



**KING EDWARD VI
CAMP HILL
SCHOOL FOR BOYS**



Summer Term
Newsletter 2021

Dear Parents and Carers

The Head's introduction used to be a short comment at the start of a document that told you about the term's activities. It all seems so different now. I'm going to assume that, as last term, the newsletter itself will be a thinner document than usual, so I will, as last time, allow myself a rather longer piece at the beginning. Besides, I feel there's a bit of history that needs to be recorded.

Life is what happens between Lateral Flow Tests.



These things seem to have taken over my life. Boxes piled high in the Dining Room, letters encouraging boys to take them, taking them myself, responding to positive results – not me (yet) – taking deliveries and now being asked by the DfE to let them know how many we've got lying around. My nose is starting to sting just thinking about them.

Of course, it isn't just tests that have dominated the term, it has been the inexorable rise of positive results. Towards the end of term, my track-and-trace team were in action almost daily. By the end of term we had 170 boys out of school in relation to Covid infection: some had it themselves, some were contacts with people out of school (usually a family member) and many were contacts with boys in school. We discovered we had a particularly gregarious boy in Y12: every time someone in the year tested positive he would self-identify as a contact. Eventually, the track-and-trace team were discussing whether to put him down anyway or to wait for him to turn up at reception to say, 'Miss. I think I need to self-isolate. I'm a contact.' 'Oh, really? I wonder why he didn't put you on his contact list.' 'I expect he forgot. I was definitely a contact.' And off home he would go again.

In the early days I used to give the t-and-t team chocolates after each occurrence. By the end, they asked me to stop – they were starting to put on weight.

Here's the whole of one Y7 class last week:



I don't know whether it's something to do with having experienced lockdown, but the boys' ability to seize on new activities and become obsessed with them seems to have grown. Every morning, at about 7:45, the first boys start to arrive in the Sports Hall. There's nothing new about basketball, but this craze for volleyball seems unstoppable. We've had to buy new nets and fittings for the Sports Hall to accommodate it all; new equipment for outdoor matches is now in the offing. There was a recent club competition in Worcester. A number of clubs from the area were involved, but only one school. And we were sending half a dozen teams. (Sadly, appalling weather forced cancellation – so I've no results to report.)



It doesn't seem to matter how many table-tennis tables the school buys, we'll never have enough. At first I was a bit disappointed – it seemed to take a while for the usage of the tables to grow. But I needn't have worried. I recently found every table in use and the boys were also playing a game on one of the picnic tables. The School Council has taken responsibility for providing bats and balls (from its delegated budget) as a service to the school body.



I predict this is the next one. A boy had brought in a skipping rope and was demonstrating it with proficiency. Other boys took their turns, and also demonstrated that they certainly weren't new to the exercise.

The next day there were two skipping ropes and twice as many boys gathered.

It was a great shame that the Y6/7 transition day, on the first Wednesday of July, was cancelled by Birmingham City Council. Whilst I fully understood the reasoning, I was sad that the event was lost, as it is always a very special day. Unlike that day, our Y11/12 transition day consists mostly of our own pupils, so we were able to go ahead with that. However, I can't add the words 'as usual', because we held the entire event outdoors. The boys registered on the rugby fields and had the opportunity to welcome the newcomers to the school and start to get to know each other in various sporting activities. The weather was kind to us.



Talking of kind weather, the picnic tables bought to furnish our Covid marquees have certainly proved highly valued, and not just as makeshift table-tennis tables.



We always have the sadness at the end of the summer term of saying goodbye to a number of members of staff.

- 4 members of staff are retiring at the end of this term.
 - Mr Bob Cartmell has worked at Camp Hill as a Caretaker for 15 years, joining us after a short spell at Five Ways. His connection with the Foundation won't end yet, though. His wife has worked at the Foundation Office for more than 30 years, and she isn't stopping just yet.
 - Mr Mark Duncan joined the school in 1996 as Head of PE and Games; he has also taught Key Stage 3 English throughout his time at the school.

Mark stepped down from his role as Head of Department a couple of years ago and has now decided it's time to hang up his whistle altogether. That's 23 years of Saturday mornings – an extraordinary commitment to school sport.

Part of the role of the Head of Games is to run the House system. This he has done with extraordinary efficiency and organisation. The boys and staff have complete confidence that every event, from Sports Day to cross-country standards, will run smoothly. As an encore to his achievements running the House competitions, Mark introduced the House Festival, launched in 2007 to celebrate the centenary of the House system. It is a wonderful event, held every five years. (Do the maths.)

