



Christ Church Cathedral School News

24th April 2026



Message from the Headmaster

Dear Parents,

It has been lovely to see everyone back over the last three days. Oxford looks utterly magnificent; the Meadow is full of cowslips and tulips and, all around us, that bewitching combination of buildings and gardens has turned Oxford into a worldly paradise. It's unsurprising, therefore, that there seems to be a real atmosphere of positivity about the place and I'm looking forward to this term hugely. One parent said to me this morning that she always associated this time of year with the excitement of going back to school for the summer term that she felt when she was a child. I know exactly what she means!

One of the first things I did this term was to go on a conference with Mrs Fairhurst at Winchester College. It was a conference about assessment, in particular the assessment of writing. AI allows us to do things rather differently. Research that was quoted suggested that if young people are given an exam, and half of them are able to do the exam on paper and the other half on a computer, on average, those who did the exam on paper perform 6% better than those using a computer. This is fascinating information, suggesting that we should try to retain the completion of exams for most pupils by hand. Having said that, what is also clear is that AI could make a huge difference in terms of marking and assessment. Firstly, there is a clever AI program which will transform handwriting into typescript very quickly. Once this has been done, it allows the work to be processed by AI. The marking system that we heard about works in the following manner. Large numbers of experienced markers were asked to arrange pieces of writing in order of quality. The results are then pulled together by AI and an overall order is produced. At the same time, markers are able to produce voice note comments upon individual pieces which then can be compiled, and sophisticated comment summaries on each piece produced. If multiple pieces from the same school are marked, then the

the Artificial Intelligence is able to compile a summary upon the characteristics of work produced by the school as a whole. This seems to me to be a profoundly useful tool and a remarkable application of artificial intelligence.

We also had a staff INSET day during which we had a visit from a primary school teacher from Manchester known as Mr P who is a well-known social media personality. He advocated the responsible use of AI and information technology. He showed us some of the remarkable things that can now be done in a classroom. He showed us a remarkable example of one of his pupils who had super imposed himself upon a battlefield and was giving, wearing complete military garb, a rousing speech as if he was starring in the film Braveheart! It is intriguing to see how profoundly various technologies can enhance teaching.

Next week, we are hosting the annual conference of the Choir Schools Association. There are three choir schools in the southern hemisphere and three choir schools in Oxford and there are more members of the Choir Schools Association in this city than in any other in the country, including London. As part of the conference, the delegates will be attending choral evensong recorded live in Christ Church Cathedral to mark the 500 anniversary of the foundation of the choir in 1526. This will be at 3 o'clock on Radio Three. The podcast also marks the 100th anniversary of the broadcasting of Choral Evensong on the BBC, making it the longest running live broadcast programme in the world. You are of course very welcome to attend the recording but must be seated in the Cathedral by 2.30pm. Alternatively, I would encourage you to listen on the Radio at 3.00pm. The Worcester and Pembroke choirs will also be singing to all the conference delegates on Thursday morning in a combined choir. None of the other members attending the conference have three college choirs in their school. We are unique and it will therefore be particularly gratifying to host the important gathering.

Yesterday I brought our very elderly dog Trebetherick into school again. I am certain that, despite his shortness of sight and hardness of hearing – he is almost 17 – after all that he realises the extraordinary responsibility of being the Headmaster's dog. He stands proudly on Brewer Street accepting the adoration of the many pupils who stop to say hello. On Thursday, a young girl was particularly attentive. "Daddy," she said in an excited tone, "Can we peck him?" "I think what you mean is can we pet him." "No Daddy, I want to peck him." She carefully put her hand on top of her father's. "Your hand and my hand! We can peck him together." The father started to stroke Trebetherick, his daughter's tiny hand placed on his. Eventually she slipped her hand down and, with the greatest courage, started to touch his coat. She seemed very excited – I expect it made her day. What I do know for certain is that it made Trebetherick's. He looked like a new dog!

