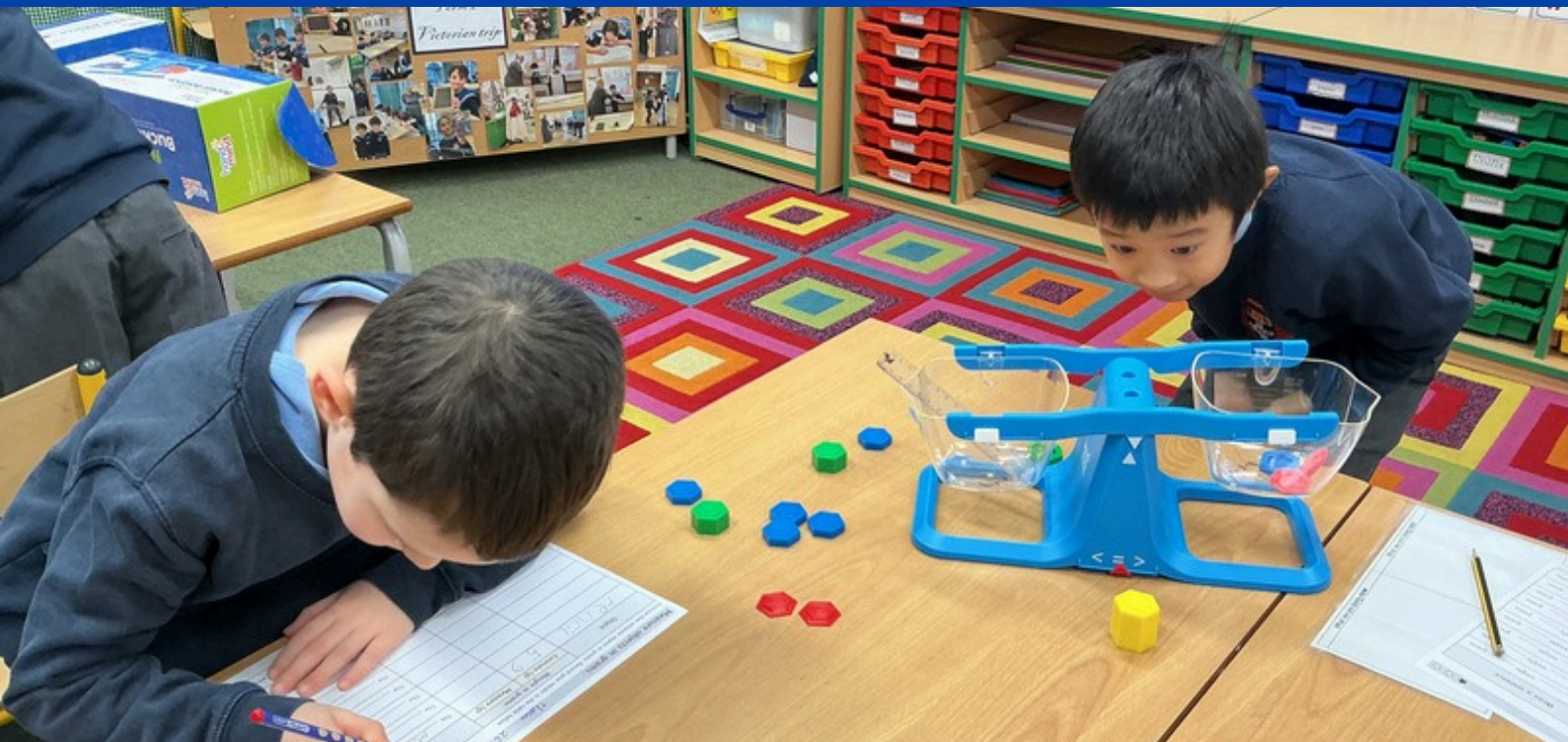




Christ Church Cathedral School News

— 30th January 2026 —



Message from the Headmaster

Dear Parents,

I spoke to the pupils on Monday morning about the importance of following the news at the moment, pointing out to them the on-going saga of Greenland, the tragic events in Minneapolis and the Shakespearean drama of the Prime Minister and the Mayor of Manchester. Do please take the opportunity to encourage your children to listen to or read the news. One story which seems to feature a great deal is the Australian ban on social media for the Under 16s and whether we should introduce such a ban in the UK. We have always restricted use of mobile phones in the School and I have no doubt that there are huge advantages to this approach. I pointed out to the pupils earlier this year that I was tidying out my parents' house and found all sorts of wonderful objects: an old torch, a type writer, a calculator, a cassette deck, a record player, an alarm clock, piles of maps, any number of dictionaries, and a wonderful copy of the famous 1912 Encyclopaedia Britannica. All these objects were ranged upon some shelving. It occurred to me that they had all become redundant because of one object – the mobile phone. Rarely, if ever, has a more powerful tool been created. And yet, so often, one sees people becoming enslaved by their phones. People seem to be unable to be parted from them, shaping their lives around their phones, conversations with others being interrupted and dictated by the incessant demands of this small object. As ever, and it is the same with AI, so long as we think of our phones as spectacularly useful tools, they are worth more than their weight in gold (and the gold price is very high at the moment); but if our phones control us, then the Sci Fi nightmare of machines taking over lives has become a reality! Please take a look at the summary of this weeks' Pastoral Parent Seminar on Screentime which has many helpful suggestions.