As part of the sports calendar, tours have taken an increasingly important place. The junior rugby (and, latterly, hockey) tour to Carlisle was already in place when Mark

arrived. It has continued to be an important part of the development of our young sportsmen under his leadership since he took it on a number of years ago.

Mark has plenty to look forward to in retirement, quite apart from his family of wife, two daughters and a son-in-law. He has season tickets for both cricket and rugby at Worcester, and he enjoys swimming, cycling and walking. He is a member of the RSC in Stratford, going regularly to performances there. For a couple of years he has been a trustee at a local hospice, where he was able to work as a volunteer before Covid stopped all that; he is looking forward to expanding his work there in the future.

We wish Mark health and happiness – enjoy those Saturday mornings!

- Mrs Ilona McCulloch joined the school as a part-time history teacher in 2015. She is now the longest-serving member of the department other than Mr Hill, its Head. Unassuming, open and friendly, Ilona has proved a wonderful teacher and colleague. We wish her too a long and healthy retirement. I'm sure we'll continue to see her strolling around Kings Heath Park or cycling nearby.
- I'll be going after 18 years at the school, the last 7 of them as Head. Actually, my connections go back further, with a Camp Hill Old Girl for a wife, two Camp Hill Old Boys for brothers-in-law and two sons as Camp Hill Old Boys. I'm not disappearing altogether, as the new Head has very kindly allowed me to remain at the school as a part-time maths teacher, helping to cover Ms Garg's maternity leave next year. That's all I'll say here, as I've been asked to say rather more in the Chronicle next term.
- 4 members are coming to the end of fixed-term contracts.
 - King Edward's Consortium trainees
 - Ms Daphne Clarke, RS trainee, is going to Pimlico Academy
 - Miss Megan Stephenson, History trainee, is going to Edgbaston High School for Girls
 - BCU Trainee
 - Ms Emily Batchelor, Music Trainee, is going to Wheelers Lane Technology College
 - Chemistry Maternity Cover
 - Dr Hasu Patel joined us for a term at Easter 2020. He was so good, we begged him to stay until Christmas. He continued to be so good, so we begged him to stay until Easter. You get the picture. We're finally letting him go.

Covid did even more harm to our cricket season than the weather. We were able to put in some impressive performances, but some of the competitions can't be finished this term. It was rare that neither school had the majority of its team self-isolating. In our match last week, one of the opposition team got pinged in the bus on the way to the game. The poor lad had to sit and watch the game in lonely isolation, waiting to be collected.

- Across the four age-groups (Y7-Y10) we entered 8 competitions and reached the finals in 5 and are still in the semi-finals of 1.
 - Y10 reached both their finals. They've played and won one, but the other (T20 Docker) is against Aston, whose Y10s are self-isolating until 19 July.
 - Y9 100 ball final not yet played.
 - Y8 100 ball semi-final unlikely to be played until September
 - Y7 100 ball final played and won. T20 (Stacey Jackson) postponed until September.

A couple of individual achievements mustn't pass unrecorded. We congratulate

- Sam Gray on his choral scholarship to Trinity College, Cambridge. Sam will be joining the college choir, which was voted the 5th best choir in the world by Gramophone magazine.
- Deniz Yoruk-Mikhailov, who came top in the country in the Cambridge Chemistry Challenge.

The achievement of one member of staff needs celebrating, too. Mr Peter Jack told us he was retiring two years ago because he was no longer going to teach his first subject – maths. He would remain as a swimming teacher on Wednesday afternoons. However, after one year of not teaching maths, he gave in to our pleading and has been teaching it again this year. That means Peter has now completed 50 years at Camp Hill, and he hasn't finished yet! Once again, he will come to our rescue by teaching maths part-time in order to help cover Ms Garg's maternity leave. What a phenomenal achievement.

For the sake of history, I feel I must report on two more items which, like the cricket, haven't actually happened yet.

- I normally tell you at this point who will be the Head Boy and Deputy Head Boys for the next year. However, the pressure has been so great this term that we haven't yet completed the process. I hope we will do so on 19 July.
- Camp Hill Amateur Operatic Society (CHAOS) will be putting on its first show for 7 years on Monday 19 July. It will be impossible to do so without fond memories of Mr Mike Southworth who wrote, directed and acted in all previous productions. This production was written by Messrs Andrew Caves and Tom Dowling, who are joined by Ms Emma Lamb to form a directing and producing team.

