The Big Sing

Computing
AT THE HALL: AN UPDATE!
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THE HALL
Music School
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In January, Junior School boys participated in coding workshops using Fuze equipment. Fuze is a programmable computer and electronics workstation powered by the Raspberry Pi, supporting The Hall School in developing beyond the requirements of the National Curriculum for Computing. The boys had great fun controlling physical devices using the specialist equipment and were left inspired!
On Monday 8th February Max Snijders came to The Hall to talk about his experience in World War Two. He came in because World War Two is Year 3’s topic this term, and he had lived through it.

Max lived in Holland during the war. His school was a Jewish school, where you had to wear a star. He was 10 years old when the war started. Before the war Max had a happy life and his father owned a shop. The war started in Holland on the 10th May 1940, two days before his birthday. Holland surrendered on the 14th May 1940. At that time, Max was 11 years old.

Throughout the war Max had several hiding places but his main place was on a farm.

Max’s Bar Mitzvah was on May 29th 1942, two months before he had to go into hiding. He hid under the name of ‘Franz van der Linden’. He had to pretend to be a Roman Catholic, and when he had to prove this, he did the sign of the cross with the wrong hand! Luckily, the kind man turned a blind eye and pretended not to notice.

When Max was in hiding he was a bicycle repair boy. He repaired tyres. Rubber was rationed and there were lots of bikes in Holland, so many tyres needed repairing! Throughout the war Max had several hiding places but his main place was on a farm. Max was sixteen years old when the war ended and he was finally reunited with his parents.
On the 8th of February, a man named Ian came to the school to run a workshop on Ancient Mexico (the Aztecs and Maya). Year 4 assembled in the Cooper hall and were taught about the world of Ancient Mexico and its artefacts. The boys learnt the arts and ways of the tribes in ancient times. The boys enjoyed chanting, playing musical instruments, dressing up and playing the oldest ball game in the world. The morning went without a hitch apart from the decapitation of a rain-shaker. Overall the boys had a great time and the workshop was a success.
The purpose of a school council is to enable pupils and staff to work together to build a better school environment. It allows pupils to represent their fellow classmates and liaise with school management about any concerns ideas the pupils may have.”

These are the words that introduced the school council’s manifesto when it was instituted in 2007 and have been the guiding principles since then. It gives the boys experience of how meetings are run: an agenda is produced, the meeting is chaired and the minutes written up and distributed. The Head boy and Deputy Head boy are automatically members of the council for the whole year whilst each term the Houses choose two boys as their representatives to attend the two meetings per term. These are Year 8 boys in the first two terms and then in the Summer term Year 7 boys are given a chance to experience a little responsibility. These boys have a voice to air issues they might have before the Headmaster, Mr Chapman, Mr O’Brien, Mr Finn and at every other meeting, Mrs Casey (when catering issues are discussed). These meetings can cover any aspects of school life that they feel could be better and innovations are welcome too. The agenda for that first meeting was varied: from changing the seating arrangement in lunch (changed) to allowing long hair at school (not changed) and

As a school councillor, I, along with the other school council members, get a say in what changes about the school. I think it is very important that not just teachers, but students as well get to decide about the future of The Hall. First, we discuss with other students suitable topics to bring up in the meeting, so we can speak for on behalf of several pupils. We then hand in the topics to Dr Blakeman. At the meeting, topics are discussed and a solution is found. Some of these topics may not have been thought of by teachers and they might not get through but it is important to give students a say. 

Harry Keith 8D (Purple)
ME AND MY MUSIC
Joseph Sun

HOW AND WHEN DID YOU FIRST BECOME INTERESTED IN MUSIC AND PLAYING THE VIOLIN? DID THIS CHANGE WHEN YOU WENT TO CHINA?
From the moment I was born, I have been constantly exposed to music. I listened as a baby to my sister’s piano lessons and my parents regularly brought me to concerts. Before I was 6, my sister’s piano teacher asked me if I would like to have a go. She found that I was very interested in playing the piano and picked up the basics quickly. This resulted in me deciding to start playing the piano. That was the start of my musical journey.

Two years later, I started playing the violin at a school club. Having already played the piano, I had a well-developed musical sense and so that point my parents decided to get me a violin teacher. From then on, piano and violin became a major part of my life. While in China, I was encouraged further by my teachers, and when I returned to England and joined the Hall, I was presented with many opportunities by Dr. Steyn and the music department.

WHAT TYPE OF MUSIC MAKING DO YOU DO AND WHERE?
I enjoy music frequently. Obviously, practising my instruments at home is a necessity but I do many things apart from that. At school, I lead my own quartet and also the Senior String Orchestra. Thanks to the music department, there are many opportunities for me to perform pieces on both of my instruments, the most recent being the Individual Music Competition. Despite winning the competition, I could not prevent Purple House, from meeting a rather inevitable fate. On top of that, I have consistently attended festivals and competitions which have given me a lot of confidence about my music.

WHAT DO YOU HAVE TO DO EACH WEEK TO STAY ‘ON TOP FORM’ IN YOUR PLAYING?
A crucial aspect of practising is efficiency and staying concentrated. Despite the constant demand of homework, I am usually able to squeeze in some time for my practice. Some people may find proper practice boring but to me, compared to homework, practising is relaxing and interesting. Another vital part of practising is not giving up. At first glance, a piece may seem challenging or even ‘impossible’, but through careful practice, the challenge will seem less and less daunting.

WHAT IS YOUR GREATEST ACHIEVEMENT?
In the past 7 years, I feel I have been very fortunate. However, two stand out: the first is being successful in the national finals of the EPTA competition. As a representative of Yorkshire, I came second in the competition for my age group. My second greatest achievement is being offered a Westminster Music Scholarship. This scholarship means a lot to me because of the effort I put into my music and I feel grateful that my ambition and hard work has been rewarded.