I have been away from the School for three days this week involved in an inspection at another school. It is always an extremely interesting process and there is so much to learn from the way that other schools do things. I returned on Friday morning, pleased to be back on familiar ground. It was not long before this pleasure turned into excitement as I approached the classroom in which Pre-Prep were gathering for their assembly. As I walked through the door, pupils rushed up to me: "Hello Mr Murray!" said one. "Mr Murray; it's you!" pronounced another, reassuringly. It's Mr Murray!" warned a third, at which point the gathering crowd started chanting "Good Morning Mr Murray!" in unison. I responded appropriately, "Good morning everyone. I was quite pleased to be back," I continued, "but now I'm extremely happy to be back. Why do you think that is?" "Is it because you're happy to see us?" asked an insightful member of the crowd. "Yes!" I responded, "I've missed you!" At this point a tiny voice in the front row piped up "Mr Murray, I've missed you too." No wonder I love visiting Pre-Prep!

Indeed, I knew that I was back at Christ Church when I found myself sitting at a lunch table with four pupils, one from China, one from Taiwan and England, one from England and America and one from England and Italy. The conversation ranged over a number of topics: different ways of numbering – in German the numbers are reversed as in one and twenty, in French there is no word for eighty, they say four twenties; in Mandarin there is no word for sixty, they say six tens. We then moved on to thinking about why irregular verbs were often the most commonly used ones; then we discussed the simple nature of Mandarin Chinese beyond the accent and the characters; whether Mandarin used the same word for he and she (apparently the answer is that while the character is the same, the pronunciation is different). Then we discussed whether it was Chairman Mao who had introduced simplified characters (the answer seems to be yes but they already existed); where Chairman Mao came from (Hunan) and the fact that he spoke with a local Hunan accent. We moved on to a discussion of whether Chairman Mao's approach was good for the economy of China (the view was that he had not been at the time but that he laid the foundations for later leaders to expand the economy.) We then moved on to the population of Chongquin (over 9 Million) and the nature of the mountains dividing Chima and their effect upon the population of the country. The remarkable thing was that all of the four pupils were able to contribute to the discussion and it was I who learnt the most.

Mr Richard Murray,
Headmaster

School Contacts

School Office: 01865 242 561 (8am - 5pm)

Prep Line: 07719 109433 (5pm to 6pm)

Mr Mirko Minibus: 07736 148199

Mr Quen Minibus: 07346 224937

School Calendar

Monday 2nd February- Sunday 8th February

MONDAY 2 FEBRUARY

TUESDAY 3 FEBRUARY

WEDNESDAY 4 FEBRUARY

9.30 - 11.00: Nursery Stay & Play

2.30 - 4.30: U10/U11 Hockey v Magdalen College School (Away)

2.30 - 4.00: U12/U13 Football v Kitebrook (Home)

THURSDAY 5 FEBRUARY

9.05 - 12.15: Form 3 Trip to Oxford Synagogue

2.30 - 4.30: U8/U9 Football v Moultsford (Away)

FRIDAY 6 FEBRUARY

8.45 - 9.15: Cathedral Assembly, Speaker - Jeremy Quartermain, Headmaster, Bradfield College

9.15 - 9.45: All parents are welcome to join us in the Priory Room for coffee following the service

10.00 - 2.00: Nursery Trip to Science Oxford

After School Clubs Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Football (Forms 3-8) 4.15 - 5.00pm Squash Court	Squash (Forms 5-8) 4.15 - 5.00pm Squash Court			Greek Club (Forms 7-8) 4.15 - 5.00pm
Chess (Form 2) 3.30 - 4.30pm Form 1 Classroom	Multi Sports (Rec - Form 4) 4.15 - 5.00pm School Hall			
Real Tennis (Forms 3-8) 4.15 - 5.45pm Real Tennis Court	Chess (Forms 3-6) 4.15 - 5.15pm Darwin Classroom			

To sign your child up for a club, please email schoolsecretary@cccs.org.uk with your child's name and form, the name of the club they want to join and the day.

Upcoming Events



Nursery Stay & Play **Wednesday 4th February 2026** **9.30 - 11.00am** CCCS Nursery

Parents and carers with children aged 1-4 are invited to join us for a morning of play, friendship and fun. Come and explore our cosy Nursery and see what life is like as part of the CCCS family.

Friends and family of our current parents are always welcome, so please come along and get to know us in a friendly space.

To book your place, please [click here](#).



Cathedral Assembly with **Nursery & Pre-Prep** **Friday 13th February 2026** **8.45 - 9.45am** Christ Church Cathedral

Our Nursery and Pre-Prep children will be joining the rest of the School for Cathedral Assembly, and we would be delighted if you could join us.

Following the assembly, coffee and refreshments will be served in The Priory Room at Christ Church - we would be delighted to see you there. It's a lovely opportunity to speak to other parents and staff, and learn more about CCCS School life.