And so, another term, another year, another newsletter. When I wrote the corresponding introduction a year ago, I never for a moment imagined that the context of this one would be so similar to that one. The Covid experience has been so different for all. I am conscious that the last 18 months has contained overwhelming challenges for some, grief for some, and loneliness for many. I know so many people who are exhausted, anxious and uncertain, and I know that many of the Camp Hill family fit into those categories. I wish you all a rest at some point this summer. May you enjoy seeing family and friends you haven't seen for many months; may you have an opportunity for a break away from home.

With very best wishes

Martin Garrod

Art News!

This term has seen a hive of activity in the art department for a whole variety of reasons! With set design and prop making many of our A level students have been getting involved and using their creative skills to prepare for the end of term staff production 'Chaos', while Mrs Hodges has been busy making many costumes! We had lots of entries for our Royal Mail 'Heroes' stamp design competition, to honour heroes from the coronavirus pandemic. Thank you to all our students who entered! We eagerly await the end of September when the winning designs will be selected but for now you can see a small selection of our fantastic entries here.



During lockdown some of our students entered their artwork for the Birmingham Education Partnership online exhibition 'What makes you happy'. This online exhibition of young people's artwork celebrates their positive feelings in the face of difficult and changing times. The exhibition is an opportunity to recognise and express joy and gratitude in a visual way. To see the work entered from a variety of schools across Birmingham, including our own, please follow the link <https://bep.education/school-art-exhibition-2021/>



Meanwhile our students have been getting stuck into a variety of practical techniques that they missed out on during lockdown! Our year 7's have been painting some beautiful responses to the work of Sarah Graham, getting to grips with colour mixing and the application of paint with their colourful, vibrant Lollipop paintings.

Meanwhile our year 8's started lockdown exploring the fantasy fish of Vincent Scarpace, full of texture, pattern and zentangles. They have since created their own mixed media pieces inspired by Scarpace using bubble wrap, cotton reels and a whole variety of mark making techniques to create their fantasy fish. On Friday 16th July all of our year 8 students will be having a live virtual lesson from The Making of Harry Potter, Warner Brothers Studio on the making of the movies with fantastic insights into the creative industries and careers involved when making such movies!





The final project for some of our year 9's has been a coral sculpture project, combining Art and Geography! Our students have looked at the impact of global warming on our oceans and how this is causing coral bleaching. The inspiring clay work by Courtney Mattison has been the source of inspiration for this collaborative clay work this term and understanding how art can be used to highlight such global issues.