WHAT WOULD YOU SAY ARE THE THREE MOST SATISFYING OR VALUABLE THINGS THAT YOU GET OUT OF YOUR MUSIC MAKING?
First, music helps me to relax. After what usually proves to be another long day at school, music making helps me to settle down, and I enjoy practising my instruments greatly whenever I have the time. Second, music gives me confidence. I have had many opportunities to perform in front of an audience and music makes me feel special. Finally, music helps me to be very sociable. I have made many friends who also have a passion for music.
YEAR 2 BRINGING BOOKS TO LIFE WORKSHOP WITH WEST END IN SCHOOLS

Boys were treated to a special workshop for World Book Day. They read Flat Stanley in class, and an actor came in to help the boys “bring it to life” through actions and drama. After a warm-up and a brief talk about Flat Stanley, the boys “freeze framed” different parts of the book:

- **Flat Stanley gets flattened and his parents and brother react!**
- **Flat Stanley is lowered into a grating to find his mother’s key. The police and others on the street aren’t so sure about that!**
- **Flat Stanley is a kite, but he gets stuck in some high trees!**
- **Flat Stanley helps the police by flattening himself into some artwork at the museum!**

WORLD BOOK DAY

In the Junior School
GREEDY MAX

At the edge of a forest in a wooden shack lived a poor and greedy man named Max. One day he was digging in the grass. He saw the edge of a round box, Max pulled in out. With a flash of curiosity, he opened it. Inside was a beautiful ring. Max put it on and wished for money, then suddenly four bags of solid gold coins appeared. But because he was greedy he wished for ten more bags per day.

One sunny, summer night in his mansion that he had bought, Max was wishing again. A bell appeared. He thought it would protect him if he rang it. The very next day he was captured by some savage crocodiles. Guess what? Yes, he rang the bell. At once a giant phoenix loomed over him and, with a blood-curdling scream, Max was lifted sky-high. The flaming bird carried him for a dastardly hour.

Finally, they reached the west coast of Cornwall, and there the phoenix drowned him. Just to make sure, the fiery bird dug her sharp, ivory claws into Max’s flesh like a knife through butter. Blood flowed rapidly through the water, and Max was killed. You see, the bell was to make sure that nobody got too greedy. As you might wonder what happened to Max’s riches. Well, they disappeared in a puff of smoke, gradually.
World Book Day triggered a frenzy of creative writing in the Junior School, as boys were encouraged to put pen to paper and let their ideas fly!
When I was asked to write an article on The Big Sing, I did some research online. We all know that it is good and enjoyable to sing together, but what do researchers and experts say about this? I cannot put it in better words than Patty Mills (www.moresingingplease.com) in an article called Life-Affirming Benefits of Singing – Vocalising Promotes Well Being.

Singing fortifies health, widens culture, refines the intelligence, enriches the imagination, makes for happiness and endows life with an added zest. If you sing in the shower or sing along with the radio, consider taking this raw vocal skill to new heights. Music – the “universal language” not only stirs our deepest emotions, but active participation can increase energy and vigour to see

- Increases poise, self-esteem and presentation skills
- Strengthens concentration and memory
- Develops the lungs and promotes superior posture
- Broadens expressive communication
- Adds a rich, more pleasant quality to speech
- Animates the body, mind and spirit
- Enables the performer to delve into characterisation/acting
- Stimulates insight into prose and poetry and piques interests in the inner meaning of words
- Enriches one’s ability to appreciate the art of great singers
- Is an ageless enjoyment — you are never too young or too old
- Is therapeutic both emotionally and physically
us through even the most stress-filled life commitments. What health club can promise these benefits.

On Tuesday 22 March, the whole Hall School community came together for the inaugural Big Sing, to not only celebrate the 90th birthday of Her Majesty Queen Elizabeth II, but to have the opportunity of participating in a concert together with professional musicians, whether you learn to play an instrument or not.

The audience joined in with real gusto supported by the Hall Festival Orchestra, a 41 piece orchestra of professional musicians including 7 of our esteemed visiting music teachers (and an old Hall boy) and Chapel Choir supported by a 15 professional singers. All the Hall’s most favourite hymns including Jerusalem and I Vow to thee my Country were included together with The National Anthem and Ralph Vaughan Williams’ arrangement for The Old 100th
Psalm Tune that was commissioned for the Queen’s coronation on 2 June 1953 in Westminster Abbey.

Readings by Damian Lewis and Helen McCrory added another dimension to the event. First, we heard excerpts from two letters, one written by Henry VIIIth at the height of his passion for Anne Boleyn, the other by Anne when she had failed to provide the longed-for male heir and had fallen from grace. The second reading was an extract from Queen Victoria’s diary entry for 28 June 1838, her coronation day in Westminster Abbey as an eighteen-year-old girl. The final reading by Damian from Henry V also paid tribute to the 400th anniversary of Shakespeare’s death this year.

We are indebted to all the musicians, boys and audience members who participated to make this such a joyful event.

The final item on the programme, Rule, Britannia! was performed in great style by our singing teacher, Amy Wood while the chorus part was sung with great enthusiasm by everyone present. We are indebted to all the musicians, boys and audience members who participated to make this such a joyful event. Look out for next year’s Big Sing...
CHAMBER MUSIC FESTIVAL & JAZZ AT THE FORGE

Paul Dean and Willem Steyn

CHAMBER MUSIC FESTIVAL
The Hall School Chamber Music Festival 2016 took place on Tuesday 19 January. During the course of the day, a total of 16 ensembles participated in masterclasses, conducted by Tim Johnson, Director of Music at Eton. Boys were extremely responsive and accepted advice from Mr Johnson with both intelligence and enthusiasm. In an email to the music school he responded as follows: “Alongside singing, I firmly believe that chamber music provides the best possible training for young musicians. What a pleasure it was, therefore, to work with 16 different ensembles over the course of the day, and then to hear them perform so well in the concert that evening. The standard of the boys’ playing throughout the day was very high indeed and I was particularly struck by how quickly they picked up ideas. I can’t think of many schools who could field this many chamber ensembles for a concert – a wonderful achievement!”