A message from our Parents' Association



Christmas Fair 2025

We would like to inform our generous parents, pupils and staff that a final count has shown we made almost **£2000** this year: Easily a record in recent years!

Most of you will know that our main project is completing the wonderful library space: once the stunning mural has been painted, we'll be co-ordinating with Mrs Fairhurst, Mr Farmer and others to provide articles such as movable bookshelves.



Second Hand Uniform Sale

Thanks in particular to the extremely hard work of the parent reps Wan Ling and Anamaria, our most recent sale raised **well over £200** which, fortunately for Mr Robards, is exactly the amount he hoped the PA might contribute to Pre-Prep!

The purchases made by parents last week mean we can now help to provide the redeveloped Woodland School with new items such as bird and hedgehog houses and wooden signs. I'm sure some photos will appear here as soon as the work is complete!

Upcoming Events

Please look out for our emails/WhatsApp messages for future events such as an informal parents' pub evening, a pub quiz and, most importantly, our **Formal Ball to be held in the Great Hall at Christ Church College on Friday 3 July.**

More details to follow!



Pastoral Parent Seminar: Screen time

Thank you to everyone who attended Monday's Pastoral Parent Seminar with Mr Nick Ballou. We hope you found this to be insightful and helpful.

Mr Ballou has kindly shared a summary of his presentation, please find this below, together with some with a couple of helpful links he has also included.

Summary:

- Screens aren't ruining a generation. Research doesn't find a link between screen time and mental health for the average young person. Countries with similar levels of technology use as the US/UK show very different mental health trends. However, real harms (and benefits) do occur for some.
- Technology isn't going away, so preparation matters. An important goal is helping children be ready for the digital world they're going to live in. Media literacy, reflection, and intentional use can begin cultivated from a young age using strategies like a gaming diary (asking kids to record the time they spend, and how they felt when playing).
- Quality matters more than hours. What children are doing, why they're doing it, and what screens replace (sleep, movement, connection) matter more than total time.
- Problematic use is often about habits, not addiction. Excessive screen use is often (1) a short-term coping response for other problems or (2) a conditioned behaviour undertaken without reflection. Bad habits are serious, but unlike addiction they can often improve with small, practical changes. Consider introducing friction with apps like [one-sec](#), hiding visual reminders of devices, or changing the context (e.g., where tech use happens, the weekly schedule, or who it happens with).
- Be curious, not panicked. Talk with your child about their experiences - you might even share your own challenges using technology! Consider the reflection questions below. Set common-sense boundaries like screen-free bedrooms, use safety tools and parental controls, but most importantly keep an open dialogue.

Reflection questions to ask your child about healthy gaming:

<https://docs.google.com/document/d/1NnMewUFybZYud8gLxUBd4bIIIdIkD8v47ojkK9ITwKV0/edit?usp=sharing>



Sign up to hear more about, and potentially participate in, our upcoming research on healthy gaming in young people:

https://oii.qualtrics.com/jfe/form/SV_1Lb5o7F3RHhQ2Ue?channel=cccs



Mr Harrison
Deputy Head - Pastoral

Why we assess



As your child progresses through the school, they will come across different types of assessment. Of course, as we are a selective school, your child will have done an assessment before they joined us – though if they were young when they arrived they may not have realised it! We do this to make sure that all the pupils here will be able to take advantage of what we have to offer.

Assessment has several purposes:

- to find out what level a child is performing at
- to find out how much progress a child is making term-on-term
- for teachers to find out what a class knows, to help them plan the next stage of work
- for me to identify how well our school is doing in comparison with other schools, and to identify which individuals or groups need more support to do well
- to encourage the child to revise what they have learned
- to enable the child to recognise their own achievements
- to help in choosing the right next school for a child
- to teach the child about revision and how to take exams, in preparation for GCSEs and beyond

Teachers assess all the time, every time they ask questions in the classroom or mark work. This is supported by more formal assessments periodically. In the EYFS this is done through observations. In the Pre-Prep and Forms 3 and 4 the children do written assessments a couple of times a year, and from Form 5 we make “exam week” twice a year feel a bit more formal to encourage the boys to take responsibility for their results.

Periodic assessments are extremely useful for the data they provide, but the risk is that any child may over- or under-perform on a single day. This is particularly risky for the younger children, which is why we only report results formally to parents from Form 5 (though teachers of younger pupils are happy to discuss progress, including test results, with parents at any time). The teachers at CCCS know your children very well, so they are able to understand test results in context.

The main subjects we assess are English and Mathematics, as these are the core subjects which run through the whole of a child's education. In the EYFS, a wider range of areas of development are assessed equally, and your child's teacher will be able to explain this to you. In Forms 1 and 2 we assess Phonics, and throughout the school we assess English through Reading, Writing, Spelling, and Grammar/Punctuation/Vocabulary. Mathematics is assessed as both Arithmetic and Mathematical Reasoning. From Form 1 to Form 6 we use standardised tests, so the result is in comparison with the national average. (Comparing with averages within our school would be meaningless as our class sizes are so small, which is why we do not do that). So, a result of 100 means that a child is performing at the national average. Anything between 90 and 110 is "broadly average" and a score outside that means significantly above or below national average. 120 or above is considered very high. Parents often ask me what a test result is "out of"; with standardised testing, this is often an impossible question as there is no maximum or minimum. If you see your child's result and you are unsure what it means, please talk to their teacher.