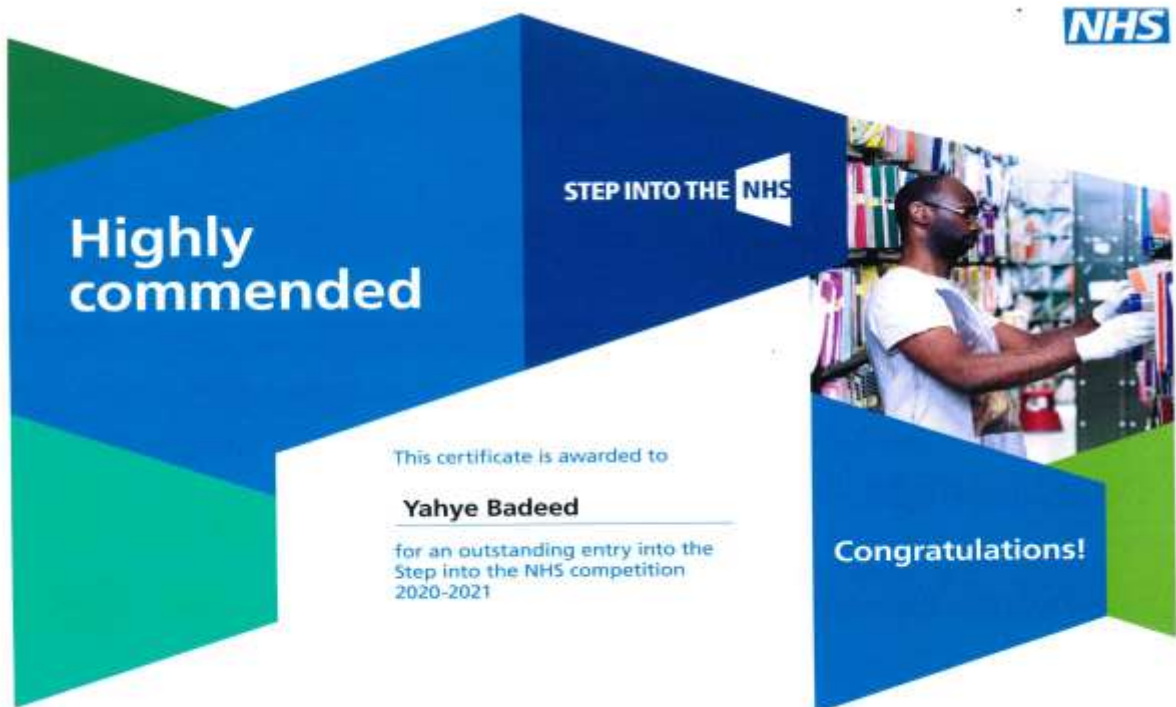
@CampHillBoysAr1



Camphillboysart

Careers

Congratulations to Yahye Badeed in Year 8 for his fantastic work as part of the Step into the NHS competition, which explored the wide range of career within the NHS.



MFL

Every year, the Oxford German Network organises a series of competitions for students of all ages, learning German. The contests cover a range of creative bases, but usually have something to do with German current affairs, culture or history.

In March, I entered into the second round of the competition with a short piece describing my view as to whether we will see a repeat of 'Die Goldenen Zwanziger' - the 'roaring' twenties - this century, a period of economic upturn and social dynamism experienced in a number of countries between the two world wars. The number of historical parallels between today's world and the state of affairs a hundred years ago would make this task intriguing. Think for example of the Spanish Flu Pandemic, in which between 20 and 50 million people died; or the economic insecurity experienced particularly in Germany after WW1, and the following rise in right-wing, populist ideologies. These are all things that have some equivalent today.

In my response, I drew on aspects of Weimar-era fashion and culture in order to prove an important point about Germany's Golden Twenties - that they were not only characterised by the above-mentioned political and economic circumstances, but also by a feeling of cultural rebellion and social progressiveness. The iconic 'flapper look' for example - a new female style of fashion distinguished by shorter skirts and the 'Bob' hairstyle - took hold in Germany at this time, and heralded an age of liberation for women, whose voting rights were enshrined in the constitution of the new Weimar Republic.

I wrote in a similar sense about the artistic and cultural revolutions that became an important feature of the German Roaring Twenties. The Dadaism of Kurt Schwitters, as he sought to rebuild a new abstract post-war world, was unlike anything previously witnessed; the opposing artistic currents of expressionism in film and the visual arts and 'Neue Sachlichkeit' (New Objectivity), represented by such artists as Otto Dix, evidence the hotbed of cultural activity that was Golden Twenties-era Germany.

This idea of social and cultural revolution and progress is neatly contrasted with the regressive social tendencies of today's world. It was fascinating to read about the regressive state of affairs in relation to women's rights during the Covid pandemic, not least in Germany, where the burden of life at home and domestic chores has been borne overwhelmingly by women.

Perhaps it is too soon to call. Who knows what our twenties will bring? In any case, this question and the competition as a whole served as a great opportunity to formulate ideas and arguments in German, and I would recommend participation in next year's round to anyone with an interest in German language and culture alike.



Rufus Hall

Music

Whilst it has been sad not to have our normal concerts and musical events this term, it has been good to see practical music continuing on a smaller scale.

Over the period of the Covid-19 pandemic the 'grade' examinations of the Associated Board and Trinity College, London, went 'online' and pupils and teachers were required to record the performances on video. It has been a new challenge for the instrumental teachers to get the music all practised and ready, and then also arrange a 'recording session'. In addition, the administration involved has been considerable. I am indebted to Lorne Pearcey who has taken on all this work. She writes about the new system:

"The Associated Board of the Royal Schools of Music sets windows of about 8 days each month when pupils can be entered. When an entry is made the date for the assessment is booked; these are always about 1 month in the future and I always select the first available date. If no time slots are available, it is necessary to keep checking every day until more slots are released and the booking can be made. I make the entry when I have received the final video and the exam fee, which is the process that the exam board recommends. I endeavour to do this within 24 hours of receiving the payment if possible."