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 27th April - Sunday 3rd May

MONDAY 27 APRIL

ALL DAY: Form 7 Residential Trip to Downside School. Leaving School at 9.05

8.00 - 8.40: Worcester Choir rehearsals resume

AM: Form 8 French Revision

TUESDAY 28 APRIL

ALL DAY: Form 7 Residential Trip to Downside School. Return to School approx. 4.00pm

1.35 - 4.00pm: Form 6 iPQ Presentations (WWH)

2.15 - 4.00pm: U8/U9 Cricket v Cothill (Home)

WEDNESDAY 29 APRIL

2.15 - 4.30: U12/U13 Sports Afternoon at New College (Away)

THURSDAY 30 APRIL

2.30 - 4.00pm: U8/U9 Cricket v The Manor (Away)

FRIDAY 1 May

8.45 - 9.15am : Cathedral Assembly, Speaker, The Chaplain

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

9.00 - 3.00pm: Pre-Prep trip to the Science Oxford Centre

MONDAY 4 May

SCHOOL CLOSED - BANK HOLIDAY

Upcoming Events



Be a Chorister for a Day

Tuesday 5 May

Worcester College Chapel

4.00 - 7.00pm

We are inviting boys aged 6-9 to experience the exciting world of our three choirs at our upcoming *Chorister for a Day* on Tuesday 5th May.

Boys will get the chance to sing beautiful choral music and learn a bit about life as a Chorister.

If your son, or someone you know, would like to join us, please click [here](#).

Upcoming Events



Nursery Stay & Play

Wednesday 6 May

Christ Church Cathedral School

9.30 - 11.00am

We are opening our Nursery doors once more for a fun-filled Stay & Play session. If your child, or someone you know aged 1-4 is looking to begin their School journey, then why not book your place to come and play with us!

To register for our Stay & Play please click [here](#).

A vibrant, abstract painting with blue, green, and white colors, featuring a central crest. The painting is composed of various brushstrokes and patterns, creating a dynamic and colorful background for the text.

Christ Church Cathedral School



Summer Art and DT Exhibition
Including
“Our Recycled Architecture and Young Art
Oxford competition pieces”

Friday 8 May
3.30pm – 5.30pm
In the William Walton Hall
With Refreshments

Save the date

The CCCS Parents' Association
invites you to our spectacular once in a lifetime

FORMAL SUMMER BALL

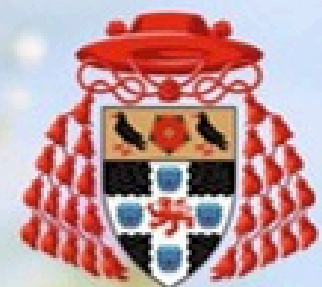
To be held at Christ Church Great Hall

We look forward to seeing all the parents on
the evening of

Friday, 3rd July 2026

Approx. cost: £80 per person, TBC.
Further details after the Easter Break.

Drinks Reception in the Masters' Garden
Dinner in the Great Hall
Dance in the Undercroft



Christ Church Cathedral School

PLEASE SAVE THE DATE.
FURTHER DETAILS WILL BE CIRCULATED SHORTLY.

School Clubs

After School Club Timetable

Monday	Tuesday	Wednesday	Thursday
Mandarin Club Reception - Form 2 Form 1 Classroom 3.30 - 4.15pm	Multi Sports Club Reception - Form 4 School Field 4.15 - 5.00pm	Chess Club Form 2 Form 1 Classroom 3.30 - 4.30pm	Table Tennis Club Forms 3 - 8 School Playground 4.15 - 5.00pm
Cricket Club Forms 3 - 8 School Field 4.15 - 5.00pm	Chess Club Forms 3 - 6 Darwin 4.15 - 5.15pm		Mandarin Club Forms 3 - 8 Form 4 4.15 - 5.00pm
Real Tennis Forms 3 - 8 Real Tennis Court 4.15 - 5.45pm	Squash Club Forms 5 - 8 Squash Court 4.15 - 5.00pm		Little Musketeers Reception - Form 2 WWH 3.30 - 4.15pm
			Little Musketeers Forms 3 - 8 WWH 4.15 - 5.00pm

To book your child in to one of our clubs, please email schoolsecretary@cccs.org.uk and confirm your child's name and Form group.