From Form 5 we also assess Verbal and Non Verbal Reasoning, through an online test known as CAT-4 and through other standardised Reasoning tests. Reasoning is a skill we teach from Form 4, and it is often used as an indicator of cognitive potential. Most senior schools require some form of Reasoning score as part of their entry process.

The world of education is undecided whether the future of assessment lies on paper or online. At CCCS, we choose paper for the Pre-Prep, because children's handwriting skills are usually ahead of their keyboard skills at this age. From Form 3 to Form 6 we have just started using online assessments (other than for Writing), to echo the majority of senior school entrance exams. From Form 7 we use paper, in the style of the Common Entrance exams; these are currently on paper because so (at the moment at least) are GCSEs and A-Levels.

Preparing for senior school entrance exams is, of course, an important part of our job as boys move up through the Prep School. Mr Murray and I are experienced at guiding boys and their parents through this process, which we explain to parents in detail at the beginning of Form 5. Most schools assess for Form 9 entry towards the beginning of Form 6, so we need to be ready. Increasingly, schools are assessing online, either using the ISEB Pretest or their own online assessments. We make sure boys are ready for whichever entrance exams they need to take.

Once the entrance exams are over, by mid-Form 6, we are free to assess in a different way. It is at this point that we start encouraging revision and written exams in other subjects: Science, French and Latin. We also do the Independent Project Qualification, a completely different sort of challenge from the ISEB (Independent Schools Examination Board) in which pupils need to carry out their own original research and present their findings, in both Forms 6 and 7. We start assessing in a more senior school style, building up to the ISEB Common Entrance exams (in English, Mathematics, Science, French and Latin) at the end of Form 8. Some schools ask for Common Entrance as part of their entrance process, but regardless of your son's senior school, we find that Common Entrance is useful as a way to teach the boys self-discipline, revision skills and exam technique before they face more serious exams at their next school.

This has been a very brief tour through the different forms of assessment we use at CCCS. If you have any questions, please feel free to get in touch (Fairhurst.a@cccs.org.uk). I look forward to our test weeks and the data they produce; it is one of the most interesting parts of my job to analyse what the data tell us about our school and the children within it, and all the wonderful things they are learning.

Mrs Anna Fairhurst
Deputy Head - Academic

Thank you, Miss Rebecca

Today we wish Miss Rebecca all of our best wishes for her new adventure living in Wiltshire.

What a superb Nursery Teacher she has been helping our last two Nursery cohorts to develop their independence and to love learning. We will especially remember our walks on Christ Church Meadow and her listening to the children's Helicopter Stories.

Miss Rebecca was known to all the children across the Pre-Prep in her role as After School Care Assistant. In this role she will be notably remembered for taking on Mr Dodds Form 2 Chess Club children, competing in board games, companionably crafting or just listening as the children excitedly shared their day with her.

She will be fondly missed by us all.

HB



From Little Stars to Future Sporting Stars

This term the Nursery children have started to have a PE session in small groups with Mr Pear. The children are enjoying these sessions, listening well, and developing lots of skills.



This week the children played a traffic light game. I liked watching them running on the spot when shown the amber signal. They then practised throwing bean bags in the air creating an arc like a rainbow, into their hoop on the floor.

Thank you Mr Pear for such engaging lessons for our youngest future sports men and women.

HB



Move Over, Jamie Oliver!

Inspired by Jamie Oliver, in Reception this week we made our very own fresh pesto using basil, pecorino cheese, olive oil and sunflower seeds with a sprinkling of lemon zest.

The children helped with every step of the process learning how this popular Italian sauce is made. We discussed the different ingredients and their origins and learnt about food hygiene.

We then spread our bright green concoction on pastry to make twisted pesto snakes - a delicious midweek treat.

Thank you to our wonderful Chef Peter for supplying the ingredients. If you fancy making your own pesto at home here is the Jamie Oliver video link: <https://www.youtube.com/watch?v=oyh3jYKZOE8>

MB



From turning pages to creating them

The children in Pre-Prep have been absolutely delighted by their visits to the Library in the Westgate Centre.

Having such a fantastic resource right on our doorstep means they can wander through the shelves with genuine excitement, discovering new stories, favourite characters, and unexpected treasures. The chance to choose their own books and sign them out gives them a wonderful sense of independence, and it nurtures a love of reading that feels natural and joyful.

Each visit opens the door to endless possibilities, helping them see books not as assignments, but as adventures waiting to be explored.

MH-W

Form 1 threw themselves into the fascinating process of making their own paper as part of our Science focus on Reduce, Reuse, Recycle.

They were amazed to see how scraps that might otherwise be thrown away could be transformed into something completely new, simply through patience, teamwork, and a bit of messy fun.