Even though a rather complicated system, we have been pleased that many pupils have been successful in these examinations. Here are some results from examinations taken in school this term:

Name		Instrument	Grade	
Musa	Ahmed	Classical Guitar	2	Merit
Aditya	Prasad	Classical Guitar	2	Distinction
Christy	Baiju	Classical Guitar	2	Distinction
Akshat	Sharma	Classical Guitar	2	Distinction
Miles	Balderson	Trombone	5	Merit
Adrian	Ifrim	Jazz Saxophone	6	
Ben	Colleran	Tenor Horn	7	Merit
Praneeth	Udathu	Singing	8	Merit

I know that a number of boys have also been taking their 'grade' examinations privately, and I have been very pleased to hear about these. Two recent piano exams were taken by George Hill, Year 11 (grade 7 – Distinction) and Kenny Lau, Year 9 (grade 4 – Distinction).

The examinations are ongoing: many recordings have been made and submitted in July, and there are some still to record in the last few days of term. Our best wishes to all those involved, and good luck to those with results still to come.

I would like to thank our excellent team of seventeen Visiting Instrumental Teachers who have worked very hard over this difficult period, continuing to teach our pupils very well, and also prepare them for these 'online' examinations.

The impact of 'lockdowns' meant that pupils have had to be taught at home for some months, and because of this, the Examination Boards reduced the amount of coursework that musicians had to complete. At both A level and GCSE instead of having to perform and compose two pieces, they had to complete just one of each. This meant that our musicians had time to complete their work to a very high standard, and that we had time to record the compositions on live instruments, which was much better than the computer versions that we often hear.

Here are some pictures of the pupils recording their compositions:



String Quartet by Yicheng Guo (Yicheng is playing Violin II)



Guitar Trio by Keshav Najran (Keshav is playing on the right)



Piece for Flute, Violin, Cello and Piano by Niranjana Kumar (Niranjana is playing the flute)



"Autumn" - a song by Praneeth Udathu (Praneeth is singing)

Here are pictures of pupils recording their A level and GCSE performances:



Sam Gray performing his A level recital of pieces by George Handel and Ivor Gurney.



Ben Scott (French Horn)



George Hill (Piano)



Wolfie Spyrou-Kirby (Drum Kit)



Jobe Simpson (Trumpet)

Even though it has been a very challenging year, and impossible to continue rehearsing and performing with our orchestras, ensembles and choirs, it has been great to see our Sixth Form musicians finding inventive ways to continue with their music.

We have a wonderful Year 12 A level group. They have been performing in Chamber Music and singing in a Sixth Form Choir.



Year 12 A level group

In a talented Year 13 group, two applied to study music at Oxford and Cambridge. Anna Sutton, a talented singer and violinist, applied for Oxford, and we are delighted that she not only gained a place for music, but also a Choral Scholarship at Magdalen College. Sam Gray, a gifted singer and pianist, applied for Trinity College, Cambridge. He gained a place for music, and also a Choral Scholarship in the choir there. This is an outstanding achievement: Trinity College Choir were voted fifth best choir in the world in Gramophone magazine's "20 Greatest Choirs". Congratulations to them both, and to all musicians who have managed to keep performing in these very difficult times. We wish them all the very best for the future.



The Year 13 A level group at their last music lesson
(Sam Gray – front left, Anna Sutton – front right)

I would like to wish all Camp Hill musicians a very happy and enjoyable summer.

SFP

Lessons from Auschwitz - Online Seminars.

Last month, three members of Year 12 (Rufus Hall, George Lanham and Thomas Li) took part in the Holocaust Educational Trust's Lessons from Auschwitz Online Project. Previously, the project had taken place in real life, involving a trip to the Auschwitz-Birkenau Memorial Site in Oświęcim, Poland. It was to be intriguing to discover how the Trust would contend with such a sensitive issue through the medium of Zoom. Yet through powerful survivor testimony and an immersive virtual reality rendition of particular areas at the Auschwitz memorial site, we as participants were able to receive a stronger, more personal impression of one of the most terrifying episodes of recent human history.

