore areas all over your body. Some days you will be in such a rush that you will forget to put it on. Sun-cream is also very greasy, making your skin uncomfortable in the car and when you are sitting at school. It is also a problem when sand sticks to you at the beach.

This is why I would like to invent a sun-cream pill. This pill would release a chemical that would travel around the body, protecting you from ultra-violet rays. You would take it in the morning and it would last all day. The sun-cream pill would benefit us in many ways. First of all, it is much more convenient. All you have to do is to take it in the morning and then you are done for the day. They are also very cheap and can be used thirty times for each pack. Sun-cream tablets would offer better protection and better health. There would be much less skin cancer if people took these pills and people would be happier.



Second Prize for Year Seven: Vivek Patel

The Jet Engine

In 1932, Frank Whittle secured a patent for the air-breathing jet engine. Around him, the world changed forever. I wish that I found myself in his position.

The air-breathing jet engine was needed to make planes supersonic, because propellers just were not efficient and stopped working at high speeds. The engine's fan is started by a small motor. The air is sucked in and is compressed by a series of compresses which are connected to the fan at the front. When the air reaches a high enough density, fuel is injected into it and the mix is ignited. The rush of hot air turns a turbine which in turn spins the fan and compressors. The hot air is expelled (or put through an after-burner), pushing it forwards.

When Whittle ran a test, the engine worked perfectly. However, when the fuel was turned off, it continued accelerating, which caused a real panic! There was actually a fuel leak and the engine continued to run until the pooled fuel ran out. If I was an MP, I would be very interested in the engine. Unfortunately, the government were too busy – World War Two was about to begin – and were not interested. In Germany, Hitler was more keen on new technology. After Hans Van Ohain came forward with a jet engine patent in 1935, the Nazis began to invest and produced the Heinkel He 178. The British had also produced a jet plane, the Gloster Whittle. The war soon ended but left countries without much money to spend. Britain did not want to be left out of

the second half of the twentieth century, so they built the first ever commercial jet. It was called the De Havilland Comet. Its four engines were integrated inside the wing, giving it a strange, futuristic look. As it was pressurised and flying at 20,000 feet, there were real problems. Engineers had no idea how an aircraft would respond when there was such a large pressure difference. The Comet disintegrated mid-flight and so airlines began to choose the newly formed Boeing Company.

In the 1970s fuel prices skyrocketed and aviation fell. This changed when the turbojets were replaced by turbofans. In these, most of the air goes around the compressors and combustion, meaning that less fuel was needed for more air.

I wish that I had invented the jet engine, not because of money or fame, but to see how my work had changed the world.

First Prize for Year Eight: Erica Faust

Seaweed Plastic

I would like to have invented seaweed plastic. This is a natural resource, made up of seaweed compressed into sheets. These sheets can be made into burger wrappers that are edible, so that there is no need to throw the wrapper away. Another use for seaweed plastic is teabags. The seaweed wrapper dissolves in the tea and does not taste of anything. Seaweed plastic can also be moulded into cup shapes. You can drink out of it. Even though seaweed plastic dissolves in water, it can be hardened to create a plastic that will not dissolve, but after a few days of water being in it, it will eventually dissolve. Seaweed plastic was created by David Christian, an Indonesian who was only twenty-five years of age.

The reason I am writing about seaweed plastic is because animals are dying because they are eating plastic in the ocean. The plastic makes them feel full, but in actual fact they are dying of starvation. I would love for manufacturers to use seaweed plastic because I think it will make a huge difference to the world.

Another invention I wish I had created is a huge wheel that is like a watermill and that gets rid of plastic in the ocean. It gathers plastic into the wheel and melts it down. It can collect up to thirty-five tonnes of plastic in one day. This wheel is still in the prototype stage and is unlikely to make a huge difference, because it is very expensive to build and to run.

I want people to stop throwing plastic into the normal waste bin. They should wash yogurt pots and juice cartons and other recyclable material so that it can be recycled.



Second Prize for Year Eight: Lola Alba

Life-saving Equestrian Jacket



I would like to invent a jacket that keen equestrians could wear when doing activities such as cross-country or hunting. It would be a dark colour, such as black or navy, and it could be worn over a body protector or just over clothing. It would have a trigger attached to the horse's saddle so that when the rider falls off the jacket will inflate.

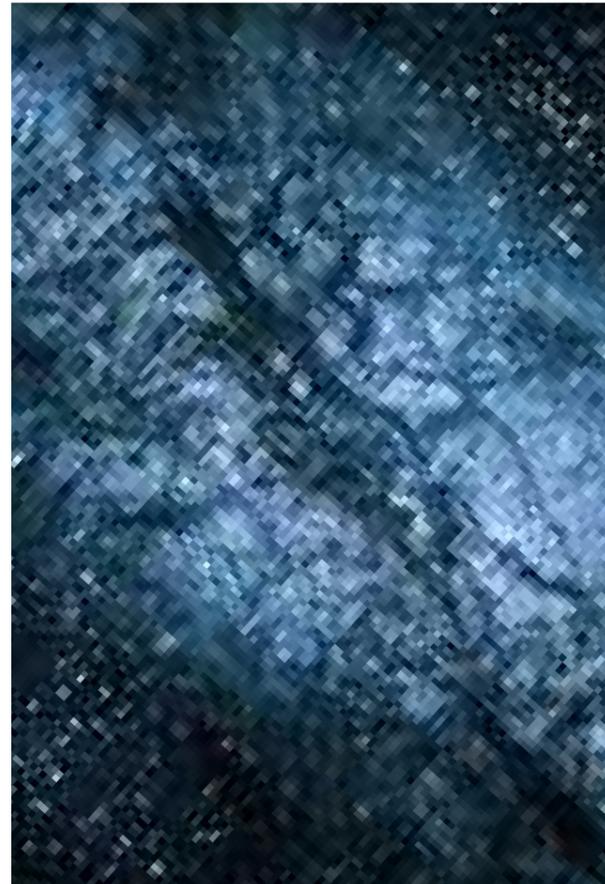
The main benefit of having this jacket is safety. When riding cross-country courses, there will be water, steep hills and tricky jumps which a horse may

struggle to get over, resulting in the rider falling over. The jacket would then inflate, giving the rider a more comfortable landing on the ground. The jacket would greatly reduce the impact and would lessen the chance of a dangerous injury.

Despite the fact that riders wear body protection, the padded body protectors do not provide as much ease, when a person is thrown around and hitting the ground. The jacket would give maximum protection and would be made from a strong fabric to ensure that it would not just pop when the rider hits the ground.

Like the airbags in a car, the jacket would have to be taken to a local equestrian shop, so that the trigger could be reset. Another benefit of the jacket is that young, less experienced riders could wear one; therefore, if they happened to fall off while riding, the impact would be lessened. Then the young rider would feel more confident to get back on the horse, rather than being scared.

The jacket would also be stylish and fit quite tightly onto a body protector, so that you would not really know that it was there. The jacket would effectively be like a sort of life-jacket, but one that could inflate. The reason I think equestrians could use this is for protection from injuries, as an injury could cause a long break from doing the sport that they love.



First Prize for Year Nine: Milly Kotecha

A Dark Matter Detector

The instrument I would most like to invent is one that can detect and analyse dark matter particles in our universe. It is now estimated that a remarkable 85% of the universe's mass is made up of dark matter, keeping stars and planets in their galaxies. Hence, an instrument to detect and analyse dark matter can help us to unlock some of the great mysteries, such as how our universe was formed.

To invent this instrument, we first have to understand what dark matter is and what its properties are. This is particularly difficult as dark matter cannot be seen. It does not reflect, absorb or emit light. The understanding we have of dark matter is mainly through its gravitational effects on the visible universe.

The idea of there being dark matter was first put forward in the 1930s by Fritz Zwicky at the California Institute of Technology. About 50 years later his theory started to gain favour as cosmologists carried out complex calculations on the age of the universe and its expansion rate. The results of the calculations were not consistent with the amount of mass in the known universe. However, there was at the time some thought that the discrepancy was due to flaws in the known laws of Physics.

Since then, additional data has come in from the Hubble space telescope and very recently the European Space Agency's Planck Space Mission, which has released the most accurate and detailed

map ever made of the oldest light in the universe, revealing new information about its age, contents, and origins. As scientists from NASA and Europe have analysed the Planck data, there is now a widespread agreement on the existence of dark matter in the scientific community.

Different scientists, however, have different ideas about the nature of dark matter, and so are using a variety of different approaches to detect dark matter particles. Three ways that scientists are looking for dark matter are direct detection of particles coming from space, indirect detection examining cosmic phenomena linked to the existence of dark matter, and collider searches to try and create dark matter particles through energetic reactions and collisions. Scientists at the Stanford Underground Research Facility are using a device called a Large Underground Xenon (LUX) detector to hunt for particles of dark matter. Furthermore, in recent years researchers have relied on tools ranging from Europe's atom-smashing Large Hadron Collider to NASA's orbiting Chandra X-ray Observatory. Lastly, at the Milano-Bicocca University the Geyser technique is being used in the MOSCAB experiment for dark matter research.

I believe that a breakthrough which will lead to constructing a detector for dark matter will come from mathematical calculations and the interpretation of the vast amount of data which is coming through from space projects and also through the experiments mentioned above. The UK has its own Boulby Underground Laboratory, which has been working on dark matter direct detection and scientists in Leicester are very much involved in these efforts, through the UK space program.

To detect dark matter, we have to consider the nature of its particles. It could be that the particles do not interact with each other very much, but instead pass through each other, touching only very gently. These kinds of particles are known as WIMPs (Weakly Interactive Massive Particles). Alternatively, dark matter could be comprised of axions, which are hypothetical particles. Recently a team of physicists proposed that dark matter might be a kind of pion, a category of particles made of quarks and antiquarks, but one which is invisible and intangible. The interesting aspect of this theory is that when dark matter pions interact, they may turn into normal matter which would then open up a world of possibilities.

Once my invention has detected and analysed dark matter particles, we can see a whole host of technological breakthroughs coming our way with practical applications in many different fields, depending on the nature of the particles discovered. Physicist Jia Liu has suggested, "Dark matter can be used as an energy source to power spacecraft on extremely long missions." The faster the rocket would travel, the more rapidly it would scoop up dark matter and accelerate, theoretically approaching the speed of light within a few days. That in turn would shave the time needed to travel to Proxima Centauri, the nearest star to our solar system, from tens of thousands of years to perhaps five. On another level, we might be able to manipulate dark matter to meet all our energy needs.



Second Prize for Year Nine: Shahank Bhandari

Vaccination

Through history, thousands of life-changing inventions have been created, each one affecting the Earth in a different way. However, for an invention to be determined as the greatest, it has to be something remarkably momentous. The vaccination certainly fits that category.

Essentially, vaccination is a process in which a weakened or dead form of a pathogen is injected into a human's body to acquire immunity from a particular disease. The immune system will recognise this threat, proceed to exterminate it and will later remember how to combat this disease in the future. Your immune system is the body's defense mechanism against disease. Vaccination was invented by Edward Jenner in 1796. Bizarrely, he invented the process when a milkmaid who had recovered from cowpox (a weaker version of smallpox) was not infected by inoculated smallpox, which was deadly. This concept has grown to be one of the biggest breakthroughs in medicine, and is the most effective way to combat infectious diseases.

Many of you reading this essay may be recollecting your own various vaccinations. I will tell you a story about one of mine. When the nurse called me, I slowly got out of my chair and trudged over to the injection room. With every step I took, my heart pounded faster. Entering the room, I felt paralysed with fear and uncertainty. "Hold still" the doctor said and I felt a prickle on my arm. "That's done," he said. In utter disbelief at how painless the injection was I strutted out of the room.

Vaccinations have prevented many major diseases. A well-known example of an attenuated vaccine (weakened pathogen) is MMR, which protects against measles, mumps and rubella. Examples of inactivated vaccines (killed pathogens) include polio, rabies, influenza and hepatitis A. Finally, vaccines which only require part of the pathogen include hepatitis B, shingles, meningitis and the DTaP diphtheria/tetanus/whooping cough vaccine. Ultimately, vaccinations have saved many lives. In fact, WHO, the World Health Organisation states that vaccination, "prevents two to three million deaths every year." Polio has almost been eradicated, saving 120 million lives. 116.5 million children under the age of one have also been given the DTaP vaccine, which may have saved their lives. The meningitis c vaccine has saved hundreds of millions of lives. The smallpox vaccination, made by Jenner himself, actually eradicated smallpox, a major pandemic which had previously killed 300 million people. It is estimated that since its creation this vaccine has saved well over 530 million lives.

There have also been economic and social benefits to vaccinations, as doctors and hospitals around the world could devote more time to chronic and terminal illnesses, as well as saving money. Evidently the vaccine was one of the most major and revolutionary advancements in medical technology. Vaccination sustains life.

First Prize for Year Ten: Maya Joshi

A Cure for Incurable Diseases

The room is cold and stagnant. Every so often, the deafening silence is broken by a drip, a beep, a moan. I am quiet now, at that point of exhaustion when sleep is desperately wanted, but never comes. Every so often I stare out into the tropical rainfall, hoping someone will come. An hour passes like this.

At long last, a nurse bustles in, pushing along her monitor. We exchange greetings:

"What's your name?"

"Maya."

"What?" I realise my folly in time.

"Maya Joshi."

"Uh huh. Date of birth?"

"17th of July 2004."

"Uh huh."

Like a curtain, silence falls again. The leading lady's monologue has been cut short. It was only the first act. If only she could have some time.

The drip shivers, almost imperceptibly, as a drop of mater-saline solution enters my bloodstream. If only someone would talk. The pen scribbles so fast on the sheet it hurts my eyes to look at it. Scratch, scratch, scratch. So insistently that I feel it is asking, "Why are you here?"

I clear my throat. This is easy, considering that I haven't drunk anything in two days. The nurse looks up.

"So has Doctor Veena decided what she is putting me on?" I peep.

"Sodium valproate." She busies herself with the form again, clearly under the impression the conversation is finished. I have never been good at reading a room.

"Epilim?" This time it is more like a squeak.

"Uh huh."

"I'm sorry" trying to keep an air of someone politely asking for directions to the nearest WC, "I'm sorry, but isn't that for epilepsy?"

"Uh huh."

Her detachment is frustrating me. I want to scream, "I'm not epileptic!" but I don't.

The pane of glass between me and reality gets foggier as the nurse explains that there is no cure for CVS – not even an experimental one. Epilim is an epilepsy drug, and is the nearest thing to a cure on the market. The nurse assures me that it will limit my hospital stays to twice a year. As if she thought this was somehow reassuring, she went on to tell me that I would have to quit this (the only cure on the market) before I was sixteen because it would affect my fertility and might deform any children I might have.

She left soon afterwards. I was in shock. All my life I had wondered what was wrong with me and when I was finally diagnosed there was no cure.

What I want to invent is a cure. A cure not for a cancer or for heart disease. Not a cure for something that already has billions of pounds of support. I want a cure for the diseases that no one cares about. The Mr Cellophanes of the Lancet. For every disease that disables people and ruins lives, but is so rare that it is not worthy of investment. I want people to donate to the "I've never heard of it but it sounds bad" charity. I want medical students to go against the grain, so that children do not have to decide if they want children, so that they can live their dreams.



Second Prize for Year Ten: Lili Mepham

Insulin

I would like to have invented insulin, a drug that has saved so many people's lives and will continue to save them on a daily basis.

Insulin is a hormone produced by the pancreas, which helps to regulate the levels of sugar in our blood and also helps with digestion. So many people in the UK, let alone worldwide, suffer from diabetes type one and type two, and insulin keeps them alive.

As many people know, type two diabetes stems from obesity and living an unhealthy lifestyle, but it also limits people's pancreatic effectivity. Type one diabetes is the more severe one. Most people who have type one are born with it but others develop type one in later life. It stops all pancreatic activity altogether and kills the pancreas. It is not yet known what the root cause of type one is, as scientists have not been able to find a common factor or influence which causes the white blood cells to attack the pancreas, killing it.

Diabetes is a common condition nowadays, but when someone thinks of a diabetic nine times out of ten it will be a type two. Few people are aware that there is a second type. For many diabetics the daily routine of managing their insulin intake and sugar intake can be a chore. Insulin lowers blood sugar levels, which means that every time a diabetic eats they have to calculate how much sugar they have eaten and input the correct amount of insulin accordingly.

If I had discovered a way to manufacture insulin on an industrial scale for diabetics around the world, then I would have realised that insulin, amongst other drugs, is one of the few medicines that people, quite literally, cannot live without. In the 19th century, insulin was discovered by a group of German scientists, who then began trading it with other companies in Germany, before it was manufactured and sold worldwide. Many people around the world are dependent on insulin and without it would become hyperglycaemic, before becoming unconscious, never to wake. Theresa May is insulin-dependent. A diabetic's life is packed full of injecting themselves, changing cannulas, medical appointments, optical check-ups – diabetes can make people blind – and dietician meetings, to regulate their food intake. Although insulin is a life-saver in itself, it opens up a Pandora's box of other necessities.

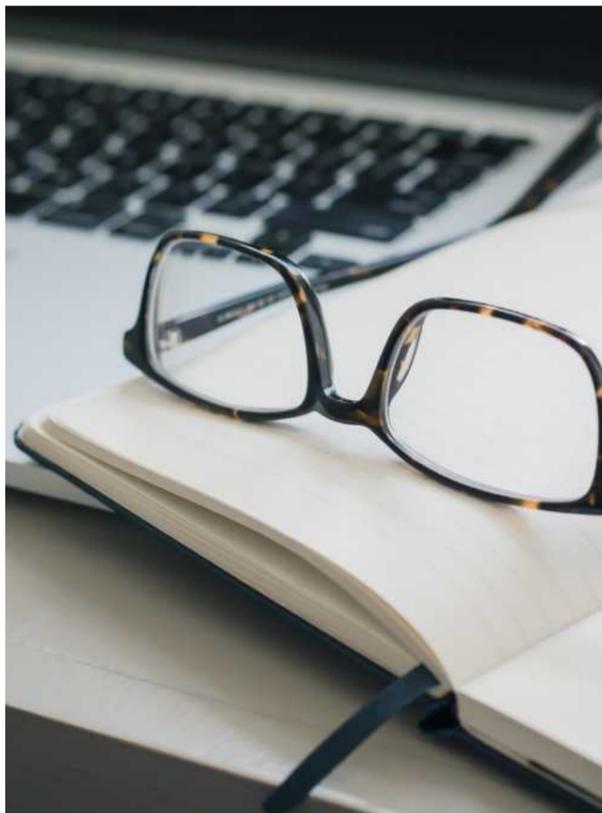
My father is a type one diabetic. When I open the fridge, I am greeted by his life-preserving insulin cartridges, and he and I are both here today thanks to some German men taking a pig's hormone and injecting it into a human organ. I struggle to see why this industry, which keeps so many people alive, is constantly under such scrutiny from the government and taxpayers, when it is a vital lifeline for so many people. Although insulin is just one drug in an entire plethora, a catalogue of lifesavers, it is rather important to me and hits close to home, particularly when insulin manufacturers and other medical industries face punitive fiscal measures.

First Prize for Year Eleven: Priya Ganatra Eyeglasses

There are some inventions that have greatly changed the world – inventions that we cannot imagine our lives without – like phones, the internet, cars. Some less notable inventions we could probably do without. The one invention in particular that I am thinking of is one that some people will never miss, however, to me it is extremely important. Six out of ten people in the world wear glasses (or contact lenses). Eyeglasses may seem like a small, uninteresting invention, but I genuinely cannot imagine my life without them. I can obviously see without glasses, but not clearly, and this makes a much more significant difference than one may expect.

To begin with it would make a huge difference to my academic studies. Imagine having to write every single examination with your face almost glued to the paper. Imagine your handwriting being so lopsided that people might worry you had arthritis. Imagine staring desperately at a fuzzy whiteboard, trying your hardest to copy down notes. Of course you can listen extremely hard, but especially in one of Dr Boyce's speed-of-light Physics lessons, that is not always a possibility. Without glasses everyday life would become terrifyingly difficult. There would be the constant risk of walking into the wrong classroom, as putting my face very close to check whether a door led to C2 or C8 would appear alarmingly strange to a passer-by. Even worse, there would be the risk of walking into the incorrect gender's bathroom – that would certainly not be my choice.

However, the problems would stretch outside of the school building. Activities like sports and playing a musical instrument, or watching a film, would become almost impossible, or at least very difficult. After school, without some sort of eye-magnifying device, my job opportunities would be shockingly limited. Although I have personally no desire of entering a career in medicine, I am sure that many who wear glasses or contacts would like to do so. But if they did not have glasses, they would have to be denied, no matter how hard they worked. This is because, ultimately, a surgeon cannot make the mistake of chopping off the flesh a little to the left rather than exactly in the right spot. A chemist cannot afford to mix up the magnesium and the manganese. This is, of course, assuming that you actually managed to make it through the interview process. We are always told that first impressions count and, if you spent the entire 30 minutes staring benignly at the interviewer's nose (or worse), obviously without being aware of what you were doing, you would be unlikely to get the job. And this, I suppose, is assuming that you even managed to make it to the interview, as if your sight was poor and you did not have glasses, you probably would not be granted a driving licence.



Nevertheless, what scares me the most is the effect that not having glasses would make on my relationships with people. I would be clueless as to a person's true emotions as I would not be able to clearly read their facial expression. This would make people think that I did not care about them; it would make them think I was self-absorbed. How many friendships would be lost from not being able to communicate on any other level than sound?

Since I have been wearing glasses since the age of four, I am exceptionally lucky in that I have always been able to see perfectly, as far as I remember. Glasses have been something that I have taken for granted, just something that I put on every morning and take off every night, without ever thinking about it. It really amazes me to understand that at some point in the past (and also for some people in the present) there just was not or is not access to eyeglasses. Therefore, eyeglasses are an incredibly worthy invention. The ability to see really clearly that glasses provide is something that affects my life in a truly large way.

Third Prize for Year Eleven: Fraser Snow Nuclear Fusion

One of the greatest problems of society today is its reliance on power. People have become so reliant on power, with data stored on computers and electricity lighting just about every building in the country, that one power cut can ruin an entire day's worth of money-making or learning. This is why I wish that one particular way of generating power had been invented by now: nuclear fusion.

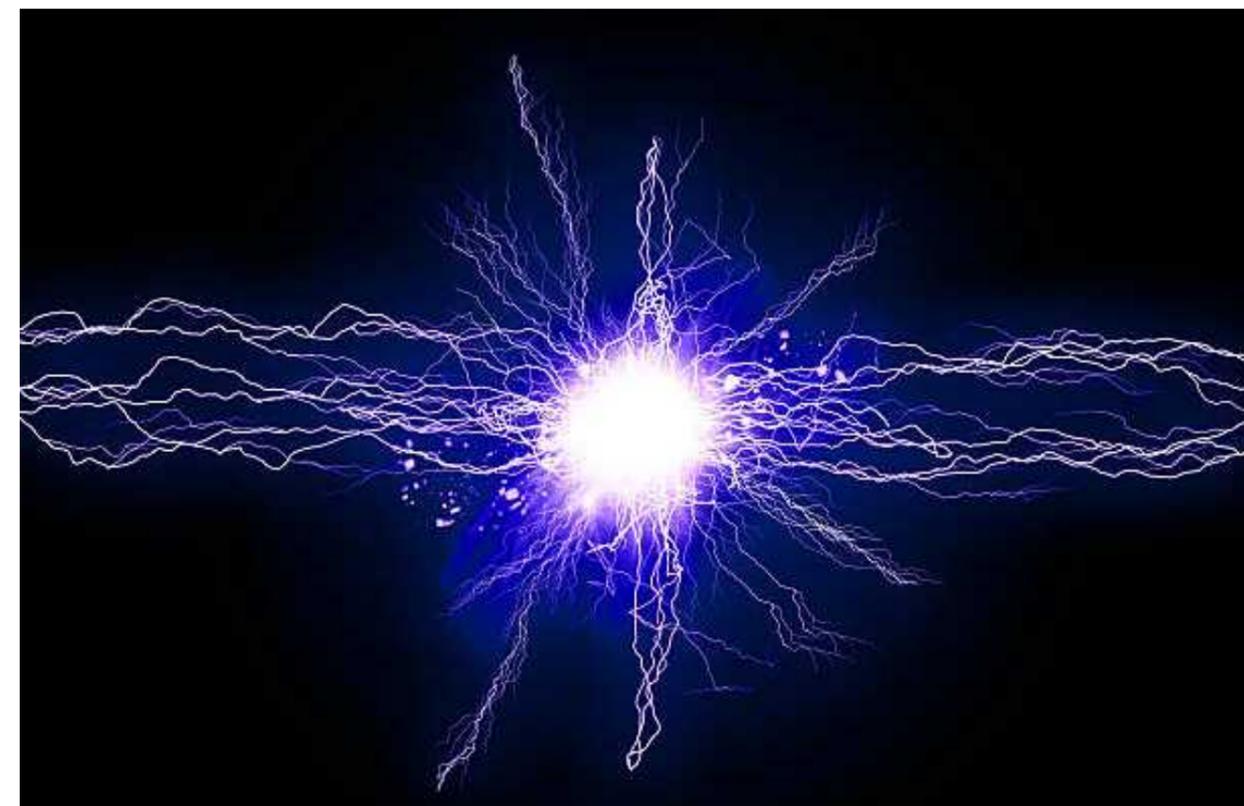
The thing with nuclear fusion is that it is so efficient in energy production that it has become one of the biggest targets of modern-day scientists. Unlike nuclear fission, no radioactive waste material is produced and so no problems are created with the reaction itself. It is much more resource efficient than fission, and so has been a scientific goal for more sustainable power production for more than 50 years. There is only one problem that has not been overcome: huge temperatures of over one million degrees are required before fusion can take place.

Now the idea of fusion is relatively simple. Two atoms of the same low mass element are fired at each other, usually hydrogen, but it can be done with helium and some other elements. When the two atoms collide, they fuse together to form another element of the same total mass as the ones fired at each other, so that two hydrogen atoms make one helium atom. This also then releases huge amounts of energy, which is used to evaporate later and then turn several turbines to generate power. But this is where the temperature

becomes a problem. There is currently no known usable substance that does not melt or evaporate at one million degrees. Getting to these temperatures can already be done, but once it is, all surrounding materials start to melt or evaporate. So containing this type of reaction to make it usable is nearly impossible. The second key step that is an obstacle right now is finding such a material that would not melt while nuclear fusion is occurring. Not only does this material need to be discovered, but enough of it would need to be made so that a chamber of it could be built to contain an ongoing reaction.

The benefits of discovering such a material could be considered endless. With a nuclear fusion reaction made possible, almost infinite amounts of power could be created sustainably, solving not only the problem of limited gas and coal resources, but also helping to solve the problem of growing carbon emissions. Fusion produces very few emissions that would damage the environment, making it better than fossil fuels, and it produces no radioactive wastes, making it instantly more desirable than fission.

Nuclear fusion is one of the most sought after discoveries within the scientific world. It is many a scientist's dream to discover a working way of producing power by fusion, and one that I wish had been invented by now.



First Prize for Lower Sixth Form: Emily Kendall

Concrete

I wish I had invented concrete. It does not sound like much, but when you think about it, concrete is probably one of the most used man-made materials in the world. Nearly five tonnes of concrete per person is used every year, all around us. It is everywhere: buildings, roads, railways, housing, infrastructure. I do not think people realise how important and how often used this composite material of sand, water and cement is.

Small-scale production of concrete dates back to 6500 BC in Northern Africa, but larger scale production of concrete was used in the process of building construction in the Roman Empire. The person who invented concrete would be pleased to know that after all these years it is still used today globally and probably will be used forever. It is fireproof, windproof, waterproof and extremely strong, making concrete basically impossible to fail.

Think of all the roads and motorways there are in the UK and how much area they cover. The only reason that vehicles of all types can get to other places smoothly is because of the concrete used in the process of making secure and stable roads. Rural communities in Bangladesh used concrete to improve their roads and found that it had even improved school attendance and agricultural productivity. Look around you the next time you are sitting in a building of any sort. All those bricks forming the walls and foundations of houses, schools, hospitals and so on are why

everyone can safely live life and sleep without having to worry about anything collapsing. Without it, many buildings would have to be rebuilt or repaired. Concrete therefore saves money too as it lasts for a long time. Architecture is another aspect to think about. The Pont du Gard in Southern France and the Parthenon in Greece are two examples of architecture built on concrete foundations. They are still standing today and have become two of the most famous buildings for tourists to see.

Concrete is the reason we can all live, commute to our daily jobs, education and leisure activities, and the reason there are so many intricately designed buildings in the world. Although we do not necessarily think or talk about the daily use of concrete, it would have been so cool to have been involved in the invention of it. What a difference it has made to the building process of so many things.



First Prize for Upper Sixth Form: Rosalind Rashid

A 3-D Printer for Malignant Tissue

I wish for all those suffering from organ failure, cancers and life-threatening infections to be cured by one invention: a 3D printer for cells, tissues and organs.

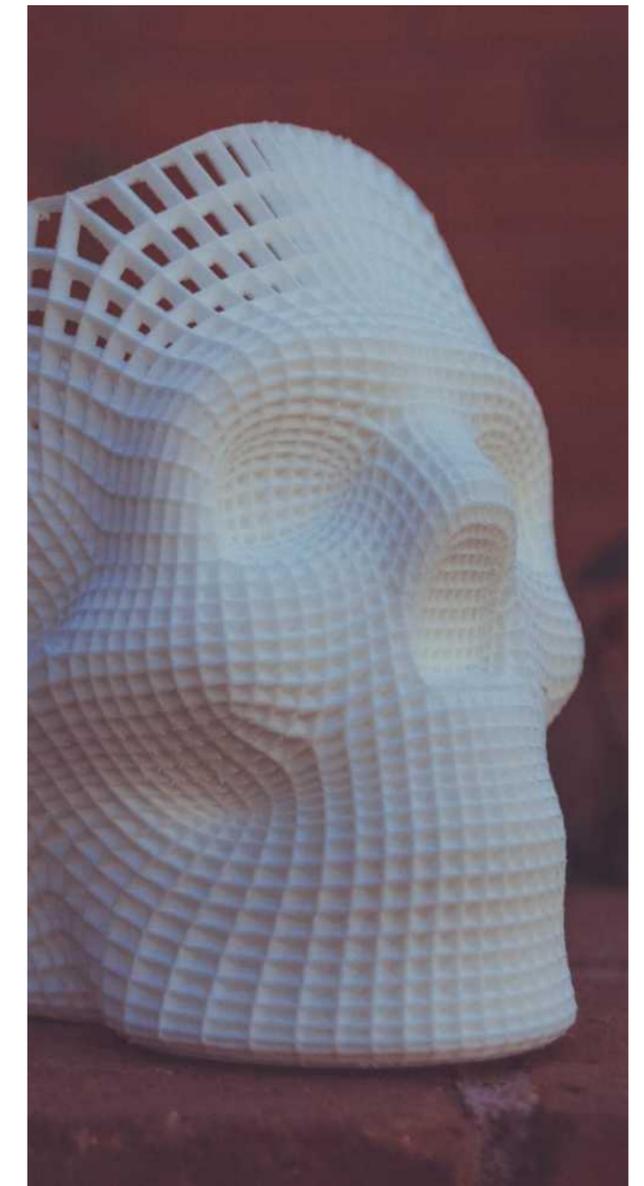
With the waiting list for organs ever longer than the list of those willing to donate, so many are suffering. I wish I could save everybody; I wish it were that easy. My printer would revolutionise the field of medicine and would solve supposed lost causes, such as terminal illnesses. Replacing malignant tissue with brand-new, fresh and clean tissue would achieve everything that doctors try and work to do. This one machine could single-handedly save those with no hope. My machine would not just pluck tissue from thin air, it would only run with the help of generous donors that have consented to research on their bodies. The brand-new technology would study the composition of tissues so that they might be replicated in a completely safe way so that we could synthesise fully functioning, more efficient, artificial organs that looked and functioned like real ones, and not robots.