As they mixed, pressed, and dried their creations, the children began to understand in a very hands-on way how recycling works and why it matters. The activity sparked plenty of curiosity and pride, showing them that even the smallest choices can help protect our planet and turn “rubbish” into something useful once again.

MH-W



Weigh to go Form 2!

Form 2 had a great time putting their Maths skills into action as they explored weight using balance scales.

They began by making their own estimates in grams, predicting how heavy different classroom objects might be before testing their ideas. Glue sticks, dominoes, magnets, pencils, and all sorts of familiar items were carefully weighed and compared, leading to plenty of lively discussion and a few surprises.

The activity helped them develop a stronger sense of measurement, accuracy, and mathematical reasoning, all through a practical investigation that made the learning feel real and engaging.

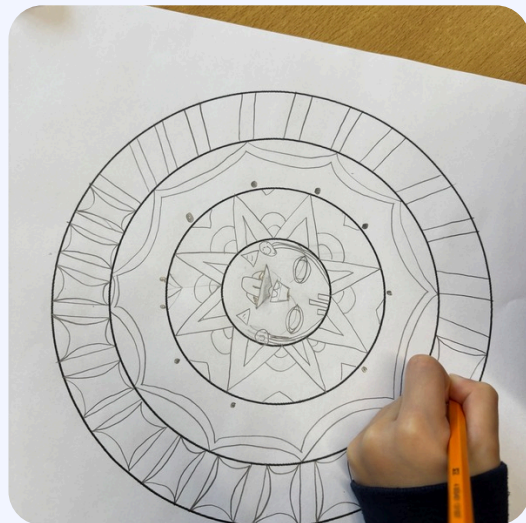
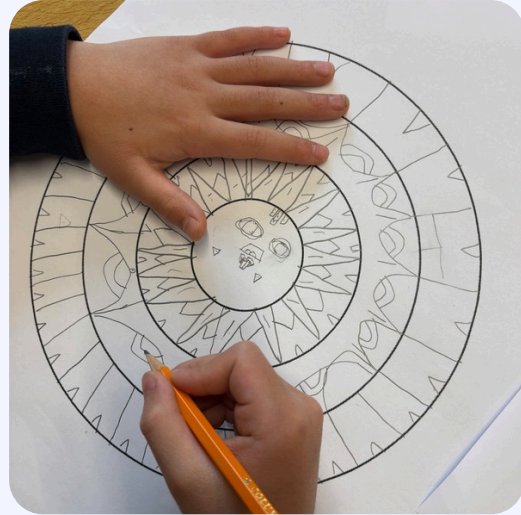
MH-W



Budding Picassos

Form 2 have been creating their own Aztec sunstone design in Art. They have done a great job as you will see!

EE



Young Art Oxford Competition 2026

There is still time for pupils in Reception to Form 8 to create your masterpiece for this year's competition.

Submission deadline is **Friday 13th February.**

Winning entries will be exhibited in the Ashmolean Museum in May.

[Click here for more details](#)

Create and Play with Forms 3 and 4

On Thursday morning, Form 3 continued their study of Ancient Egyptian history by creating their very own canopic jars.

They loved bringing the past to life with their creative designs and learning about the role these jars played in mummification - and proving they might just be better at mummification than the pharaohs!

CZ



Players, assemble!

Forms 3 and 4 have had a blast playing board games in class this week!

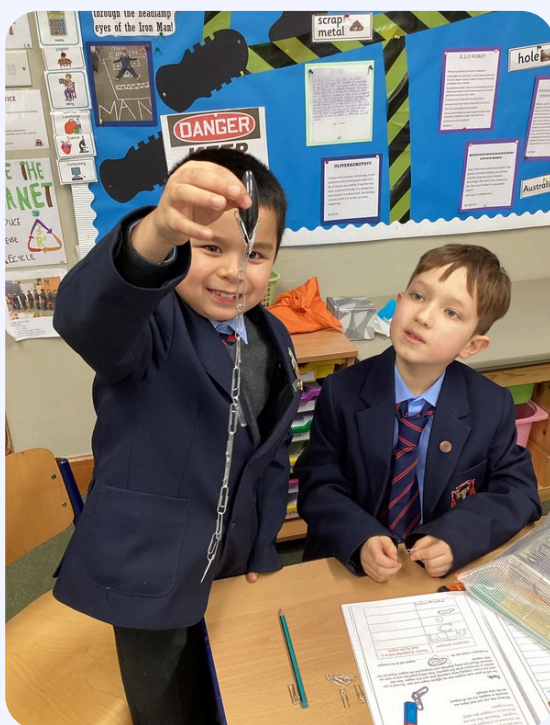


Magnetic Attraction

Form 3 have investigated 'Which Magnet is the Strongest?' in their Science lesson this week.

We made predictions then carefully tested magnets of different shapes and sizes to find out which one was the strongest. We kept adding paperclips until no more were attracted to the magnet. The cuboid magnet was the strongest holding an incredible 79 paperclips!