All groups participated in the concert (held in the Lecture Hall at UCS), which was a real celebration of the school’s extraordinary chamber music tradition. Huge thanks are due to all the ensemble staff who prepared the boys to such a high standard, as well as to all the boys for their commitment and effort in making this such a wonderful event.

THE HALL JAZZ DEPARTMENT HITS CAMDEN TOWN
An audience of around 140 people were treated to an evening of exceptional jazz at The Forge in Camden Town on Monday 8 February. This was the first time that we presented our Jazz concert in a live music venue, and could not think of a better location than Camden Town. All four of our Jazz Bands and three of the Percussion Groups participated in this exciting new venture by the Music School. Staff from the Jazz Department opened the programme and set a fantastic tone for the evening. Special thanks to Mark Brown, Ben Reynolds, Josephine Davies and Martyn Kaine who prepared the boys to such a high standard. A massive thank you to all thirty seven boys who participated with such great enthusiasm. We will do this again next year, with a few tweaks... Keep an eye on the Spring Term Calendar 2017!
This term Year 1 have been learning all about the different countries and continents of the world. When looking at Europe, they focused on Italy, famous for its pizza! To learn more about this famous dish, we went to Pizza Express to find out how to make them. We kneaded dough, tasted tomato sauce and cheese, and created our own pizzas. Then we ate them for lunch – yum yum!
4D TRIP TO THE OLD OPERATING THEATRE

2B AT THE GOLDEN HINDE
In January Year 1 went to the Little Angel Theatre to see ‘The Giraffe, the Pelly and Me’. The puppets were particularly impressive and the boys thoroughly enjoyed the clever staging and story.

We liked the beginning because it was a mystery. You didn’t know who was going to be in the house.

My favourite bit was the song when the robber was running away from the policemen. He was like a snake, sliding in and out of the windows.

They changed the backgrounds a lot and it was fun to see them building it in front of us.

We liked the ending because the boy had a sweet shop and there were so many sweeties, yum yum!

It was a puppet show, so you could see the real people too, but you were mainly looking at what the puppets were doing.

The funniest part was when the lady smacked her bottom with a sweetie! That was naughty!

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SENK KUMARAN

OLIVER BARNAO

FREDDY OSBORNE

ANTON KLEKOVKIN
After a moderately long Tube journey, we entered the art gallery. One of the permanent exhibits was a collection of original portraits or scenes, all by famous painters. However, the truly interesting part was when we entered the Escher exhibit.

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"Mathematicians know their subject is beautiful. Escher shows us that it is beautiful"

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M.C. ESCHER EXHIBITION

Anthony Gutsev

Much to the envy of the other Year 8 classes, 8B went on a half-day excursion earlier this term to the M.C. Escher exhibit in Dulwich Picture Gallery. The trip was organised by Mr Eagar and Miss Luck, and was designed to be both a mathematical and artistic trip to allow us to engage in a new type of cross-curricular learning.

A few days before the trip we had seen a few of Escher works and tried to gain a general idea of what kind of artist he was. Even though his tessellations were studied by mathematicians for years after, he actually had no advanced mathematical degrees.
The first room I entered was the largest, and had several of his original prints and sketches, including his famous Waterfall and Ascending and Descending pieces, which both feature some aspect of impossibility. However, he is not only known for his impossible prints. He also made various tessellations, and a series called “Metamorphosis” where certain images would transition seamlessly into others.

Towards the end of our trip, we had to copy a picture of our choosing into our sketchbooks. I picked “Stars”, a complex mathematical construction with chameleons intertwining the shape. At times it can be difficult to understand exactly how or why his pictures make sense with his play on perspective! In the end I was left with a half-finished, slightly crooked, only vaguely similar drawing, and was forced to admit that maybe I should have attempted something simpler.

To finish off the trip, we visited the gift shop. We must have looked quite ridiculous, overburdened with brownies, postcards and various Escher related books. We returned to school, only slightly late, more than satisfied with our extremely educational school trip.

Many thanks to Mr. Eagar and Miss Luck for organising the trip!
The day at Windsor Castle was a spectacular experience. What we saw just ‘blowed’ our minds. It was a great sunny day to go to Windsor. We got to see the view of the motte and the bailey, sadly we couldn’t go inside, but we saw the Royal Standard flag which meant - the queen was here! We firstly went and saw the arrow slips where the archers shot their arrows. We also saw murder holes which Mr Gordon told us they spilt hot oil and dropped on the attackers through the stone machiolations and murder holes! After we went to the State Apartments where there was probably the most gold I have ever seen. We saw the King and Queen’s Chamber and their dressing room. We walked into the St George’s Hall where we saw some shields. We then for an amazing talk by a Medieval Weapons expert, he even knighted me! Many thanks to all the staff who came and to Mr Gordon and Mr Wilson for organising the trip.

My favourite bit of the trip was when we had an interesting talk from an armourer, who showed us many interesting forms of sharp objects, as well as armour and a massive hammer. The view from outside the castle was amazing as well. You could see Norman and medieval architecture, as well as some modern bits where the fire was. Even though it was redesigned to be exactly as it was before, everything struck by the fire looked somewhat cleaner and newer. There were also many interesting artefacts inside the castle and St George’s Chapel. I stepped on a part of the floor in the chapel where Henry VIII remains were under. We also saw the sword of Edward III and the musket ball that killed Admiral Nelson at the Battle of Trafalgar. What a great day!
This year’s hockey in keeping with the Hall’s strong reputation, was a pretty successful one.