This idea is clearly not original. There are millions of projects world-wide focussing on organ synthesis. The difference between my invention and a doctor somewhere who has dedicated half his life to synthesising half an oesophagus is that my invention will actually work and it will work for whoever needs it. Yes, organ synthesis has been done successfully before. Successful transplants take place every day and with more and more sophisticated technology increasing the chances of survival significantly, why would we need completely artificial organs when we have the real deal at our fingertips? Well, the real deal is rare. Transplants are being undertaken every day, but for every one there are several hundred more waiting.

Why wait? Why wait until kidney function has gone down to 12% before being considered for transplantation, when as soon as kidney function drops to a point where quality of life is being permanently affected a transplant can occur and save a life before it even needs saving? I have seen the effect that debilitating diseases can have on people's lives. 23-year-olds in need of a transplant with long, strenuous, tiresome dialysis five times a week. This could all be fixed in under a day. Cancer is one of the NHS's largest battles: no matter how hard we fight, it keeps coming back, with a vengeance, claiming the lives of countless people. Would it not be better simply to transplant tissue that is potentially malignant before it turns into a problem? Stopping diseases such as cancer in their tracks would significantly decrease the cost of expensive treatments such as radiotherapy and chemotherapy.

What about jobs? Will this not cost jobs? We still need surgeons to operate and do transplants, doctors to prescribe and diagnose, and nurses to care for patients. Otherwise how will patients

recover? A transplant is a rough operation. I can hear pessimists talking about slippery slopes and how we will give transplants to people who do not need them. This will not happen. Transplants are only a small field of medicine and the NHS will go on elsewhere. The application for a transplant would have to go through two doctors at least before surgeons were given the go ahead. Only those cases who absolutely required transplants to improve their quality of life or prevent a decrease in their quality of life in the future would receive help from my machine. It would solve so many problems, but saving the NHS is much easier talked about than accomplished.



Second Prize for Upper Sixth Form: Peter Barlev A Fairer Justice System

Law, as the Law lord Tom Bingham has put it, is "the most fundamental building block of society". Without law we would not have a code by which to live our lives, and would not be able to peacefully resolve conflicts and issues with one another. Justice, just like law, is fundamental to ensuring that society remains functional and does not descend into primitive and barbaric chaos. However, for justice to be implemented fairly and without bias, there must be a system designed specifically with this in mind.

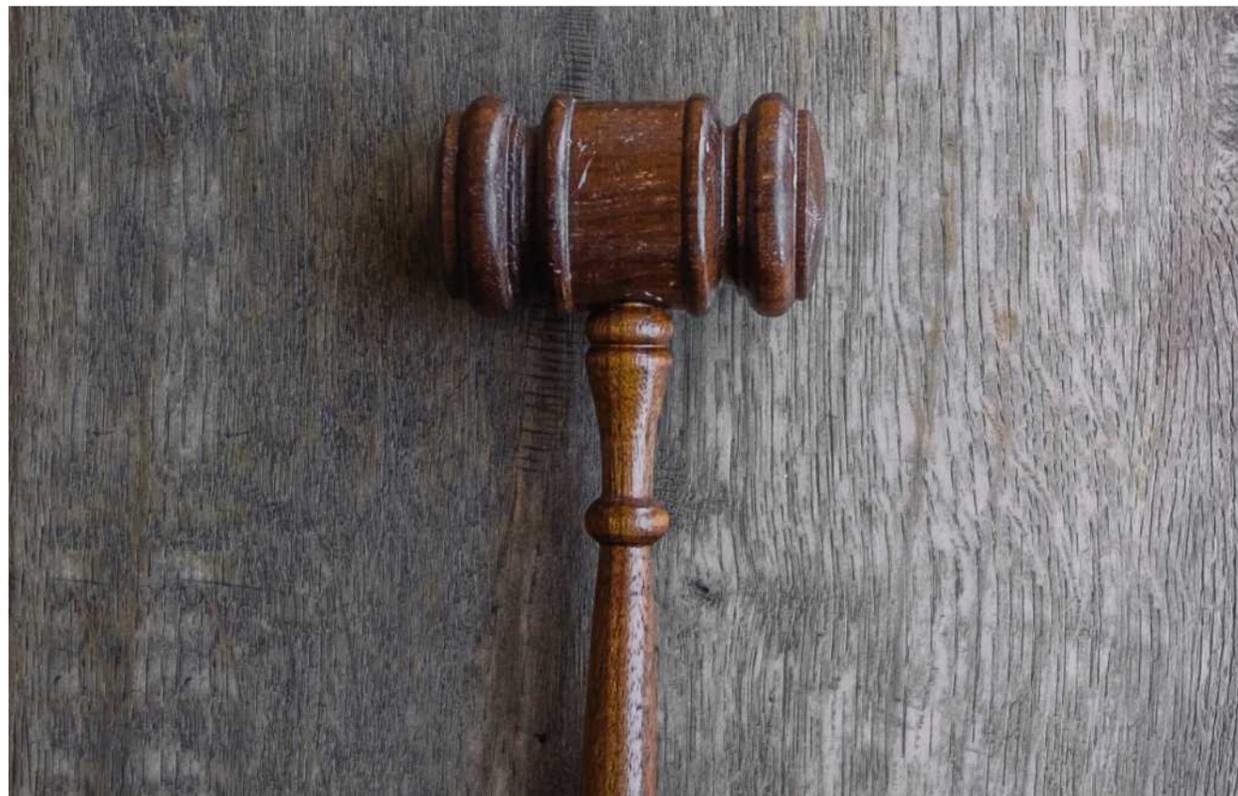
It can be argued that such a system already exists – in most modern countries we have trial by jury, where a panel of ordinary people, selected systematically from a random sample, determines the guilt of the defendant, but does not provide a sentence. This system first developed in the Roman Republic, several thousand years ago. Despite its age seeming to suggest that it is a perfectly valid system (having survived for so long), it is not without some major faults. Juries can be swayed by rhetoric or by personal biases. If a racist is on a jury tasked with determining the guilt of a black person, the racist is more likely to vote guilty from the start.

There are two brilliant examples of how a lawyer can swing a jury to vote as he wants them to vote. The first is from the period of the late Roman Republic. Cicero, in his prosecution of corrupt politician, Verres, appealed directly to the jury, using rhetoric to convince them that should they fail to vote guilty they too would be part of the corrupt elite. As this trial was done in public, he was able to set the crowd against the jury and force the jury to reach a guilty verdict.

The other example concerns the trial of O J Simpson. His defence team ensured that the jury consisted mainly of black people from the same socio-economic background as Simpson was when he was a child. Thus, they ensured from the start that the jury was biased in their favour. Eventually this turned out to be one of the factors which won them the case.

Clearly then a jury is not the best or fairest system. Now, here is where an alternative justice system can come into play. It would make far more sense to replace the jury with a panel of nine judges, trained in the art of seeing through clever rhetoric and determining only the cold, hard facts which lie beneath. These judges would have to be anonymous, hidden from sight – this is to prevent lawyers from structuring their arguments to appeal to certain societal groups within the panel. The judges themselves should also be prohibited from seeing the defendant, so that their opinions would not be swayed by race or gender. At the end, the judges would determine a verdict and sentence based only on the facts.

This system, although expensive to run, as a nine-fold increase in judges would be required, would serve to make our justice system more accurate in convicting the guilty and sparing the innocent. By removing the human factor from the equation, sentences and punishments would be based only on facts and evidence, and not on race, gender, and other subconscious issues that might cause bias. The Bible declared, "Justice will prevail!" But it left humanity confused as to how they should go about achieving this. Now a fairer, more moral and less chaotic form of justice can do just that, prevail!



Featured Artist, Vignesh Sankar

Interview by Urjaa Chudasama

What was the inspiration for your artwork?

I do believe that art is personal; this idea runs through the course of my artwork during the past two years. My focus has been on identity, with each project exploring a different facet of this idea. The first project was a look at the clashing of the Indian and British cultures; it's supposed to be a reflection of a large number of people who have grown up in the UK with these cultures. It is a struggle to find a balance: you want to fit in, but at the same time, you struggle to hide your roots. The final piece showed this through two figures (representing the two sides) set against a striking geometrical pattern taken from the ceiling of a temple in Chennai. The second piece was a look at my friends and their identity, which resulted in the creation of a triptych inspired by various aspects of Indian art, like references to the peacock gates of Jaipur and the structure of Hindu temples. I have always taken inspiration from India for my art because I've always found it essential to hold onto my heritage. I do also take a lot of inspiration from fashion in my pieces, looking at photos of campaigns or taking prints from certain fashion houses.

What do you want to achieve in the future within the art world?

After LGS my current plan is to study architecture at university, something I'm looking forward to. (These photos feature my EPQ project, designing a home.) Buildings have always been an object of fascination to me: as a five-year-old I was amazed by age-old temples. I would spend hours as a kid in art galleries sitting and just staring at the lines of a room and taking in how space made me feel. I feel architecture is more than just designing a building; you're creating an atmosphere, a living being. Ancient Vedic texts agree with this idea. What interests me is that architecture nowadays is quite versatile up to the point that there is a definite blur between what can be classed as art and what can be classed as architecture. If possible in the future I'd love to explore how you can take ancient architectural styles and translate them into the 21st century.

Who is your favourite artist and why?

I wouldn't say I have a favourite artist per se. I usually am drawn to something different from week to week, but I have been closely following the works of the Spanish artist, Filip Custic. He is known in the fashion scene for his satisfyingly surreal images of detached limbs and floating objects. His work at first looks purely aesthetical, but looking into his creative process, I like the way he uses references to Spanish culture and history that are cleverly hidden in between the Photoshopped images.



Introducing our new Art Teacher, Mr Silvester

Interview by Henna Sagoo

Have you always wanted to be a teacher?

No, I trained as a designer, and worked as a furniture designer, but I have been a teacher since I was 25. I have always enjoyed discussing Art and seeing the students make that creative leap in their work.

Who is your favourite artist?

I admire Jean Tinguely, a Swiss kinetic sculptor from the 1960s. He made machines that move and even draw pictures. He was also an art activist. There was a large retrospective of his work in Amsterdam recently.

What are your other interests, outside of school?

I am very interested in bicycles. I teach part-time at LGS and also run a business as a bicycle mechanic. It is a great switch from my teaching and it is also about helping and supporting different people in the community. I am planning to teach bike skills to teenagers to improve their practical skills.

What would you like to invent?

Actually I have invented something: it is a vaccine dispenser for sheep. It was a very niche product, but it is good to see that it is still used in the farming industry.



Featured Artist, Verity Rennie

Interview by Molly Sellicks

Tell me a bit about your A-level Art project.

My project is based on the way in which architecture and environments can have an emotional effect on viewers. I am very interested in architecture, which I will be studying at university

in September, and so I wanted to explore the forms that structures may take within their surrounding environments and thus investigate the way that these can have an effect on a person.

In many of my compositions, I focused on the decay of buildings and therefore I looked for run-down areas wherever I could

whilst travelling. However, in my more recent projects, I took a turn with my ideas and explored buildings that many would consider classically beautiful, such as St Paul's Cathedral and Southwell Minster.

How are you expressing the emotional impact of buildings?

By creating an atmospheric effect through brushwork. I take a large, dry brush and just allow my mind to take the wheel. In addition, my paintings are large-scale, allowing for an emotional response, as you feel immersed in the work.

How did you come to this idea?

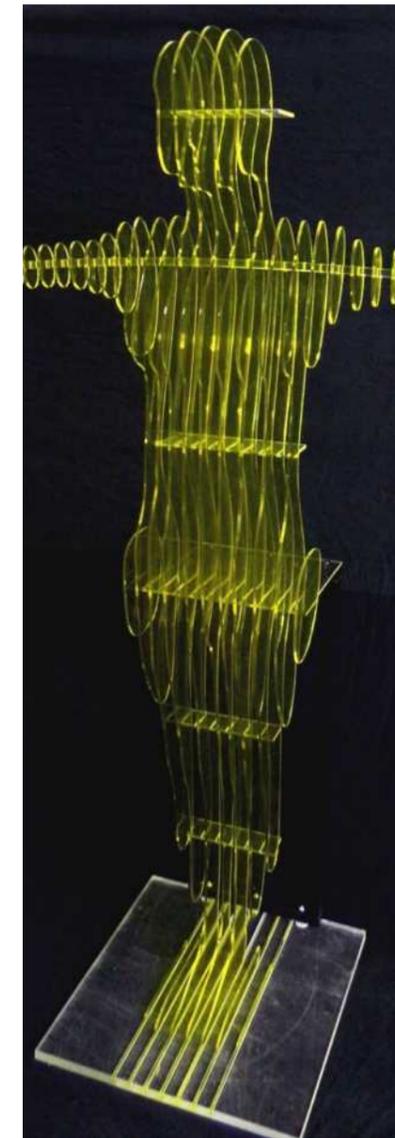
To me, any building is inspiring. The way it is formed and how it is designed, as well as how it decays and the history that can be found trapped within the walls. I was also inspired by Dennis

Creffield and his charcoal drawings, as he fashions the kind of expressive, emotive atmosphere in his work that I wished to achieve in my own.



Featured Artist, Zoe Jozsa

Interview by William House



How long have you been creating artwork and what's the earliest piece you remember doing?

It's strange actually, I've been doing and creating "pieces" since I was about four. I remember on one occasion I took a ball of pink wool from my mum's bedroom and dragged it all around my room, hooking it over objects, winding it around the bunk bed, completely filling the room. It turned into this massive, all-engulfing, web-like creation. My parents came up, wondering why I was so quiet, and apparently were amazed by it. Coincidentally, they had just been to Copenhagen and had seen a similar installation in the Design Museum, and we later found out it drew similarities to Marcel Duchamp's work 'Luggage Physics -- Art of the Move'.

What did you do for your GCSE exam and what was your favourite part of your work?

My final piece ended up being a recreation of a derelict theatre (drama being a passion of mine). I found this particular investigation really interesting, especially the idea of a 'crumbling façade' -- a personal message of how I saw my mental state against this appearance. This piece meant so much to me and was a way for me to express my emotions. I felt that I needed to exhibit it.

Tell me about your major A-Level coursework piece.

The whole project began with capturing the concept of 'the direction', which later went into 'direction in movement', and then evolved into the theme of capturing the essence of form. Christo, the installation sculptor, really influenced me: his work reproduces the basic outline of a form, with the concept of having something present without it physically being there, by wrapping objects in fabric.

Are there any other artists who you have inspired you?

Some people have drawn comparisons between my work and that of Anthony Gormley. His sculptures were about capturing himself and his body in its most essential form with relation to the space around him. And so I have been asked whether my piece 'Lemon Jelly Baby' was a response to 'Angel of the North', but I must stress that it had no connection to this piece, apart from the extended arms and vertical panes. The piece is the essence of me, my arms extended leaving myself open to judgement and acceptance. The sculpture was created using CAD/CAM (Vectorworks), with my actual dimensions and measurements to ensure a constant similarity to myself. The transparency of the figure is a metaphor for being overlooked and disregarded in terms of my work; the use of yellow is symbolic of how I see myself and I have tried to display vitality and vivacity in my work as a result.

Do you intend to continue with Ceramics and Sculpture, either at university or as a career?

Yes, I've applied to do sculpture at university and I hope to further my skills and conceptual ability into a career. One of my main aims is to do public installations that can inspire the general public into involving and connecting themselves with art so that they can experience the same things I do.



Shayna Patel UVlth *Similarities and Differences*



Vignesh Sankar UVlth *Similarities and Differences*



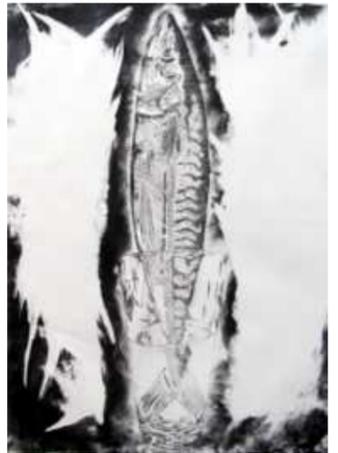
Rhea Palmer UVI *Similarities and Differences*



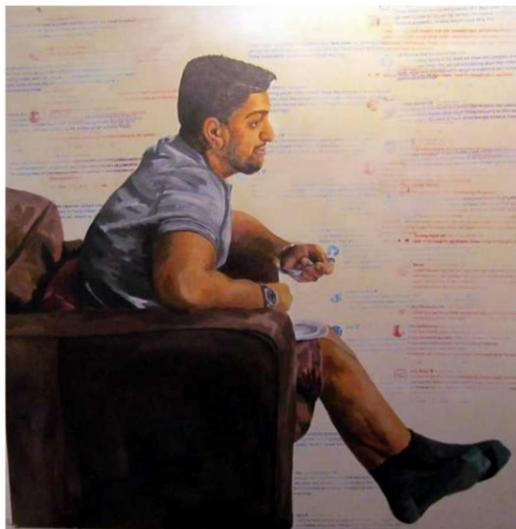
Matthew Deane UVlth *Grenfell*



Verity Rennie UVI *Architectural studies*



Scarlett Muir UVlth *Trout*



Martha Wiles UVlth *Similarities and Differences*



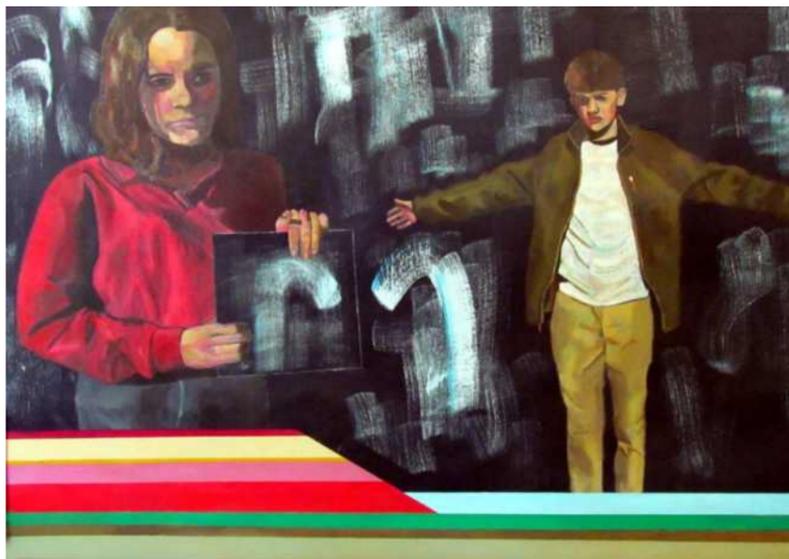
Jiaxu (Jasmine) Huangfu UVI *Similarities and Differences*



Zoe Jozsa UVI *Sculptural study*



Sian Brewin Year 11



Victor Wiles Year 11



Ellie Chandler Year 11



Janki Pancholi Year 11



Ella Davies Year 11



Trisha Bhimani Year 11



Isma Parwaiz Year 11



Max Matthews Year 11



Sofia Kyriacou Year 11



Simone Nehra Year 11



Suditi Chattopadhyay Year 11



Roshni Francis Year 11



Sarah Beadle Year 11



Imaan Dadabhai Year 11



Diya Tailor Year 11

Introducing our new Classics Teacher, Mr Pratt

Interview by Krishna Tanna

What interests you about Classics?

Since childhood I have always liked learning about the Greeks and Romans, their myths and way of life. Now I suppose I most enjoy the way in which language, literature, and history all intersect as part of a single overarching discipline. This makes Classics incredibly varied, challenging and rewarding.

What made you want to become a teacher?

I started a PhD program at Harvard University, intending to become an academic, and as part of my funding agreement I taught a number of classes. I soon found that these classes were by far the most rewarding part of my day, so I spent some time volunteering at a local school and then came back to Britain to teach.

Who is your favourite figure from the Ancient World?

If I had to pick a single figure, it would have to be Virgil, whose poetry is profound, beautiful and baffling.

Describe something you would like to invent.

The perfect internet meme: it would probably feature a cat, possibly becoming friends with a baby panda. It would spread joy and happiness to all who saw it.



A Postcard from Hadrian's Wall

by Nikhil Srinivas, 8a

On June 25th, 2019 a group of very excited Year 8 LGS students visited Hadrian's Wall as part of our Classics education. We left school at 7:00 am; the five-hour bus journey towards our destination was quiet and uneventful. Upon reaching Alnwick Castle, we were taken on a guided tour and learnt many fascinating things, such as that Hogwarts Castle in the Harry Potter books was modelled on Alnwick Castle, the home of the Percy family for more than 700 years. We also visited Alnwick Garden, with a spectacular view of the Grand Cascade, a cherry orchard and a bamboo labyrinth. Our minds brimming with historical facts and fantasies, we looked forward to going to the beach to wind down, but the weather played spoilsport, so we headed to our dorms somewhat reluctantly. We had a speedy check-in into clean, functional rooms, after which we had a delicious dinner.

The next day we set off for Hadrian's Wall. We began our 2.9 mile walk at a hill where we saw Milecastle 39. A Milecastle is a small fort built in a rectangular shape placed approximately one Roman mile away from the next fort. On our way down the wall, we saw a sycamore tree famous for featuring in the 1991 film "Robin Hood: Prince

of Thieves". It is one of the most photographed trees in the country. After a break, we reached a Roman fort called Housesteads where we explored barrack blocks, hospitals and a Roman communal latrine. A mini cinema played captivating clips of ancient Roman life. In the Roman Army Museum (one of my favourite places on the trip) were life-sized, very realistic figures of Roman soldiers. I kept looking at them in amazement, wondering if they were actually real people. We saw a compelling film in the cinema called "Edge of Empire" that gave us interesting insights into the life of a Roman soldier named Aquila. Later, at Vindolanda Roman Fort, we learnt of its riveting architectural history and saw some interesting Roman coins. Chesters Roman Fort had a remarkable bathhouse and yet another museum which had a myriad of Roman artefacts.

The last day of our trip we visited Richmond Castle, where we explored one of the greatest Norman fortresses in Britain. Our trip ended at Fountains Abbey, where we went on a long walk, ate ice-cream and saw a medieval infirmary and the Chapel of the Nine Altars.

Drama Overview – 2019

By A L Harris, Head of Drama

This has been a very exciting year for the Drama Department, a particular highlight of which has been welcoming our new Music & Drama Technician, Ed Stagg. Joining us in March with a wealth of experience in professional theatre and broadcasting -- you may have heard him on BBC Radio Leicester and Derby -- he has had something of a baptism of fire, launching straight into very ambitious A-Level performances in his second week and not stopping since. As well as supporting the departments, Mr Stagg is heading up the school's Technical Team, training and running the enthusiastic group of pupils from Year 7 to the Sixth Form, and ensuring that events from year assemblies to concerts, examined performances to Prep's Play-In-A-Day run smoothly. We are very excited about the opportunities this appointment will afford to the students and to Drama as a whole, and we look forward to utilising (or, possibly more accurately, exploiting) his expertise further in the coming months and years.

The dramatic climax of this year was definitely the production of the musical "West Side Story", our biggest undertaking yet. It is an extremely challenging musical, which few amateur groups take on, with incredible demands on the singers, musicians and dancers. Our ambitions were matched with a very imposing full-scale professional set, an unprecedented budget, and over 150 performers, musicians, and members of the technical, backstage and front-of-house teams. Every seat was sold, and over 1,000 audience members enjoyed three incredibly impressive performances, the standing ovations attesting to the high standards achieved. Special mention must go to Director and Choreographer, Rachel Adams, and Musical Director, John Barker, for pulling together such a huge and successful undertaking.

Opportunities for students to expand their knowledge and understanding of theatre have been many and varied this year. The number of students having LAMDA Speech and Drama lessons has increased again this year, with more students than ever enjoying examination success from Grade 1 to Grade 8, and the majority of students obtaining distinctions, a remarkable achievement. Year 7 were very fortunate to work with OL Emma Rowbotham and her colleague Bettina, from Abeille Theatre: each class experienced a dynamic session using a range of devising techniques to produce some innovative performance pieces and inspire the students to be ambitious and creative in their work. Year 9 and above enjoyed the annual visit from Splendid Theatre, whose performance of *The Oresteia* breathed new life into the classic tale, through a Brechtian telling of the story. The experience of seeing a small ensemble cast performing with minimal set and costumes, and without stage lighting or sound effects, is invaluable in encouraging them to see how much can be created when an audience is really engaged. The Year 11 Drama students were very privileged once again 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. The group worked on extracts from the scripts and learnt more about documentary theatre, providing them with invaluable support as they prepared for the written examination.

Theatre trips this year have given Drama students experience of a wide range of genres and styles, and have included: Ian Hislop and Nick Newman's finely-crafted "The Wipers Times"; two contemporary ballets by Matthew Bourne: "Swan Lake" and the premiere of his highly inventive version of "Romeo & Juliet"; the brilliantly physical verbatim piece "Freeman"; and Frantic Assembly's high-energy physical theatre piece "The Unreturning". One of the performance highlights of the year was the visit of The Paper Birds to perform their verbatim piece "Thirsty" about Britain's relationship with alcohol. The A-Level students went on to explore verbatim devising techniques further in a workshop, and came away full of new ideas for approaching their own devising work.

Examined drama in the school continues to go from strength to strength. The 'Physical Approaches' evening showcased the Year 10 physical theatre devised work based on a theme, groups choosing their starting stimulus from those provided by the Board. One group chose to use the title 'The Promise', exploring parental responsibility and deception, and the other three chose the line 'Sometimes I can feel my bones straining under the weight of all the lives I'm not living' from "Extremely Loud and Incredibly Close". These pieces looked at the four parallel lives of people who ended up in prison, the cycle and legacy of abuse, and the impact of social media on a person's sense of worth and identity. The students were very fortunate to be able to work with Mr Stagg, enhancing their work with really powerful and creative use of lighting and sound. Year 11 performed their final examined pieces in the 'Script in Focus' evening, with twelve groups performing two extracts each



Prep's Play-in-a-Day, June 2019

from a wide range of plays, from Mamet and Pinter to a number of plays written in the last five years. The range of genres and texts made for a very diverse and entertaining programme.

At A-Level, the Year 13 Drama and Theatre students perform 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 experience of fostering and adoption, both professionally and personally. Using the approaches and methods of the theatre company The Paper Birds, the groups created two really powerful pieces, each focusing on one individual's experience of fostering and adoption. Their two scripted pieces presented contrasting challenges and showcased the students' range, demanding a much more naturalistic style of acting. The Y12 reinterpretation performances saw the two groups tackle "The Maids", using the approach of director Polly Teale, lighting and sound featuring strongly to convey the subtext of the piece, and "Lungs", using the physical theatre influences of Frantic Assembly and creating a parallel storyline to the original text. Immediately after the performances, the audience had the chance to ask the performers about their creative process and decision-making in a really informative Q & A session.

Looking ahead to next year, auditions have already taken place for the December production: this year a stage adaptation of E R Braithwaite's "To Sir, With Love". For those of you familiar with the film starring Sidney Poitier, the stage adaptation is rather different, being much truer to the book and maintaining the original post-war setting. We are delighted to have cast Head Boy, Nicholas Njopa-Kaba in the lead role, with a fabulous cast and crew we are very much looking forward to working with next term.

As always, the dramatic year ended with the Prep's Play-In-A-Day, this year a musical in which the protagonist goes back in time to World War II to learn some valuable lessons about gratitude, respect, generosity and friendship. Perhaps best described as "A Christmas Carol" meets "Carrie's War", the pupils created a devised performance titled "The Birthday Wish". This cross-curricular pursuit demonstrated their understanding of World War II and what it meant to be a child evacuee, allowing the pupils to apply the historical context they had absorbed in Miss Mould's History lessons. The scale of this undertaking very much belies its title: theoretically a fairly small-scale venture, the finished product is always anything but and this year was no exception, the pupils doing Miss Adams proud.

Farewell to Mr Kidd, Retiring Head of English

Interview by Maya Thompson

What have you learnt during your time at LGS?

After around twenty-five years, I am beginning to get a handle on how to be a Head of Department! My colleagues are very accommodating and have given me a lot of help in this respect. I have been very lucky in that I was taught by inspiring teachers when I was a boy and I have worked alongside inspiring teachers. Leicester Grammar School is as good as any of the schools I have been a member of, man and boy, and that has taught me to cherish an environment that enables students to learn and teachers to teach. Everybody learns and that includes me, but everybody doesn't learn at the same rate or the same time and that can be a problem in an "exam-based economy": LGS has taught me that the student is just as important as the topic or text.

What were your most memorable moments at LGS?

I shall cherish most the time I spent in the classroom. However, there have been memorable occasions such as the move to a new departmental space in the St Katherine's building on the old site and then the move to Great Glen; the Queen and Prince Philip arriving for the official opening of the new buildings; the poets who have come to give master classes; the musical guests such as Lunasa; the Battlefields Trip; taking students to the opening of The Globe Theatre; numerous Duke of Edinburgh trips and trips to France and Spain. And school Drama: last year's production (I was a spectator only) was simply stunning, and a production of "Amadeus" many years ago, where the actors and the crew delivered some astounding performances. To all involved in the plays I had a hand in, thank you for making it real! In recent years, Peacock editorial meetings and Enrichment sessions have often been highpoints of the week. Finally, the many, many moments when the English Office has been reduced to whimpering tears of laughter because of a comment or suggestion.



How did you get into English?

As far as coming to LGS is concerned, Mr Duffield is to blame! We both used to teach at Wolverhampton Grammar School; he moved to LGS and then about a year later mentioned a Head of Department post here. The rest is history... or more specifically, English. I got into English because of my parents, my brother and my grandmother – all storytellers. From the moment I could listen, English was a series of expressions, impressions, digressions and confessions. With all that buzzing about my head, how could I not love words and language? Once I could read, the conversation just got bigger and broader!

What is your favourite work of literature and why?