SG



Science at CCCS

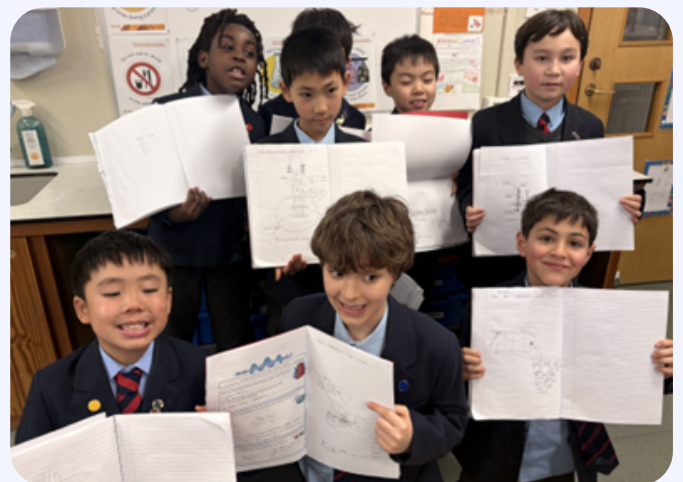
Science at CCCS is much more than a subject on the timetable and in this article, I hope to explain a bit about what goes on in Darwin, our science lab here at CCCS, and why I believe I have the best job in the school!

We are very fortunate to have a dedicated space for our prep pupils to start their journey as young scientists; this allows numerous opportunities for collaborative, investigative tasks that would not be possible in other settings.

Science for all pupils at CCCS is so important: it fosters natural curiosity, develops critical thinking and aids in building knowledge about the world. It also encourages the development of essential skills like observation, prediction and analysis, that can of course be applied in many contexts.

Science education starts in the nursery where Miss Helen and the team aim to foster the children's natural curiosity, through hands-on exploration, observation and experimentation in the natural world. In Pre-Prep pupils get more of a formal introduction to science lessons and the lab will often be utilised by them to enhance learning and ensure they are familiar with the setting.

Form 3 boys have their science lessons in the lab with Mrs Green and then from Forms 4 to 8 they are taught by me in Darwin. The curriculum time given to science lessons in the prep school is significant, starting with 3 lessons a week for Forms 3 and 4, building to 4 lessons a week for Forms 5 and 6 and finally 6 lessons a week once boys reach Forms 7 and 8. Science lessons are an equal mix of theory-based lessons and more practical sessions. The acquisition of enquiry skills is paramount to the development of our pupils as confident scientists. The spiral nature of the science curriculum means that subject areas are revisited year after year at a slightly more advanced level as pupils progress up the school. Looking through their books, it is clear to see the progress made from year to year and I am always delighted that boys leaving us in Form 8 do so not only with fantastic subject knowledge but also the curiosity and investigative skills needed to progress successfully in their next schools.



Pupils are constantly encouraged to make links with other curriculum areas and realise that science is all around them, not just a lesson that happens in the lab. Form 4 were very excited recently to link their enthusiasm and knowledge of the musical instruments they play with their understanding of sound and how sounds are made by the various instruments. Their enthusiasm for this task was a delight to see and truly a credit to our music department and fabulous peris!

Outside of the lab, we enjoy taking advantage of our location to offer a variety of science focused visits over the year that support the curriculum and help bring it to life for our pupils. In recent years, science enrichment opportunities have included visits to the Science Oxford Centre in Headington, the Oxford Museum of Natural History, the History of Science Museum, the Cotswold Wildlife Park and Crocodiles of the World... to name but a few!

I love coming to work every day: the boys I teach are curious and enthusiastic and not scared to ask too many questions or make mistakes because we are enabling them the freedom and opportunity to be tenacious, interested and to explore the world in their own way. At the end of a recent lesson about dissolving, some members of Form 5 asked if they could mix all the substances we had tested together. (Rest assured I would probably not have permitted this in a Form 8 lesson about acids and alkalis!) They then proceeded to spend 10 minutes of their break time mixing various solids and liquids with the aim of discovering their very own element. Much discussion about which boy the new element would be named after ensued, so it was probably for the best that nothing more than a sludgy pink concoction was created along with a sense of fun and autonomy over their own learning!

Mrs Charlotte Simpkins

Head of Science

Form 5 Tutor





FREE FUN FOR ALL THE FAMILY!
MOST SUITABLE FOR 5-16 YRS

SCIENCE BAZAAR

OXFORD
BROOKES
UNIVERSITY

Saturday 21 February 2026

9:30am - 11:30am *Relaxed autism-friendly early opening*

11:30am-4pm *Open to all*

Fun activities, hands-on workshops, experiments, talks, show, competitions and cafe



BOOK
TICKETS



www.brookes.ac.uk/sciencebazaar
sciencebazaar@brookes.ac.uk



@OxfordBrookesPublicEngagementResearch



@oburesearchpublicengagement

**MORGAN
SINDALL**
CONSTRUCTION

Oxford Brookes University, Headington Campus, OX3 0BP

NO PARKING ON SITE EXCEPT FOR ACCESS NEEDS

Small Step Stalls in the making

Form 7 have been busy in the DT workshop trying to emulate Mr Stacey's handiwork when creating small step stalls.