Holy Week with the Cathedral Choristers

There are few places in modern Britain where continuity, discipline, and genuine seriousness of purpose still hold their ground against the ceaseless tide of triviality. One such place, reassuringly, remains Christ Church Cathedral, where the observance of Holy Week continues not as a quaint relic, but as something living, demanding, and quietly magnificent. In an era that too often mistakes novelty for progress and noise for vitality, such steadfastness is neither accidental nor easily sustained. It depends, rather, on a shared willingness to submit to forms and expectations that are older, wiser, and considerably less accommodating than the temper of the present day.

For the Cathedral Choristers, Palm Sunday began, as has become traditional at Christ Church: a procession of choir, clergy and congregants from the Meadows Gate via St Aldates to the Cathedral. The donkey conducted itself with commendable restraint this year, an outcome that, I am told, caused mild disappointment among the choristers, who perhaps hoped for a touch more drama.



What followed across the week revealed both the weight and the unique joy of the chorister's life. Rehearsals intensified as the Cathedral Choir joined forces with Frideswide Voices to prepare Seven Last Words from the Cross. This is not music that permits complacency. It demands emotional and technical maturity well beyond the years of its youngest performers. That the treble line rose to meet this challenge speaks not merely of talent, though there is clearly no shortage of that, but of formation, patience, and expectation.



The performance itself, properly understood as an act of worship rather than entertainment, was accompanied by the Britten Sinfonia and framed by reflections from the Sub Dean. In an age addicted to noise, it is no small achievement to hold a full Cathedral in utter stillness. Yet such stillness came. One could indeed hear a pin drop as the final string chords faded, leaving behind that rarest of modern experiences: silence that is not emptiness, but something deep, moving, and quietly fulfilling.

Following such an occasion as the MacMillan, what could be more relaxing... or, one might have thought, safer... than a trip to the British Motor Museum? Under the care of Mr Murray, Mr Withers and Matron Marcia, the outing provided much-needed respite, fascination, and, in one unfortunate case, a rather immediate concussion. Proof, if any were needed, that youthful enthusiasm can outpace even the most sensible precautions.



Thursday's excursion to laser combat revealed, in at least one instance, a degree of precision and competitive instinct that might otherwise have remained discreetly concealed within the choir stalls. Henry, as it turns out, is as talented a marksman as he is a musician reaching the top of the leaderboard in both games.

Good Friday, rightly, restored gravity. The liturgy was observed with due reverence before a perhaps incongruous (though no doubt eagerly received) excursion to see a modern cinematic adaptation of Mario. The boys were naturally very grateful to Mrs Price for taking them. I could not however help but reflect as I bade farewell to Mrs Price in the cinema prior to the start of this odyssey of cinematic brilliance, of the central message to Christians on Good Friday, that of selfless sacrifice!

By Saturday, the tone lightened further with an Easter egg hunt hosted by Canon and Mrs Moger, an event that, reassuringly, retained a liturgical backbone. Even in play, these boys are encouraged to think, to collaborate, and to engage with meaning rather than mere consumption. It is a wholesome tradition, and one that stands in quiet contrast to the more commercial aspect of the season. We are all deeply grateful to the Mogers for this wonderful and much anticipated annual event.

The week concluded, as all such weeks should, in celebration. After the Easter Day Eucharist in the Cathedral, the choristers departed not only with chocolate, though the hoard was plentiful, but with something less tangible and infinitely more enduring. The early mornings, the long rehearsals, the exacting standards, and the insistence on reverence are not incidental burdens. They are the very means by which something lasting is formed. In a culture that increasingly promises satisfaction without effort, such an experience is quietly radical.