"Bleak House" awakened a lifelong love of Dickens' writing; "Wuthering Heights" is the classic I return to most often. "1984" had a big impact on me when I was a teenager and then, later, "Brave New World". "King Lear" is my favourite play by Shakespeare – it is so wonderfully grim in its portrayal of humanity!

What hobbies do you pursue outside of LGS and what are your plans for retirement?

I enjoy going to faraway places where I can walk or kayak or canoe. I am certainly not an extreme sports person, but I do like to get out and about, particularly in temperate climates, or cold ones. My formative years in an Irish climate acclimatised me to a soggy and slightly dank environment. In retirement, I plan to do a lot of reading, writing and walking, probably not all at the same time. Working on my car and driving to classic car meets across the country and, possibly, across the continent. Learning new skills such as dry stonewalling, layering hedges and learning to restore antique furniture, maybe doing some property renovation depending on where my wife and I choose to settle, once she decides to leave the world of work. In the meantime, I imagine I'll have a long list of jobs to do around the house, groceries to buy and meals to cook if I am to be a "house husband" for the foreseeable future! Maybe the verbs at the start of this particular answer were a tad optimistic.

As Mrs Kidd has now also retired, she and Mr Kidd have moved to Pembrokeshire

Introducing Mrs Rodgers, our New English Teacher

By Rameen Masood

Have you always wanted to be an English teacher?

Not always, no. Until I went to University, I didn't really know what I wanted to be and even at that time I wasn't certain. So after University, I worked in the army for three years and then eventually decided to become an English teacher.

How has your journey as a teacher been so far?

I have been teaching for the past 22 years with the majority being at Wellingborough School. My journey so far has been really interesting, involving many great opportunities to teach new content and tackle new exam syllabuses. Not only that but meeting new students and developing their analytical skills has always been a highlight.

What are the positive and negative aspects of being a teacher?

The best thing about teaching is when you see students looking at you with wide, open eyes because they are just so fascinated by the content – it does not happen as often as I would like, but it does happen! That view is indescribable and makes me feel that I have done justice to my role as a teacher. If I had to mention a negative aspect, then it would have to be writing reports. They take an awfully long time to write, but still sometimes cannot fully represent the repertoire of skills that students possess.

What sort of activities do you do outside school?

Whenever I manage to get free time, I love to go boating with my family. It's great fun and I would highly recommend it! I also enjoy reading and occasional visits to the theatre.

What is it like living on a narrowboat?

Narrowboats are usually quite small and so don't have the capacity to hold numerous facilities. This affects the standard of living and allows you to experience 'a simple life'. You have to be able to manage with the available amenities and so being resourceful is a vital element to living on a narrowboat. It's a phenomenal experience, with not only the benefit of spending some time in tranquillity but also being mesmerised by swans and ducks as neighbours.

Who is your favourite author and why?

Sorry, there's no way I can pick just one! Victorian novelists like Charles Dickens, Thomas Hardy, Charlotte Brontë and Anthony Trollope are all up there. My recent favourite author, if you would like, is Alastair MacLeod who is a Canadian writer. I admire the way he beautifully explores the theme of family relationships in his books. I also enjoy novels by Angela Carter, an English novelist renowned for her feminist works.

What is your favourite invention or what would you like to invent and why?

I would really like to invent a form of transport which uses little to no fossil fuels. This would significantly reduce the fuel emissions produced by vehicles. A way to do this could be perhaps by introducing driverless cars. However, these cars must bear the safety of others in mind and so should be controlled and manufactured accordingly. Additionally, efficient public transport can help both to reduce the problem of fuel emissions and to decrease congestion.





Fun with Hats, Companion Animals and Time Travel: An Author Visit from Julia Golding

By Amanda Orlovsk, 7b

Ever since people learnt the magic of passing information, writing stories has been a significant part of our lives. These days the real masters of magic are authors and it was a pleasure to welcome one of these story masters to Leicester Grammar School on October 9, 2018. Her name is Julia Golding and it matches her very well as her stories are pure gold.

In the morning she did an assembly and so we found out a little more about her. We would all like to have two of us, but Julia's personality is so strong that she writes under three names: Joss Stirling (for teens and adults), Eva Edwards (for older children) and Julia Golding (just right for Year Sevens). She is interested in many topics, such as history and natural science, leading her to write a series called The Curious Science Quest. Out of her interest in nature and environmental issues, as well as secret societies, she came up with a series called The Companions Quartet, about a secret society for the protection of mythical creatures, the first book of which is called Secret of the Sirens. This novel, set in Cornwall, is a creative treatment of issues to do with the ocean and oil spills. During her assembly, she mentioned her newest book, The Curious Crime, which is about two characters in a museum setting who need to solve a murder. She describes her genre when writing as Julia Golding as one that presents our normal world, but with some magical features. (If you go on Julia Golding's website, which is called Golden Gateway, there is a quiz you can take to find out which mythical creature is your ideal animal companion.)

In the afternoon, Julia Golding ran writing workshops for Prep and Year Seven. She described these writing exercises as time travel. First she had a volunteer pick a hat out of a big sack she had brought into school. The hat gave us the time setting for a story, for example, a troubadour hat would suit Medieval times. Secondly, the volunteer chose one piece of paper from a set and this contained a description of the main character. The first volunteer's main character was an assassin. Thirdly, the motivation for the character's time travel was chosen from many slips of paper. The first volunteer's character was travelling to the Medieval world to steal a precious artefact. Lastly, Golding said that we needed to know how our story would end, before we began writing it. Different endings selected by our several volunteers included a quest, a change of heart and everything going horribly wrong.

Golding advised us to write about what matters to us, whether that be Brexit, climate change or our football team. She also said that we should set stories in the area we knew best, whether it was where we live or where we like to go on holiday. She told us that we are experts on our own town or village, or on our favourite place to hang out. This applies to Golding too, as she began Secret of the Sirens when on holiday in Cornwall and she is inspired by the walks in the woods that she takes every day in Oxfordshire, with her two dogs, a labradoodle and a cockapoo. "Beauty is all around us all the time," she said, "if we just open our eyes and look."

2018 School Production: West Side Story

By Shauna Strathmann

A pretty unremarkable day in March 2018 kicked off what was to become the first LGS production to sell out all three nights and earn three standing ovations and be, as Mr Kidd repeatedly put it: "the best school play in 25 years". Picture this: the L6 Drama class clearing up after a lesson, when Miss Adams asks us: "Can you guys sing?" A few tentative nods, one or two "Whys?", and a "Wait, what's going on?"

"We're thinking about doing a musical."

The last time I had heard those words, in the context of the 2016 production of "We Will Rock You", I felt raw excitement at the idea of being part of something so big. This time I felt the same, but it was amalgamated with a sense of desperation, because it would be my last opportunity to really give everything I had. I wasn't a trained singer, my only dancing experience came from K-pop and primary school street dance club, and I couldn't do an accent to save my life. So, I was beside myself with joy/panic when it was announced we would be doing "West Side Story", a musical that demanded strength in all three areas, not to mention its reputation as a not-so-easy musical to pull off.

"Two households, both alike in dignity, in fair... West side of New York, where we lay our scene." Maria, (Daisy Forster-Village) and Tony, (Matthew Deane), sister and friend to rival gang leaders,

Bernardo, (Nick Njopa-Kaba) and Riff, (Ethan Leech), to the audience's complete shock, fall in love after meeting once at a gym dance. Threats, dance-fighting, and anti-patriotic ai-ai-ing ensues, plus death, and impressive notes not yet accessed in the natural world, courtesy of Leonard Bernstein's genius songwriting.

This more modern take on a classic not only serves as great entertainment, worthy of its high position in the category of best-loved musicals, but also makes a strong point about tolerance, and the dangers of trying to move forward in an unlawfully segregated society. From the offset, the tension between the two gangs, the Jets (the North Americans) and the Sharks (the Puerto Ricans), was palpable. Despite the lightheartedness of the dance-heavy prologue, everyone watching had a clear idea of how we would finish the play: with heavy loss. Nevertheless, we continue through, with a hopeful number from Tony, leading to the first introduction of Maria and Anita, and then to the excitement of the Mambo, which sees our star-crossed lovers causing fresh strife between the Jets and Sharks. They later meet at Maria's balcony, in homage to Shakespeare, and promise to see each other again. Their version of 'Tonight' is later, darkly, reprised, and shows us the beginning of the end for our characters. The second act feels like a bleak contrast to its dress-ruffling, clicking predecessor, despite the uplifting 'I Feel Pretty', when we momentarily forget the deaths of Bernardo and Riff.





“An incredible experience for someone wanting to act professionally” – Daisy Forster-Village (Maria)

Even the fun 'Dear, Officer Krupke' is satirical, and an audience will find themselves feeling uncomfortable upon realising what they're laughing at. Maria and Anita's 'A Boy Like That/I Have a Love' pushes a dull acceptance of the situation, but in vain, as Anita is assaulted by the Jets and any faith she once had in a happy ending for Maria and Tony has been painfully dashed. By the end, as Tony is carried off by Jets and Sharks alike, we are left with a sense that an upbeat curtain-call to 'America' would be highly ironic.

So, how did it all start? Well, the auditions were nerve-wracking, palms were sweating, we didn't know if we would get the part, etc. Fast forward to the first rehearsals, and the whole thing feels awkward. I'm nothing like the character of Anita (which is, oddly enough, the point of acting), and for the first two months of Mondays, Wednesdays, and occasional Sundays, I was having a lot of trouble channelling confidence, or not saying 'sorry' every time I messed up. I was then banned from saying it. Given her attitude and the way she owns a space, it's incredibly easy to underplay Anita, and I really did think until two weeks before that I wouldn't do her justice. Congratulations must go to Miss Adams for not only creating her own choreography for every number (and directing almost every scene), but also for teaching the routines to everyone involved, from competitive dancers with ballet training to those of us who were lost every time she said "ball-change". She truly has the patience of a saint - although I admit I still hear "CHIN-LINE! LIFT YOUR HEAD UP! IF YOU'RE NOT BLINDED, YOU'RE NOT LIT!" in my nightmares.

As I saw her, Anita was a character mostly exempt from the well-known story of Romeo and Juliet, offering the sound advice and feistiness we missed in the original, and giving us something to laugh about in a situation that is really quite dark. Anita doesn't hate Puerto Rico and doesn't truly dislike Rosalia (Ella Izzet) for cherishing it, but she idolises the glitz and glamour of New York, and the sparkling materialistic gain blinds her to the stark racism that ultimately rips any naivety away from her and Maria. The play itself also highlights corruption in a broken society, as well as the sexism rife in the 1950s.

So as the days grew darker, the October break passed, and we found ourselves beginning to rehearse in St. Nic's hall with the orchestra, and the hired set, the tell-tale sign that the play is uncomfortably close and you should probably learn where to come in on that really important song. I am going to thank Mr Barker for his huge moral sacrifice in saying that "the actors are always right"; the orchestra were working tirelessly to start over and over, and catch up to actors singing too quickly, and those who certainly were not right. I can only imagine how frustrating it must be to work with someone in a musical who can't read music (that's me), and therefore can't figure out when to come in, or what the harmonies are. The sheet music looked incredible, but it was just squiggles to me.

Opening night arrived, we squeezed ourselves into the glamorous changing rooms at the back of the hall, lamented over sore throats, did our vocal warm-ups with Miss Adams, and were ready. Incredibly, it went without a hitch. The pressure was paramount; I think we all felt we had a duty to Miss Adams, Mrs Harris and Miss Hughes, as well as the orchestra, sound and lighting crew, stagehands, plus the legacy of the play itself. We really earned that standing ovation, and coming into school the morning after felt surreal, partly due to lack of sleep and muscle fatigue, but also because of the sheer number of people telling us how much they loved the production. Night two saw a few minor hiccups that knocked us slightly off-kilter, and the standing ovation was a little more tentative, but, fired on by the determination to let nobody sleep through it, by the final night, we were back on our A-game.

This is the paragraph where I acknowledge everyone who sold their souls for this iconic production. Not only was there a cast that worked tirelessly to juggle GCSEs and A-Levels while learning lines, but there were those seeing everything from the shadows. Directors, Producer, Sound and Lighting, Costume, Hair & Make-up, Musical Director, Orchestra (you guys in particular, you didn't even get to see the production, you have to rely on everyone else saying it was brilliant!), you really knocked it out of the park, organising, designing, and bronzing the whole musical to perfection, and you got so little thanks for what huge effort you put in.

Being involved really was like being part of a huge extended family; we spent hours together for three months, and formed this weird theatre bond where we could randomly strike up a conversation outside of rehearsals, make strange references, and lament about aching muscles and difficult numbers. Just like my extended family, there are many of you I only met once, and spoke to briefly, and may well never interact with again. But, unlike my extended family, I don't dislike you intensely, and would be overjoyed to reminisce about this experience should I meet you again. I think all involved have every right to talk people's ears off about this show for years to come.

“Guy Knox-Holmes’ brilliant lighting design is worthy of an award.” – Anon

“West Side Story needs a set with height; hiring a professionally built set gave us this, as well as the kind of flexibility we could never have achieved in-house” – Mrs Harris (Producer)

“Excellent sound by Cameron Fletcher” – Guy Knox-Holmes (Lighting Designer/Technician)

Aggression and Gender Stereotypes in “The Handmaid’s Tale” by Margaret Atwood

An Extract from Phoebe Zair’s EPQ Essay

Power manipulation is at the heart of “The Handmaid’s Tale”. The obvious source of physical power is the Republic of Gilead, who came into power through violence (the assassination of the president and the machine-gunning of Congress). Power can often coincide with aggression, as the more power you have, often the more you want it and the more aggressive you become. The power in Gilead is held in the hands of men, as even in modern-day society, the military is nearly entirely men. However, in my analysis of the novel, power through maternal instincts, sex and love is equally dominant in eliciting aggressive behaviour.

“The police, or army, or whoever they were, would open fire almost as soon as any of the marches even started.” This quote reflects the sheer brutality of the Republic of Gilead, in particular their violence against the feminist movement. Violence is often deemed to be a male-dominated issue. Most violent crimes are committed by men, usually young men. Data from 2003-2012 showed the vast majority of crimes were committed by men, 88% of murders and 75% of all crimes. According to statistics from the US Department of Justice, male perpetrators constituted 96% of federal prosecution on domestic violence. Organized groups who use violence, whether official such as the armed services or unofficial such as a gang, are usually made up of men. Violence is viewed as the masculine way of reacting to the difficulties and frustrations of life. This emphasis on the maleness of human violence can be found in the writings of both feminists [Dobash and Dobash 1977] and evolutionary psychologists [Buss 1994, 1999; Daly and Wilson 1988]. So why does Margaret Atwood dedicate the most obvious aggressive tendencies in the book to male roles? Atwood wanted to use her role as an author to demonstrate how power can become aggression when it becomes concentrated in one gender. It is therefore fitting that the Republic of Gilead’s army consists solely of men.

The Gilead also has power over the Handmaids’ mental state; within the confines of the Red Centre, abuse is predominately psychological. Offred is tormented by the loss of her daughter; “A girl who still does exist, I hope, though not for me. Do I exist for her? Am I a picture somewhere, in the dark at the back of her mind?” The Gilead’s manipulation of a mother’s maternal instinct is perhaps the most excruciating act of violence in the book, and yet Atwood makes it the focal point of “The Handmaid’s Tale”, to reflect how modern society is depriving women of what is most natural. The idea of ‘giving’ the offspring of lower classes to the ruling class came from Argentina, where the military junta

seized power in 1976, subsequently causing 500 children to ‘disappear’ and placing them with selected leaders [Armstrong 2018]. Maternal instincts are arguably inherent in mothers. Studies have been conducted to suggest that a mother’s impulse to love and protect her child is hard-wired into her brain. Tokyo researchers used functional magnetic resonance imaging (M.R.I.) to study the brain patterns of 13 mothers, each of whom had an infant about 16 months old. The scans suggest that particular circuits in the brain are activated when a mother distinguishes the smiles and cries of her own baby from those of other infants [“Maternal Instinct Is Wired into the Brain” – The New York Times]. Therefore, it would be factually inaccurate to suggest that the portrayal of mothers in the novel is merely stereotype. It is this innate reaction to the threat of offspring which has seen women be violent in the past. Professor Gammie argues, “when a mother feels that something is threatening her child she doesn’t experience fear; she is ready to jump in front of a truck or do whatever it takes”. This suggests the reason behind the removal of Offred’s daughter in “The Handmaid’s Tale” as she holds the potential to create hostility. “I have been obliterated for her. I am only a shadow now, far back behind the glib shiny surface of this photograph. A shadow of a shadow, as dead mothers become. You can see it in her eyes: I am not there.” The harrowing nature of this quote reflects how detrimental the loss of her child has been to Offred, so much so that she compares herself to a dead mother.

The greatest power someone can have is the power of free choice, especially with regard to sex. According to the Aunts, as spokeswomen for the patriarchy of Gilead, rape and other forms of sexual and domestic violence are consequences of women possessing sexual freedom and leading men on. It is therefore the continuous cycle of rape in “The Handmaid’s Tale” which will sicken any reader. I would argue, this is what Margaret Atwood was aiming for in the creation of her dystopian novel: to convey the downfall of society in the 1980s, with the ‘American New Right’, a right-wing Christian movement warning about the ‘Birth Dearth’ and expressing concern about such matters as



the right to abortion, the rise of divorce and the growth of the Gay Rights movement. This government influence in America effectively reduced the rights of women, thereby reducing their power and diminishing their influence in society. Margaret Atwood interpreted this and exaggerated it in order to provide the ‘shock factor’ to convey her message. A study was conducted by the World Health Organization to convey the magnitude of sexual aggression, and the power it has in modern society. Data from ten countries showed from 13% (Japan) to 62% (Peru) of women reporting physical victimization in their lifetime [Garcia-Moreno, Jansen, Ellsberg, Heise & Watts]. In particular, teenage males are often exposed to peer pressure and thus tend to behave according to social and gender expectations, as they develop their “masculine identity”. This leads boys to be especially vulnerable to the development of certain forms of violent behaviours. It is therefore undeniable, that women are subjugated to more violence in terms of sexual aggression, and that men in this circumstance are the aggressors.

I would argue that, in a sense, Offred is more sexually driven than the males in the novel. In her relationship with the Commander (“The fact is that I’m his mistress”) she rebels against the Republic of Gilead, and arguably, in a broader sense, against gender stereotypes as a whole. Does this tendency for promiscuity in Offred link to her rebellious nature? As shown through the Jezebels, rebellion against the Gilead’s puritanical rules leads to becoming a sexual object, to be “dressed in all kinds of festive gear”. The word ‘Jezebel’ has come to be synonymous with an immoral and deceitful woman [Bible Dictionary]. Atwood therefore suggests that negative connotations and to a certain extent, aggression, is directed towards women with a promiscuous nature. Campbell [1995] outlines some of the reasons why heightened aggression can occur among young women in connection with sex. She identified these as involving reproductive competition in the form of sexual reputation, access to a desirable partner, and the protection of an established partner from the threat of a take-over by another woman.

Year 12 Drama Performances Review

by Will House

This year's Lower Sixth Drama performances were as striking and brilliant as ever, with the Drama Department exhibiting all the talent and ability it has to offer once again. The evening began with an interpretation of Jean Genet's, "The Maids", performed in the style of Polly Teale. Teale is a widely acclaimed theatre practitioner who dives into the realm beyond everyday life and explores the hidden parts of one's psyche. Students Ruby Evans, Jess Hemstock, Rubaan Chakrabarti and Sophie Ellis had clearly put significant effort into the creation of their set. The result was a striking, if slightly overpowering stage, that the audience quickly came to realise was representative of the characters' personalities. The abundance of roses was a symbol of Clare's (Ruby) overwhelming desire to impress Madame (Sophie) and the copious use of the colour red demonstrated the rage and anger all the characters experienced in their own minds. The most memorable scene was a duologue between Monsieur (Rubaan) and Clare. The two stood tall on the bed centre-stage with Rubaan positioned close behind Ruby and read alternate lines of a letter exposing Clare's guilt in placing Monsieur in jail. Rubaan displayed a threatening menace that made the audience's hair stand on edge and the fear and anxiety Ruby portrayed was outstanding in allowing us to envisage her mental dilemma. Meanwhile on the floor the other girls pranced around like demented creatures in sync with Monsieur's physical control of Clare. Each individual actor was superb but when one observed the entire scene, everything combined to create a spectacle. The use of lighting and sound was also subtle and effective throughout the performance. (I would like, at this point, to say thank you to Mr Stag, our new lighting and sound technician, who has slotted into the role with ease and given LGS performances that extra edge). Actors convulsed in time with warps in the music and the sounds created tension beyond the physical action on stage. Changes in lighting efficiently demonstrated the switch between reality and the psyche and I particularly appreciated the use of foot-lighting to achieve shadows on the backdrop: it gave the action an extra dynamic and supplemented the overall performance well. Perhaps most apparent in this performance was the strength of the relationship between Monsieur and Madame. In one scene Rubaan and Sophie displayed an intimate lust for one another's characters, creating a sexually charged atmosphere that gave rise to problems experienced by the other characters. The result was a dramatic tragedy that was aptly created, rehearsed and performed by all four members.

We then moved on to the second performance of the evening, "Lungs" by Duncan Macmillan. In comparison to the previous group this set was far more simplistic, but by no means less effective. Their performance was influenced by the theatre company, Frantic Assembly, who aim to display topical and important issues to the audience through the use of Physical Theatre. In this manner the performance focused around a central bed which was movable, and the actors interacted with it and moved across the stage in

fluent motion. This play followed the lives of two young couples throughout the process of pregnancy and then parenthood. Both led very different lives and exhibited very different values. Kristian Dugmore played a friendly but fairly submissive male who always tried to please his wife, Grace Dadge, who was focused on the big political issues, a powerful young woman, keen on making a difference in the world. They wanted to start a family with the correct care and planning, but Grace miscarries, proving that things can always go wrong. In contrast George Regan and Hannah Ryan portrayed a couple who were madly in love, but not ready for the consequences of unprotected sex. Their relationship is strained through Hannah's character's pregnancy, as George's character struggles to understand the problems she faces. And when the child is born their relationship breaks down entirely, leaving both alone and afraid. This couple was not part of the original script and was created completely from scratch, displaying the skill and ability of all involved. The creation of the new characters also provided a stark contrast, having a far greater impact on the audience as a result. The fact that Grace's character, who was healthy and prepared, miscarried is made far more impactful by the fact that Hannah's character births a completely healthy child, despite her addiction to smoking and excessive alcohol abuse. The audience may feel that these events are unfair, but the action carries a very important message. Despite the contrasts in characters, the play is not one-dimensional: the characters interact through physical theatre effectively and aptly, performing impressive lifts and synchronised movements. Sometimes transitions between dialogue lacked clarity, but this by no means diminished the overall impact of the performance. In the style of Frantic Assembly, the most impressive scene, involved the use of props. In this case it was shopping trolleys, which the couples used in a sort of interlinking 'dance', whilst discussing their predicament. Hannah played a young and slightly naïve female who didn't know what she was getting into, but the strength she revealed made the audience realise she would be okay. George was effective in portraying an aggressive male, who struggles to express himself and make his feelings heard. In an age where men are increasingly being encouraged to come forward and discuss their problems, his performance was particularly poignant. Grace was equally good at showing an empowered young woman, who was rightly worried about the detrimental effects parenthood would have on her career and on the ideals she believed in. Despite this being a tricky role to play, Grace got the balance between powerful young woman and aspiring mother absolutely correct. Likewise, Kristian played the role of the supportive husband who wanted to give everything to the wife he loved, when often she didn't want it. He displayed the internal struggle of "manliness" versus "submission" very well.

They all did a fantastic job and are a credit to the Drama department.



A Postcard from Paris

By Niamh Wake and Annie Goold

On June 24, 2019 the Year 9 French students at Leicester Grammar School departed on a 14-hour trip to France. When we arrived at the accommodation we were greeted by the animateur, a guide who would also teach us more French.

On Tuesday, after a traditional French breakfast, we went to a market in groups and competed with each other to buy ingredients for a traditional French picnic. After buying this food, we went to a park and presented the food to the teachers, who awarded sweets for the best presentations. Later we visited a French chateau and saw the grandeur of the nobility during Louis XIV's reign. The gardens were as pompous as the chateau, with a gigantic gold statue of Hercules.

On Wednesday we took the 90-minute journey to Paris, where we drove around the Arc de Triomphe, went up to the Sacre Coeur and visited a market filled with artists drawing people's caricatures. Then we went on a boat tour, where we saw the Eiffel Tower and other amazing buildings and had a great time waving to passersby. We ate at the Monte Carlo buffet restaurant, overlooking Paris and then went up inside the highest building in Paris, the Montparnasse Tower, from which we could take some great photos of the city.

We visited Disneyland on Thursday and, as long as we stayed in groups of at least three, we were allowed lots of freedom. We went on all the rides we wanted to and the teachers went on some rides also. That evening, the teachers organised a disco. The music was good and soon everyone was dancing. We finished the night by playing "Reach for the Stars" and sang non-stop on the way to our rooms.

We would like to thank all the teachers who came and organised the trip, and made it a memorable experience for all of us.



Introducing Mrs Lopez-Correia, our new Head of MFL

Interview by Holly Teasdale



How long have you been teaching and at what schools?

I have been teaching for 15 years. Before coming to Leicester Grammar, I taught at an all-girls' school in Leicester. That was the only school prior to Leicester Grammar.

What is your favourite thing about Leicester Grammar so far?

There are so many things I love about the school, but I particularly love the atmosphere between the students. They all show a lot of respect for each other and in general they seem very happy. Another thing is they are very eager to learn, and I love teaching my subject to highly motivated students. The staff are very friendly and have made me feel very welcome. But I have to say that my highlight so far has been teaching Spanish to A-level students who are passionate about the language.

If you weren't a teacher what job would you do?

I think I would be an international marketing executive or interpreter: both would combine my love of travelling, passion for languages and communicating with people.

What are your favourite things to do in your spare time?

I have two young children and so I spend a lot of time baking and playing with them. I enjoy travelling and I plan to go to many more countries at some point. I love dancing and in particular, I have a passion for Latin music. One other thing I enjoy is sport: I play volleyball and badminton, but I especially love skipping.

If you could invent something, what would it be?

If I am being genuine, I would invent a system that makes sure every child in the world gets an education. As I come from an immigrant family, many of my family didn't get the opportunity to be educated and so it is a subject close to my heart. One of my projects this year is to travel to the Cape Verde Islands where my family originated from and visit schools in remote villages with the view to develop the education system there.

A Postcard from Andalucía By Arjun Kotecha, 9d

¡Hola!

During late June 2019, a group of Year 9 LGS students and five teachers jetted off to Andalucía in southern Spain for a week to bring to life the food, dance, history and language that we had been learning about in class.

We had a packed itinerary and our adventure started right on arrival, as we headed to the Picasso Museum in Malaga. On Tuesday, we went to a local church, followed by a visit to a traditional market to buy fresh ingredients for paella and then to the Castle of San Marcos, where the guide was very enthusiastic about its history and that of El Puerto de Santa Maria (the coastal town where we were staying). We learnt that the castle was originally an Islamic mosque built in the 10th century by the Moors and eventually became a fortress when, in the

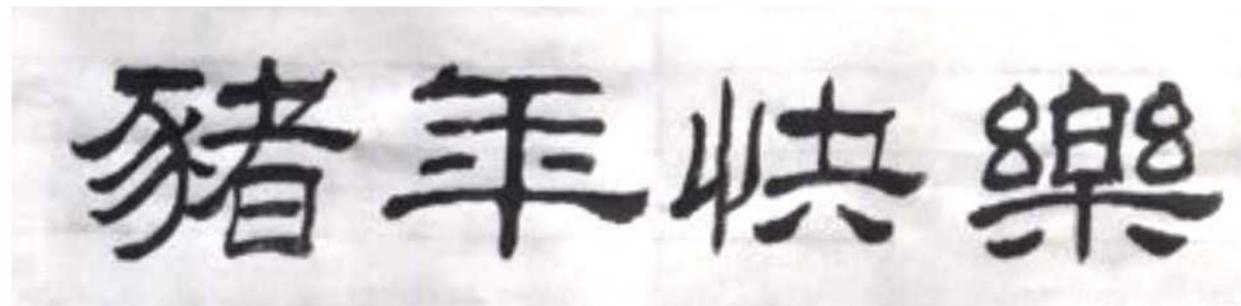
13th century, the Christians took over. For me, this part was the most interesting cultural aspect of our visit. The day was rounded off with a few hours at the beach: the sea was refreshing after a hot day. On Wednesday, we spent an enjoyable morning learning Spanish, trying out the Flamenco dance and cooking paella for lunch. It was delicious! The best vegetarian meal of the whole trip (and I did not have to say, "sin carne y sin pescado, siendo vegetariano"). In the afternoon, we took the ferry to Cadiz and visited the Camera Obscura in the Torre Tavira. The pinhole camera gave a clear image of the surroundings. We had 'Churros con Chocolate', a traditional Spanish dish, which was excellent. (Note for tourists: it is sprinkled with salt not sugar!) In the evening, our meal of tapas at the local restaurant was accompanied by an electrifying flamenco show. On

Thursday, we travelled to Seville (the capital of Andalucía and the hottest place in Spain). We visited the Alcazar Palace, where the Spanish royal family stay when in Andalucía. Thursday afternoon was time for some fun at Isla Magica theme park. There was a huge variety of rides made all the better by the lack of long queues.

Now that we are back, I feel richer for the experience of Spanish culture. We had to speak and listen in Spanish and that has increased my confidence in the language considerably. Me gusta mucho la independencia que nos dieron los profesores para practicar nuestro español, comprar nuestra propia comida y mejorar nuestra confianza. Espero volver pronto a Andalucía. ¡Adiós!

Chinese New Year 2019

By Selina Nie and Yifei Feng



Librarian, Mrs Midgely explains, "The library was decorated to celebrate Chinese New Year and a display of books about China was prepared. Activities were available to students throughout lunchtime, and lots of people from different year groups joined in. Our Chinese Sixth Form students helped everyone to write New Year's greetings in Chinese, to add to homemade cards. Students identified all the traditional activities taking place in China at New Year, and translated some simple words. And everyone enjoyed Fortune Cookies."

I am Selina Nie, a Year 12 student from Xian, China. In the celebration of Chinese New Year 2019, nothing could be more cheerful than the moment I shared my native language and culture with the other students in our school. I am pleased with the short but meaningful period spent with the Lower School students, in which I was teaching them the way Chinese characters are written, making New Year's cards with some traditional decorations and doing paper-cutting together. Incredibly, my friends were trying their best to say "Xin Nian Kuai Le" (Happy New Year) to me, which made me feel as though I was at home.

I am Yifei Feng. When lunar New Year came on February 5, 2019, the Year of the Pig, everyone was feeling happy and we held an activity day in the library, supported by Ms Yau and the librarians. The children were taught how to write Chinese characters and some traditional customs. I was one of the 6th-form helpers, encouraging others to do papercutting, and translate their names. Many puzzles were set to challenge the children. They also had snacks at the end which contained little surprises inside.