ES



Practising French never tasted so good!

Form 5 practised their French speaking skills one scoop at a time this week, at the Ice Cream Parlour!

SL



Les Numéros Rigolos!

This week, our whole school has been taking part in our Mathatlon, à la CCCS!

Children in Nursery and Reception worked on numbers 0-10; and in Form 1 and Form 2, up to 20. Our Prep Language Ambassadors came to help and lead our activities - a Treasure Hunt, Numéro Mystère, Songs and Loto to name a few.

Boys in the Prep School competed in a more formal setting. Boys in Forms 3 and 4 competed for correct numbers up to 31; Boys in Forms 5 and 6, up to 100 and Forms 7 and 8 had to find the correct numbers, dates and prices!

Each correct answer went towards the House Total. We haven't announced the winning House yet...Suspense...!

Mme Loyer & Mme Williams



All is not what it seems



Last Sunday a quartet of choristers visited the Oxford Illusion Museum, a welcome newcomer to the High Street, with four floors of eye-tricking, mind-scrambling effects, including the infinity dodecahedron, unnerving mirror passages, magic eye – and a friendly young staff, who let us have the ‘perpetual motion’ jumping ball to ourselves as we enjoyed hot chocolate.

NR



CCCS Hockey Team impress at debut competition

The U11 Hockey team played in the school's first ever Hockey competition, held at Oxford Hawks on Friday 23rd January.

Our boys acquitted themselves superbly and improved hugely throughout the afternoon. Despite losing narrowly, our boys were pleased with their efforts and progress.

We look forward to more tournaments in the future.

NH



Football Focus: CCCS victorious against Chandlings

U8/U9 Fixtures

Chandlings 0 - 4 CCCS Town

On Tuesday Form 3 travelled to Chandlings for some football. The boys once again turned up excited and ready to go for their game which they managed to win 4-0.

It was a great team performance which helped them get the win. They defended very well, and their attack was even better with both Fraser and Thomas scoring two goals each! However, man of the match goes to Reggie, as he assisted almost all of our goals with some amazing through-balls helping Christ Church get the win. Well done boys.

Mr Morgan



Chandlings 2 - 3 CCCS United & City

Form 4 played a split match on the other pitch, once again coming out on top in a close encounter which ended 3-2 in our favour.

Both teams played some excellent football, creating chances and working well together.

Alex had another fantastic game in goal, making numerous saves, whilst Louis and Isaac worked hard getting up and down the pitch during the first half. After Louis had dispatched a penalty to bring us level, the score was 1-1 going into half time.

The whole team was changed at the break, and the second squad played equally as well, with Jasper and Teddy really taking control of the game. Teddy brought the scores level again to make it 2-2, before Lucas won the game with seconds to go in what can only be described as monsoon-like conditions. 3-2 – another fine victory. Well done!

Mr Pear



U10/U11 Fixtures

Chandlings 0 - 1 CCCS A Team

Forms 5 and 6 A2 team had a dominant win against Chandlings Prep away on Wednesday afternoon. In a tight first half we went to the break 0-0, but the boys kept a positive attitude and had confidence that they could score after they had created some great chances. Immediately after half time, great play from Jaden on the left-hand side set up a tidy finish from Virtue to make it 1-0.

Many other chances came and went with one cleared off the line, but eventually after constant attack in the second half, the ball dropped for Ted at the edge of the box. He took a few touches and smashed it into the top right corner. Overall, it was a great showing from the team, who worked hard, leading to some great football being played.

Mr Rowland



Chandlings 1 - 1 CCCS B Team

CCCS Forms 5 and 6 B Team travelled to Chandlings this week to compete in a competitive, hard-fought fixture. Chandlings attacked well in the first half and took the lead with a goal. However, Patrick S provided an excellent assist for Shaun C to equalise, making it 1-1.

The second half was end to end, with both teams creating chances. Outstanding saves from Edwin T, along with some goal saving defending from George R, ensured the boys held firm. The fixture ended in a deserved 1-1 draw.

Mr Boarder

U10/U11 Fixtures con't

Chandlings 0 - 1 CCCS D Team

On Wednesday, Forms 5 and 6 D team travelled away to Chandlings. The boys used teamwork and effective communication to skilfully control the game. During the team huddle at half time, the boys specifically spoke on how they need to spread out to be able to give themselves a strong chance at taking the win. They succeeded, defeating Chandlings school, 1-0!

Special mention goes to Artie H and Chase H, who both showed some individual brilliance in both defence and attack!

Mr Gordon



Upcoming Fixtures

Date	Time	Team	Event	Location
Wednesday 4 February	2.30 - 4.30	U10/U11	Hockey v MCS	Away
Wednesday 4 February	2.30 - 4.00	U12/U13	Football v Kitebrook	Home
Thursday 5 February	2.30 - 4.30	U8/U9	Football v Moultsford	Away

We can't guarantee the weather, but we can guarantee a warm welcome and refreshments at our Pavilion, so please do come on down on Match Day to cheer on our boys!