Making the most of the sunshine

The Nursery children have enjoyed meeting new friends and settling back into Nursery.

We have very much enjoyed our outside space, using our new big chalkboard frames and creating a cosy reading corner / bookshop or library in the garden.

The children very excitedly discussed the mission of Artemis II, which flew around the moon during our holiday. They were very interested in the new activities that Miss Helen had prepared to support them learning about the astronauts.

What we decided today is we 'love painting outside. Especially dragons. Cooking in the sandpit, and cooking marshmallows in the digging area. Oh and Miss Helen coming to school tomorrow.' They were very disappointed that they weren't coming to school tomorrow as their week hasn't been long enough. Have a good weekend with your families and we look forward to lots of painting stories and gardening next week.

HB



An Egg-cellent time was had by all!

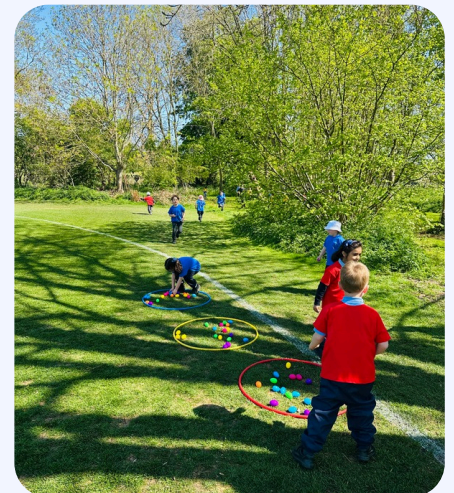


We were rather unlucky with the weather on the day of our Easter Egg Hunt before half-term, but, as promised, we made sure that the children still got to do it at the beginning of Trinity Term.

With Merton Field shimmering and glistening in the glorious Spring sunshine, we headed, with much anticipation, to our Woodland School. On arrival, the Pre-Prep children donned their house colours (Carroll - Blue, Wolsey - Red, and Sayers - Yellow), ready for an Egg-citing Eggs-travaganza! There followed rousing speeches from our Form 8 boys, extolling the virtues of glory for their houses, and devising strategies with their Pre-Prep teams to guarantee victory in the epic Egg Hunt about to ensue.

The children were given the formidable task of hunting for over 300 eggs, craftily concealed across the length and breadth of the woods by our Form 8 boys. When the whistle blew, the children went into overdrive, hunting and finding eggs with relish, before running them back to base to score points for their house. Everyone had lots of fun and we all enjoyed some chocolate treats as just reward for our efforts. Well done to all of our Pre-Prep and thank you to our Form 8 boys for their Egg-ceptional leadership skills!

TR



Relationships, Sex and Health Education



Relationships, Sex and Health Education (RSHE) is one of the most important parts of the Personal, Social and Health Education (PSHE) curriculum. It is, in fact, the only part of the curriculum where the government has given clear guidelines for all schools, including independent schools, to follow. As you know, we have recently had a consultation on our new RSHE Policy, which has now been finalised and which you can read on the policies page of our website. Your child's teacher will be teaching the main part of RSHE this half term.

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships throughout their lives. The purpose of RSHE is to help prepare pupils for the opportunities and responsibilities of adult life, as well as to help them navigate their relationships today. We are aiming to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness. We are also keen to help young people understand and identify when things are not as they should be, and what to do.

In the Pre-Prep, RSHE is mostly about relationships, both in the family and with friends. They learn what a positive relationship feels like and what sort of behaviour (from themselves and others) promotes good relationships. They are also taught about their bodies: they are taught the scientifically correct names for body parts, including private parts, in order to help them keep themselves safe and so that they can ask for help if they need it.

In Forms 3 and 4, the emphasis is on navigating friendships, including how to manage if your friend wants something different from you and how to explain your point of view respectfully. They are also taught about the way in which people can influence us both positively and negatively.