恭喜发财 (may prosperity be with you) to everyone!

Greetings from the Prep Trip to France

By Ariana Rai

On April 8th 2019, we all went to France: it was a six-hour ferry ride over the Dover Strait. We then went to our hotel, where we met Bob and Yvette, our tour guides for the week.

On Tuesday we went to Courselles, where we had to buy some fruit to make a fruit platter. My team didn't win, sadly, but I think ours looked the best. Then we went to Arranches and ate crepes with melted chocolate inside -- amazing. After that we went shopping in Arranches and Ella bought a beret. We also visited the batteries of Longues where we learnt about the four guns used during World War Two. The guns were able to fire accurately within a six-mile radius. The first gun fired 100 times, the second gun fired six times and guns three and four didn't fire at all.

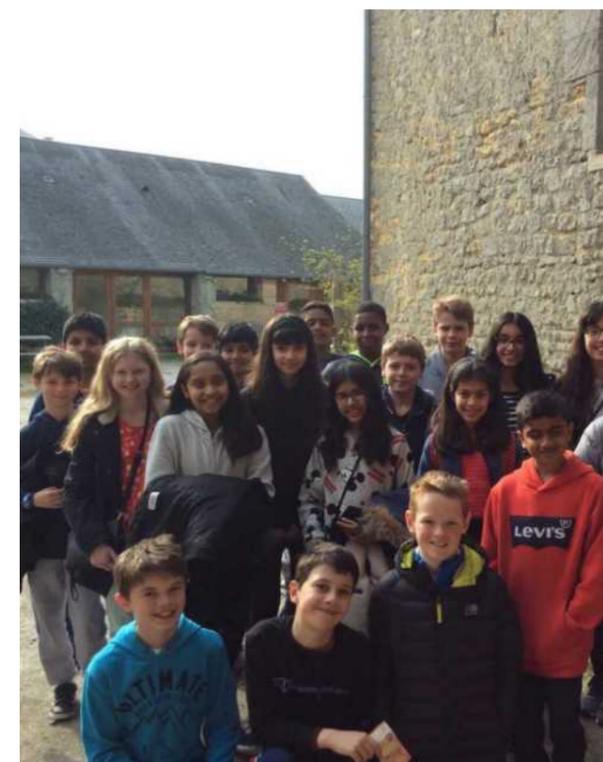
On Wednesday we went to Bayeux Cathedral, where there were beautiful stained-glass windows and a crypt that would have been hundreds of years old.

After that we walked around Bayeux, even though it was raining. Once we had finished our walk, we went to see the Bayeux Tapestry. We had an audio guide that led us through the Tapestry, telling us all the details about the battle from the Normans' point of view. However, there isn't a tapestry from the Saxons' point of view. I was so surprised that it hasn't been destroyed, considering how old it is. We then did a scavenger hunt in Longues and my group found a crab. We were separated into houses: Judges won, as they managed to find twelve different shells. My group found loads of shells, but they were all the same type.

The next day was the busiest day of all. It started with following directions in French in Port en Bessin. We had to go into a fish market, which didn't smell very nice. After that we went to the American Cemetery: it was massive and held over 10,000 bodies. Sadly 2,000 soldiers' bodies haven't been found and they have a separate area

with all of their names where they are remembered. It is called The Wall of the Missing. However, 20 bodies have been matched up with names thanks to DNA testing. After that we went to Omaha Beach and all of the girls went in the sea. It was so much fun. Our last visit of the day was to an ice-cream farm. I had vanilla and chocolate ice cream. Also at the ice-cream farm we saw two cute young calves.

On our last day in France we visited the castle of Caen, where William the Conqueror spent most of his time. Now it is just ruins, but they have tried to recreate what was there before. However, there are still some things that remain in good condition. After that we had to say goodbye to Bob and Yvette. Once we had finished our lunch we went to the hypermarket where we all went off into groups and bought lots of souvenirs. After that, sadly, we had to say goodbye to France.



Goodbye, Chernobyl

By Peter Rattay, winner of the Prep 500-word Story Contest



"Run!" I yelled, yanking my sister Anna's hand and blindly dragging her through the vegetable patch towards the apartment. Beyond the roofline, a threatening black cloud was billowing into the cloudless sky. The deafening blast that had shattered the peaceful spring morning rang in my ears...

As a boy, I lived in the centre of Pripjat in Ukraine. Pripjat was then a beautiful, modern city with parks, trees and sweet shops. I lived with Anna, and Mama and Papa. In the nearby village of Chernobyl was the nuclear power plant where Papa worked. As children we wondered what it was like to work in this mysterious place, and were never quite sure what went on in those massive grey concrete towers.

That morning we found out, and so did the world. Although we did not know it then, Chernobyl had become international headline news, because Reactor Four had exploded during a safety test. Luckily, my father's shift was due to start later that afternoon, so he was at home when the blast occurred. News spread quickly through Pripjat that something had gone terribly wrong, although it was a confused and panicky afternoon. I started to get a headache, and Anna complained she was not feeling well either. There was something wrong with the air. My parents wore pale, anxious faces.

Next morning, the authorities urgently began evacuating the city, putting people on trains to the countryside.

Although my headache was now dreadful, my sister and I hurriedly packed some things. It felt unreal to leave my birthplace, my toys, my garden, my home. I noticed that Mama was not packing anything for herself. When I asked her, she replied in a mix of emotion, anger and softness, "I was born in Pripjat when it was just farmland, before the plant, and I wish to stay in my motherland forever!" We tearfully said goodbye, not understanding what was happening, but there was no time for more questions. Father kissed Mother hurriedly, and we were ushered onto a crowded train.

I did not see Mama for thirty years. We settled in Kiev, but we were all very poorly for a long time. Papa went into hospital and when he was released I cared for him. It was forbidden to visit Pripjat, and I heard it had become a ghost town. One autumn day, I read in the newspaper about the babushkas of Chernobyl, who had continued to live there despite the radiation risk. With a surge of hope, I wondered if my mother was one of them, and resolved to return to my birth town.

When I stepped off the train, I hardly recognised Pripjat. Nature was reclaiming the eerie, deserted streets and buildings. I walked carefully towards our apartment block, which was still standing, but crumbling. I saw that someone had been growing pumpkins and corn on the nearby wasteland. I approached, and saw a small figure bundling some straw. Older, yet unmistakable. "Mama!" I cried, running towards her.

Not my best side, I'm afraid.

By Ella Herbert, 6th form



Not my best side, I'm afraid.
The artist didn't give me a chance to
Pose properly, and as you can see,
Poor chap, he had this obsession with
Me. I gave him the blonde one
That I didn't eat. Made no difference, he stood
And stared, like I was a piece of
Meat, which is ironic, because I don't like the stuff – it sticks in
My teeth. And the whole business with the blood. It's far too rough.
I told the pretty girl this, after she found my cave. Said her father
Didn't want her, as she wouldn't behave
Or marry that stupid, rich, arrogant
Fool. "I've heard, to his servants, he's incredibly cruel"
She said, as she sat with that fresh fair hair flowing,
Asking if she could stay. I was nervous
At first – people might talk. But it turned
Out fine. We like the same food,
She told me about her dogs, her horses
And dresses. I told her
About flying, and how when I roar
This hot, nasty, red thing comes out of me.
"Show me."
"I can't. It makes trees go black,
And I like the leaves, the greens,
The yellows, the browns and the gold." Dragons
Can live until they're incredibly old, and so do
The trees.

I like evergreens, they match my tail. So at least
The artist got that right. Although my scales are all wrong.
Much more glossy than that. The painting ages me
Or that could be grief. Once her man,
Her husband-to-be, came to find her
To take her away. "No, let me stay!"
I tried, I bit and spat and scratched and writhed,
I struggled and growled, like she said,
But it didn't work. And now I'm stuck with only one eye
And my friend, my princess, is gone. All because
I wouldn't eat him. I should have done.

And now that painting makes me feel sore.
The malice and cruelty. It wasn't me.
I was defending her, you see.
Of one thing I am absolutely sure:
There was never a man such a prat
As St George.

(The first four lines are borrowed from a poem by Ursula Fanthorpe.)

My First Day at School

By Jake Moore, 8c

There it was,
That huge brown building,
The noise of squeaky bike brakes,
And the racket of the dogs barking

As I walked through that door,
To slightly creepy smiles,
And files of paper,
And parents shouting, "See you later!"

That first lesson,
Overwhelmed by letters,
And the complicity of words,
The threat of being put on the grey cloud,
And the one boy who was already on it,
For being too loud.

The first time you walk into the playground,
Year Sixes the size of the Eiffel Tower,
Laughing at you for playing with the plastic kitchen,
But all we could hear was the pitch of that
one odd person,
Standing there singing.

Then reality sinks in,
And the whole class,
One by one,
Start crying because they miss their
parents,
And the teachers trying to be sympathetic.

Home time,
Big smiles and sighs of relief,
The sudden eruption of noise,
Once that door swings open,
The happiness
From children and teacher,
And it will all happen again tomorrow!

Prep Poems Inspired by “In Flanders Fields”

The Life of a German Soldier

By Peter Rattay

As the old night came
Followed by showers of rain,
We sang a song with pride,
Something that reflected Christmastide,
So muttering began to start
And then we sang with all our hearts.

Suddenly our battered troops heard
English voices singing with us in chords
And we wished we could cross those
Muddy boards,
Over to the English to sing
To forget this forsaken place,
These sodden trenches to erase.

As we slept,
As our coats got wet,
I remembered loved ones.
Back to them my heart runs,
But I awake to the dark trench
And the guns begin to fire again.



Inside the Trenches

By George Stimpson

Inside the trenches,
Where dead bodies lie,
Hungry faces, petrified eyes,
All watching our mates fall,

Time after time after time.
Rain falls, trenches flood,
Same for both teams,
Although that's not enough.
Boy after boy after boy.

Hard or soft, big or small,
Sent out to war,
Without hope of return,
Soldier after soldier after soldier.

My Life for a Penguin

By Liana Brookes, 9c

I threw on my clothes as I rushed out of the house; I could not be late or there would be too many people at the zoo. My plan was simple and foolproof. Well, it would have been had I not overslept again. I should have been at the zoo early in the morning so that no one would see me steal the penguin: I would rush to the toilets, dress it in some baggy clothes and wait. Then I would walk out with it next to me, looking like my child, as if nothing unusual had happened. And I would have a penguin, as easy as that! But that in no way is even close to what happened.

It was early in the morning and I was barely awake. I had been woken by my cat jumping around on my bed. You see she is not that well trained yet. My cat is not what you would expect her to be, she's more of a big cat, well a small big cat – she's a lion cub. The problem is that she is growing too fast and I worry that she will grow too big one day. I stole her last week from a small zoo up in Edinburgh. I set off the alarm and nearly got caught. Anyway, I fell asleep soon after she got off my bed, but I must have slept through my alarm because the next thing I knew was waking up and checking my phone, only to find that it was 9:00. I should have been awake at 6:00! I got up, splashed my face with some cold water and ran out of the house, grabbing my backpack on the way. I hopped in the car and set up the satnav.

As I was sitting in my car, driving down the motorway, I remembered what I had read on my computer: “Emperor penguin urine keeps you young forever!” It was perfect, I could solve the problem of my cat's size. She was growing up too fast, and I knew that I would not be able to keep her under control when she was the size of an adult lion. I also wanted to try it for myself – I mean, who doesn't want to stay young forever?

More than an hour later, I arrived at the zoo. This was it, I was stealing a penguin! For a moment I sat there regretting my decision, but soon I just leapt out of the car and went for it. At the emperor penguins' enclosure, I stared at the birds for what felt like hours, trying to find the smallest one and a way to get it out without anyone noticing. I came to the conclusion that I would steal a baby penguin, cute and fluffy, smaller than all the others. It waddled around innocently and tweeted, like a small

chick that had just hatched. Its mother was on the other side of the enclosure, having a peaceful nap, oblivious of what was about to happen. The baby penguin had waddled over to where I was standing, curious about the small pieces of bread that I had dropped in. As it came closer, I saw it was the perfect size! This was my chance, my only chance, but there was one problem. I needed a distraction, as it felt like I was being watched by everyone.

I looked around trying to find something to cause a disruption. Out of the corner of my eye, I saw a big stone, heavy, dark grey, sitting there on the floor, waiting for me to pick it up and throw it. I bent down and lifted it up, I rolled it around in my hand and threw it as hard as I could at the monkeys' enclosure, thinking it would crack the glass surrounding it, causing mayhem. It soared through the air like a rocket that had been blasted out into space. Then “Thud!” The stone hit the glass but fell to the floor. The young sensitive monkeys who had been peacefully grooming each other heard it, and started screaming in their deafening high-pitched squeals, attracting quite a lot of attention. Everyone who heard it went to see what had happened, even animals in nearby enclosures went crazy. It was perfect!

Taking the opportunity, I quickly bent down and lifted the penguin out of its home, holding its beak shut. I tucked it under my coat and ran to the nearest bathrooms. Locking the door, I took a deep breath and hoped no one had seen me. I had just stolen a penguin! What had I done? I soon realised that I could not go back; I had to go through with this. Suddenly it bit me! Instinctively, I screamed and swore at it, but then I noticed that I was not alone in the bathroom block and held my mouth shut. So the same thing could not happen again, I taped the baby penguin's beak closed. Somehow I felt bad, thinking about its family and how its mother would have no idea what had happened, only that her poor little baby had disappeared. The baby looked at me with its gorgeous eyes, blue as the ocean, begging me to give her back. She was vulnerable and so young that she was barely able to walk by herself. She had not even shed all her cute, soft feathers yet. She reached for me with her fluffy wings. I imagined how scared she would be, how terrified and sad. Her big eyes started to well up as if she was about to cry. I was so tempted to put her back with her mother, but I knew that I could not do it.

Pulling myself together, I started to look for the baggy clothes to disguise the bird as my own child. I looked everywhere, but they had gone! Frantically pulling everything out of my bag and shoving it in again, I even started talking to myself, saying, “No! How could I be so stupid? How could I get the wrong bag?” I had to make do with the hoodie that I was wearing. I wrapped up the penguin the best that I could and walked out of the toilets. Soon I realised that its face was showing. I threw the hood of the jumper over its head as fast as I could. I could not get caught after all of the trouble that I had gone to! As I was walking past the other enclosures, I slowly started to doubt the on-line fact about penguin urine helping you to stay young. But my thoughts were quickly disrupted when the penguin started wriggling around like a baby throwing a tantrum! Its foot came out of the jumper. I pushed it back in. Then its wing popped out and I pushed it back in. Then another foot, wing, and its head; walking back it felt like I was



My door was unlocked when I got home and it creaked as I opened it. I stepped inside cautiously and heard footsteps and animals squealing. Then I saw him, a man dressed all in black, holding a penguin in one hand and a lion cub in the other. On the back of his shirt I saw the initials ALF (the Animal Liberation Front). He put the animals down and looked at me, reached into his dark mysterious cloak and pulled out a gun. Suddenly he raised his arm and pointed it at me. I stepped back, nearly tripping over the carpet and started to run. Then BANG, and I went right back to the hospital.

playing a game of Whack-a-Mole! I was getting quite a few stares, obviously making me nervous, because it looked like I was hitting my own child!

Eventually I made it back to my car and sat the penguin in the back, still in the hoodie and with its beak taped shut. When I was about to set up my satnav I realised I did not have my phone with me. I had dropped it somewhere because of that stupid penguin wriggling around so much. So I opened the windows slightly to let the penguin breathe and ran back to the reception to check Lost and Found. Luckily they had it and I had not left the penguin alone for long. When I was back at the car, I saw the penguin standing up against the window: somehow it had gotten out of the hoodie and its beak had gotten loose. It was sticking its head out of the window, screaming like a child that had lost its mother! I jumped into the car and put it back inside the jumper. I even strapped it into the seat next to me. All I could do now was to drive home and hope no one had seen it.

I got home within an hour and the penguin was next to me, asleep! Part of me regretted taking her, but she was so cute and I was so desperate to stop my cat growing bigger. I lay the penguin down in its new home in my garage, built especially for her, and went to bed pleased with my day's work.

I woke up the next morning surprisingly early – 8:00. It must have been because I was so excited to try the experiment to keep my lion cub young and also myself. I collected the penguin's urine and diluted it with normal tap water. There was no way I was drinking it pure! Telling myself the whole time that it was for eternal youth, I forced myself to drink it. I put it into my lion cub's bowl, but she did not care for the taste, so I had to hand-feed her. I was so happy! The cub and I would live together for the rest of eternity.

The next thing I knew, I woke to bright lights and a white ceiling. I knew straightaway that I was not at home. I saw some strangers' faces and they all seemed to be wearing nurses' outfits. I was in the hospital. Why? When? How? “It's all going to be all right,” was all they told me, “Don't worry, we'll take you home soon.” When I was properly awake, the nurses explained that I had fainted outside my house, walking to my car. I had been poisoned by something. They were examining a sample of my blood to try to determine the type of poison. I could not wait to go home: I was stuck in a small bed, getting horrible meals every day, with nurses constantly checking on me. There was no peace and quiet. Finally, I was allowed home. I changed into my own clothes and asked for a taxi. I appreciated the light breeze in the air outside the hospital.



Senior Debating

By George Regan and Aoife Murphy

This year LGS's senior debating competition has touched on a number of contemporary topics, including climate change, weapons-selling and the right to British citizenship of Shamima Begum. The competition was held throughout the Lent Term. Teams entered the competition in pairs and debated weekly on a motion provided by the chairman, Mr Allen. The audience of LGS students were asked to vote based on the quality of the debates, rather than their own opinions on the motion. They had three options: to vote for or against the motion, or to abstain if not persuaded either way. This year saw a rise in the number of abstentions. Some debates, such as the motion on whether students striking for action on climate change was an effective way of influencing the government, led to the abstentions receiving the most votes. Mr Allen decided that, as a result, he would remove the option to abstain and force a for or against decision. Thus the against side won by a single vote.

The final was held in front of the upper school during the last week of the Lent Term. The motion was "Given the threats from things such as terrorism, junk food and big tech companies, the British public should accept greater restrictions on their freedoms". Both teams (Oscar Schwabe and Nazir Sirajudeen versus Will Peet and Zain Girach) provided in-depth arguments with evidence and justification. Mr Hunt and Dr Griffin challenged the teams with one question each, Mr Hunt's question having to do with the effects of junk food regulation on the working class and Dr Griffin raising a point about these restrictions being potentially politicised.

Answers to these questions were improvised, testing participants' level of knowledge. Zain Girach and Will Peet were voted winners, with the other pair coming a close second. (The photo above was taken at the external Debating Matters competition in July of 2018, but features Zain on the far right and Will, second from the left, as well as Ricky Kyriacou and Andrew Higginson.)

We (George and Aoife) competed in three debates. The motions presented to us related to a wide range of topics, from the potential utility of two-year university degrees, to whether students should strike for climate change, and whether or not political parties are good for democracy. We reached the quarter finals of the debate. Something we struggled with was the improvised nature of the summing up speech, which required essentially speaking off the cuff in order to refute the opposition's argument, an example of this being an out-of-context (but seemingly effective because it meant we reached the quarter finals) reference to the Tiananmen Square Massacre while arguing against student climate change strikes. However, despite the difficulty, the competition was a valuable and enjoyable learning experience and one that we would wholly recommend to others.

Should the Citizenship of Those Supporting Terrorism be Revoked?

On March 7, 2019, during a Thursday lunchtime debate run by Mr Allen, two L6th Form students, Kishan Desor and Kuberan Sandrasekaran, debated with two U6th Form students, William Peet and Zain Girach. The motion was that British citizens who go abroad to support terrorist groups should not be allowed back into the country, and the L6th form students were in favour of the motion, with the U6th Form students against it. (This was partly a response to the Shamima Begum case, as the British government had just rescinded her citizenship.)

Kishan Desor began by saying that revoking citizenship was a harsh punishment, but the right thing in this case. Citizens, he argued, must have a sense of loyalty and responsibility to the nation. Even though Britain is not where they committed their crimes, we often deport those who commit crimes here, he said, and they might go on to form a terrorist group here. The needs of the many are more important than the needs of the few, he stated. Not letting such people return to Britain will discourage others from taking such steps in the future. Zain Girach countered that because Britain will not let Shamima Begum back into the UK with her newborn, she is compelled to stay in a war zone in Syria, as Bangladesh will not give her citizenship. He said that we have obligations toward her innocent baby and cannot separate a mother and her infant. There are 300,000 in refugee camps in Syria, he said, and these have the potential to act as a mini-caliphate, where others are radicalised. He also pointed out that Shamima was first radicalised when a vulnerable fifteen-year-old. Ending on a personal note, Zain said that he knew of two students who were radicalised when at a nearby grammar school and that they went to Syria and did not return; thus, radicalisation can happen to anyone, to those one would never have suspected of radical tendencies.

Kuberan came back arguing that the cost of keeping terrorists on round-the-clock surveillance is prohibitive. Also vigilantes may target these people and so they will need police protection. As the maximum prison sentence is ten years (six or seven for good behaviour) these people could become more vengeful in prison and then pose a danger to us. Furthermore, he argued, Shamima Begum went to Syria of her own accord and expressed no

regrets, so why should she be able to use this country to get a better life for her child? Yes, he agreed, terrorists are not solely responsible for the activities they become involved in, but who is solely responsible? He went on to say that we need to control the internet better. Lastly, William Peet began by saying that there is no justice to be found in a war-torn dictatorship. He gave the example of Bloody Sunday (1972) as a parallel of brute force being used: British paratroopers killed innocent unarmed citizens, thinking that they were IRA fighters. This injustice increased and exacerbated conflict in Ireland. If Isis fighters are treated with appropriate justice, he reasoned, this makes a point about our values, about the importance of due process. We shouldn't be nationalistic and Islamophobic, he stated. Nurture and rehabilitation is what we should offer to those returning to Britain after supporting terrorist groups.

During the discussion from the floor, Miss Copley said that citizenship is a fundamental right and asked students to consider what resulted when the Nazis left people stateless. Mr Allen said that Scandinavia, Holland and Belgium all have very effective deradicalisation programmes, so why should Britain not be able to do the same. He also argued that one man's terrorist is another man's freedom fighter, giving the example of Nelson Mandela.

In summing up, Kishan argued that he would not call Shamima Begum innocent, and that others from the Syrian refugee camp should come to the UK in her place. He stated that prison isn't effective in reforming people; that "brute force" does not describe the UK leaving people where they should be; that "Islamophobic" is an unfair description when

fear of terrorism is justified. Unlike Mandela, he stated, these terrorists are not fighting for just causes and, even if it is selfish to say so, he would want to protect his own loved ones. Will countered that we cannot use our own outrage against jihadists to take away citizenship and rights. Also Shamima is not a one-off: there are other ISIS brides. Who decides what a just cause is anyway, he asked? Would you strip an IRA fighter of his citizenship? He claimed that Britain's historical role was one of a merciful, just people. And he ended by quoting George Bernard Shaw, "What glory is there in killing wretched fugitives?" Will and Zain won the debate.



Should Students Strike to Protest Climate Change?

On February 28, 2019, during a Thursday lunchtime debate run by Mr Allen, two Lower Sixth students, George Regan and Aoife Murphy, debated with two Year 11 students, Janki Pancholi and Codrin Moisoi. The motion was that students should go on strike in protest at inaction on climate change, and the Year 11 students were in favour of the motion, with the Sixth Form students against it.

Janki spoke first, giving the history of the current student protest movement to promote action on climate change. She argued that climate change should be everyone's top priority, because it threatened to decimate the insect population, as well as causing animal extinctions and threatening the world economy. She spoke about greenhouse gases increasing, oceans becoming more acidic resulting in coral reefs being lost, and Arctic sea ice melting.

Then George countered, asking, "What exactly do the protesters want?" He asserted that the students currently protesting climate change had no common goal and that the majority of them simply wanted a day off school. He argued further that the UK was a world leader in tackling climate change, and that there was no quick way to resolve the issue whilst still protecting the economy. "Instant results" were expected by some students, he claimed, making noise about their "instant issue".

Codrin then stated that one school day missed out of 180 school days equated to a 0.6 percent absence rate, and that 15,000 students had attended the (February 2019) protest. He argued that protests are effective, citing the

example of Rosa Parks and a Harvard University study. He quoted Jeremy Corbyn's remark that the students had "inspired" him to do more. And he said that youth have the biggest stake in the future, so that climate change was especially important to the younger generation.

Aoife came back with some questions: why not strike over Brexit? or educational policy? She further claimed that students have no direct influence on the government and no specific policies about changes that they want to see. She gave the example of large-scale strikes in Britain in the 1970s that had an adverse effect on people and industries, so as to argue against the efficacy of strikes in general.

In the open discussion that followed many other points were raised. Ali asked, given that most of the emissions are from developing countries, what could UK students have hoped to achieve? Mr Allen said that the students should have stood in front of the Chinese embassy, given the pollution China creates. When Ali asked whether we wanted to see more student protests, Matthew B said that it is good for students to be politically aware and active. Peter M-E said that Corbyn's "inspired" com-

ment showed how little politicians currently do on environmental issues. Mr Allen questioned why the strike was not organised to happen on a weekend, and Alistair M-E said that striking during a school day was the whole point, as that was undermining a government function.

In the final summing up, Codrin was brief, arguing that students' choosing to sacrifice their education for a day shows how serious the issues are. Aoife spoke for longer, asserting that students going on strike was the topic for debate, not climate change, which all of us agreed was a serious matter. She said that there were better ways to raise awareness than striking and asked, furthermore, what evidence there was that the government was doing nothing about the problem. Aoife and George were voted the winners.



Introducing our new Head of DT, Miss Campbell

By Saagar Thakrar

What inspired you to become a DT teacher?

I owe it all to my DT teacher when I was at school, Mr. Woodgate: he was the best teacher that I've ever had. He was so passionate about his subject and he would purposely make mistakes in the workshop so that we wouldn't make them too. For instance, he would get a piece of acrylic and scratch it along a table and we would go, "OH, NOO!!" but we would then never make the mistake ourselves. He helped me make really good projects, especially at A-Level.

How would you convince a sceptical student that DT is worth taking for GCSE or A-level?

DT is one of the best subjects for any student to do at A-Level or GCSE, because it doesn't just test the students in one particular field. For example, it uses Science, which it applies to making products. It also uses Maths, when working out how much material you need. It uses English because you have to write and annotate your ideas. It uses Art because you have to be able to draw your ideas and present them really nicely. Also DT is a really good opportunity for A-Level students to get experience working with clients. I like to take students out on visits and trips to see lots of engineering firms.

What are your interests outside the classroom?

It is probably quite cheesy, but DT is my passion, so I make presents for my friends and family. For example, I made my dad a bowl one Christmas and have made a few commissions for wedding cake toppers on the laser cutter. I love skiing and ran two ski trips at my previous school. I love to travel and last summer I went to Vietnam. The summer before I did a tour of Europe, which I really enjoyed. I love doing DIY. I have just bought a house and I am enjoying doing the decorating.

If you weren't a DT teacher what job would you do?

I am not sure if my dream job exists, but I would love to work for a community of schools and organise all their trips for them: skiing, sporting residential trips, language trips and so on. This is one of the best parts of my job, so it would be amazing to do it on a daily basis. Alternatively, I would love to have my own workshop and make commissions on products, but I am not sure what profit margins I would have compared to teaching!

If you had the chance to invent something, what would you invent?

I worry that if I say this and it goes in the Leicestrian, someone is going to steal my idea and it will be seen in shops all over the world! Picture how, when you go paddle-boarding, you are given a long paddle and have to make strokes in the water either side of the board by uncomfortably swapping your hand position. This slows the process down, so why not use a double-ended v-shaped paddle so that you could use it like a canoe paddle? My dad and I were talking about making a prototype of this, but I have not even got around to the designing stage yet. I would also like to design a watch which can stop time, so that I could have time to do everything I wanted to do in a day. One can only dream.



The 2019 Rotary Competition

By Ahab Iqbal

This year, Leicester Grammar School entered five teams for the annual Rotary competition. Each team consisted of four people: three teams from Year 9, two teams from Year 10 and one team from the 6th form were entered. The Rotary Competition is an opportunity offered to aspiring engineers from different schools. In the competition, participants are asked to create a product which solves a specific problem. Participants are given limited resources along with a set of guidelines and some design ideas. They must solve the problem while following the guidelines.



This year, participants from all age brackets (Foundation, Intermediate and Advanced), were told to create a crane which used a switch controlled electric motor to lower a magnet in order to retrieve a magnetic object which would in turn be lifted and carried back to the starting line. The operator had to remain a set distance away from the magnetic object. Also, the magnet had to be operated separately from a jib which would have to be raised in order to operate the magnet. The different difficulty brackets which were determined by age, meant that some brackets had more of a challenge. For example, the intermediate teams had to ensure that their product could pass under a bridge.

All the teams competed to a very high standard. One of the Leicester Grammar School Year 9 teams competed remarkably well. They came 3rd out of all the intermediate teams. By the end of the day, participants had learned about the challenges that designers face. They learned about designing, presentation, organisation and teamwork. The entire experience helped all the aspiring engineers and designers to have a more comprehensive understanding of the things that will be asked of them in the real world. The experience was enjoyed by all. Should the opportunity arise, I would certainly compete again.



Introducing our new Geography Teacher, Mr Lowe

Interview by Rameen Masood

Why did you choose to study and then teach Geography?

From an early age I developed a sense of curiosity for the world. This was partly a result of my parents moving houses almost every year. We migrated from the most deprived council estate in Manchester to the most expensive suburb in Bournemouth and in between we also lived in various villages near Bath. These very different environments certainly sparked my imagination and have intrigued me to continue learning about Geography. I think teaching is a brilliant way to learn more!

What do you enjoy more: classroom teaching or fieldwork?

Why?

I enjoy both; however, it is quite difficult to beat the excitement of being in the real world. Being able to touch landscapes and experience for yourself the beauty of nature are some of the amazing qualities of fieldwork. Fieldwork not only promotes creativity but also enhances pupils' learning experience.

You must have had some fascinating travel experiences.

What is your favourite place to visit?

I have not really travelled out of the UK much, but I have been to China twice. So, my favourite place is China, not only because of the vibrancy of the country, but also because life is changing so quickly there. Each generation is better off than the one before. In China, you can see people's happiness as well as the hard toil – there's a huge contrast between the rich and the poor. In a certain area, you may see a phenomenal skyscraper and then just a few blocks away, you are confronted with the bitter reality of life: dilapidated houses and malnourished people.

What importance does Geography hold in the world today?

Geography tackles the big issues, from climate change to urbanisation to rapid migration. It emphasises the role globalisation plays in the world, allowing us all to stay connected. It offers an insight into the physical and human processes that shape our planet. It equips young people with the skills, knowledge and understanding of our world and so plays a key role in shaping the future.

What is your favourite topic to teach and why?