<table>
<thead>
<tr>
<th>A TEAM PLAYED</th>
<th>B TEAM PLAYED</th>
<th>C TEAM PLAYED</th>
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<tbody>
<tr>
<td>9 MATCHES</td>
<td>7 MATCHES</td>
<td>2 MATCHES</td>
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<td>WON 4</td>
<td>WON 3</td>
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<td>DREW 2</td>
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To start the season off all 3 teams played our main rivals, Arnold House. The A team won 12–0 with Jonah Poulard scoring a staggering 7 goals (no prizes for guessing the man of the match in that game), the B team drew 1–1 and the C team won 5–2 with Zaki Siddiqi scoring 4 goals. However our celebrations were short lived as the A and C team lost to St Anthony’s but with the B Team beating them 8–4.

Then came our weekend game against Arnold House where they somehow managed to score 4 goals in 5 minutes, straight after Thomas Coleman came off. The A Team soon regained their confidence by beating Beechwood House 7–1 only for the B Team to lose 2–0.

To finish off the season, the A and B teams went back to Arnold House, to settle a few scores in the Arnold House hockey tournament. This consisted of a series of matches against many different schools, a few of which we had played previously, but Durston House and Westminster Under were unknown sides to us. After a 3 match ‘break’ due to a bye into the second round, we were forced to play all our games in succession of each other, finally playing against the Arnold House side whom we drew closely to a few weeks before... After a series of hard-fought and close matches, it was a draw on points between St Anthony’s,
Westminster Under and us. We only just lost to Westminster Under on goals scored. So we finished second which was still amazing and, very importantly, we ended ahead of Arnold House. Overall the afternoon showed great hockey and great spirit too from all the teams who entered.

The B team won 2 drew 1 and also lost 1 at the Arnold House tournament also achieving a solid and very creditable second place with Zaki Siddiqi scoring 3 goals and Varun Sethia scoring 1 goal.

The colts overall had a good season. First all three teams played Arnold House, the A team lost 4-1 which is a good score considering Arnold House start in year 5 and have the option of doing hockey all year round. However the B and C team were triumphant winning 4 and 5 - nil. Next came the game against St Anthony’s where the A team lost again but with B team continuing their winning streak. Then the A team played Arnold House again but they lost 2-o, even though this seems bad, it shows that our A team improved. So overall it was quite a good season since this was the first time most of the players had played hockey.

So overall it was quite a good season since this was the first time most of them had played hockey.

A big Thank You to Mr Cottam for coaching the A team and to Mr Jones for coaching the Bs and Cs and also to Mr Chapman Junior and Mr McFarlane for Colts. And a special mention to Jonah Poulard for scoring 15 goals throughout the season.

It was another great season of rugby at The Hall school. Years 4 and 5 had a great season, winning most of their games and showing that the future is bright! Our thanks go to Mr McFarlane, Mr. Wilson and a few others for coaching the boys.

Year 6 had another excellent season with Mr. Stringer guiding them to victory in some of their matches. Boys grew in character and ability throughout the season and there will be lots of competition for 1st team places next year with such a good group of players coming up from year 6.

The second team went unbeaten showing the great depth we had this year with Max Kachingwe, Lucas Klein-Wassink and Nicholas Corbett in the backs running rings around unfortunate victims and Bill Baring, Cal Gorvy, William Shackleton, Phelim Owens and Carlo Garzarelli in the forwards powering through the opposition. Led by Mr.Martin the seconds had some comprehensive victories, to say the least.

The first team got off to a flying start against Arnold House, winning well giving us a confident start our season. We went on to beat St.Antony’s, Keble and Beechwood but sadly losing out to an unexpectedly good Wetherby side and Arnold House in the second fixture. This year our scrum was powerful with the help of Boaz Lister (otherwise known as ‘the Bazooka’), Oscar Cohen, Phin Hubbard, James Claydon and many others. Our backs were quick and skillful with the ball in hand, with Jasper Gray, Gus Beagles, Alec Ezra, Finlay Jones, Lachlan Budd, Henry Chadwick and Felix Allen at the heart of the action. Next year’s side is showing wonderful potential, with Ben Horsell, Louis Fenner, William Shackleton and more to lead the way.

I would like to say thank you to Mr.Kelly and all the sports staff for leading us through another very successful term of rugby.

So overall it was quite a good season since this was the first time most of them had played hockey.

A big Thank You to Mr Cottam for coaching the A team and to Mr Jones for coaching the Bs and Cs and also to Mr Chapman Junior and Mr McFarlane for Colts. And a special mention to Jonah Poulard for scoring 15 goals throughout the season.
**THE HALL SKI SQUAD**

Katie Davies

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**2015/2016: a Season of Success**

This year The Hall Ski Squad seems to have gone from strength to strength, gaining accolades across the board.

In April our team triumphed at the ISA race on artificial snow and in June a younger team won the **London Schools Race on Welwyn Dry Ski Slope**. In September, and for the first time, every boy was given the opportunity to attend a full day of training at **Hemel Snow Dome** culminating in timed trials. It was almost all downhill when the day quickly became oversubscribed, but fortunately we were able to extend the trials to the following day.

In early September we were able to enter two teams for the **ESSKIA qualification** race on the dry slope at Welwyn. Racing on matting is a huge challenge and so the boys had a mountain to climb... On the day our boys raced steadily and safely and just missed out on qualification. In each age range only the first three teams qualify and The Hall came in at a respectable 4th and 6th. The boys were a credit to themselves, the school and their parents.

A flurry of new ski squad members this year meant that we were also able to field three teams at the annual BISS Ski Racing Event on artificial snow on Monday 28th September. Despite two last minute changes to the teams due to injury, the Hall A Team won the Junior
Event with Max Fairfull as the overall individual winner. Special congratulations also go to Zach Tydeman and Xander Szerkowski who were highly placed.