By law, children in England are required to learn about the Holocaust at some point in their school career: there is clearly an emphasis placed on this period already in education. Surprising, however, was the number of us participants who hadn't considered the remit of the term 'Holocaust' itself. This is particularly significant given the many ethnic and social groups that were persecuted in Nazi-occupied Europe. Therefore, in the first live session, we were introduced to the received definition of the Holocaust, as referring to the murder of 6 million Jews by the National Socialists and their collaborators during World War Two. This prompted an interesting discussion surrounding the time frame of the Holocaust: though systematic killing by firing squad only really began after the invasion of the Soviet Union in June 1941, 100,000 people had already died in the Warsaw Ghetto due to the fatal living conditions before deportations to death camps began in 1942. Did that mark the beginning of the Holocaust? Or could it be argued that anti-Semitic laws and declarations passed as early as the boycott of Jewish business in April 1933 were part of what would become the Holocaust? We were also encouraged to recognise and consider the other groups which became victims of Nazi sterilisation and annihilation plans, such as the Roma and Sinti people, Jehovah's Witnesses and homosexuals.

Between online sessions, we had been sent reading in the post to work our way through, as well as a range of online resources. This enabled us to process information pertaining to this sensitive topic, before discussing it in a group. It was fascinating to learn about pre-war Jewish life in this way. Documents relaying the experiences of Jews living in Eastern European towns such as Oświęcim, which had a population of majority Jewish extraction, conveyed the harmonious living of Jews and non-Jews in pre-war times. All this despite 2000 years of anti-Semitic pogroms and expulsions. The individual testimony and stories contributed to a humanisation of the collective pre-war Jewish experience, and allowed us to understand in a more emotional and human fashion the extremity of the persecution that ensued.

This notion of humanisation became a central facet of the project (given the shameless dehumanisation of Jewish people in the run up to the Holocaust, one can see why), and was epitomised by the talk given by survivor Janine Webber, on her personal experiences of persecution. Janine was never actually sent to one of the death camps so closely associated with the Holocaust. Like many other Jewish families, hers was transferred from their home town of Lvov to a ghetto elsewhere in the General Government, before her mother died from illness, and her father was sent to a concentration camp, never to be seen again. Her account of the brutal behaviour of Ukrainian nationalists against Jews, spurred on by the occupying Germans, was heartrending, as was the childlike fear conveyed in her distinct memory of the gleaming, black boots of the SS men. However, it was the incongruity of these recollections and those of a pleasurable childhood that formed the deepest impression. Her descriptions of a relatively middle-class upbringing, where the concept of anti-Semitism was foreign to her, induced a surge of empathy. We no doubt all began to consider our own privileged childhood experiences, and understand more fully the implications of having those suddenly succumb to a life of terror and persecution.

The ability to put questions to Janine, after her testimony had finished, was a privilege, and one that we would have been foolish not to have taken advantage of. A question about the impact of her

experiences on her religious belief yielded a blunt and relatively resigned answer, making clear her lack of faith as a result of her persecution, whereas, for others, maintaining a belief in God served as a method of spiritual resistance against Nazi terror. The truly animalistic existence imposed on Janine was made clear by her admission that her only thought over the course of 3 years of persecution was survival. When a question concerning the significance of Holocaust education was posed, the look of intense regret on Janine's face was telling. It was clear that she has real concerns regarding the possibility of similarly destructive events in the future, and regards education as a preventative measure against such events. Given the incidence of ethnic cleansings and genocides between the emancipation of Auschwitz and the present day, these concerns are no doubt warranted.

As we immersed ourselves in the history of the European Jews and the Holocaust, it became easy to forget the fact of other genocides. But the murder of Tutsi in Rwanda in 1994, or the killing of Muslims in 1995 offer a wake-up call to the relevance of Holocaust education moving forward. Even more so when one considers the increasing prevalence of divisive, populist rhetoric in many countries in recent years, recalling the kind that portended the Holocaust. We were reminded of our place in this context in the final session of the project. As an audience to the testimony of Janine Webber, we have assumed part of the responsibility for educating about the crimes of the Holocaust in a world with increasingly few survivors around to share their experience. We - all of us, in positions of education and privilege - have a duty to protect against the engendering of hate within society and to warn against complacency in the face of the moral corruption of our institutions. It is only in this way that we will ever be successful in curtailing divisive and ultimately destructive currents within our communities.

In this respect, we cannot emphasize the value of the Holocaust Educational Trust's Lessons From Auschwitz project enough, and would really encourage students to participate in it and similar projects in years to come.