I like teaching about conflict; the impacts of a civil war; the economic and social development of the world, and eco-systems. My interest in the causes of conflicts between countries led to a research on the separatist conflict in Sri Lanka. Subsequently, I wrote a book about it, in which I examined the origin as well as the consequences of the 26-year civil war between the Liberation Tigers of Tamil Eelam (Tamil Tigers) and the Sri Lankan government.

What sort of activities do you do outside school?

I write books. I have already written twelve, ten electronic and two paperbacks, covering geographical topics such as globalisation. One of the paperbacks focuses on the causes and consequences of war in Afghanistan and the other examines the rise and fall of the BRICS countries in the global economy. My books have won awards from the Geographical Association. I am also the Vice-Chairman and Treasurer of Roade Football Club.

What is your favourite invention?

My favourite invention is James Dyson's bagless vacuum cleaner. When I lived near Bath, James Dyson was my neighbour and so I spent a fair bit of time watching him create the vacuum cleaner. I saw the 5000+ product types that were needed to produce what became the world's best vacuum cleaner. Dyson was so determined to create it that he stayed resilient even after numerous setbacks. It took him 15 years to make the bagless vacuum cleaner.



Introducing our new Head of Geography, Mr Campbell

Interview by Milly Sian

What was your most memorable teaching moment?

In New Zealand, I taught at a school with a house system and one house was called Hillary, named after Sir Edmund Hillary who was the first to climb Mount Everest. His visit to the school was very memorable: he came into my classroom while I was teaching about earthquakes and then took over and talked to the pupils about earthquakes in Nepal. It was a surreal moment.

What do you enjoy doing in your spare time?

I coach my son and daughter, both of whom play rugby for Kettering. I also like to train for triathlons.

If you were stuck on a desert island, what three things would you take there and why?

I should probably take my wife and family, but if they could be

counted as one, then I would also take a pair of swimming goggles and a really good book. "The Magus" by John Fowles is a favourite novel of mine and I could read it numerous times.

What advice would you give to the students in the school?

Never lose sight of the bigger picture: yes, results are important, but so are ethics and being academically curious. I also think that it is easy to talk about resilience, but not so easy to achieve it. However, if you can become more resilient it will help you in life.

What is your favourite invention, or what would you like to invent?

The bicycle is my essential item. I would like to invent a daughter mind-reader, as confusion reigns sometimes.



Introducing our new Geography Teacher, Mrs McNally

Interview by Freddy Klimowicz

What do you enjoy doing in your spare time?

In my spare time I like to play sport, focusing on netball, as I don't have quite enough time for golf. The team I play with are doing well this season and are second in the league.

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

Well, obviously, I think Geography is a vital subject. It makes you more aware of the world around you, allowing you to understand how to look after it in the future. Moreover, in every job you can use the variety of skills that you learn whilst studying Geography, such as decision-making or analysing information carefully.

Are the effects of climate change reversible?

I am hopeful that we can cope with the issues surrounding climate change and, in time, maybe reverse the effects. As humans we have the brainpower to change things. Just as we are currently reducing

the hole in the ozone layer, so too can we find ways to release fewer greenhouse gases.

What are the alternatives to plastic, if we are to save the world's oceans from pollution?

I think change is also possible with plastics. Surely using fewer types of plastic and dealing with the amount in the oceans is possible and I am hopeful that leaders across the world will address this problem soon.

What is your favourite invention?

I would have to choose the car as my favourite invention. I feel it saves so much time and allows you to do so much more in life. I remember being at university, having a full-time job and playing lots of sport, including my favourite sport, golf. None of this would be possible without a car.



The Duke of Edinburgh Award Scheme: For the Challenge, the Adventure and the Hope of Good Weather

By Maya Thompson and Mr Cox (reprinted from interviews in "The Peacock" by Aditya Mathur, Svaraji Odedra and Lucas Hoffmann.)

Mr Cox:

I have been a member of the Boy Scouts since I was six, working my way up from being a Beaver to now being an Assistant Leader. I did the Bronze and Gold Duke of Edinburgh Award Schemes when I had the opportunity, having a particularly memorable expedition in Morocco, qualifying for the Gold award. At university in North Wales, I would climb mountains every weekend with the Mountain Walking Club.

Running the D of E means doing something I really believe is worthwhile. Participants in the Award Scheme learn navigation, campcraft, teamwork and problem solving. How a young person deals with the challenge of a tough expedition, developing skills and resilience, will not just give them something to put on their CVs, but can help them throughout the rest of their lives. Of course, running the kit store tends to take up a lot more time than I would like. I spend a lot of time drying, cleaning, fixing and folding tents and chasing people for missing kit items. We are in a very lucky position here at Leicester Grammar School, having a good deal of the more expensive equipment available for participants to borrow and use for free, but I think too often students take the equipment for granted.

The most difficult part of the D of E scheme, I think, is the second night of a Gold Expedition and, to a lesser extent, the single night on a Bronze Expedition. Having completed half of the expedition and arrived at the campsite, you could be wet, tired and aching, and yet still have a lot left to do. This is probably the lowest moment of the expedition; however, if you are able to sleep well that night, when you get up the next morning you will then be on the return leg and everything will begin to seem easier from that point onwards.

Maya Thompson:

Having attained the Bronze Award, I wanted to continue the scheme and go for Gold. I have always loved the outdoors and was able to sign up as a team with some friends of mine who were also interested in the program. Volunteering at Oxfam and on my NCS residential, I was able to meet so many new people. I have also enjoyed improving my physical fitness. The views and nature we were surrounded by were phenomenal, especially as our team did the wild camp, which consisted of camping in the mountains – waking up to those views in the morning was incredible.

I would definitely recommend doing the Award, but make sure that you are motivated to see it through. We lost two members of our team during the training process. My advice to participants would be to make sure they bring a few changes of clothes, as you will get muddy, as well as planning something to look forward to at the end of each day. Also, pack lightly – the bags are very heavy! Most importantly, have fun and appreciate all the memories that you will make.

The qualifying walk was definitely the hardest part: I thought that the training practices were hard, but really they were to prepare us for the real thing. The weather had been awful for the training practices, with hail, snow, rain and fog. One walk even had to be cut short. But the qualifying walk was more physically and mentally challenging. I had injured my hip and back by the second day, but my team kept me going. We got each other through the hardest challenges, especially when we got lost and had to go on a huge detour! I have learned to appreciate the basic things that I have: a bed, a shower, clean water, and a decent meal every day. I have been humbled by the D of E challenges, but have also gained a deeper understanding of myself and those around me.



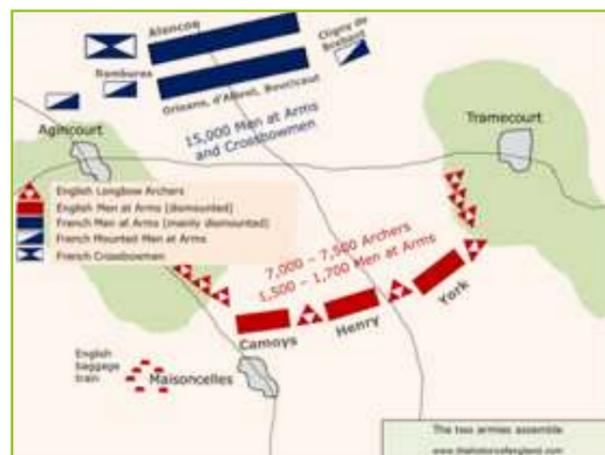
Maces, Morale and Mud: what was the main reason for the English victory at the Battle of Agincourt?

An extract from Matthew Bartlett's EPQ essay

In a factual narrative sense, barring any differing opinions over exact numbers, positioning or location of the battlefield, the following is a description of what happened. The English army consisted of about 9,000 men, with a ratio of at least 4:1 archers to infantry. The French had around 12,000 men, with roughly 10,000 of them being knights or 'men-at-arms' and about 1,200 of those were mounted. The rest of the force were made up of an unknown mix of other infantry, crossbowmen and archers. On the evening of 24th October, the eve of the battle, Henry calmly ordered all his men to draw themselves into battle formation and every leader was given an allotted place and instructions. Henry, fearing ambushes by French forces at night, also told his soldiers to be silent all night with the punishment of an ear being cut off if they were not.

On the 25th, Henry deployed the troops at 'prime' (a term used by scholars at the time, most probably meaning dawn or early morning) in a standard three 'battle' formation. The Duke of York led the vanguard, Henry himself led the main body of men, and the rear guard was led by Lord Camoys. The English archers were positioned flanking the stretch of ploughed muddy fields between the two armies and mingling between the English men-at-arms. Stakes were plunged into the ground in front of the archers to deter cavalry charges. Initially, the French did not attack the English forces. Henry made the bold move to shift the entirety of his forces forward, including the stakes, to improve his positioning. The move was executed well and quickly, with Henry also commanding a unit of archers to sneak through the woods to flank the French, hoping to push them forward when arrow fire came from behind. It is suggested that the French didn't attack initially because they were either waiting to receive the last of the troops from arriving lords or were merely bored. However, possibly agitated from this rapid English movement, the decision was made by the French to attack. The French cavalry charged the archers, but the mixture of longbow fire from the flanks, the stakes, the wooded terrain, and the lack of cavalry led to the French charge failing completely. The advancing French vanguard were hit by their own cavalry who, either rider-less or ridden but out of control, charged back up the field and through the men-at-arms. The vanguard, although in disarray, continued towards the English. The longbow fire that had scuppered the cavalry now hit the infantry and the French ended up funnelling into a rolling mass of men. This, compounded with the muddy terrain, led to the French soldiers being so close together that they could not lift up their swords.

The French maul hit the English vanguard and intense fighting occurred, during which the Duke of York was killed, showing the strength of the French in melee combat. However, the nature of the funnelling meant that most of the French infantry were unable to fight and were left to be pelted by arrows. Many French soldiers were killed, either by being trampled on or from drowning in the mud. Once the English archers were exhausted of their arrows, they joined the melee and flanked the French vanguard. It is suggested that, because they were more lightly armoured, the longbowmen were more agile and mobile in the mud and able to out-maneuvre the French. The French vanguard was defeated, fighting ceased and both sides returned to their end of the battlefield. Henry ordered the collection of prisoners from the battlefield but, after the prisoners were collected, a shout went up which prompted Henry to order the infamous slaughter of the prisoners. The origin of the shout is unknown but several possibilities have surfaced. It has been suggested that a second contingent of French forces had started to move forward; another suggestion is that the English baggage train was being raided. It is easy to forget how tense the situation must have been, but there is considerable doubt that Henry would react so instantaneously to a shout. John Keegan argues that the slaughter was to deter any French retaliation from the remaining prisoners or from the French force.



Auschwitz, Not to be Forgotten

By Emily MacTaggart

We had woken up after barely sleeping, and it was as though the entire day was a dream, conjured up from our exhausted imaginations. I am not sure if I ever truly absorbed or understood what we were faced with. However, no matter how perplexing this day will remain, it is one that I will never disregard.

This experience started off as any other school trip would, with arrogant, hormonal teenagers reaping the benefits of caffeine, as adrenaline reserves began to fall and the sun was still in the process of rising. Some kind of excitement infected us all, but tainted by an eerie mist which hung over us – this excursion was subtly different from the rest. These sentiments clung onto us as we ascended into the plane, still teenagers charged with irritation from sleep deprivation. Everyone listened intently (or those who hadn't succumbed to fatigue) to the information we were bombarded with – the same, banal facts and figures – which didn't faze us, and were displayed with ease, as though having six million Jews and five million other victims (political prisoners, criminals, Roma, priests, anarchists, etc.) be killed remorselessly during the Holocaust is quotidian. Maybe it didn't faze us any longer due to our zombie-like state, or because violence is so current that even something on such a grand scale can still be perceived as insignificant. Until you are confronted with it.

Upon arrival in Krakow, after filing off the plane we hit a wall of bitter cold air which immediately set the tone for the rest of the day. The atmosphere quickly changed as we approached the solemn, isolated town of Oswiecim, which is Polish for Auschwitz. There was nothing which marked this town as peculiar or mysterious, other than what it had been robbed of – the diversity of religion -- and the destruction of its local synagogue during World War Two. This hollow shell remains without its Jewish community, which had formed a significant part of its population. Whilst visiting Oswiecim, everyone was reasonably lively, soaking up the experience, learning about how normal lives were before the Nazi extermination programme was in full throttle (marked by "The Final Solution" of January 1942), and how integrated the Jewry were into this town's community. It was easy to imagine the hustle and bustle of the market square where Jews relied heavily for their income. Yet we stood there, it being empty of conviviality, and the only resonating sound coming from the occasional click of visitors' cameras capturing the grave isolation this town still exists in today.

We then returned to the buses, where we revelled in the artificial warmth as we immersed ourselves in random conversation with new acquaintances whilst digging into lunch, still not veritably appreciating what we had heard and been exposed to whilst standing out in the biting cold of Oswiecim. Suddenly, reality hit us all. Laughter and chatter stopped in its tracks. The sight of the red-bricked barracks stifled any noise as an even cooler air seemed to diffuse through the bus. Its presence, Auschwitz I, took our ability to speak as we stuttered, spluttered, all unable to find suitable words to describe our initial thoughts. Upon entering the camp, a wave of emotion hit me as I tried to comprehend what I was surrounded by, as the words "ARBEIT MACHT FREI!" hovered above our heads. The



towering blocks of bricks, haunted by their captives, still seemed to intimidate, stealing any power you once had, expelling it from the wire-encasing hell. Yet, what was held inside the buildings, and the stories which accompanied it all made the eyes water, the breath stifle, and all observers just stare as though possessed. Our guide led us to another dimension of sorrow as we passed by hundreds of locks of hair, piles of belongings, glasses, shoes, and memories of those who succumbed to the monstrous power of the Nazi regime. These victims thought they were starting a new life elsewhere in German-occupied Poland (Generalgouvernement), but reached their end far too soon.

Anna (our guide), whilst walking up to the grim reality of the gas chamber in Auschwitz I, imparted the story of a nameless woman who came to her end in the gas chambers through inhalation of Zyklon B – which obviously robbed millions of others of their right to live – but also mercilessly killed her unborn child, someone with a potential for life, but who didn't even grasp the chance to embrace their mother. Obviously the group, including myself, could not properly empathise with such events, and still do not even after standing in the harrowing chambers where too many lost their lives and too many fell to the insurmountable, incomprehensible power of the Nazi regime. But we are only looking retrospectively, still today trying to find appropriate words to describe such a monstrous event committed by mankind, by human beings like those who had the ability to kill.

The emotion felt whilst walking by the execution wall in between two barracks made the heart literally drop, and ache. Yet we were still all unable to empathise with those victims. But at the same time that is not the aim of these trips, the aim is to impart a kind of fear that should shake the world into realising this kind of atrocity can occur again. History can repeat itself, it is just our duty to prevent that. It would be difficult to imagine if an extermination camp such as Auschwitz II, or Birkenau, were to appear again as its size was inexplicable and led to more confusion rather than being able to clarify our sentiments towards this mark of shame which will forever stain our history. It was comprised of 300 buildings with the majority being wooden, slatted shacks. However this was only half the size of what it was truly meant to be. It spanned four kilometres each way you looked, with the tracks running through the middle which led to the still harrowing gas chambers which had been destroyed when the Nazis tried to cover up their atrocities as the allied powers advanced in 1944. They may have been able to destroy these buildings, but their acts can never be undone. We can never bring back those who fell at the mercy of the Nazi killing machine; however we can ensure that this kind of destruction will never be forgotten and their memory lives on. Not by the way they died, but their lives before as individuals.

Leicester History Festival

By Georgina Holmes, (reprinted from "The Peacock"), with additional comments from Mr Picknell

Leicester Grammar School inaugurated the Leicester History Festival on Saturday, September 29, 2018. The festival helped raise money (over £350) for the veterans' mental health charity, Combat Stress.

Throughout the course of the day, various talks were hosted, shows and events were put on and there were many stalls displaying information, artefacts and objects posted around the school. The main lectures looked at the impact of the First World War on the different nations involved (France, Britain Germany and the USA) but we also saw the Centenary's impact on popular culture with a talk by the producer of the 2018 film of "Journey's End", Guy de Beaujeu. This modern cinematic version of playwright R. C. Sheriff's 1928 drama emphasised the psychological cost of war and, with the aid of clips, Mr Beaujeu explained to our enraptured audience how the cast interviewed modern veterans suffering from PTSD to prepare for their roles. He also said that, despite the Spartan conditions of filming in cramped recreation dugouts, the harrowing subject matter meant there was not an ounce of diva-like behaviour among any cast members.

In addition to the Great War talks, there were a range of others held throughout the day, on topics from the Ancient Greeks to Tudors and Stuarts, to name just a few. Concerning activities, there were falconry and archery with which to get involved, and stands featuring archaeology, war artefacts and information and insight from various historical periods. Despite being in its first year, the Festival saw a great many visitors – and not all were LGS students or parents – attracted to the events being hosted. Over 600 people attended the event and everyone left having learnt something new; there was a wealth of knowledge showcased in the school that day, and it was impossible not to pass a stall or hear a talk which dipped into information and periods of history which were of interest. The range and selection of events and activities were of various sorts, and so well chosen, that the Festival came together very neatly as a whole, branching across the course of history.

It was a well-co-ordinated day and its success is owed to the efforts of the LGS History department and especially Mr Picknell, the Head of History, for arranging it and also all those teachers and students who helped to bring it together on the day. Dr Griffin's talk on the changing depiction of the Great War in children's literature also offered a fascinating insight into how the conflict still shapes our cultural imagination to this day. On the doors, at the talks, and around the stalls, the day was supported by student Event Co-ordinator volunteers who helped with a great many tasks, from setting up and keeping on top of organisation, to directing, welcoming and informing visitors. Without the abundance of support across the School, the festival could not have run as smoothly as it did.



Mr Picknell Goes on Sabbatical

Interview by Charlotte Lewis

Mr Picknell is the Head of LGS's History Department, and a great asset to the school as a whole, with both an immense knowledge of and enthusiasm for his subject. He will be greatly missed in his time away, during which he plans to obtain a degree in Journalism, and we can only hope he comes back with an even greater passion for History teaching.

What first motivated you to pursue a sabbatical?

My primary inspiration came from hearing at the Spring Union Conferences that the state sector was offering teachers an increased amount of sabbaticals as a means of retaining staff. I thought this could be a great opportunity to pursue one of my own outside interests and just had to hope the School agreed, of course.

Why the interest in Journalism? Have you ever dabbled in it before?

I'd definitely describe myself as a Journalism dabbler, so far. I've done some work updating a travel book called "Japan by Rail" (having previously lived and taught in Japan) and a few years back wrote several features for a Shanghai magazine. In addition to this, I have written articles for the *Leicester Mercury* and various county magazines. I've always been very curious about people and places and naturally enjoy communicating; therefore, journalism has peaked my interest.

Will the sabbatical into this field be history-related or more general, i.e. politics/economics, instead?

I'll be taking a Masters at DMU in Investigative Journalism so it could cover anything that is in the public interest from corruption, dodgy political practices, cowboy tradesmen to environmental stories. It's therefore more political than historical but I hope there may be opportunities to add an historical perspective if needed. I have been told that analysing financial spreadsheets is part of the study, so I will definitely be keeping in touch with Mr Moore-Fris and Mr Esmail.

What do you think you'll miss the most about LGS in your time away?

LGS is such a friendly school and I will definitely miss the warmth of the community that punctuates lessons, the staffroom and genuine life around the site. You don't get that everywhere. I will especially miss mentoring my form, 10d, and my Sixth Form Historians and I hope they go on to achieve all they can over the next year. I should also mention the brilliant colleagues from the History Department who very kindly bought me a textbook for my studies. Now the boot is very much on the other foot as I apply for my NUS card, write essays and (hopefully) complete a stint of work experience. After all, it's important to see how the other half live.

What was the Greatest Failure of the Age of Revolution?

William Peet's Prize-Winning Speech for the Historical Society

William Peet came fourth in a national competition, the Historical Association's Great Debate 2019. This was a public speaking competition on a historical theme, with the contestants fielding questions at the end. He was one of 21 finalists, who had already won their local heats – William won the Nuneaton heat in November 2018.

The acclaimed historian, E.H. Carr wrote in his infamous treatise on historical study, "What is History?", that History is "an unending dialogue between the present and the past". In light of this definition it is imperative that the answer to the question posed by this debate be the Haitian Revolution, and its ultimately catastrophic descent into exploitation and economic ruin that has left it so impoverished today. This revolution is a great failure, not because of its inherently laudable values, but because its grand promises of emancipation were quashed by the instability of the Haitian state, and because it convinced slave owners worldwide to not give concessions to their slaves for fear of a repeat of this Revolution, prolonging slavery.

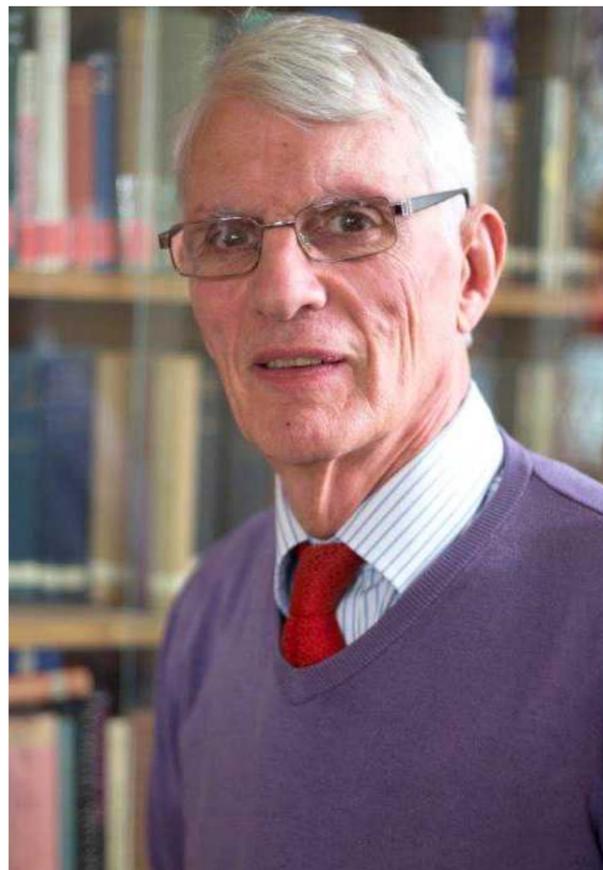
In a damning article for The Nation, an American magazine, Amy Wilentz wrote about Haiti in March 2015, calling it a "failed state". But Haiti had "unbelievably promising beginnings". In 1791, Toussaint Louverture had led the first – and only – successful uprising of enslaved Africans on the French colony of St. Domingue. Successfully encapsulating the notions of "liberty, fraternity and equality" that had proved futile in the French Revolution, he and Jean-Jacques Dessalines, one of Louverture's lieutenants, fought for permanent freedom and national independence. When French forces surrendered in 1804, Dessalines declared St Domingue a republic, renaming it 'Haiti'. It became the first independent 'black' republic, espousing qualities of liberalism that were not only revered at the time, but remain endemic of our Western ethos.

But for all this promise, in 1825, a mere two decades after Haitian independence was declared, France demanded an indemnity of 150 million francs (roughly estimated at \$20 billion in today's dollars) for the property lost by French plantation owners during the revolution. Since Haitian slaves had been France's most valuable Caribbean asset, the Haitians were not only being held accountable for their economic independence, but for the very act of liberating themselves from servitude. As the aforementioned article goes on to describe, "These reparations to France depleted Haiti's already starved coffers and led to repeated financial crises within the country [and]...an inability to develop domestically". As a clear indication of failure, the revolution united the great powers under an imperialist banner; France, Spain and the US, enforced an economic naval blockade on Haiti from the moment of its independence for about 60 years. Furthermore, its natural resources have been continually exploited: only 1% of Haiti is now forested, in contrast to 28% in the neighbouring Dominican Republic, which has, as Jared Diamond describes, a "booming economy".

There are therefore two key factors why the Haitian Revolution was its age's greatest calamity. Firstly, its place is secured through comparison with contemporaneous revolutions. Whilst the French Revolution did genuinely fail to achieve its aims, it stabilised relatively quickly, certainly faster than in Haiti, and France is wealthy today. The Industrial Revolution, for example, despite ushering in an era of child labour and appalling urban living conditions, positively impacted our modern society unequivocally. The aftermath of the Haitian Revolution created an ambiance of chaos. As Jared Diamond wrote, "the victors killed many whites...destroying their economic infrastructure". These white farmers, so key to Haiti's development, were expelled as per Haiti's new xenophobic constitution; the revolutionaries were trapped by their own ideology in sowing the seeds of their socio-economic nadir and creating a Terror like that in Revolutionary France.

Secondly, if we adhere to Carr's historical doctrine that the past may be interpreted in light of the present, we must discern Haiti's current situation. It is one of the most impoverished nations on Earth. Admittedly, its progress has been hampered by natural disaster, but it has allowed itself to be continually exploited by Western powers. This exploitation and neo-colonialism, a direct consequence of the Revolution, bred the nightmarish dictatorship of François "Papa Doc" Duvalier, which "fertilized the terrain on which Haiti, as a failed state, would grow." It now sits 163rd out of 188 nations on the HDI, the "poorest country in the new world", in complete contrast to other nations, like the USA, who endured political revolutions in that era. For a nation build on such great philosophical ideas as freedom and abolitionism, its current state is an assured indication of the tremendous failure of its revolution's legacy. And although the revolution legally freed the people from slavery, the masses remained as economic quasi-slaves under the suzerainty of greater powers. This revolution is the greatest failure of its time as it allowed for the foundations of an inherently corrupt society to flourish, and led a marvellous vision to collapse under the weight of xenophobic fervour and the illiberal bigotry of the West: Haiti is far from the bastion of liberalism it was meant to be.





Peter Vardy Conference

By Kirsty Finlay, 6th form

On February 5th, 2019 Year 12 Philosophy and Ethics students attended a candle conference led by Dr Peter Vardy, entitled 'Happiness?'. After an early start and lots of traffic, we eventually arrived in Cambridge at the church where it was being held. The first session focused on The Teleological Argument, a topic we had already studied in class, enabling some very useful revision.

Next up was The Problem of Evil & Suffering, a highly interesting topic that we were yet to study, and therefore, despite the intense, fast pace, we all gained some new knowledge that would stand us in good stead for later in the year. When the first two sessions had finished, we took a break, walking into the beautiful city of Cambridge to grab some lunch. After lunch we were immediately re-immersed into Ethics, learning about Utilitarianism. However perhaps the highlight of the day was in the last session, watching Peter Vardy manically run around the room with a microphone during a student-led debate on euthanasia, started off wonderfully by Alastair. (Mrs Tompkins and Mrs Hillier were very proud of his contribution.)

Overall it was a tiring but very informative day, and a privilege to be able to listen directly to a philosopher and theologian who we study during our A-level course.



From the World Peace Café to Richard III's Tomb

By Mahad Adeel, 10c

On June 19th, 2019, GCSE RS students went on a trip to the centre of Leicester for their Religious Beliefs and Practices course, visiting two sites: Nagarjuna Kadampa Buddhist Centre (located in the St Katherine's Building, formerly part of Leicester Grammar School) and Leicester Cathedral, directly opposite.

At the Buddhist Centre, students got a chance to experience meditation first-hand, as well as glimpsing impressive statues representing the Buddhist mind and values. Among the core beliefs of Buddhists that we were told about, we learned that an ideal Buddhist is focused on helping everyone. After a short break at the World Peace Café, we crossed over to Leicester Cathedral, (where LGS used to hold its services, when on the old school site.) We were shown the stained glass windows, with a short explanation of their purpose and history, and other parts of the cathedral, such as the font for infant baptism. Most excitingly, we got to behold the newly-built tomb of King Richard III, whose body was found under a nearby carpark a few years ago. Then the head chaplain allowed us to ask any theological questions we wanted.



Introducing Mrs McPherson, Deputy Director of Music

Interview by Shauna Strathmann

What kind of taste in music do you have? Has it changed over the years?

I have quite a broad taste in music, from cheesy pop to classical symphonies. The only musical style I don't particularly like is heavy metal. My taste hasn't really changed over the years, but through studying and teaching Music, I continue to develop an ever deeper appreciation for the craft and thought processes underpinning a range of styles, including classical music.

Were you always considering a career involving music?

Since about my early teens, yes, but before then I wanted to become an archaeologist. I was, and continue to be, fascinated by History, so a career as an archaeologist seemed to make perfect sense. Now I am quite thankful that my musical interests took me in a different direction, as the reality of digging around in mud all day does not quite have the same appeal.

What is your impression so far of the Music department here at LGS?

The Music department is very welcoming, friendly and down-to-earth. I remember how impressed I was when I heard some of the ensembles rehearse for the first time, with both the large number of students participating and the high standard of performance.

On to the weird question, if your favourite instrument were a cake what would it be?

I shouldn't say this, but my favourite instrument isn't the flute, which is the one I play. My favourite instrument is actually the cello, which I think would be a really rich, deep, chocolate cake.

And finally, the Foundation Day question: what is your favourite invention?

As a musician, my favourite invention is a recording device, because it has made music accessible 24/7. Before relatively recent times, it was impossible to hear music without going to see it performed in a particular place, or at a particular time. Access to music has enabled musicians to hear and disseminate music all around the world easily, which in turn has resulted in the creation of so many new styles of music.

Ed Barker, visiting LGS



Piano Concert

By Katie Brooks

On January 22nd 2019 in the Recital Room, a piano concert took place for senior LGS students and LGS students who wanted the experience of playing in front of an audience to showcase their talent. The audience, who consisted of parents, siblings and a few members of staff, took their seats to enjoy the evening. The grand piano was positioned in the centre of the room, so all focus was directed onto it. The lid of the piano was raised, giving an atmosphere of professionalism and authority. The pupils played pieces from different composers, including Einaudi, Chopin and Tchaikovsky. Moritz Wagner-Tsukamoto played Stravinsky's "The Firebird". Battling through the nerves, each piece was played with emotion and passion. The concert lasted for three quarters of an hour. Everyone thoroughly enjoyed the evening. Many thanks to Mr Barker and Mrs Else for organising it.



Boris Dring, 7b, reports, "I was feeling a mixture of nervousness and excitement, but I always feel like that before a concert. I was playing 'Gymnopedie 1' by Erik Satie, a very beautiful and relaxing piece. Of course, all of the other acts went extremely well; everyone playing was very talented. "After I finished the piece, I got that tremendous feeling of relief and satisfaction."



Music Workshop with Harborough Collective

By Gabriel Smith, Year 7b

On the afternoon of October 5, 2018, the whole of Year Seven went to the Recital Room to see some very special guests. Later that evening, the Harborough Collective would play in a concert at the school and they had come to us beforehand to do a spectacular workshop.