Max Fairfull had the onerous task of being the first racer down the slope but a beautifully executed run set the bar high and remained unbeaten by any of the subsequent 150 racers. All the boys involved showed great tenacity and nascent professionalism, as we had a swift return to Crossfield Road in order for them to fulfill afternoon football commitments. The first place podium at the medal ceremony that afternoon was noticeably empty...!

On the 16th November, the Hall entered three teams of four boys, drawn almost exclusively from the Under 10 age group, to compete in an invitation event run by the Harroidian School. One of our teams won the U12 event outright with Zach Tydeman taking second place in the U10 individual event. It is exciting and bodes exceptionally well for the future that we have such a large and promising group of young skiers at The Hall.

This term boys have also had the opportunity to attend training sessions at Hemel Snow Dome with transport and staff provided by the school and in March, as in previous years, twelve members of the Squad represented the school at the Artemis Interschools Challenge in Les Houches, Chamonix. The boys were accompanied by their parents which is vital in an elite sport like downhill ski racing with its inherent risks and sophisticated equipment.

Great fun was had by all on the slopes and also in the swimming pool! A group of parents even managed to ski the famous Vallee Blanche in picture perfect conditions. Competition was especially stiff this year with a record number of entries and many from schools based in the Alps giving them just a slight advantage! Although the squad missed out on medals the boys skied the demanding slalom courses with courage, style and focus. They were also consistently complimented by race officials for their team spirit and sportsmanship. It was especially impressive to hear the boys insist on waiting after their own races, often in freezing conditions and driving snow, simply to support other boys and girls. The Hall Ski Squad trains and races alongside the South Hampstead Ski Squad and the camaraderie really is a delight to see.

The long awaited ski ties have arrived and a number of Year 8 students together with one stalwart Year 7 member of the squad, Freddie Robertson, are now proudly wearing these around school! We also have a Ski Trophy, The Ian McCormick Cup. The Ski Squad Notice Board can be found in the Pit area of the Senior School.

It is important not just to recognise the talent and determination of all the boys involved in the Squad, but also the incredible amount of effort and enthusiasm which Mrs Fairfull has put into giving boys of all ages at The Hall the chance to taste ski racing. The support of all the parents is also hugely important and appreciated, as is that of the PE Department who have made it possible for the boys to enter events despite an already overflowing fixtures calendar... it’s snow joke!

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**The boys were accompanied by their parents which is vital in an elite sport like downhill ski racing with its inherent risks and sophisticated equipment.**

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Forthcoming events
**MONDAY APRIL 25TH**
ISA Independent Schools Ski Slalom Race Hemel Snow Dome
**MONDAY MAY 9TH**
SATIPS Indoor Prep School Championship Hemel Snow Dome
Over the past two terms, Junior School boys from Years 1 to 3 have enjoyed working with Julia Couto, our Actor in Residence. The Hall is sponsoring Julia to complete a Masters degree this year at the Royal Central School of Speech and Drama at Swiss Cottage, following her experience in Brazil as a young theatre director and working with young people in workshops for several years.

A lynchpin in The Hall’s ‘outreach’ initiative, Julia has been keen to embrace her role in our Community Programme, working with children at our partnership school, Richard Cobden Primary School in Camden and at The Winch, a community centre at Swiss Cottage. She has also enjoyed working alongside the Junior School staff in providing a range of workshops in simple character creation, movement - where boys have gained in confidence and learned about body language and the ever-popular ‘stage fights’ - and voice, where they have worked to gain confidence and improve the range and clarity of their speech. In preparation for the Year 2 play Pirates, as well as the Year 3 productions of Oliver, 101 Dalmatians and The Lorax, group and individual singing was a major focus too, where teachers supported the boys to gain projection, range and volume in their singing. The emphasis on accents seemed to have been particularly successful, judging by the range of guttural exclamations from the pirates and the cockney slang of Fagin and his friends in Oliver!

Huge congratulations and thanks go to all involved in such a superbly entertaining set of productions - please, may we have some more!
PIRATES
Year 2

OLIVER
Year 3
DRAMA WORKSHOP

Year 1

VARIETY SHOW

Year 4
**BOYS` CHARITY SUPPORT**

An absolutely amazing effort from boys, parents and friends on behalf of the NSPCC produced the outstanding total of £7086 raised in just two weeks earlier this term. Following a visit by Alana Warner, from the charity, in which she gave the students a chance to see just what they do, boys were asked, in their year groups, to come up with their own fund-raising ideas in workshops that lasted the remainder of the morning. Some outstanding ideas were put forward.

In year 4 boys made cookies and/or lemonade to sell to family, friends and neighbours. Year 5 boys made ‘breakfast in bed’ for members of their family – including at least one who stretched the notion to include dinner for a visiting relative from America!

Year 6 had trouble picking one scheme to focus on, so they all did different things and some amazing sums of money were raised in a variety of innovative ways. Year 7 did the ‘bun run’ in which they challenged themselves against the infamous ‘bleep test’ to be rewarded with the prize of doughnuts. Boys were sponsored according to the level that they reached – and Mr. Buss took part – in a dress! Year 8 boys wore their pyjamas for the day, braving the local shops, cinema and other social activities dressed in everything ranging from onesies to dressing gowns.

Boys want to send a massive ‘thank you’ to all the parents and other family members who supported this initiative so wholeheartedly. The money that we have raised could, indirectly, help about 700 children in desperate need through, for example, Childline. Most of all, there was an awful lot of fun had in the process!

**ORANGE HOUSE PEDOMETER CHALLENGE**

This term Orange house ran a charity event called the Pedometer challenge. Last year Orange house raised a whopping £1250 and this year with all the boys’ spectacular effort, Orange steamed through last year’s total and by the end when all the money was counted up it turned out that the total was over £2000 due to all the time walking, running and on the odd occasion, shaking to raise up their totals and collect the money from whoever sponsored them.