DATE FOR
YOUR DIARY

School Sports Day



**Saturday 20th
June 2026**

CCCS Playing
Field,
Merton Field

Racket Ball scores big in Enrichment Club

This term, our Friday afternoon enrichment programme for pupils in Forms 3–5 has included a popular Racket Ball club, run on our two on-site squash courts. Racket Ball has proven to be an excellent alternative to traditional squash for younger pupils and has been thoroughly enjoyed by all the boys taking part.

Racket Ball uses a larger, more bouncy ball than squash, which slows the pace of play and allows rallies to last longer. This is particularly beneficial for children in this age group, as it gives them more time to move into position, judge the bounce of the ball, and execute their shots with confidence. The rackets used are also slightly larger than standard squash rackets, making it easier for the boys to make consistent contact and experience success early on.

Each Friday afternoon, the boys take to the courts to practise basic racket skills, develop simple tactics, and, most importantly, play games against their friends. The structure of the sessions allows for plenty of repetition and match play, helping pupils to improve naturally through enjoyment rather than pressure. As their confidence grows, so too does their willingness to try new shots, move more dynamically around the court, and challenge themselves against different opponents.

From a physical perspective, Racket Ball is an excellent activity for developing hand-eye coordination, agility, balance, and reaction time. The enclosed court space encourages quick changes of direction and sharp movement, while the frequent rallies help to improve stamina and overall fitness. These skills are transferable across many sports and contribute positively to the boys' wider physical development.

However, the most important outcome of this enrichment is not technical ability, but enjoyment. The sessions are designed to be fun, inclusive, and social. Playing against friends in a supportive environment helps the boys to build confidence, resilience, and sportsmanship. They learn how to win and lose graciously, encourage one another, and take pride in their own improvement.

At the heart of our enrichment programme is the belief that children are far more likely to remain active if they genuinely enjoy what they are doing. By offering activities such as Racket Ball, we aim to spark a lifelong love of sport and physical activity. These sessions give pupils the opportunity to compete, play, laugh, and challenge themselves in a way that feels exciting rather than intimidating.

Racket Ball enrichment has quickly become a highlight of the week for many boys, and it has been wonderful to see the enthusiasm, energy, and smiles on display each Friday afternoon. We look forward to continuing to provide enrichment opportunities that allow pupils to stay active, develop new skills, and, most importantly, enjoy playing sport with their friends.

Mr Finlay Boarder

Assistant Director of Sport
Form 7 Tutor

Friday Funday in Enrichment Clubs!

Woodland Art

The boys had fun creating creatures and little leaf families in Woodland Art



Christ Church Cathedral



School Cricket XI 1961



GILLMAN & SOAME

OXFORD

C.A. BODWIN - C.W.M. TRUW - F.W.G. GOODWIN - J.C. BOURLET - W.W. STEVENS - H.M. EVANS - G.W. MARSHALL

B.R. MAJER - E.W. WELCH - G.A. DEACOME - A.J. HUNT - M.E.A. WARD

Calling All Photo Restorers!

Do you have experience restoring old photographs?

We have a collection of 1960's school team photos which have been in storage and need a little TLC to help bring them back to life.

We would greatly appreciate any expertise to help us restore these beautiful photos, so if you, or someone you know is able to help us, please do get in touch by emailing messenger.m@cccs.org.uk

Your skills can help preserve an important piece of our history.

APPLICATIONS ARE NOW OPEN FOR

JUNIOR BAKE OFF

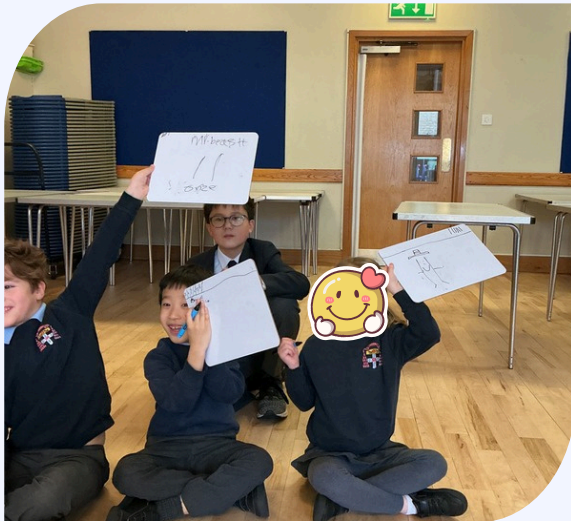
Aged between 9-15 and love to bake?
We'd love to hear from you!

WWW.APPLYFORJUNIORBAKEOFF.CO.UK



APPLICATIONS CLOSE 15TH MARCH 2026

School Photobook



School Photobook



Paws for a cuddle in After School Club!

After hearing so much about Arnie from Dougie in Form 2, you can imagine how excited we were to have an unexpected visit from the adorable chap himself - and Mr Higson!

Ms Merriman

School Photobook



School Photobook



Help us keep the school community safe

If your child has an upcoming birthday and would like to celebrate with their CCCS friends, please place a cake order with our Chef, giving at least three days' notice. You can email Chef Peter directly at franks@cccs.org.uk
Please do not bring any outside food into the School.