The afternoon began with the musicians playing some music from over 300 years ago and then telling us about their musical instruments. First there were the string instruments: a violin, a viola, a cello and a double bass. They explained how each of these is somewhat larger than the last and produces a lower sound. They also had a grand piano, a saxophone (played by LGS's Head of Music, Mr Barker), and a set of drums. They then took us on a journey through time, hearing music from all sorts of bands and composers, including Vaughan Williams' "Greensleeves", Pink Floyd's "See Emily Play" and Radiohead's "Pyramid Song". They finished with a song that they would later play in their evening concert: the Beatles' "When I'm 64", to which Year Seven enthusiastically sang along. It was an inspirational afternoon of great music.

The evening concert was an exquisite reinterpretation of English music, including the Kinks' "Waterloo Sunset" sung by Ethan Leech, in Year 11, (as pictured to the left) and the Beatles' "Sergeant Pepper's Lonely Hearts Club Band" album.



Brass National Champions

Congratulations to Freddie Klimowicz, 11e, Rebecca Faust, 10e, Jennifer Ewington, 8a, and Jack Strong from the Junior School, as well as their teacher, LGS Brass Coordinator, Mr Jeans.

They are all members of Youth Brass 2000 and have won the National Youth Brass Band Championships for the 6th consecutive year. As a result, they have qualified for the European Championships in Lithuania next year.

Mr Duffield Says Farewell

Life at LGS is rarely dull. Over the years we have had more than our share of highs and lows. However, my abiding memory of the school will be of a caring place where both my children, Sam (OL 2003) and Ruth (OL 2005) were given the support and opportunity to thrive, each in their own way. For this I owe the school a debt of gratitude. I have recently been asked, has the school changed fundamentally since those earlier Cathedral-centred days? I think that it has, and has had to in order to keep up with the demands of modern education and to survive in a more demanding and competitive world. We now have purpose-built facilities and an attractive rural setting and an awful lot more pupils and staff.

I started at LGS when the school was in Peacock Lane in the centre of Leicester. The school buildings were a warren, full of hidden corridors and rooms that only a small band of people knew how to reach. I'm still convinced that no one really knew where the music department was. I am glad to say that by the time I arrived most of the truly idiosyncratic features of the buildings had either collapsed, been blocked up or had been removed as being too dangerous. The science labs were huge affairs full of dark wooden benches and piles of arcane scientific apparatus. As is the case now, science was very popular and before long the numbers taking advanced level Biology had increased from 15 to 70. This increase in number meant we could no longer use the small, but perfectly formed, Bishop Vesey House in Snowdonia as the centre for our annual field course. Vesey house was a rough and ready place but we loved it. The trip was always full of memorable events: rain, standing on Darwin's rock in Cwm Idwal, bouncing on a raised bog, rain, identifying mosses on the Nant Plateau and investigating pollution from ancient lead mines. With regret we had to move our base of operations and for the following 15 years spent the field week in or around the Normandy beaches. This trip was often the highlight of the year and allowed us to submerge ourselves in biology as well as spend hours on sun-drenched sand dunes and beaches. We did however, still manage to find lots of botanising and even the occasional animal to study. Highlights or lowlights depending on your point of view, include unexploded bombs in Portsmouth harbour, mass oyster tastings, Mr Handford's viola playing, Mr Thomason's addiction to bean salad, Dr Fearon's unceasing quest for order, doing a transect up a naturist beach complete with naturists and "sumptuous" packed lunches.

What of life back at LGS? Well, plans were afoot for a move to a new site somewhere in the wild and uncharted regions south of the city. After six months of packing we finally moved. It was strange not being in the city, but the environment in Great Glen more than made up for the retail inconvenience. So what of the new site? The ponds are a great feature, as are the hedges and field margins. In ten or so years the wildlife should be quite impressive, especially the insects and the algae in the large pond. The new school buildings are alright as well.

Being a teacher at LGS is not just a matter of classrooms, but of all the other non-curricular goings on. One of the most interesting responsibilities is the role of personal tutor, which at times combines being a careers advisor, problem solver and advocate



all at once. This year I passed on my 143rd personal tutee, so it is no wonder that I have little or no hair left. Contact with OLs is a great pleasure and it is always interesting to hear what former pupils are up to. Gratifyingly many are professional biologists in some form or the other. Currently we have OLs who are high up in the EU science directorate, Nature Conservation officers for Scotland, Wales and England, game reserve managers in Africa and Thailand, snake experts, genome scientists, geneticists, biochemists, physiotherapists, nurses, researchers and literally hundreds of doctors, dentists and vets. Although I still see myself as a biologist, I have very much enjoyed teaching at LGS. My time has been enhanced by the patience of my colleagues and the fortitude of my pupils. I will miss being here. LGS is not really about buildings, but rather about an idea which was turned into a school which evolved into a community. The value of an LGS education is in the people you meet and the opportunities you embrace. May it long continue.

Introducing our new Physics Teacher, Miss MacLeod

Interview by Svaraji Odedra and Aditya Mathur

What has been your funniest teaching moment?

My funniest moment teaching was when some of my Year 11 students were zapped by a Van der Graaff generator during an experiment at my old school, Beauchamp College.

What is the hardest thing about teaching Physics and why should students choose it?

Physics is very abstract and does not always deal with things you can see and that makes it harder for students to be able to visualise and understand concepts. I think students should choose Physics because it explains how everything around us works and there are lots of skills which people can acquire from the subject.

If you could teach any other subject, what would it be?

Maths is my second favourite subject. I enjoy it quite a lot, due to the problem-solving aspect of it, and because of the achievement you feel when you solve the problem at hand. At some stages, even my degree felt more like an applied Maths degree than a Physics degree.

Tell us about your career in teaching so far.

This (2018-9) is my third year as a teacher. Before teaching at LGS, I was at Beauchamp College, where I also ran an extra-curricular science club.

What is your favourite invention and why?

My favourite invention is probably the Internet. I feel that my life would not function without it. For teachers, it is essential in helping students to convert theoretical knowledge into a more practical form of information. Also, it is now the basis of modern society and so important to all of us, and not just those of us working in education.



21 Years of Challenger in Leicester

By Mr Willis



There can't be many people on the planet who are still unaware of the two major disasters that took place in 1986. The nightmarish events at Chernobyl have recently been portrayed brilliantly in an HBO mini-series. The Challenger Shuttle explosion has received exposure on many occasions over the years, NASA and its SRB contractor, Morton-Thiokol, having launched the ill-fated STS-51L crew against expert advice. The teacher, Christa McAuliffe was set to be the first ever civilian passenger when she won a nationwide contest to become part of the Challenger crew, but sadly she never got to perform the lessons that were scheduled.

The Challenger Organisation was set up in memory of the astronauts and, over the years, thousands of children have benefitted from the Challenger Learning Centre experience. The Challenger Centre in Leicester arrived in 1999 before the National Space Centre was even built and I was one of the first teachers to organise curriculum trips to experience the joys of its simulated missions to space. It has been a significant part of our Year 7 Science programme ever since and all our pupils have "rendezvoused with a comet" for 21 years now. Sadly, the Challenger Learning Centre is closing to accommodate expansion plans for the Space Centre and the franchise is disappearing from this locality. I'm sure that next year's Year 7 will be saddened by this news, as will many older pupils and OLs who will no doubt have fond memories of their own mission. For my part, I've probably experienced more missions than any other teacher in the country and this is the end of an era. However, I'm hopeful that there will be a mission type replacement in the future, and indeed I have already been approached by the Space Centre Education team to help in the evolution of this.



Designing & Building a Wind Turbine from Scrap

By Binal Chavda



My EPQ (Extended Project Qualification) was firstly inspired by an article I had read about William Kamkwamba, a Malawian inventor who, as a boy, built his own wind turbine using scrap resources. Coming from a rural background where people would sooner believe in magic than the ability to obtain electricity from the wind, his entire village thought him crazy to attempt such a feat. Eventually, through hard work and determination, he was able to bring electricity to his home for the first time. My project has centred around this turbine, which I hoped to improve upon by applying my own knowledge and skills to produce my own prototype.

My project began with me reading Kamkwamba's memoir, titled *The Boy Who Harnessed the Wind*, which detailed his early life in the village of Wimbe. Due to severe famine in Malawi in 2001, he was forced to drop out of school at fourteen; however, he still persevered in his attempts to educate himself and began borrowing science books from his local library. Through this reading, he discovered wind turbines. Having no grid access in his house, he saw the scope for wind power to greatly improve his family's lives. No longer would he have to wait until morning to read due to lack of light, or his sisters be forced to collect firewood on foot as they had no electric cooker. Guided only by the books from the library, he set about gathering materials from the scrapyards to build his own turbine. Cleverly utilising a bicycle dynamo to generate voltage, he was able to bring his idea to fruition after several months of persistence, demonstrating how it was able to power a lightbulb to a crowd of onlookers. No longer did the villagers see him as crazy, but cheered him as a young genius.

The aim of my project was to improve on his design, and build a functioning wind turbine by similarly using upcycled materials. To reach this point, I firstly explored the extent of the household electrification deficiency in Malawi and the adverse effects on its inhabitants. Next, I investigated why utilising renewable energy would be the best method of solving this problem, and why wind energy is the best option. This led me to realise that, if I could make some improvements to Kamkwamba's model, I could design quite a quick and efficient solution to many of the problems that they face. By taking inspiration from small industrial turbines, I arrived

at a rough design which incorporates new features; these improve on the safety, practicality and efficiency of William Kamkwamba's original design. Wind turbines like these could be used to power lights and appliances in rural homes across Malawi, bringing a new aspect to their lives.

It was when I was sourcing materials to build my prototype that I realised just how many ways you could build a turbine like the one I had designed, depending on resources available. I therefore adapted my model so that it could be followed in a variety of ways, as a more universal guideline. I began by dismantling an old bicycle for its chain and gears. Along with a bicycle dynamo of my own, bits of plastic drainpipe and some bearings, I began to build the framework. It was when I constructed the blades of the turbine that I hit my biggest setback: the blades didn't spin at all. I had been testing my own original method for cutting the blades from the drainpipe that would produce twisted blades, which are more efficient than flat ones. Due to the lack of information available to me regarding the exact aerodynamics of wind turbines, I essentially had to guess which way they twisted (and guessed wrong). Despite this setting me back a few days, I was soon back on track and completed the build a few weeks later. With the whole thing being constructed in my garage, I often had to work on it after coming home from school, with one of the hardest parts definitely being having to deal with the freezing weather. I however did get the opportunity to use a blowtorch at one point, when soldering some pipes together, which made it slightly more bearable.

In the aftermath of his invention, Kamkwamba became something of a local celebrity, hounded by local newspapers and even invited to speak at TED Global 2007 in Arusha, Tanzania. Since then, he has gone on to become a pioneer in renewable energy in his village, having built more windmills to generate electricity and irrigate crops and extending his inventions to solar power. His story inspired me to try to produce something similar that could help many people take a step towards overcoming energy poverty. My EPQ has served as my way to create a product that has the potential to bring a positive change in the world. Overall, it was an enjoyable (albeit at times painstaking) experience which was equally challenging and rewarding.



The Big Bang Science Fair

By Nishchal Mistry (reprinted from "The Peacock")

The Big Bang Fair is a science and technology exhibition that takes place every two years. This year LGS held its fourth Big Bang Fair – and the best bit is that it is free of charge. The fair took place on Saturday, February 9, 2019. The event brought science and engineering to life through a huge variety of excellent interactive exhibits and shows. Visitors of all ages could take part. They could race against Usain Bolt (although it was very unlikely they would beat the fastest sprinter in the world), try keyhole surgery with the Medical Mavericks, explore the entire solar system with Warwick University's 360-degree planetarium, meet meerkats, insects and reptiles with Exotic Zoo, learn about how the police work and much more. Some of the exhibits included: the Rotary Club of Leicester, Emerson, Cadent, the British Radio Control Car Association, Essential Oils, Schneider, Triumph, FUZE, the University of Leicester, the Pepsi company, Leicestershire Police, the Institution of Mechanical Engineering and many more.

My favourite show was the science show. It took place in room SG4, where Mr Willis and Dr Ainge did amazing demonstrations. The room was packed and there was a small crowd at the door as well. In the beginning, Dr Ainge dipped a splint into a bowl of methane bubbles and put it over a Bunsen burner and the bubbles caught fire and then burst. Next he put alcohol in a water bottle (used in a

water dispenser) and put a burning splint inside. It made a satisfying whoosh and the reaction left drops of water inside the bottle.

Another thing I really enjoyed was the drone flying in C Wing. The contenders had to fly through a hoop, then a one-metre-high 'cup tower', and then a two-metre-high stack of boxes. Contenders were given one practice round before the real thing. Sadly, I did not complete the practice round, as my drone kept hitting the walls and, when I started the real round, it took me at least three minutes to complete the course. When Mrs Sian saw me flying the drone, she said, "If you break the drone, you will get me a new one", so the pressure was on. Luckily, I returned the drone in one piece and did not have to buy a new one.

Finally, just as we were leaving, I saw the Green Power team racing Scalextric cars; I had to have a go. The challenge was to see how many laps someone could race the car around the circuit in one minute. If one went too quickly, then the car would slide off the track. The highest score was eleven laps. I managed to do eight laps, which I think was quite good. The thing that made me laugh was that in the morning they had had five cars and in the afternoon they were down to one, because all the others were broken! All in all, I think it was a very exciting way to spend a Saturday.





Visit to Moshi, Tanzania

By Emily MacTaggart

This summer, a group of twenty-two students grasped the amazing opportunity of travelling to Tanzania for two weeks. We were there not only to experience an alien culture or partake in tourist activities, but also to do some charity work with our sister school, Bishop Alpha Memorial High School, and primary schools in the surrounding area. Each day was full of exhilarating events, leaving each individual with memories to look back on in awe.

Upon arrival, after flying over the equator, we could see a clear difference in the living standards. Driving into Moshi on the way to the Leopard Hotel, we saw a town pounded by poverty, as we crossed eye-lines with desperate children and mothers fighting starvation, or children trudging along an endless road with their flock of livestock. However, throughout the winding lanes of congested, crumbling houses was a community bursting with radiance and life. We were welcomed at the Anglican Church in Moshi and were doused in vibrancy as their locals performed an elaborate dance. Their optimism was contagious. Then, after Finley and I made our speeches at the lectern, we handed over the first batch of water filters to the local community. The principle reason we had voyaged to Africa was to hand over the filters which we had raised money for, to allow the citizens of the Moshi area to be able to drink water without fear of contracting water-borne diseases

and to conserve the energy of the young girls and women who trek to distant lands for water. (We also gave water filters to our sister school, several primary schools, a hospital, and two tribes.) Another significant part of our mission was to spend time at our sister school painting buildings, and most importantly, spending time with the children there. The students at Bishop Alpha were the humblest beings I have ever met: they are not egotistical, and are satisfied even if they don't have anything tangible of value. The students and teachers have truly changed my perspective on life. I've discovered that I take too much for granted, including my easy access to top-class education and the opportunities it presents. Whereas the children out in Tanzania are fighting for their lives to be liberated from poverty and to realise dreams no different to ours. Upon leaving the school, we not only left clothes, books, or stationery, (which they received as though they were blessings from God) but also a bond with particular students. When we had to part, the orderly crowd became chaotic, as raw emotion flooded through each of us, hoping one day we'd see each other again.

The entire time we were surrounded by flora and fauna of another universe. We were drawn into its hypnotic beauty whilst climbing up to the base camp of Kilimanjaro, and we had the surreal privilege of waking up to the mountain's presence each day.



We also visited the safari park in the Ngoro Ngoro Crater, located two hours from Moshi, near another town called Arusha, where as well as seeing a lone, yet majestic, sleeping lion, we were blessed with a glimpse of a leopard gingerly treading through dense vegetation. (Our jeep driver, Hillary, said it was only the second leopard he had seen in the six years of working in the crater.)

Despite the safari park being a unique experience, the pre-eminent event for me was being able to hand over the final water filter to the chief of the nomadic Hadzabe tribe, as I am pictured doing here. (We also watched the tribe hunting birds for food.) It gave me a rush of gratification and excitement that words cannot describe. This was one of the three tribes we met; the others were the Datoga blacksmiths tribe, and the Changa tribe located in the foothills of Kilimanjaro, around 1600m above sea level. It was our final day when we met the Changa tribe, who grow, dry, grind, and sell Arabica coffee for a living, yet earn less than they deserve. Their daily life of strain in the breathtakingly thin air, and the feeling of abandonment in the lonely heights of the dense rainforest, is overpowered by the plethora of love each individual has and receives. It was a joy-filled day as we were plunged into a dance free of worry, fear, or sadness. That dance encapsulates the sentiments of every person we met. Through their personal battles,

each citizen still manages to smile and celebrate life, no matter how hard it may become.

If any student in the future is able to grasp the opportunity of going to Tanzania, I would urge them to take it. I cannot stress enough how much my view of life has changed from going on this trip or how guilty I now feel if I worry over the small stuff, or plead for pointless objects of material value. Instead I should be thankful for how much I have and for the gift of the present.

Genetics Club

By Dr Ewers

Students attending Genetics Club this year did their own individual experiments using a two classic model species and their understanding of genetic crosses.

Year 10 work. Mahad Adeel carried out some plant genetic crosses using Rapid Cycling Brassicas. This picture of some of the plants he grew shows the difference between green and yellow leaved plants that he used. He demonstrated that the yellow leaves' allele is recessive to the green leaves' allele.

Suzi Balov and Kate Bailey did crosses with fruit flies (*Drosophila*). The flies were anaesthetised and divided into the two types. There were more wild type flies than vestigial, demonstrating that the vestigial wing allele is recessive. Suzi and Kate had sufficient flies to carry out some A-level statistics on their results.

Year 11 students

Tom England and Patrick Davies were interested in trying to demonstrate an example of natural selection in the lab. They set up their experiments so that it was very difficult for flies to reach a place to lay their eggs. Patrick looked at the effect of eye colour. He used flies with different-coloured eyes and theorised that this would affect their ability to see in different colours of light. He then used transparent coloured filters to change the colour of light within his apparatus and then put mated female flies with different-coloured eyes into the same tube to find out how many eggs the different females laid and see if this was affected by eye colour and the colour of the light. Tom did a similar experiment, but used flies with normal wings and vestigial wings. As of yet they have not refined their experiments sufficiently to get significant results, but they have learnt a lot about experimental technique.

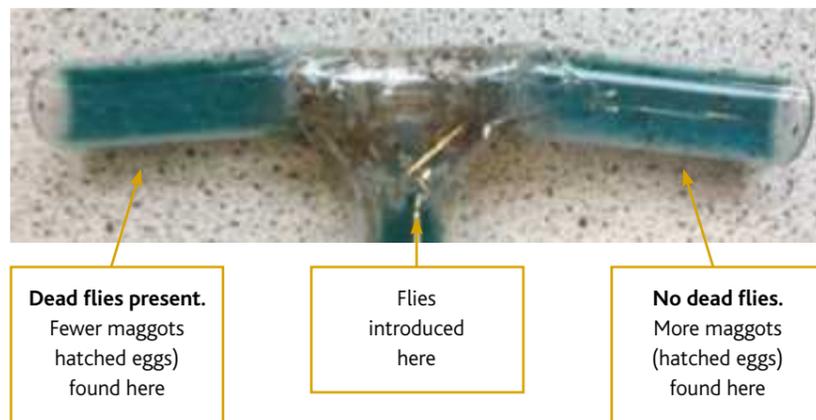


A green leaved plant at the bottom and a yellow leaved plant at the top

Year 12 work

Peter Mottram-Epsom was also interested in natural selection. He carried out a number of experiments similar to those of Tom and Patrick. However, for his final experiment he wanted to see if flies had developed the ability to detect the presence of dead flies. His hypothesis was that it would be a selective advantage to the flies if they were able to do this, as dead flies might indicate danger. He set up his experiment as shown in the photograph below. After leaving the apparatus for three weeks he found that there were more maggots (hatched eggs) in the tube that did not have the dead flies.

Tejas Esval decided to inquire if there is a difference in the rate of ageing in the different strains of flies the school possesses, as this will indicate some genetic component to the ageing process. He decided to do this by looking at how fast the *Drosophila* move as they age. He set up a series of trial experiments and discovered that it is significantly harder to get results than he had anticipated: so many factors determine how fast the flies move, such as how much they are disturbed, light intensity and the presence of other flies. His final technique is going to involve using a GOPRO to record the flies remotely so that he will not be disturbing the flies as he records them.



Our Prize-winning Garden Design

By Erica Faust, 8E



On September 13th, 2018, Dr Ewers and a group of LGS students went to the Botanical Gardens to the launch day of The GreenPlanIt competition. The competition was to design a garden on any theme, anywhere you wanted; also we had to build a model for the garden we wanted to build and present it at the Botanical Gardens in ten weeks' time.



On the launch day we came up with our team name: MAE-DA Garden. It represented the teammates: Milly Kotecha, Anupam Cunden, Erica Faust, Dominic Switzer, Daniel Sundaram and Ayaan Akeel. We also came up with the idea of making a World War One themed garden as it was the 100th anniversary of World War One in 2018. We thought this was a great idea as it would show our appreciation to those who died. Along the weeks we developed

our imaginative ideas with help from Beth Stone, our assigned mentor for the competition. We made floorplan designs of what we wanted our garden to look like. We drew a design each and then mixed them together to create one big design that included at least one of each of our ideas.

In the end we came up with a design which represented the trenches.

We went to the launch day on December 6th, 2018 and we had to do our presentation. The judges really liked us, and at the award-giving, they announced us the winners. We had put so much time and effort into this project and it was really enjoyable. Also, it was a brilliant experience to learn and work with students who I wouldn't normally work with.

The New Memorial Garden

By Dr Ewers



After carrying out the Green Plan It competition, LGS put in an application to the RHS for funding to build our designed garden. We were successful in our bid and were given £1,000. We are now over halfway through the project. The Friends and OLs kindly agreed to pay for an arch and roses at the entrance to the garden. Two large flowerbeds were made by the groundsmen, who also erected the new arch. Over a tonne of soil improver was dug in by technicians

and teaching staff in preparation for planting by Junior School and Prep students with plants grown by the Gardening club. The Head and a representative from the RHS planted two rosebushes over the arch. Bulbs will be added in the autumn by new children joining the school. The DT department are making a sculpture for the garden based on the original design by the Green Plan It team, adding a touch of colour that will last all year round



A-level Biology Trip to Costa Rica, July 2018

By Simran Thakkar

The first day of our summer holidays was spent on a nine-hour flight to Atlanta, Georgia, and then a second flight to San Jose, Costa Rica. We got to our first hotel late on the Saturday night and immediately went to bed. We got up early on the second day to head off to a coffee plantation, where we sampled many different delicious coffees. Touring the plantation, we were shown how they make their coffee and the machinery used. At the end of the tour we got to go to the souvenir store to buy our own coffee beans and also got the chance to try some chocolate-covered coffee beans. Then we travelled on the coach to a nearby zoo and butterfly farm to see animals that had been rescued from abuse or being put on show. From cows and snakes to ocelots and jaguars we saw all types of beautiful animals. The butterfly farm was a large dome filled with the majestic creatures, which were flying everywhere and would just land on you if you held out a finger. Our final destination of the day was the waterfalls. After a lot of walking and climbing we came to the viewing point and watched the waterfall glisten in the sun. It was a brilliant way to end our second day in this beautiful country.

Early the next morning, we took a lovely boat tour with our guide, Carlos pointing out the colourful toucans and cute furry sloths hanging in the tall trees. We then made our way to a chocolate plantation, which was situated on the site of our next hotel. The guides gave us a talk on the origins of chocolate and allowed us to taste pure chocolate from a chocolate bean and watch the manufacturing process. Later, we went on a walk in the dark through the rainforest, torches in hand, looking out for all sorts of creepy crawlies and nocturnal creatures: we found tarantulas and sleeping sloths. Our fourth day was a lot more relaxed. We went again into the rainforest to do our echo project, where we placed quadrats (squares) and counted the different types of leaves in each quadrat. This was enjoyable and we definitely got dirty; however, when it started to pour, we ended the project. Before dinner that night we went downtown to look at the shops and

then enjoyed a delicious, authentic Costa Rican meal with fresh pineapple juice. The next day was the most enjoyable, as we walked and wobbled over hanging bridges as high as the treetops in the rainforest. The authentic Costa Rican restaurant was so good that we went again for lunch! The teachers would not let us miss out and so we made our way to the Baldi hot springs, where we watched the football World Cup game. Those such as I who were not as interested in football got the chance to climb a nearby volcano, which had the most amazing view from near the top and we also learnt that this site was used to shoot some of the "Jurassic Park" movies. After the long walk we headed back to the springs and enjoyed our time in the warm waters and on the crazy waterslides.

The sixth day saw us crawling through the Venado Caves and wading through water to see bats and tarantulas. We then went on a hike in Monte Verde, which tired us out, so that we needed to rest for our seventh day. We went zip-lining! It wasn't just normal zip-lining: when we looked down, our stomachs got butterflies, because we were so high in the sky that it was raining where we were, but dry on land. It was an experience filled with excitement as we zipped through the rainforest clouds. On our final day, the weather was wet and the mood low, until we got to our first destination, where a large catamaran awaited us. We boarded and were welcomed with mocktails and juices. We edged further and further out and saw dolphins swimming beside us, doing tricks. We finally reached the reef where we went snorkelling and swam with beautiful fish surrounding us. Although this tired us out, we still had yet another activity of canoeing through the mangroves. The sun was now shining and we could see that the gorgeous intertwining trees were home to little crabs. To end our night, we went out for nachos and drinks and had a laugh about how amazing the trip had been. We got up early the next day, unwilling to leave this amazing country.

Sport and PE at Leicester Grammar School

By C W Howe, Director of Sport

Tennis has again enjoyed great success this year. Our U15A Boys from 2018 were County and Regional Champions and again qualified for the LTA National Tennis Finals at Bolton, playing with great distinction to finish 4th. The U15B Boys were Regional Finalists in 2018 and both our U15A Girls' and Boys' teams are again County Champions this year, qualifying for the Regional Finals in September. Our U18 Girls' and Boys' teams are now Regional Champions and have both qualified for the LTA National Finals at Nottingham Tennis Centre in July. Tabitha Holmes and Emily Pollard have played starring roles this year: Emily (Year 8) was the U14 LTA National Doubles Finalist and Tennis Europe Semi-Finalist and Tabitha (Year 8) was U18 LTA Group 2 Singles Finalist and Doubles Semi-Finalist, U18 and U16 Leicestershire Closed Singles Champion, U18 Leicestershire Closed Doubles and Mixed Doubles Champion and also a Tennis Europe Semi-Finalist.

Girls' Cricket continues to flourish, highlighted by the selection of both Libby Haward and Lucy Weston for the England U17 team that played in the Junior Indoor World Series in New Zealand during September and October 2018. Our U15 Girls are County Outdoor and Indoor Champions this season and our U13 Boys and Girls won their respective Indoor County titles in 2019. The U11 6-a-side team are also County Champions for 2019.

Amongst our outstanding individual sportsmen and women, Sam Eveleigh the 1st XV Captain, was selected for the England U18 Development Squad. Sam has also secured a professional contract at Leicester Tigers for the forthcoming year and we wish him the very best of luck in his future career. Emma Richards was Senior Girls County Cross Country Champion and along with Robert Wardlaw, represented Leicestershire and Rutland at the National Schools' Cross Country Championships.



Aside from the major games, our Badminton teams have had a great year. Our U18 Girls' and Boys' and our U16 Boys' teams were all County Finalists and the sport continues to attract great numbers attending the regular club sessions each week.

Students of outstanding sporting ability are members at centres of excellence in all of our major games at both county, regional and national level and there were 75 pupils who were either County Champions or representatives in 2018-19, with 7 pupils going on to Regional level and 4 achieving International Honours. Our sporting ethos is a simple one: to provide our pupils with the opportunity to develop a lifelong interest in sport. In line with this, I am extremely proud to say that the Sport programme at LGS and LGJS has now expanded to the extent where in 2018-19 we have fielded a total of 188 teams across 14 sports with a total of 826 fixtures. Pupil and parental input is crucial in achieving our goals. Creating individual responsibility and commitment towards all school activities can only be realised with the support of parents, which we greatly value. Once again I am greatly indebted to all of my colleagues who contribute to the Games and Co-Curricular programme; your hard work, time and unselfish commitment is greatly appreciated.