Many thanks go to the people who sponsored anyone and that hard work the Orange boys put in will all go to a good cause; the Save the Children charity helping refugees in Syria who deserve the money we have raised. Thank you to all the Orange House boys who raised money by practising their fitness which will all go to a good cause. Finally thank you to the Orange House-master Mr Rowland who has spent a whole weekend counting up all that money and for organising such a special event for all the boys to enjoy.

**PURPLE HOUSE BREAKFAST WEEK**

Spring Term and Purple House Breakfast Week have gone hand in hand in recent years and this term was no exception. The boys in the Middle and Senior Schools were asked to provide breakfast items - juices, cereal, pains au chocolat, croissants etc - to enable a 30 minute breakfast service to take place in the French Rooms every day.

As usual, the initiative was very well supported, with not only parents but also brothers and sisters coming along to kick-start their day. With the help of boys in Years 7 and 8, the rooms were hoovered and rearranged before registration each day, although the odour of buttery pastries and coffee lingered for the entire week.

Many thanks to all those who contributed or attended and helped to raise £532 for SCOPE.

**BLUE HOUSE GOOD DEED DAY AND GREEN HOUSE PLANTING PROMISE EVENT**

Blue House and Green House initiatives started later in the Spring Term, so amounts raised are still unknown at the time of going to press.

Boys used their own initiative to raise money in various ways for the House Charity - the Hospice of St John. These fundraisers are still going on.

This term Green House’s charity event supported Planting Promise. An appeal was put out for stationery and art materials that could be used in the charity’s primary schools in Sierra Leone. The response from the Senior and Middle schools was excellent and Dr. Blakeman’s classroom is still awash with bags of pencils, felt tips and paper. It is difficult to quantify but there are at least 30-40 to pass on. Green House would like to thank all who contributed.
Why Working Parents Should Get the Same Amount of Holiday as Children...

**Opening Sentence**

I’m glad it’s Public Speaking, as the thing that’s been bothering me is, “Why do working parents get less holiday than their children?” Yes, they do need to earn money for all our daily needs, because, let’s be honest, it’s vital I should have the latest designer trainers, but still, isn’t life being a bit harsh on them. Surely, every minute at work they are thinking, “I wish I had more holiday time with my kids!”

**Why parents would want more holiday time...**

FIRSTLY:
The last time I checked the Conservative Manifesto, this government claimed to be a party all about the family. Isn’t it time that their policies reflected their claims. Spending holiday time together is a bonding experience for the entire family. Bliss for everyone (except when I fight with my sisters of course!)

SECONDLY:
Mental health is a hot topic in the press. Take my Dad for example. He is a boss Dad, and very funny when he wants to be, but to be frank his mental health is decidedly dodgy when I am on holiday and still in bed at 9:00, and he’s already dressed in a his suit equals (slide hand across neck and exaggerate) NOT GOOD FOR ANYONE!!!

THIRDLY:
We’ve all heard of the EU. Equal opportunities, human rights, you name it the EU covers it... well I think of myself as EQUAL in all respects to everyone in this room, adults and children alike... if I get all this holiday why shouldn’t they. And to be honest if I have already identified and witnessed this potentially illegal issue then really... Brussels cannot be far behind.

**In support of this**

I decided to do my own little investigation amongst Hall parents and I would like to share my ‘hot off the press’ results with you. On the plus side 31% of the working parents which I interviewed said they wished this law had been passed the day David Cameron was elected.

On the slightly worrying side, 99.2% of all parents had already written to David Cameron DEMANDING that the school term be extended to cover the whole year. I am slightly nervous that my Mum was one of the anonymous answers in favour of this.

**In Conclusion**

To make sure that the government follows its own manifesto and to protect UK families against a possible breach of EU law and most importantly to save my Dad from severe future mental issues I believe that working parents should get more holiday to their childrens!
HOW JUNK FOOD CAN BE HEALTHY FOR YOU

Christian Ho-Asjoe

- Eating is a natural part of life – but come on, imagine junk food being healthy!
- According to some foods eaten, sugary and fatty foods are better for you so people call it healthy foods
- In the New Scientist Magazine 2003, a sentence said “there is mounting evidence from the scientific and academic community that eating large doses of junk food is the key to a long and healthy life!”
- Some quotes say “when I eat a cheeseburger with fries, I immediately feel the nerves sparking up and my cognition enhanced to a very high level, ready for anything!!!”

So here are some tips to enjoy eating junk food:
- Drink 2 litres of high sugary drinks before eating junk food. This will make you want more sugar
- Secondly avoid fresh fruits and vegetables, rice or fish
- Ask for extra servings of fried food
- Last but not least, when eating junk food like burgers, be sure to add mayonnaise and ketchup or anything else you find with high levels of fat
- After you have eaten all of this, you will be buzzing, running faster and typing on the computer at super speed so you can finish your homework as quick as a flash!
- Did you know that Usain Bolt eats chicken nuggets before his 100m Olympic races; he is also the fastest man in the world
- So if he can eat a lot of chicken nuggets and win Olympic titles, then we can too!
- That is my argument as to why junk food CAN be healthy for you.

HOW TO DETECT A LIAR

William Shackleton

You get home from school one day, only to find that your Cadbury’s Dairy Milk Chocolate bar is missing. You suspect your brother’s eaten it, but you can’t prove it. You ask him about it, but are unsure whether he’s lying. Working out whether he is telling the truth is a good move; so here is how to detect a liar.

Face touching. Watch your suspect’s hands. Studies show that people tend to touch their face, scratch their nose or smooth back their hair. This is their way of trying to seem more normal, so as not to get caught out, although people don’t scratch their face in day to day conversation.

Watch the suspect’s eyes. People who are lying usually blink a lot, and don’t maintain eye contact. If they look over your shoulder, at the floor or get easily distracted by other things, this is a sign. If the liar already knows this, then they will stare really hard. In short, lots of eye contact or none at all equals one big fibster.