Rufus Hall L3

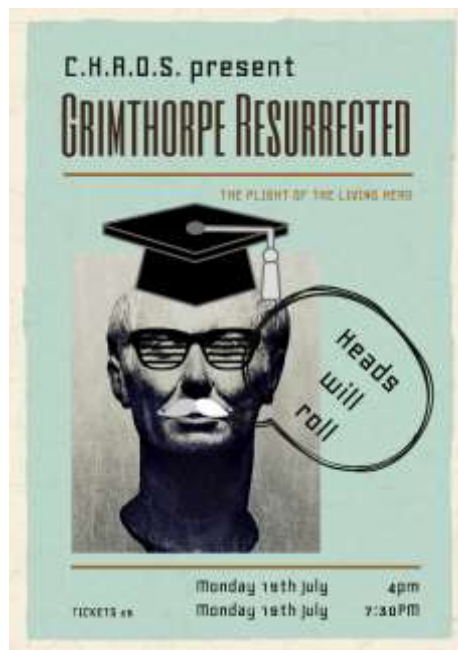
CHAOS

Dowling was a fresh faced young teacher struggling with the drudgery of lockdown learning in the middle of a global pandemic.

Caves was a shrewd old-stager who recognised the yearning for something more within the youngster.

Chaos was a vehicle that would help them both break out of the monotony and bring joy back to Camp Hill.

Lamb was a woman on a mission – if there was a play to be put on then she would damn well produce it, direct it and star in it.



In early September 2020, I mentioned to Tom Dowling that I had it in mind to write a new CHAOS production. He was so excited by the prospect that we didn't speak of it again until April 2021. But within three weeks of our second conversation we had a draft script, some half-baked songs and a 'cast'. This was actually going to happen.

Covid 19 did its best to scupper these plans. Original performance dates had to be rescheduled when the easing of restrictions were delayed. Lines were learned, forgotten again and had to be relearned. Rehearsals were socially distanced, mask wearing affairs where we weren't allowed to practise our singing (sounds like an excuse doesn't it?) but we weren't going to be beaten by a coronavirus.

We are grateful to all of those who have helped us in putting on this show. The history of CHAOS is explained by Mr Keith Phipps here:

C.H.A.O.S (Camp Hill Amateur Operatic Society) began life in the late 1960's and was the brainchild of legendary history teacher, Mike Southworth. Mike was a man of many talents but his passion was musical theatre. This passion was indulged by being the producer of the bi-annual student school musical. These shows would have graced a top drama school and

included the best of the West End and Broadway musicals such as 'My Fair Lady', 'Oliver' or 'Cabaret'.

However, Mike's special gift was comedy and in alternate years he would put together an original joint staff and student production as a CHAOS show. He wrote, produced and acted in these musical comedies which he set 'Up North' in a fictional town called Grimthorpe where a hapless councillor found himself embroiled in a complex plot of three acts. The final act involved the lead character, Albert Heggibottom, creating a musical version of a Shakespeare play. Thus, the Camp Hill stage saw the first performances of hilarious gems such as 'T'Sound of Macbeth', 'Southside Story' and 'Othello get your Gun'. Mike managed to wring the very last vestige of talent from the staff who were kept on their toes by late and limited rehearsal times. It was both terrifying and immensely enjoyable to take part.

Sadly, after 50 years of working at Camp Hill, Mike died in 2020 having dedicated all of his professional life to Camp Hill. However, his star still shines over the Camp Hill stage tonight and it is a tribute to his memory that the tradition of CHAOS lives on. Keith Phipps

CHAOS was his creation. And for this, we are forever indebted. We've nicked the format and the name, of course – still as apt now as it ever was!

Martin Garrod said he thought putting on a play within six weeks was a good idea, but promptly announced his retirement just in case it went wrong.

The staff team have embraced the gruelling rehearsal schedule (twice for an hour) and the handful of students involved have added much needed extra maturity and restraint.

Simon Palmer's levels of patience know no bounds. I am utterly unmusical and yet he has translated my ideas into actual songs in some cases. Tom Dowling was also pretty good at this (makes you sick doesn't it?)

Emma Lamb is never happier than when she has a clipboard, a schedule, a rota and a plan. Without her drive to get this play 'over the line', Tom and I would have still been making each other laugh by telling rude Latin jokes in the Staff Room.

Thank you to all of the staff and others involved behind the scenes: costumes, music, set design, front of house, ticket sales. None of these things happen without a willing volunteer or two.