Representative Honours & Sporting Achievements 2018-19

ASSOCIATION FOOTBALL

Leicester City Women's U15, ISFA U15 Regional Squad – Poppy Bastock
Northampton Town FC U15 Academy – Luke Chandler

ATHLETICS

LRSAA County Individual Champions 2019
Senior Girls' Hammer – Kirsty Finlay
Intermediate Boys' Triple Jump – Nabhi Odeh
Junior Girls' Hurdles – Lucy Cooke
LRAA County Individual Champions 2019
U20 Women's Shot – Sophia Odeh
U17 Men's Triple Jump – Nabhi Odeh
U15 Boys' 3000m – Thomas Dixon
LRSAA U17 2018 Girls' Hammer – Kirsty Finlay

BADMINTON

Team Honours
U18 Boys – County Finalists
U18 Girls – County Finalists
U16 Boys – County Finalists

BALLET

Kings International Ballet Academy – Abigail Loke

CHESS

U12 Leicestershire and East Midlands – Henry Powell

CRICKET

Leicestershire CCC Academy – Harry Pounds
U17 England Action Indoor Cricket, Leicestershire Vixens,
U17 and U15 Leicestershire YC - Lucy Weston
U17 England Action Indoor Cricket, Leicestershire Vixens,
U17 Leicestershire YC - Libby Haward
Leicestershire CCC Academy, U17 Leicestershire YC – Rohan Kelkar
U15 Leicestershire YC - Jaidev Modhvadia
U15 Northamptonshire YC – Patrick Horne
U14 Leicestershire YC – Gracie Barkworth,
U13 Leicestershire YC – Claudia Carnduff, Siddhartha Das,
Jasmine Dey, Aidan Major, Sonia Naidu, Kirsten Teo, Amy Worloding
U12 Leicestershire YC – Vashin Kaushik

CRICKET

Team Honours:
U15 Girls – LSCA County Outdoor and Indoor Champions 2019,
Regional Indoor Finalists
U13 Girls – LSCA County Indoor Champions 2019,
Regional Finalists
U15 XI – LSCA County Indoor Finalists 2019
U13 XI – LSCA County Indoor Champions 2019,
Regional Semi-Finalists 2019
U11 XI – LSCA 6-a-side County Cup Winners 2019

CROSS COUNTRY

LRSAA Senior Girls and Senior Girls' County Champion –
Emma Richards
LRSAA U12 National Cross Country Finals – Robert Wardlaw

BOYS' HOCKEY

Leicestershire JAC - Jack Stewart

GIRLS' HOCKEY

Leicestershire JAC – Tara Bahra, Chiara Bensi, Elena Bensi,
Claudia Carnduff, Evie Clothier, Sophie Levy, Charis Simpkin,
Lucy Weston, Amy Worloding

Team Honours

1st XI – Regional Indoor Finalists
U16 XI – LRSAA Tier 3 Champions, Tier 3 Regional Finalists
U14 XI – LRSAA Tier 2 Champions, Tier 2 Midlands Zone Finalists

NETBALL

U17 Loughborough Lightning – Sian Brewin, Sophie Pounds
Leicestershire County U15 Performance Netball and Loughborough
Lightning – Gracie Barkworth
Leicestershire County U15 Performance Netball – Elena Bensi
Leicestershire County U15 Performance Training Squad –
Poppy Page, Micha Raja
Leicestershire County U13 Performance Training Squad –
Kathryn Bensi, Clementine Buchanan, Jemima Kay

RUGBY FOOTBALL

England RFSU U18 Development Squad, Leicester Tigers Academy
– Sam Eveleigh
Leicester Tigers Academy – Mathew Potts, Jack Rowntree
Northampton Saints Academy – Bradley Crane
U18 Leicestershire – Sam Dexter, Ruby Evans, Harry Hey,
Cian Linnett, Ted Smith
U16 Leicestershire – Patrick Davies, Thomas England,
Oscar Holmes, Jai Kumar, Oscar Stone, Oliver Walls
U15 Leicestershire – Rhiannon Barton
U15 PDG and TDG – Finn Carnduff, Alexander Laurenti
U15 PDG – Finlay Stacey
U13 DPP – Lawrence Adediran, Oliver Bunce, Oscar Considine

SQUASH

U17 Leicestershire and East Midlands – Daniel Rogers

SWIMMING

East Midlands Regional 50m Butterfly Finalist – Emily Kendall
East Midlands Regional 50m, 100m, 200m Breaststroke,
200m, 400m Individual Medley, 50m Butterfly, 50m Freestyle –
Christopher Snow
U13 East Midlands Regional Breaststroke Bronze Medal –
Maddie Platt

TABLE TENNIS

Leicestershire U19 LSTTA Singles Finalist – Binal Chavda
Leicestershire U16 LSTTA Singles Finalists –
Ellie Chandler, Milly Kotecha
Team Honours
U16 Girls' LSTTA County Team Champions 2019, Zone Finalists

TENNIS

U18 LTA Group 2 Singles Finalist,
U18 LTA Group 2 Doubles Semi-Finalist, U18, U16 Leicestershire
Closed Singles Champion, U18 Leicestershire Closed Doubles
and Mixed Doubles Champion, Tennis Europe Semi-Finalist,
ITF Belfast Tournament – Tabitha Holmes
U18 Leicestershire – Prianka Dhokia, Owen Wilson
U18 Leicestershire, U18 Leicestershire Singles
and Doubles Finalist – Anisha Sood
U14 LTA National Doubles Runner-Up, Tennis Europe Semi-Finalist,
U14 Leicestershire County Champion, Leicestershire U18,
Midlands Regional Training Squad – Emily Pollard
U12 Leicestershire Tennis – George Stimpson
Team Honours
U18 Girls' Regional Champions, qualified for National Finals
in July 2019
U18 Boys' Regional Champions, qualified for National Finals
in July 2019
U15A Girls' National Tennis Finals 3rd place, Regional Champions,
County Champions
U15A Boys' National Tennis Finals 4th place, Regional Champions,
County Champions
U15B Boys' Division 2 Regional Finals Runners-Up

Netball

By Mrs Calland

Netball continues to thrive, the number of pupils representing the school growing yet again this academic year. This is largely due to the strong foundations pupils have built with their early Netball experiences in Year Seven and Eight, allowing them to have the confidence and skills to continue representative play as they move through the school. This is very pleasing and a huge credit to the Netball department.

This year the Netball department have taken over the organisation of the South Leicestershire Netball Tournaments with the school entering at least four teams in each age group and adding an U15, U16 and U19 competition. Particular success at these tournaments were: U12 Gold Cup Winners, U13 Gold Cup Runners Up, U13 Blue and White 2nd and 3rd in the Plate competition, U14 Gold Cup Winners, U14 Blue and White 2nd and 3rd in the Plate Competition, U15 Gold 2nd in the Cup Competition, U16 Gold Cup Winners and 3rd in Cup Competition, U19 Gold Cup Winners. The South Leicestershire Tournament is a fantastic event seeing over 50 teams from schools in the area competing in two competitions per age group. Students have very much enjoyed visits from other schools, particularly sitting down to eat together with friends from other schools once the games have concluded. We look forward to welcoming them again next year.

Players of the season are as follows: U19, Emily Grimmet and Francesca Jones; U16, Sian Brewin and Chiara Bensi; U15, Harriet Prior and Henna Sagoo; U14, Gracie Barkworth and Niamh Wake; U13, Poppy Mayer and Isabella Zurdo Romão and finally U12 Clementine Buchanan and Sonia Naidu. Many congratulations to them all for their achievement this season.

Alongside this special mentions should go to Sian Brewin and Gracie Barkworth who have both been involved with Loughborough Lightning this season at U17 and U15 level respectively; in addition to the County Performance Pathway and our Leicestershire County Performance players Micha Raja, Poppy Page, Elena Bensi, Jemima Kay, Clementine Buchanan and Kathryn Bensi.

As ever the Netball season would not run as smoothly without the fantastic effort and commitment of the staff taking teams. My thanks go to Mrs Hutchinson, Miss Feeney, Miss Percy, Mrs Laybourne, Mr Davies, Mr Allen, Mr Stubbs, Mrs Fielding, Mrs Button, Ms Orton, Dr Fulton and Mrs Nelson. To the Year 13 students leaving us this year I wish you the best of luck in the future and hope that you continue to play Netball as you embark on your further education.



Netball U16A 2018-2019
A.C.R. Wray, A.E. Hunt, M.J. Weston, L.G. Harvey
S.K. Law, M.N. Buchanan @, R.J. Francis, A.I.A. Kozagi



Netball U15 Girls 2018-2019
A.E. Lehman, S.J. Founds, L.E.M. Corlett, P.M. Barkock, H.A. Prior
S.M. Bonaf, T.E.D. Dowling, A.E. Kendall @, C.A. Fletcher, A.E.C. Peet



Netball U14 Girls 2018-2019
L.A. Weston, M. Raja, C.E. Grandier
S.P.M. Levy, P.L. Page @, E.J. Bensi, E.R. Williams



Netball U13 2018-2019
T.G. Shone, O.K. Gilmer, J.A. Polak, G.J. Jorke, S.J. Bowers
G.C. Pofferson, K. Sato, P.A. Moore @, M.R. Platt-Hay



Netball U12 2018-2019
M.G. Platt, A.R. Siben, C.J. Buchanan, L.Y. Parboon
C. Camdull, G.C.R. Injey, J.A. Kay @, K.D. Benti



Netball 1st VII 2018-2019
T.E. Dann, E.R. Kendall, N.M.R. Quaid, A.L. Chapman, K.M. Finlay, F.M. Weston
R.A. Smith, R.P. Parmar @, E.G. Grimmett @, E.L.M. MacTaggart



Netball 2nd VII 2018-2019
A.N. Murphy, F.L. Jones, L.E.A. Ferguson, E.A. Dixon, S.R. Ellis, E.M. Moore, G.E. Morris
E.A. Haward, H.X.X. Coulson, F.R. Wheeler @, S. Pancholi

Rugby Football 2018/19

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

The past season has seen many successes that we should rightly celebrate. Our Senior playing squad was a large and talented one, with 38 players representing the 1st XV and 49 appearing at least once for the 2nd XV. Both sides had excellent seasons; the 1st XV not only won eight of their 13 games, but played with tenacity and commitment. Our 2nd XV had another fine year, winning 10 of their 13 games and several players staking their claim for starting shirts at the top level. Our representative honours saw Academy involvement for four players and a week-long England Development camp for 1st XV captain Sam Eveleigh. Lower down the school, victories proved harder to come by, but levels of application were also high. Our U12 and U13 sides shone at times, whilst several U14 and U15 players, often in the face of adversity, stood out due to their skill levels and true grit. The 7s season was disrupted due to weather and injury, and Rosslyn Park saw the highlight of the year for our U13 and U16 sides, both of whom challenged for the top of their group.

Sport teaches us many lessons which can be transferred to everyday life and academia. Our Senior players are shining examples of what can be achieved with determination and effort and they have been fine role models. I sincerely hope that our junior players look at those leaving the rugby programme at LGS and aspire to be like them in many ways. Those students have our thanks for all they have contributed over the years. So many will be very difficult to replace, but we look forward to next year with great optimism. Again, with commitment and support from players and parents alike, we hope to see further development at all levels of our game.

1st XV Alasdair Wicks, Captain

The 1st XV looked forward to the beginning of the new season after a disappointing previous year. Victories over Wellingborough and Bablake meant confidence was high after a positive pre-season, but a heavy defeat to Langley School was a reality check for the team. However, following this defeat the team showed great resilience to beat Welbeck DSFC 31-22 away to move into the 3rd round of the Schools' Vase. Following this, the season took a very inconsistent course, with some heavy victories against the likes of Ratcliffe College and Kings School, Grantham, but there were also disappointing losses against opposition which should have been easily overcome. Despite this, the highlights of our campaign were our 20-12 victory over an Academy-loaded Northampton Boys side, as well as a draw in our final game against Bishop Vesey Grammar School, who were Schools' Vase quarter finalists. It has been a real honour to lead the side and I must thank my teammates, together with our coaches, Mr Ellis, Mr Reeves and Mr Thacker, for a great and memorable season.



Rugby 1st XV 2018-2019

H.N. Hey, M.J.R. Potts, S.B. Dexter, E.H. Smith, J.W. Budenberg, J. Rowntree, P.J. England, S. Sandhu, Z. Elahi, A. Kler, S. L. Moss, B.N. Levy, B.O.L. Crane, O.J. Walls, S.A. Eveleigh ©, C.J. Linnett, K. Pathmanathan, G. Regan

Played: 13 Won: 8 Drawn: 1 Lost: 4 Points for: 347 Points against: 304



Rugby 2nd XV 2018-2019

S. Moore-Friis, N.C. Odeh, T.J. England, B.C. Whitcombe, F.G. Dainton, A.C. Milner, O.W. Stone, P.J. England, N.B. Njopa-Kaba, K.D. Brewin, J. Kumar, P.J. Davies, M.M. Tompkins, M.W. Ainge, G.W.J. Impey, C.A. Stahl, T.F.J. Barre, E.K. Green, T.J. Kemp, J.A. Hobbs-Brake ©, T.D. Connelly, M.C.Y. Teo, H.J.M. Veary, R.A. Kelkar

Played: 13 Won: 10 Lost: 3 Points for: 345 Points against: 231



Rugby U15 Boys 2018-2019

R.A. Pateman, K.C. Maru, W.A. Godsiff, J.A. Ellis, A.S.M. Imlach, F.S. Carnduff, M. Dayal, J. Willars, O.A. Baker
C.R. Cowan, S.J. Chapman, J.W.B. McCarthy, A.Q. Laurenti, T.C. Haward, O.H.J. Impey @, E.C.J. Teo, K.A.R. Jasat, E.J.W.T. Brightling, T. Singh

Played: 11 Won: 1 Lost: 10 Points for: 95 Points against: 511



Rugby U13 2018-2019

E.J. Hack, A.C.H. Major, L.J. Adediran, R.S. Rana, J.R.R. Barton,
S.D. Das, O.P. Jozsa, J.S. Punia, R. Subramanian, Z.S. Conneely, O. Considine
H.S. Selvarajah, O.F. Dunford, E.J. North O.J. Bunce @, T.M. Lord, A.M. Lewis, E.L. Volpe, H.M. Anderson

Played: 12 Won: 2 Lost: 10 Points for: 170 Points against: 495



Rugby U14 Boys 2018-2019

H. J. Herbert, G.T.J. Astill, J.T. Simpkin, W.F. Snow, S.J. Robinson, E.P.M. Coker, H.J. Hunt, T.J. Dixon
D.R. Switzer, T.J. Stahl, A.Y.M.M. Kamel, L.T. Chandler, O.M. McCarthy, F.B.J. Gilligan @, A.R. Kemp, I.D. Rajput, J.J. Weare, W.J. Heaton
T.S. Ellis (Unavailable at time of photograph)

Played: 10 Won: 2 Lost: 8 Points for: 132 Points against: 440



Rugby U12 2018-2019

C. Spencer-Amoo, A.J. Tugwell-Scott, J.A. Buckby, B.A. Ellis, B.G. Gribon,
A. Das, S.D. Jacques-Leonard, M.E. Girardier, A.D. Gilligan, S.G. Gadhia, V. Kaushik
F.C. Cupac, S.A. Tundall, K.S. Banning, H.J. Wright, R.I. Wardlaw @, H.T.H. Heaton, A.G. Hancock, D.J. Fryett, J.K. Parmar

Played: 11 Won: 3 Drawn: 1 Lost: 7 Points for: 180 Points against: 280

U15 Team Oliver Impey, Captain

The 2018/19 rugby football season was a challenging one for the U15 squad. Losing a few crucial players early in the season really weakened the side and lowered our confidence levels. However, after some crucial points in the season, we managed to improve and become a better team, not relying on certain players that were missing. There were two matches that really stood out for us this season, one being against Bablake, who on previous occasions had been the more dominant side. Unfortunately for us, the result did not go our way, however we managed to put in a strong and very promising performance. The final score was 22-17 to Bablake. We also came across a strong Kibworth side in the 1st round of the Schools' Vase. Fortunately for us, we managed to gain our first win of the season and progressed to the next round. On behalf of the squad, I would like to thank the members of staff who gave up their free time to coach and support us. A special thanks to Mr Hunt for being our Head Coach throughout the season and to Mr Allen who also helped coach.

U14 Team Fergus Gilligan, Captain

The 2019 season was a challenging one for the U14 team with an opening run of difficult matches. We faced well-organised attacking teams who exposed our defensive vulnerabilities. We had to go away and work hard in training to address this, particularly our line speed. However, after half term we managed an impressive and disciplined performance against Welland Park. Whole team commitment ensured we came out on top in an excellent game, winning 54-0. This not only lifted spirits but gave us confidence for later in the season, where more challenges lay ahead. Whilst the results didn't always go our way, consistent performances from Ali Kamel, Sam Robinson and Oscar McCarthy and an excellent team spirit meant we could hold our heads high. Throughout the season we trained hard, working on our defensive and attacking structure, which stood us in good stead for our trip to Rosslyn Park later in the year. As before, this was a highlight of our season and an improvement in the weather this year ensured we didn't have to play in the snow! We have plenty to work on and look forward to the challenges of next year. Thank you to Mr Allen, Mr Davies and Mr Stubbs for coaching and refereeing throughout the season.

U13 Team Oliver Bunce, Captain

The 2018/19 season saw the U13 team develop and learn about the game. We started the season with a loss against Princethorpe College, and this was a wake-up call for the team. After training hard, we won convincingly against Hinckley Academy and John Cleveland School. Throughout the season, we continued to lose, as we were being outplayed by the other schools' forwards and backs. We stayed focused throughout this losing streak and always remembered to never give up. We were rewarded with a hard-fought victory against Ratcliffe College, 40-15, which gave the squad confidence and determination for a new concept, rugby 7s. The team had the chance to go to Rosslyn Park, a very new and exciting experience for all of us. We bonded as a team here and rose to the challenge, winning two games. Although we were extremely tired, the last game ended the season with a nail-biting draw, 25 all. I am very proud to have captained the team this season. Thank you to Mr Reeves, Mr Oselton and Mr Campbell for coaching us this year.

U12 Team Robert Wardlaw, Captain

The rugby season this year has been both a great success and a learning curve. The results from the past year were not quite to our favour, but our good attitude and team spirit more than made up for it. After a few training sessions, we were getting used to each other but still very inexperienced; there were some boys who had played rugby for most of their lives and others who had just started. This was a difficult mix, but our first game was quickly upon us. Our opponents were Princethorpe College. The end result was 40-5 but we were exhilarated after the game, having scored our first try of the season. After this defeat we trained harder, going to sessions on Tuesdays and Thursdays. Against Bablake School we achieved a close win, with the final score being 25-20. We strived to bond as a team and continue our development. We won again against Nottingham High School, but sadly our next few games were all very close losses. Our next win was against Robert Smyth, but then the rest of our games were again close defeats. The season was a series of ups and downs, but we all enjoyed it thoroughly and are ready and willing to take on the challenge of next season. Thank you to Mr Potter, our coach.



Star Rugby Player, Sam Eveleigh

Interview by Zain Girach (Sam in centre of photo)

What has been your biggest sporting achievement?

My biggest sporting achievement was winning the Premiership under-18 academy league for Tigers. It was a great moment, especially after not being involved in the squad for the final last year but being able to captain it this year. Also, being offered a professional contract was a huge achievement for me; it is what I've been working towards for the past few years, so it was a very proud moment.

Who is your biggest inspiration?

I have a lot of inspirations... My inspiration in Rugby has always been people like Neil Back and Michael Hooper, because despite their size, they always played to maximise their strengths. Two of my coaches, Jamie Taylor and Troy Thacker, have also been a huge inspiration to me and have helped me massively. Recently, Mr Ellis has also helped me with moving positions.

What is your biggest goal in life?

The ultimate goal would be to play for England, but I'm still a long way from that yet! First I want to try and establish myself at Tigers, and keep my education going alongside to get a degree at university.

Who is your favourite sports person?

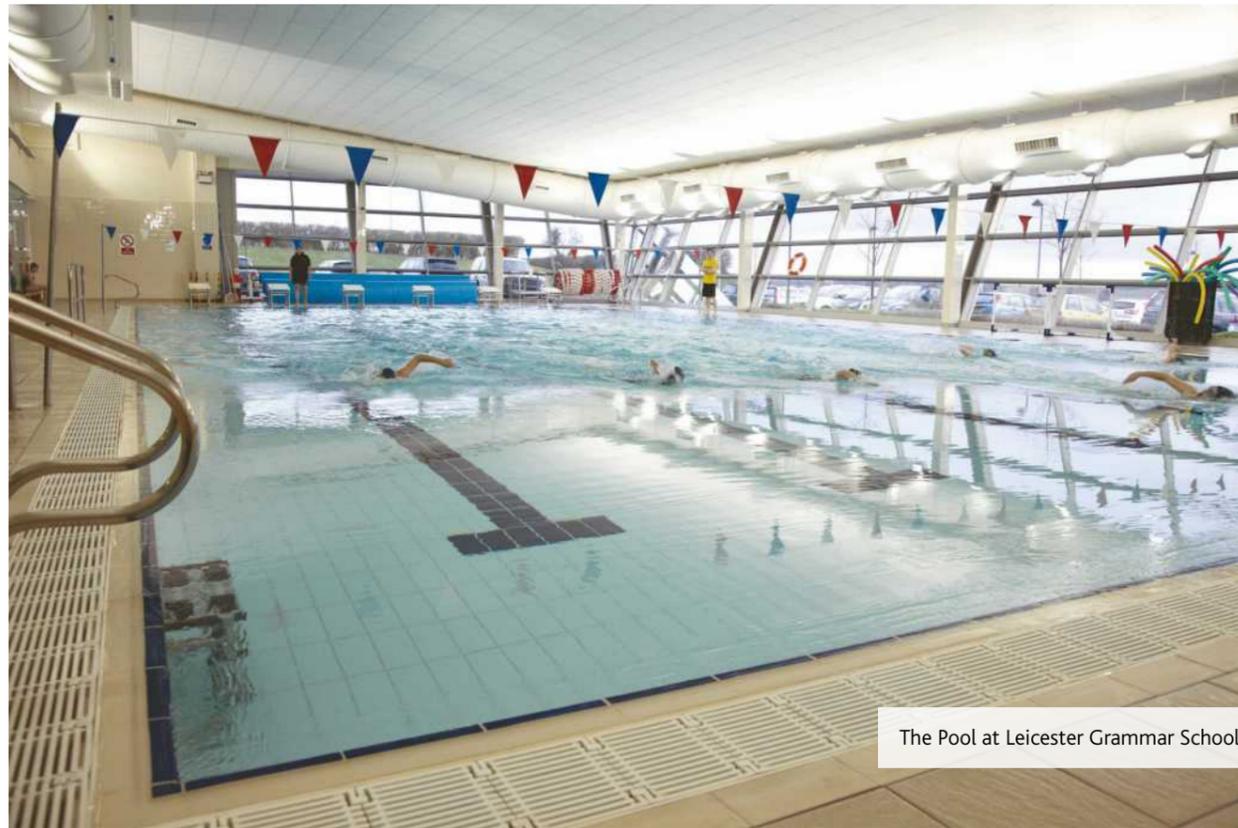
Mike Tyson was an absolute animal for aggressiveness and ruthlessness. In Rugby, Richie McCaw embodied everything great about a sports person: work ethic, humility, respect, success and hardness.

What is the most important lesson you have learnt through sport?

The importance of respect and friendship. You can be worst enemies on the pitch, but best friends off it and I think that's a huge part of physical games like Rugby. Being part of a team is one of the best things about it: you always know that you have your teammates' backs and they have yours. The respect you find in Rugby between players, players and referees, or players and coaches teaches an important lesson.

Any advice for younger, hopeful athletes?

Work hard. It sounds clichéd but there are a lot of talented athletes out there who don't work hard, and those that work harder, maybe even with less talent, will always go further. Also, be confident and don't be afraid to express yourself.



Swimming

By Namoi Cresswell

Swimming competitively requires a great deal of dedication and time. The effort that has been put in by a number of students has resulted in them gaining County and National times for their age categories.

Our Swimming teams have competed in the South Leicestershire KS3 and KS4 Galas this year with some very competitive efforts and results. In the KS3 Gala, Thomas Dixon and Samuel Robertson showed great determination that resulted in impressive individual times. The girls' team comprising Raquel Berry, Isabela Zurdo-Romão, Madeleine Platt and Emily Peet showed an excellent team performance in both individual and relay events. The KS4 Gala, hosted at LGS, allowed our senior swimmers a chance to excel. Christopher Snow finished his Individual Medley in a fantastic 01:07.00 time, taking first position in a tight race, against swimmers from Welland Park and Wigston. A great effort from all who represented the school this year!

Athletics

By Mr Allen

The Athletics season has been as jam-packed as ever with a large number of students representing the school at various meets. Success has come for Nabhi Odeh and Kirsty Finley, representing Leicestershire and Rutland in the National Championship. A number of students won their event in the Area Championships and represented South Leicestershire. The highlights included Gracie Eid (Year 7) winning the Hurdles, alongside Lucy Cooke (Year 9) who also won the Hurdles in her age group. Benji Gribbon (Year 7) won the 200m, with Robert Wardlaw (Year 7) winning the long jump.

The highlight of the season was the Leicester Grammar School Invitational Meet at the start of term, a successful evening in which a large number of students embodied the characteristics of resilience, determination and competitiveness. This event was superbly supported by the staff and allowed for excellent competition between all the schools involved.

Badminton

By Mr Howe

This has been an outstanding year for Badminton at LGS. Badminton Club has run on Tuesdays and Wednesdays with over 30 pupils regularly attending. On the competitive front, both boys' and girls' teams were entered into the Team Leicestershire competitions at U14, U16 and U18 level. The U14 Boys won two of their matches against Welland Park (6-2, 152-73) and Robert Smyth (4-4, 126-121). They unfortunately lost to Brockington (2-6, 102-152), which prevented them qualifying for the County Finals. The U14 Girls enjoyed a convincing win against Welland Park (6-2, 161-140) and just lost out on countback to Robert Smyth (4-4, 146-148) by two points. The U16 Girls won two of their three matches against Kibworth (4-4, 156-149) and Robert Smyth (5-3, 152-107). The U16 Boys and both the U18 Girls and Boys all won their area leagues and qualified for the County Finals where the U18 Boys finished a very creditable 4th overall. The U16 Boys just lost out in their County Semi-Final against K.E. Coalville (2-3, 78-89) but won their 3rd place play-off by beating Crown Hills (4-1, 105-84). The U18 Girls rounded off an excellent season by beating Wigston in their 3rd place play-off in the County Finals (4-4, 133-125).

My thanks to all those who represented the school this year for Badminton:

U14 Boys

L. Hoffman (Captain), A. Akeel, O.J. Bunce, L.J.T. Adediran, L.T. Chandler, F.B.J. Gilligan

U14 Girls

S.P.M. Levy, A.L. Gool, A. Cunden, A.A. Shah

U16 Boys

P.P.R. Wang (Captain), K.Y. Wang, J.D. Modhvadia, M.S. Jaswal, A.M. Patel

U16 Girls

R.K. Jobanputra, R. Masood, S.K. Law, G.A. Fraser

U18 Girls

N. Bhatt (Captain), G.E. Morris, E.A. Haward, C.A. Geraghty

U18 Boys

J.S. Naidu (Captain), K.A. John, T.W. Bunce, Z.P.E. Parsons, K.D. Desor



U18 Boys' and Girls' Teams



U16 Boys' Team

Tennis

By Mr Davies

Leicester Grammar School Tennis has experienced its most successful year to date both in terms of participation numbers and competition results. LGS Girls finished the 2018 season ranked 10th nationally, and the boys were ranked 14th nationally. This year, we have reached four national finals, five regional finals, and five county finals, a huge achievement, which would not have been possible without the excellent coaching of Mr Luke Godsmark and the significant investment of the School in the development of Tennis. Our Tennis players continue to receive coaching before school, at lunch times, after school and, for some, during the school day.

Independent Schools' Tennis Association National Competition 2019, Eton College

For the first time we entered our tennis teams into the ISTA National competition at Eton College. The tournament is attended by each of the top tennis-playing schools in the UK and is perhaps the most prestigious event on the school calendar. The highlight of the competition was the U13 girls in which Tabitha Holmes and Emily Pollard won the Ralph Cake Trophy. The girls were impressive across the two days of competition and looked a class above their opponents in each match.

The U19 boys lost their first match in a disappointing performance against Magadalen College; however, with steely determination and hard work, the boys progressed to the final of the plate competition, where they defeated Claremont School, winning the Clark Trophy. The U19 girls battled well over three days and won through to the final of the plate; however, lost to a strong Millfield School team in a third set decider.

Senior Tennis

During the Advent term, the Senior team entered the U18 Girls, U18 Boys, and U18 mixed competitions, performing well in each event. This was the first time that the seniors have entered all three competitions, which demonstrates the popularity of the sport throughout the ages at LGS. The highlight was the mixed team, who made it through to the regional final, losing out to a strong Minster School team. Building on the success of last year, both our Girls' and Boys' teams entered the National competition, which involves the best school-age players in the country. Captained by Lilia Boukikova, the girls won through to the Regional final of the Aberdare Cup, where they faced a strong Ellesmere College team. The girls performed brilliantly to prevail as 10-2 winners and progress to the National finals to be held at Nottingham Tennis Centre in the first week of the summer holidays. The team is made up of Lilia Boukikova, Anisha Sood, Prianka Dhokia, Tabitha Holmes and Emily Pollard. Not to be outdone, the boys' team have also qualified for the final of their respective competition, the Glanville Cup. The boys, led by captain Owen Wilson, played a strong Tipton School in the Regional Final and won 8-4. The team was made up of Owen Wilson, Max Marriott-Clarke, Victor Wiles, Eshan Jariwala and Samuel Chapman. The forthcoming finals mean that LGS Tennis has achieved eight national finals in the last three years.

U15 Tennis

The U15A Boys' and U15A Girls' teams started their year in September, when they competed in the regional round matches of the AEGON Team Tennis Schools competition. Both teams produced some fantastic performances to win their way through to the Regional Finals, held at Tipton Tennis Centre in November. The U15A Girls were head and shoulders above their opponents during the one-day event and earned their place in the National Finals for the third year running. The National finals were held over two days at the Bolton Indoor Arena and involved the best school teams from around the UK. After four fixtures, the girls finished 3rd Nationally, equalling their achievement in 2016 and 2017. The boys followed the success of the girls and produced some outstanding tennis to defeat Elles in the Regional finals. Playing against some of the finest tennis players in the country, the team made up of Max Marriot-Clarke, Victor Wiles, Oscar Holmes and Eshan Jariwala finished 4th at the National finals in Bolton. Both teams have continued to go from strength to strength and this summer have won the County Championships, meaning that they progress to the regional rounds to be held in September.

Following the success of the U15B boys last summer where they finished as Division 2 county champions, the team played in the Division 2 regional finals at Loughborough University in October. Like their A team peers, the B teams swept away their opposition and made the final; however, the team were defeated by very strong opposition meaning that they finished as runners-up. A fantastic achievement for all involved.

U13 Tennis

This summer for the first time we entered A, B and C teams into the Team Tennis competition, giving even more girls and boys the opportunity to represent the school. The U13A, U13B and U13C boys' teams finished as runners-up in each of their groups in the county rounds, narrowly missing out on places at the Division 1 and 2 regional finals. Notable performances were made by Ben Ellis and Filip Cupac, both of whom faced players with significantly higher LTA ratings and performed admirably. The U13A, U13B, and U13C girls' teams found themselves in highly competitive groups and showed real resilience in facing a number of highly rated players. Their development during the term was a pleasure to watch and I look forward to seeing them play again next term.



Cricket 2018-19

By Mr L Potter, Master in Charge of Cricket

It was a very short term for Cricket in 2019, but one that was filled with impressive individual performances, disappointments, fun, enjoyment and some rain. For the fifth year in a row, the school were part of the illustrious list that made up the Cricketer Top 100 Cricketing Schools and we continue to run 15 boys' teams alongside the impressive girls' cricket section.

The 1st XI had a short season of five games with three others rained off. They had good wins against WQE1 and Ryde School, Isle of Wight, alongside a very creditable draw versus the MCC. Harry Pounds captained the side with tactical awareness and maturity, continuing to be an impressive all-round cricketer who has had a tremendous career at LGS. Who could forget his magnificent 193no (against Ryde School – only 64 this year) in addition to the many match-winning efforts along the way? We wish him well and thank him for his unstinting efforts. Kamran Jussab is another all-round cricketer who loves the game, has real ability and has performed consistently for a number of years. Others, such as Josh Moore with bat and ball and, as a captain, Priten Chauhan and Harry Jones, have all played their part as good young cricketers who have made a difference to LGS Cricket. Next season it will be the responsibility of players such as Bradley Crane (72 against Ryde School), Dru Rathore (match-winning 45no against WQE1), Jatin Naidu, Rohan Kelkar (who has opened the 1st XI Batting since Year 9) and Tejas Easwar to drive the team forward.

The U15s are a side that can play at an impressive level but, as can be normal for this age group, they show an inconsistency that can frustrate. They have players that cover all bases and the challenge for the future will be to get the best out of this group as senior cricketers and to make them the best 1st XI we have had for a number of years. Rory Pateman grew positively as a captain and remains a very nice all-round cricketer, when at his best. Jaidev Modhvadia is a batsman who plays the ball very late and has scored heavily at whatever level he has played. He struck three fifties for the U15s and made a pleasing 43 on his 1st XI debut. Patrick Horne has the potential to bowl with real pace and bounce; Yahya Valli spins the ball from a consistent off-stump line and has taken wickets throughout the season; Miran Dayal strikes it with real power and bowls at a good pace; Alex Laurenti has the potential to score heavily and hopefully this will happen as he matures as a player. There are other players in this squad that will be pushing for a 1st XI place and we hope they work hard to earn that position.