Escape. If they try to leave because of “important business” or change the subject, they feel as though they are more likely to get away with it the shorter the talk.

Strange speech. Liars prefer to use formal speech to informal. They don’t use pronouns such as he or she; and instead will say names such as Robert or George. They also skip contractions such as didn’t, and use the two separate words “did not”.

Posture. People who are lying tend to close up by crossing their arms for example. They will also subconsciously put a regular object between you such as a pen or cup of coffee, then stand a little back. This makes them feel safe and secure, with this “barrier” in front of them.

Gaps in speech. When talking to the suspect, pause before speaking. If the silence make them uncomfortable, then they are most probably lying.

Laughter and Smile. People who are telling the truth smile using lots of muscles in the face, but liars only use their mouth. If they fake laugh or try to joke something off, you can be confident they’re lying.

Detail. If the suspect is being overly specific and giving more information than necessary - they’re lying.

Weird gestures. They often use gesture that don’t match what they are saying. For example they might say that they’d love help you do something, but they might be shaking their head at the same time, without knowing it. They will also use the words of your question to form their answer. For example if you said: Did you steal my sweets? They would reply “No, I did not steal your sweets,” instead of just saying no. This links back to being overly specific.

Liars are horrible at telling their story backwards. Often they will rehearse a story, “proving” they’re innocent, but if you ask them to tell it backwards, it will completely throw them.

Change the subject. If they seem relieved, then that’s a big indicator that they have been lying to your face.

Hopefully these tips will help you to work if the suspect is giving the truth, the whole truth and nothing but the truth or whether they are simply telling porkie pies.

Thank you.
Having turned her back on the financial world of Goldman Sachs, Beverley arrived at The Hall in 2009, having completed her PGCE at Manchester University. Beverley’s flair for teaching, and particularly for the teaching of 7 year old boys, was apparent from the start. The pastoral care of the boys was Beverley’s priority and she created a calm and happy environment in her classroom, maintaining a Miss Honey-like presence at her classroom door every morning. This same door was always open to parents, who found in Beverley a teacher whose dedication to her pupils reached far beyond their academic progress.

In her teaching, she found creative ways to tackle the curriculum, allowing the boys to run with ideas that had seized their imaginations; one such endeavour culminating in a staged pirate attack by Irfan dressed in full pirate regalia. To be a member of 3BG was to be a part of a highly efficient but flexible community where the boys had ownership of the organisation of the classroom; boys from her class will remember, amongst other child centred initiatives, the complex hierarchy of marble personalities in the jar, adopted and developed by successive cohorts and the diary of Thibault the tiger and his junior spin-off Le Petit Thibault. In addition to all of this, she also found time to incorporate meditation and the odd spot of tap dancing...

As well as being an inspiration to the boys, Beverley earned herself a reputation as a supportive and knowledgeable mentor to staff, particularly after completing her Masters at the Institute of Education in 2013 when the steady stream of those seeking her advice threatened to wear out the treads on the Year 3 staircase. Her contribution to life in the Junior School, as Head of Year 3 as well as both Geography and ICT Co-ordinator, has included projects as varied as leading staff in the use of the new Firefly platform to instigating Team Potato as part of her greener vision for the JS playground.

Beverley has been an exceptional teacher and colleague at The Hall and her dedication and humour will be greatly missed. We wish her the very best of luck as she embarks on her new life as a Year 6 teacher at St Anselm’s in Derbyshire.
In his recent lecture ‘What matters in Jane Austen?’ to Hall parents, boys and local Belsize Park residents, Prof. Mullan’s enthusiasm was positively palpable! As he led the audience through a range of passages from across Austen’s most well-known works, Prof. Mullan coaxed us to scrutinise the ways in which Austen’s minute attention to the quirks and intricacies of the everyday reveal her ingenuity and her abilities as a highly sophisticated writer.

We were encouraged to see Austen as someone who, with every word she selected and every sentence she fashioned, absolutely, minutely and consciously knew what she was doing – “and that’s the most interesting place for a literary critic to start.”

“Noticing the detail is a way to seeing her brilliance”. Not only is Austen far superior to “contemporaries who write about many of the same things in the same sort of generic ways”, according to Prof. Mullan, she is “as great a novelist as Dickens or Tolstoy or Flaubert or Henry James, and technically as great as well”. With illustrative readings from the novels beautifully executed by Annabel Baring we came to understand the way in which meticulous reading can awaken in the reader as deep a sensitivity to the nuances of speech and attitude and motivation as Austen herself exhibits; “It’s an extraordinarily heady experience”.

Our second lecture @TheHall featured Alex Hibbert, a world-record holding polar expedition leader, author, speaker and photographer. Only twenty-seven years old, he has spent over one hundred and sixty-five days unsupported in the Arctic and has crossed the second largest icecap on Earth four times. Whilst Alex’s focus was primarily upon the physical exigencies of polar travel, his descriptions of the inner psychological strength he needed at times of challenge brought many a wise nod from the adults in the hall; “An immense confidence in oneself is needed to pull an expedition together, knock the doubters and reject the sheer fear of facing the cold wilderness.”

Boys however, seemed to tune in particularly to Alex’s descriptions of how he trained his dogs to pull the sleds, relishing the gory descriptions of seal innards and other often putrid sources of protein needed to keep the dogs’ hunger at bay after hundreds of kilometres of running over the ice and sleeping in temperatures as low as minus 48 degrees. To finish his talk, Alex encouraged boys to ‘think outside the box’ when making career choices and to keep their bodies and minds fit for the goal of lifelong learning.
ART ENRICHMENT DAY

Senior School Boys

Attention to detail and exploring new printing techniques were the challenges of the Senior School boys’ Art Enrichment Day.
On a cold and blustery Sunday morning, during March of last year, I sat around the breakfast table with my Fiancé and his family. The usual chitter-chatter was taking place and I mentioned, in passing, that I was thinking about the prospects of moving schools. Thinking that no one would know the name of the school, I mentioned that I had applied to The Hall. Unbeknown to me, Bertram (my Fiancé’s grandfather) is an ‘Old Boy’ of The Hall, with some very fond memories of his time there. Photographs were handed around and the remainder of breakfast was spent reminiscing down memory lane. I was fortunate to be given an interview two weeks later and I accepted the position after three.