Andrew Caves







PE and Sport

Cricket

This year's cricket season for Camp Hill has been exceptional to say the least. Across 4 year groups we entered 8 competitions, reaching the final in 6 of them! Unfortunately, due to Covid-19 getting in the way of fixtures, some of these finals have been rearranged for September.

However, some finals have been played. Year 10, who reached both finals available to them, beat KE Five Ways in a thrilling game, bowling them out for just 29 runs! A brilliant bowling performance. They then went on to beat KE Aston in the T20 final by over 60 runs. This time, it was with the bat that Camp Hill impressed so much, with Eesa Nadeem and Ali Jawad Ibrahim working together score an 89 run opening batting partnership. So for Year 10, that's 2 competitions entered, 2 finals reached, and 2 victories! Congratulations to each member of the team who helped in winning these trophies.

Similarly, Year 7 have also reached both of their finals. One is being rescheduled for early September but they managed to play their 100 Ball final and were triumphant over KE Aston! It was a convincing victory with Camp Hill dominating the game with both bat and ball. A very promising team for the future, to say the least!

Year 9 have had a great cricket season this year, putting in regular good performances against different types of teams. The final Year 9 reached was a closely fought game. Unfortunately, Camp Hill came up 4 runs short, an agonisingly close margin but a great performance nonetheless.

Year 8 have also had an impressive season, coming up with surprise victories against good sides. Year 8 also made one final which is to be played in early September and we have high hopes for victory in this fixture!

Finally, to mention the Senior Cricket Squad. A few fixtures have been affected by Covid-19 for the Seniors this year but this didn't stop an amazing performance being put out together against the MCC. Both with bat and ball, Camp Hill came so close to victory against an established adult cricket side, but ended up with a draw in the end. A great achievement.

Individual mentions:

1. Parth Trehan (Year 7) taking 5 wickets in an excellent spell of bowling. Parth has bowled exceptionally and consistently this season and proven to be a real difficult bowler to face, especially in this game where his in-swinging bowls proved to be too much for the opposition to handle.
2. Haaziq Wani scoring his first century for the Year 8's against King Henrys Coventry. Haaziq opened the batting and put in an amazing performance, showing the wide variety of skills he has in his locker. This has been followed by performances in the Senior squad, namely against the MCC which for a Year 8 is an unbelievable achievement, representing the school against opponents many years his senior.
3. Finally, Eesa Nadeem (Year 10) taking 5 wickets for 0 runs in one Final and then scoring a 50 in another final! Eesa has captained the Year 10's very well as always, backing it up with all round performances and a maturity to his game.
4. Joe Day (Year 12) also taking 5 wickets for just 8 runs in another quality spell of bowling. Joe has also proved to be a greatly consistent bowler who is difficult to read.

Mr. Rees.

Howard House Report Summer 2021

In what has been a fallow year for the House championship, it was pleasing to see that we were able to enjoy some action in the summer term and share in the successes and tribulations of the blue quadrant within CHB. Having run cross-country standards only to postpone and abandon the finals in the autumn term, having no chance of a swimming gala as there were no students in school for most of the spring term; it was pleasing to see Rugby-7s and some cricket involving the students. What made summer though was a Bastille Day Sports Day in which the House revolution was resurrected. In spite of the collateral damage caused by self-isolation, Heads of House made a sterling effort to put together teams, only to be pinged into making later changes which then had to be further modified as whole classes could no longer compete. What was fantastic was the fact that there were competitors representing all Houses and year groups. What was even more fantastic was the ability of Howard to take an early lead in the competition through solid performances by its distance runners and sprinters which could then be maintained throughout the competition, even the perilous relays did not prevent the blue wave sweeping over for the first time on Sports Day for five years. Special mentions need to go to Raees Latif in Year 7 for his excellent wins and to Mr Hill's Happy Helpers: Ayman Hussain, Muhammad-Ali Zahid, Ali Elsherbiny, Seth Turner, Sam Morris and Emery Uzoma for their assistance in putting a match-winning squad together with little information to go on. Commiserations to Emery whose efforts to out-Day Joe Day were hamstrung by his hamstring going in the 200 metres. I also wish to thank Yusuf Elsherbiny for his stint as House Captain for 2020-2021 in what must seem the oddest year to have the accolade. Howard House Captain for 2021-2022 will be Sam Morris who won out against impressive competition and I am confident he will be an able servant in this auspicious role – Congratulations! Wishing all Howardians a restful summer break and we look forward to a blue-topped full-fat House Championships for next academic year.

GNH