The group of players that have made the most progress as are the U14s, now beginning to develop greater cricket awareness and improved techniques and skills. They still have a way to go but can be happy with most of their efforts this season. Captain Oscar McCarthy is now a very impressive all-round cricketer and Fergus Gilligan has developed a sounder batting technique to match his bowling which has become more balanced at the crease. James Herbert is now bowling off-spin and will need to work very hard



to develop this and his batting further. Mavi Toor is a fast bowler of excellent potential, producing good pace and bounce and others such as W/K Jamie Weir and George Astill, with continued hard work, can play a very important role for the team. It was also good to see Lucy Weston represent the U14s, especially at the Solihull 6s where the team showed how good they can be, with two wins out of three matches against very strong opponents.

The U13s are the team of the year, with victories against Solihull School and Notts HS in the National competition, where they reached the Midlands Semi-final to be beaten by Trent College and their one player who scored an impressive 117. Captain Oliver Dunford played one or two useful innings and can be a good off-spin bowler, if he continues a positive attitude. There are a number of very talented young cricketers in this group: Sid Das as an impressive 6'2" fast bowler and hard-driving batsman; Oliver Bunce, a very clean striker of the ball who scored consistent runs and a super 111 against Ryde school, alongside good bowling and brilliant fielding; Aiden Major, wicket keeper, impressive batsman and swing bowler; and Kavir Mackan, opening batsman with two scores above 50 and impressive off-spin. There are others less experienced but impressive nonetheless: swing bowler Vivek Patel; hard-hitting batsman and second wicket keeper, Otto Jozsa; Lawrence Adediran, who has made such progress with his all-round game and took five wickets for five runs in one game; and others who will play a strong part in LGS cricket in the future.

At U12 level there was a great deal of team success, with the County Semi-final only lost on wickets lost after a tie, and other positive results including a dominant win against Northampton

School for Boys. Three boys played for the year above in the National competition and are excellent young talents: Captain Vashin Kaushik (50s and regular wickets); Keshav Sthanakiya (Three scores of 50+ and a best bowling of six wickets for two runs); and Anish Das (consistent runs and wickets). Players such as Henry Powell, Sai-Amarthya Gadhia, Nikhil Shenoy, Boris Dring, Arlo Gilligan, Alex Hancock and many others will develop very well as they are given more exposure to the game, and this team should be a super side as they move through the school. The U11s won the County Cup and at the time of writing were in the Midlands final. Once again there are many very good young cricketers who really do love the game.

I would like to thank Head Groundsman, Mike Hood and his team, who produced pitches of the highest quality, only matched by the surrounding areas and the practice nets. Our grounds are now superb. Louise Gough and her team also worked incredibly hard to produce teas and lunches that delighted both home and away teams. A big thank you to our coaching team of Mr Hunt, Mr Howe, Mr Ellis, Mr Wildsmith, Mr Allen, Mr Stubbs and Arjun from the City Cricket Academy. I would also like to thank all the squad players who were part of the B teams the school put out in every age group. The improvement in their standard of play this summer has been tremendous to see, and many of these young cricketers will be pushing for an A team place in the future. We now look forward to a winter of indoor matches and practice to be followed by another season of fun and learning playing this great game. There are always things we can improve and we need to make sure the Cricket at LGS continues to progress and cater for even larger numbers to play and enjoy the game.



Cricket 1st XI Boys 2018-2019

P.N. Barlev (scorer), J.S. Naidu, D.S. Rathore, N. Sirajudeen, B.O.L. Crane, R.A. Kelkar
T.H. Easwar, J.C. Moore, H.M. Pounds, K. Jussab, P.P. Chauhan, H.J.H. Jones

U12A by Vashin Kaushik

The U12A had a positive season. The team was very strong, with only one defeat, although they only managed to play 8 out of 14 games due to bad weather conditions. We thank Mr. Ellis for being there as coach and for umpiring. The team had a good positive approach and were very supportive of each other.

U13A by Oliver Dunford

This season has been very successful for the U13A cricket team. The season was full of close, exciting games. We played against a variety of schools such as Ryde School (Isle of Wight), Solihull and Trent College, winning 11 out of 13 games, with the other two games being closely fought. Our batting this season has been on point, scoring us an average of 154 runs per game. Our best batsmen this season were Kavir Mackan, who scored two fifties; Oliver Bunce, scoring a fifty and 111; and Aidan Major, scoring highly each game. Special mention to Anish Das, Keshav Sthanakiya, and Vashin Kaushik for helping the team to the East Midland Semi-finals. We had great bowling from Lawrence Adediran, Vivek Patel, and Keshav Sthanakiya. Our average of 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. We all thank Mr Potter for coaching and training us this season.

U14 by Oscar McCarthy

This season for the U14 cricket team has been promising. Our first match was against a well-trained Kings School Grantham side. They won, but with great fielding and batting from Lucy Weston and Fergus Gilligan there were positives to take away from the game. With rain postponing the matches, we had more time to train for a County Cup game against Thomas Estley Community College. We batted first, with Oscar McCarthy getting 40 runs. In the second innings Lucy Weston, Fergus Gilligan, Reuben Smith and Shashank Bhandari all took wicket, resulting in a confident win for us. Our third game was a very good performance, with Fergus Gilligan getting 40 runs and Oscar McCarthy 30. Again Lucy Weston controlled the bowling and we came away with a convincing win against Kibworth School. With further matches cancelled by the rain, we were able to practise our fielding, batting and bowling for our last matches. We went to Solihull with nothing to lose, and played three games. We lost our first match against Worcester School for Boys, but won the next two matches with great batting from Lucy Weston, and Fergus staying in all match and chasing a score. There was excellent keeping throughout the season from Jamie Weare.

U15 Team by Rory Pateman

The U15 A team had a good season with six games played and three matches won, three lost. We had a very strong batting performance against John Ferneley College, with 50s for Miran Dayal and Jai Modhvadia. Also we had a very good bowling performance against Northampton Boys, bowling them out for under 50 runs due to a very good spell from Yahya Valli. The team has improved massively over the course of the season and were fairly beaten in the County Cup Final against Oakham, but we did not go down without a fight. Thank you to Mr Hunt and Mr Potter for coaching and umpiring us.

**XI Team by Harry Pounds
(team photo on first page of Cricket report)**

The first XI were eager to improve on last year's average season as they kicked off their 2019 campaign. They faced a strong QE side on a fresh April wicket. After winning the toss and bowling first, QE found it hard to score throughout their innings due to tight bowling performances from LGS's strike bowlers. LGS got off to a sticky start with the bat but, thanks to a match-winning innings from Dhruv Rathore, we knocked off the competitive total.

With little time to recover after an excellent victory against QE, the boys set out for their toughest test of the season against MCC, a game that is always very competitive and didn't disappoint this year. MCC batted first on a lovely deck, which played well for the batters all day. MCC declared with a respectable score of 220 after 55 overs, putting pressure on the LGS batsmen to chase the total. After a steady start, the early season English weather kicked in, forcing the players off for rain. Despite the best efforts of the groundsmen to get the game back, unfortunately the rain got the better of us. Thanks to the refectory staff for providing an excellent lunch and dinner for players, staff and umpires. Next up was a tough Wellingborough team, full of confidence after a good run of results. LGS won the toss and decided to bowl first on a pitch with a tinge of green, benefitting the seam attack. However, Wellingborough overcame some early new ball pressure to score an impressive 199-2. In the end Wellingborough proved too much for the boys as we were bowled out for 113.

It was crucial that the boys bounced back from defeat and post exam season we faced Ryde School, a touring school from Isle of Wight. Ryde elected to bowl first after an undecided toss, and LGS went on to bat well in the allotted 40 overs, making 182-7. A tight opening spell from Pounds and Jussab left Ryde 20-2 after 8 overs. The boys never let up throughout the 40 and in the end were too much for Ryde's batsmen, leaving them 12 runs short of the target. In the final game of the season, after a late pull-out from King's Grantham, LGS faced a mixed CCA team of 16-20 year olds. After winning the toss and bowling first, LGS's attack bowled superbly to restrict an excellent CCA side to 152 from 20 overs. Despite the best efforts of Rohan Keller with 60, LGS fell 8 runs short of the target but should be very proud of their efforts. Special mentions to Rohan Kelkar for excellent performances with the bat and gloves on; Kamran Jussab bowled well all year up front, supported nicely by Josh Moore and Dhruv Rathore in the middle overs. Playing cricket at Leicester Grammar School has been a privilege. I speak on behalf of all cricketers at the school when I say how much we appreciate all of Mr Potter's efforts. His enthusiasm and dedication is infectious. He has always supported me 100% and has developed my game greatly.

**Cricket U12 Boys 2018-2019**

B.R.C. Dring, S.V. Vemala, A. Das, R.S. Patel, R.I. Wardlaw
A.D. Gilligan, S.S. Gadhia, Y.F. Desai, E.J. Geraghty, S.S. Gadhia, V. Kaushik, A.G. Hancock, H.S. Powell, K.H.N.N. Sthanakiya

**Cricket U13 Boys 2018-2019**

O.J. Bunce, L.J.T. Adediran, O.P. Jozsa, S. Das, A.D. Parmar, A.C.H. Major, R. Subramanian
G. Wadhwa, E.J. North, O.F. Dunford, V.A. Patelaa



Cricket U14 Boys 2018-2019

A.N.Y. Kotecha, S.Bhandari, M.S. Toor, A.Z.R. Marvani, W.F. Snow, W.J. Wale, L. Hoffmann
G.T.J. Astill, K.F. Dey, R.A. Smith, O.M. McCarthy, F.F. Gilligan, T.P.M. Onions, H.J. Herbert, J.J. Weare, D.R Switzer



Cricket 2nd XI Boys 2018-2019

G.W. Impey, K. Pathmanathan, E.J.P. Pattten, A.C. Milner, Z. Elahi,
Y.H. Singh-Dehal, M.S. Jaswal, M.J.R. Potts, S.A. Thakrar, M. Teo, S. Thakrar, R. Chakrabarti
D.J Rogers, T.W. Bunce, W.G. Jones, E.A. Haward, K.D. Desor ©, V.R. Ramji, N. Sirajudeen, V.M. Bulsara



Cricket U15 Boys 2018-2019

O.H.J. Impey, A.J. Wesley, K.B. Raja, K.C. Maru, P.J. Horne, F.S. Carnduff, M. Dayal, J.D. Modhvardia
E.J.W.T. Brightling, S.J. Chapman, E.C.J. Teo, A.Q. Laurenti, S. Arora, R.A. Pateman, Y.Y. Valli, J.W.B. McCarthy, R. Joshi

Girls' Cricket 2018-19

By Miss Feeney

The girls have once again had a very successful year of cricket with a vast number involved in the game at a variety of levels. Within school, we have had team achievements at County and Regional level, while individual successes have seen a number of pupils continue to represent the County and pupils competing at an International Level, representing England.



The cricket season began indoors in March with both the U13 and U15 teams winning their County Indoor Cricket Competitions and progressing to represent Leicestershire in their respective Lady Taverners Girls' Indoor Regional Events. Both teams performed well in their Finals and the U13s finished in 3rd place, which is a fantastic achievement, especially given that over 50% of the squad were a year young in the competition. Success has continued in the outdoor season. The 1st XI enjoyed competitive fixtures against both Wisbech Grammar School and a strong Leicestershire County side, while the U15 squad competed again this year in the National Cup and won the Team Leicestershire County Final, making them both indoor and outdoor County Champions. The U14 squad have enjoyed their first season of hardball cricket and a number of these pupils have played in the U15 squad in the County and National Cup competitions. Girls' Cricket has also continued to thrive in the younger age groups, with U12 and U13 A and B fixtures being played and the U13 team also reaching the Team Leicestershire County Final, where they narrowly lost a tough match. Finally, we have finished off the season with our House Cricket competitions, which have been a real highlight, seeing over 180 girls representing their House throughout the age groups. Overall, the cricket season has been a successful and enjoyable one and thanks go to all the staff and pupils for their efforts.

U12 Team by Jasmine Dey

The U12 Girls' Cricket Team played two matches this season, with a third called off due to bad weather. In the two matches we played, we beat Trent College by five wickets and Stoneysgate School by 44 runs. These are excellent results from a team where a number of the players were playing their first season of cricket. The more experienced players did a great job of encouraging the less experienced and we had good team spirit. Sonia Naidu, Claudia Carnduff and Clementine Buchanan batted well and brought up our run total, while Kathryn Bensi, Zara Rizvi and Jia Johal did a good job of bowling on target. Lily Porteous, Kathryn Rawlings and Jemima Kay were solid in the field. Well done to all the players this year and thank you to Miss Orton for coaching the team.

U13 Team by Amy Worlding

This year we've had mixed success. We played five games, won three and lost two. The first game we played was against Trent College and we won this quite easily. The second match was against Rushey Mead Academy in the County Cup semi-final and we won that, advancing us to the Final. We played the Final and it was a very close game. They beat our score with one over to go. The final games we played were part of our Sports Tour. We played against Portsmouth Grammar School on a very hot day, having travelled a long way to get there and we played as well as we possibly could, but sadly lost. We then went on to play Ryde School, improving our game from our previous match, and won -- a great way to finish the season.

U14 Team by Sophie Levy

The U14s had an excellent season this year, and although we only had one match as the U14 team, many players did very well playing for the Under 15s in County and National competitions. Sadly, two of our matches were cancelled, however the one match we did play was against Wisbech Grammar School. On this day the weather was very nice, which lifted our spirits, and we batted first. After some great batting from Gracie Barkworth and Nya Patel, we set a high score for the opposition to chase. We then went on to bowl, and with some incredible play from our keeper, Micha Raja, we managed to bowl out Wisbech.



Overall, all of the girls did amazingly well this season, and thank you very much to Mrs Hutchinson, Miss Percy and Miss Feeney for training us and taking us to matches

Junior Girls' House Cricket

U15 Team by Anna Kendall

The U15 Girls' Cricket team had a fantastic season, despite mixed results. We started with indoor cricket, winning the County Tournament in March. We proceeded to the Regional Finals in Cambridge, but came up against some quality opposition and were unable to make it any further. The outdoor season started with a solid win against Stamford High School, with some amazing batting from Sophie Levy, Gracie Barkworth and Lucy Weston, who scored 152 out of our total of 256. We played Wyomondham College and Wisbech Grammar School in tough fixtures, which we lost. We then beat Sir Jonathon North College in the County semi-final by 45 runs – an outstanding performance by the team. Our final game of the season was the U15 Leicestershire County Final, which we won convincingly. It was great to end the season on a high. We all improved massively this year. Thank you to Miss Feeney for coaching us.

1st XI Team by Shivali Pancholi

The Girls' Cricket 1st Team have had an encouraging season, despite only two matches played due to poor weather. We coped well, having not played together before, and we improved a lot during the season. Our first match was against a tough Wisbech Grammar School side, in which we opted to field first. Some excellent bowling from Emily MacTaggart saw us take our first wicket, and Alexia Scudamore also bowled very consistently. Despite some strong fielding from Freya Astill, Francesca Jones and Antonia Veary, Wisbech ended on a high score of 173 runs. Roshni Francis, Juhi Kalicharan and Ria Jobanputra all contributed well in the field, and Chiara Bensi kept wicket well. We started our batting off strongly, with Shivali Pancholi and Alexia Scudamore gaining runs quickly; however, we started to lose wickets, and ended the match on 87 runs for 9. Margot Buchanan and Gracie Fraser batted very well. Our next match was due to be against Oakham School, but unfortunately this was cancelled because of the heavy rain. Our last match of the season was against a strong Leicestershire County side, which we knew was going to be a tough game. Our side fielded first and with some excellent bowling from Lucy Weston, we took two early wickets. The Leicestershire batters continued to bat well and secured a score of 112 runs. Despite this total, the LGS team worked extremely hard in the field, with excellent throwing from Gracie Barkworth and Gracie Fraser, quick running from Emily Kendall, great wicket keeping from Micha Raja and consistent bowling from Sophie Levy. We were confident going into the second innings, but we lost wickets quickly, and were unable to match the Leicestershire side's batting score. I would like to say a big thank you to Miss Feeney and Miss Percy for coaching and supporting us throughout the year and for organising our matches.



Cricket 1st XI Girls 2018-2019

A.G. Scudamore, F.L. Jones, E.R. Kendall, A.C.R. Veary, F.M. Astill, M.N. Buchanan, E.L. MacTaggart, S. Pancholi ©
P.S.V. Dhokia, C.I. Bensi, E.A. Haward, R.A. Francis



Cricket U14 Girls 2018-2019

A.L. Goold, T.K. Bahra, M. Raja, L.A. Weston, R.A. Eid, E.R.L. Peet, E.R. Williams, S.P.M. Levy ©, L.R. Brookes
K.L. Beatty, N.E. Wake, A.E. Wright, A. Moorthy, N.H. Patel, U.B. Ramji, P.L. Page, E.F. Bensi



Cricket U15 Girls 2018-2019

B.M. Barratt, E.V. Bennett, S.J. Pounds, K.L. Bailey, A.E. Kendall ©, H.A. Prior
A.E.C. Peet, N. Aryan, R.L.E. Faust, Y. Dadabhai, C.A. Fletcher, T.E.D. Dowling, C.E.G. Preston



Cricket U13 Girls 2018-2019

T.G. Snape, R.M. Berry, F.A. Kellie, K. Teo, A.R.S. Worlding, M.R. Thrift-Hiley, O.K. Glover
N.V. Pala, S.I. Boersma, A.K. Kaur Dehal, P.A. Mayer, G.E. Mold

Table Tennis

By visiting coach, Charlie Bateman



County Champions:
L to R Ellie, Kelli,
Millie and Ellen

It has been quite a year for Table Tennis at LGS, with the girls outshining the boys for the first time in the five years I have been here.

Although we originally only had two girls for the U16 girls' team, neither of whom had previous table tennis experience, two younger girls made up the four-strong squad and they stormed to victory in the County Championships, beating hot favourites, Manor High School, in a tight final match. With that victory they qualified for the Regional Finals at Grantham in January, where they played against four of the top ten girls in England in their age group. Predictably they didn't qualify for the National Finals from that very hard group, but all four gained great experience from the challenge. So congratulations go to Ellie Chandler, Ellen Blaine, Milly Kotecha and Kelli Shukla for their wonderful achievements.

In the Individual County Championships held at LGS in December we had three medal winners in the girls' sections. Binal Chavda was runner-up in the U19 Girls' Tournament and Ellie Chandler was runner up in the Girls' U16 Tournament, just ahead of Millie Kotecha, who finished third.

The boys' U16 team qualified for the County Finals but didn't manage to progress from their very hard group, as the standard is very high at that age group in Leicestershire. However, in the Development League sessions, which run monthly on Saturday mornings at LGS for school children of all ages, our three teams all did really well and were competitive throughout the season, despite losing players to other sports and exams for odd matches.

Table Tennis Club on Thursday after school and Tuesday lunchtimes was always well attended, with plenty of competitive games being played and many players trying the sport for the first time. If anyone would like to represent the school at Table Tennis, this is the place to come and show Mr. Bateman your skills and he will try and find you a place in the school team at your age level or in one of the Development League teams. Table Tennis is a fast-growing sport and helps with speed, hand and eye co-ordination and footwork, so can improve fitness and performance in other sports. Also, as it is played indoors, it continues throughout the year and is not at the mercy of the weather.

Girls' Hockey 2018-19

By Mrs Laybourne



This school year has seen a fantastic season of Hockey across all of the squads, with both teams and individuals achieving a high standard at county level and beyond. Nine girls have been selected for the Junior Academy Centres, and a number of our students have been playing at senior regional level for Leicester Ladies. Particular congratulations to Margot Buchanan who has been training with the National League squad and has represented them in a number of friendly fixtures. Seven of the LGS U12 squad (pictured above) were members of the Leicester Ladies' Team who competed at the National Finals, eventually finishing 8th in the country, an incredible achievement.

The 1st XI started the season by heading to Great Yarmouth for the annual pre-season tour. A young and relatively inexperienced squad gained in confidence from the trip and helped us on our way to early victories. Without a doubt the highlight of the season was beating local rivals, Uppingham, in what was a nail-biting end-to-end game. There were plenty more victories throughout the season and it has been one of the most successful and enjoyable ones in my time at the school. In the Indoor they qualified for the regional finals and performed admirably against some tough opposition. The 2nd and 3rd XI also had excellent results, showing the strength of Senior Hockey at Leicester Grammar School.

In the Middle School the U15s had a challenging season, but rounded it off with a tenacious victory against Stamford. Many of these made up the Tier 3 U16 side that won the county rounds and progressed to the Midlands Finals. The U14s had a very successful season, winning their Tier 2 county competition and at the Midlands Zone narrowly missed out on a place at the Midlands Finals. At U12 and U13 level we have again fielded teams from A-D level and it has been great to see some students representing the school for the very first time. The U13s have had a tough season, but are excited for the challenge that 11-a-side Hockey will present them with next year. The U12s have gone from strength to strength and I look forward to seeing more success from them next year.

I would like to take this opportunity to thank the staff and students for all the energy and enthusiasm they have given to Hockey this year, even in the wet and cold! For those leaving LGS, thank you for all your hard work over your time at LGS and I hope you will look back fondly on your time spent playing Hockey for the school.



1st XI Hockey



3rd XI Hockey



2nd XI Hockey



U15 Hockey



U14 Hockey



U13B



U13A



U12A

1st XI Hockey – Georgina Collins

The 1st XI have had one of the most successful seasons in a number of years, winning the majority of our games and staying undefeated for a large part of season. However, it was not necessarily our victories which made this season memorable. The way we played together as a unified team was definitely an achievement for a recently put together squad. With younger players bringing new skills, vast experience and faster passes to our games they became a large and invaluable part of the team. One of the most notable games was our triumph over Uppingham School (3-2), who have always been a strong side. This year was no exception: the game was incredibly close with the difference being one goal. But the way we played together, with communication, using each other's strengths and our persistent determination made us the stronger team. This season we have also had great success in the U18 Indoor and the U18 Cup Competition, reaching the second round in both. Indoor regionals and our final Cup match against Oundle had disappointing results, but we still showed great potential for next season.

2nd XI Hockey – Florence Weston

Throughout the season, the 2nd XI showed significant improvements. With new members to the team we knew it would take some time to learn how to work together. This was seen in our first few matches and the County Hockey Tournament, in which we didn't do as well as we hoped. Even with good play and increasing confidence in the team, we could not produce the goals to reflect our performance. A turning point occurred when we played Nottingham and won 3-1. After this win, the team stepped up and significant improvements were visible. After winning the previous few games, our last match against Ratcliffe College was important to us. We played an excellent game of hockey with the majority of the possession and continuous shots on goal, finishing with a win of 2-0. Overall, this year's 2nd XI showed determination and teamwork, finishing the season on a high and leaving a good team behind for next year. Many thanks to Miss Feeney for coaching us.

3rd XI Hockey – Ellie Moore

We had a tough start to the season, playing against Uppingham and Oakham, but despite these losses we improved upon our skills, teamwork and communication, going on to win 4-0 against Nottingham High School, which left us on a high and led us on to play our best game of the season against Welbeck with a great 6-0 lead. Our final two matches against Wellingborough and Ratcliffe we played two great games, resulting in two draws. Against Wellingborough, both sides' defences were strong with each team only managing to score one goal. However, in our final match we fought hard, despite the freezing weather, and managed to get a last-minute goal leaving us with an overall score of 3-3, which we were extremely pleased with. Throughout the season the girls worked hard with Mrs Hutchinson to correct our mistakes and we became a much stronger and more confident side because of it. Many thanks to Mrs Hutchinson for all her hard work.

U15 Hockey – Anna Kellie

Our U15 team has had a season of mixed results, but always played in a positive manner. Despite starting the season with two losses against Uppingham and Princethorpe, we trained really hard and the next two games against Loughborough High and Ratcliffe College resulted in draws, with goals from Sophie Pounds. However, we then lost against strong Wellingborough and Oakham sides, despite goals from Emily Bennett and Harriet Prior. Our last match was definitely the team's favourite, as we were able to prove our determination against an extremely competitive Stamford side. With great runs and passes up both the left and right, Anna Kendall scored our first goal. In the second half, the opposition managed to get into the D a couple of times but didn't score; however, this made us more determined to score again and after gaining a short corner, Claudia Fletcher scored our second goal, making the final score 2-0. This win was a really positive end to our season. Some of the U15s also took part in the U16 Midlands Tournament, where we lost a match, drew two matches and won a match, just missing out on the final. Overall, the team has seen significant improvement and we are really looking forward to next season. Thank you to Mrs Laybourne and Miss Feeney for coaching us.

U14 Hockey – Elena Bensi

Well played to everyone in the U14 hockey team this year! There has been some great hockey and a mixture of outcomes: 4 great wins, but 3 unfortunate losses. In October, we competed in the LRSHA County Tournament and this paid off. After some great matches, we came first overall! We were really pleased with this result and determined to do just as well in the next round. However, we were faced with much tougher opponents so, although we managed to win one out of the two matches we played, we unfortunately did not qualify for the next round. Despite this, we had lots of fun as a team and never gave up. Special thanks to Dr Kendall and Miss Mould who made this possible – thank you for being such great coaches this season and for taking us to our various hockey fixtures!

U13A – Megan Thrift-Hiley

The U13 hockey team has enjoyed their last year of playing on a 7-a-side hockey pitch with some competitive and challenging matches. Our first game was against Bablake and we unfortunately lost 1-4, as it was our first game back after a long break. The second match was against Nottingham High School and, with some excellent goals from Emily Pollard and Grace Patterson, we won 7-1. Next we lost to Princethorpe College, Welland Park Academy and Loughborough Girls. The second to last match was against Stamford and, with some hard play, we managed to bring the score to 1-1. Finally, we faced Welland Park and, with some excellent defence from Kirsten Teo, Olivia Glover and Evie Clothier, we managed to keep the score at 0-0. It has been a competitive hockey season for our team, who developed many new tactics, and we look forward to trying 11-a-side next year.

U13B – Erica Faust

The U13 B girls' hockey team played 8 games this season. To start off, we played Bablake and lost 1-3, with a goal scored by Isabela Zurdo Romão, but the following week we had a successful game against Nottingham High School, winning 6-0. These brilliant goals were scored by Sohnum Banning, Skyla Boersma (two goals), Meghna Rao, Tamsin Snape and Isabela Zurdo Romão. We then lost the next six matches against Princethorpe College, Stoneygate School, Oakham School, Loughborough Girls, Stamford, and Welland Park Academy, but we did score seven goals. These seven goals were scored by Sohnum Banning, Poppy Mayer, Tamsin Snape and Isabela Zurdo Romão (who scored two). Well done to all the girls who played in all the matches and thank you to Mrs. Calland for coaching us.

U12A - Claudia Carnduff

To start off the season, we had a game against Nottingham High School. We all were getting back into the game and we had a few slips here and there, but then we were back in the swing of it, ending with a great win, 3-0. After that great start we faced two very strong sides, Loughborough High and Oakham. After those losses, we came back with a great win of 6-2 over Ratcliffe. Then we had a close game with many chances on goal, but we ended up with a draw against Stoneygate 0-0. We then had a game against Welland Park which we won with a great result of 3-0. To finish off the season, we had the school's County Finals and we all played outstandingly to finish in 3rd place out of 5 teams. This means we are the 3rd best school team in Leicestershire. Well done to all the girls in the squad. I was honoured to be your captain for this season.

U12 B – Lily Porteous

This team have bonded closely since the start of the season and I am so impressed with how far everyone has grown and persevered as hockey players. Out of our seven fixtures, we have won five, lost one and drawn one, which is exceptional. In our second fixture, we were really challenged and faced a great opponent, Stamford, with accurate passes and good ball control (to whom we suffered our one and only defeat), but by far our most memorable match was definitely our first. This was against Nottingham High School and we sat on the bus home in awe, because of our win of four to nil. This was a shock to us, because we were only just getting used to playing with an unfamiliar team. We should be very proud of ourselves and keep up the amazing work for next season, which is definitely going to be bigger and better. Our training was excellent and really paid off in our matches, so we owe a big thank you to all of the staff that have helped us on this journey, especially Miss Orton for coaching us and Mrs Laybourne for organising the opportunities and fixtures.



Sports Day 2019



Sporting Colours 2018 – 2019

Sport	Half Colours	Full Colours
Athletics	Lucy Cooke Thomas Dixon Sophia Odeh	
Cricket	Gracie Barkworth Priten Chauhan Harry Jones	Libby Haward Kamran Jussab Joshua Moore Harry Pounds Lucy Weston
Hockey	Tara Bahra Elena Bensi Sophie Levy Niamh Quaid Florence Weston Lucy Weston	Georgina Collins Emily Grimmett Florence Holmes Rosalind Rashid
Netball	Elena Bensi Tamsin Dann Gracie Barkworth Florence Weston	Emily Grimmett Rhea Parmar Niamh Quaid Rachel Smith
Rugby Football	Rhiannon Barton Patrick Davies Sam Dexter Thomas England Ruby Evans Oscar Holmes Jai Kumar Jack Rowntree Oscar Stone Oliver Walls	Sam Eveleigh
Swimming	Emily Kendall	
Tennis	Keira Beatty Eshan Jariwala Oscar Holmes Max Marriott-Clarke Victor Wiles	

Kate McCallister, Swimming the Channel

Interview by Kirsty Finlay

How did you get into open-water swimming?

I got into open-water swimming a few years ago when I did the regional open-water championships, but at this point I was swimming eight times a week in the pool so it wasn't really my main focus. When I quit the county squad I went back to it because it was something I had really enjoyed and I wasn't training as seriously so had much more time. Last summer we did quite a few competitions and I managed to get to nationals. I carried on swimming in the lake when the season was over because it was really something I was really enjoying.

What made you want to swim the English Channel?

I have always said I wanted to swim the English Channel, because one of my relatives (Matthew Webb) was the first person to ever complete this swim and my family always joked that I should swim the Channel too. The idea was originally that my friend Katie and I would do it as a duo; however, we are too young, so I have decided to swim the Channel in a team of six, as a relay.

How have you been training to prepare yourself?

The open-water season doesn't start until the end of April, so that will be my first chance to get back into the outdoor swimming, but my pool training has become much more long-distance based. As soon as we can get back into the lake, we are going to begin cold water acclimatisation, meaning we won't be able to wear our wetsuits.

What are some of the dangers you might face?

Doing it as a relay, there aren't that many dangers, as we will be in contact with a boat and a medic. Our crossing isn't until August, so we hope that the sea will not be too cold and we will not have to cope with that factor too much. There will, however, be lots of jellyfish, which we will unfortunately have to deal with.



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