The Hall is a vast contrast to my previous school. I left behind a class of thirty and gained three sets of classes, three sets of books and fifty-four sets of names to learn.

My initial impressions, arriving that first day, were that the boys were amazingly independent. I was grateful that the Year 4s had just arrived from the Junior School too, as they, like me, looked at the various staircases with confusion. It felt a little bit like Hogwarts although at least the staircases seem to stay still at The Hall!

As the day progressed, I got to meet the majority of my students. Remembering names was going to be a doddl as everyone seemed to be called Will or William. I was beginning to feel at ease. I looked at my timetable bemused by the length of the lessons: thirty-five minutes, rather than the hour I was previously used to. How was I going to achieve my starter, main and plenary in that time? The lessons did fly by quickly and the boys produced an excellent amount of work with some begging for extension work. My next challenge: introducing myself to my English class. How on earth was I going to remember all of their names too? I was hoping for some more Wills or Williams! I walked in and I was greeted by smiling faces. The boys were so inquisitive and welcoming. I knew we were going to get on just fine. The remainder of my first day nerves began to disappear as I by telling them that I had really enjoyed myself but I was exhausted. The Hall moved at double the pace of my old school and the boys completed twice as much work. I felt challenged but in a good way.

I am now over half-way through my first year at the school and I never have a dull day. I have found the pupils to be confident, self-motivated and amazingly talented. Thankfully, I also have a supportive set of colleagues who are able to explain all the nuances of the school. There have been many great days since my first day at The Hall and I look forward to many more.
When I was a child I was a keen member of the Brownies, working towards the various badges and playing the games but had no contact with the Girl Guiding or Scouting movements until my eldest son (who is now 15) was in year 3 at The Hall. A good friend of mine helped to run The 8th Hampstead Cubs which was for Hall boys and encouraged me to sign up my son – which I did as soon as I received the form, thinking I would be simply dropping him and collecting him from Cubs every Wednesday. On his first session, I dropped him off and raced home to look after my other 2 young children. I quite quickly realised that it wasn’t worth my time, rushing home for 45 mins to then return back! I trained my husband on his new role, to be home from work EVERY Wednesday evening at 6pm and to take care of the younger boys, whilst I then volunteered to help out… I have not looked back since and that was 7 years ago.

I was initially introduced to Mei Ling Routley (now an ex Hall Mum who is still our Group Scout Leader) who helped me identify what I needed to do in terms of training and checks. I put my mind into gear and started the whole process going to a “Getting Started Session” one evening. I learnt the meaning behind the movement and important procedural Scout rules such as how to safeguard myself when caring for young children. The evening was excellent and I enjoyed immediately feeling part of an organisation. I had been an early years teacher, then a fulltime Mum for past 5 years and I felt ready to do something different and rewarding for my personal development. I then proceeded through the online programme which was very simple and by no means time consuming, but necessary in order to ensure that I felt prepared! I had to earn my “Nights Away” capability which would enable me to take Cubs on camp – this involved spending the weekend with some very dedicated leaders from the district. We learnt how to plan, prepare and organise a weekend camp for Cubs. It was really enjoyable sharing this learning experience with another Mum from the Hall. We laughed as we had only recently left the comfort of our homes for a rather basic experience in a tent, so very grounding in every sense!

On a weekly basis I now work very closely with the other parent helpers and ex parents, who are still dedicated leaders. We plan the programme for the term the week before The Hall return to school. We discuss the badges to work towards for the term and put in place a rota for the leaders to make sure that we are not required at Cubs on evenings when we have family or school commitments. I personally spend approx. 1 -2 hours per week on preparing for Cubs each week and communicating with the parents by email. It’s rewarding as they are all very supportive.

My greatest achievement is seeing the once young Cubs now working towards their Duke of Edinburgh awards and their greatest wish is to return to help us in Cubs. They talk about their fond memories of being a Cub – being part of the 8th Hampstead is something the boys all remember and value.

One of the most satisfying things I get out of being a leader is that the boys in general respond very well to all elements of the Cubs programme, they always come into the meetings with a smile on their faces, as they gain a huge sense of self-belief and self-esteem during the meetings. Secondly I see that some boys arrive into the pack, timid, shy and nervous, within weeks they become so much happier and confident as we believe in every boy!
OUR KEY VALUES
BEHAVIOURS WE HOPE TO SEE RELATING TO THE KEY VALUES

ORIGINALITY
Inventing and designing, developing one’s own new thoughts and ideas; thinking differently to find solutions.

CONFIDENCE
Taking part and being involved; joining in group activities within the school community and using one’s talents in order to build self-esteem.

ENDEAVOUR
Pushing to give of one’s best in all things, in the classroom and beyond; striving for the sake of the community as well as for personal fulfilment; aspiring and achieving success in all its forms.

INTEGRITY
Outward demonstrations of honesty and trustworthiness; standing up for what is right; voicing appropriate personal moral views; fair and reasonable actions at all times; self-honesty.

CURiosity
Questioning, enquiring and experimenting; engaging intellectually to broaden knowledge; experiencing a wide variety of activities; demonstrating awareness of the world beyond The Hall locally, nationally and internationally.

RESPONSIBILITY
Taking responsibility for one’s own learning and behaviour; demonstrating care for others and supporting them in what they do; acting in accordance with school expectations; demonstrating understanding of one’s role and duties in the School, the local community and the wider world.