Higher up the school, we continue to spend plenty of time talking about positive relationships, but the emphasis of RSHE changes to thinking more about our bodies. Boys in Form 5 learn about male and female puberty. This continues in Form 6 with an added emphasis on how puberty can affect their emotions. Form 6 is also when the boys are taught how sexual reproduction works in humans.

RSHE in Forms 7 and 8 is about preparing them to navigate relationships, including sexual relationships, as they get older. They learn about body image, self-care and contraception, as well as spending time thinking about respectful and positive romantic relationships. Throughout, we ensure that they understand the importance of consent. The idea is that it is important for young people to learn about positive relationships, including physical ones, before they need the knowledge and before they are exposed to other, possibly more negative, influences.

PSHE, including RSHE, at our school is taught by the Form teachers because they are the ones who know the children best. If you would like to know in more detail what your child will be learning, please get in touch with them. The government's rules about parents requesting for pupils to be withdrawn from sex education have changed. You still have the right to request that your child is withdrawn from the specific sex education part of RSHE (which starts in Form 6), but before we can agree we need to arrange for you to come into school and view the materials the class will be using. We hope that this will reassure you that your child will benefit from the lessons, but after you have seen and discussed the resources, parents of boys in Forms 6-8 can ask for their sons to be excused from those lessons.

Of course, any parent is welcome to contact me or their child's Form teacher to discuss any aspect of their learning, including RSHE.

Mrs Anna Fairhurst

Deputy Head - Academic

Social media has its benefits for connecting with friends, sharing experiences and widening their understanding of broader issues beyond their local community. The challenge with connecting and sharing experiences via social media is that these shared experiences are often via images. Wanting to fit in and caring about their physical appearance is a perfectly normal part of adolescence. However, with the easy access of image changing software and filters, this physical appearance is often not the reality, further increasing the pressure for young people to gain or portray unreal perceptions.



What parents need to know about SOCIAL PRESSURES LINKED TO 'APPEARANCE'



ONLINE APPEARANCE AND MENTAL HEALTH

The opportunity to change physical appearance through social media apps is creating a high level of perfectionism for children to portray themselves flawless and compare themselves to images which are sometimes unreal. This can lead to anxiety, depression and poor self image and an overall sense of never feeling good enough. Having poor self image can affect the way that your child interacts with others and how we care for ourselves.

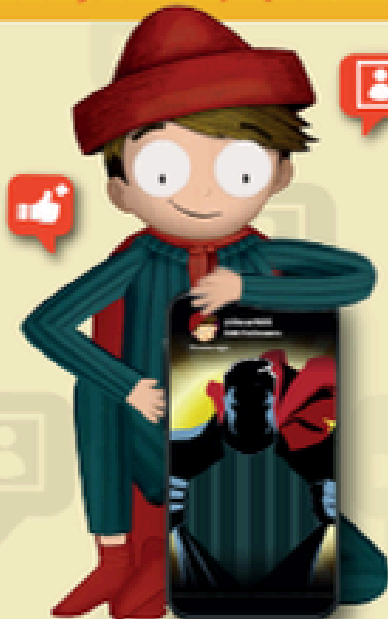
AIRBRUSHING

Refers to the retouching done to an image that changes the reality of the photo. It may include removing people, objects, altering body shapes or erasing blemishes like acne or scars. The digital technology to enable airbrushing is now widely and easily available for desktop computers and social media apps. It is sometimes known as Photoshop.



APPS WHICH CHANGE APPEARANCE

These relate to free downloadable apps or options within social media apps which create a fun and easy way to alter your appearance. They are designed to be fun and can become addictive because once an altered image is used, it is very difficult to revert back to an unaltered version of themselves.



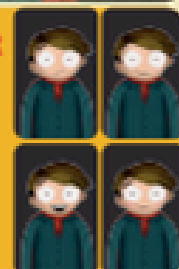
FILTERS

Filters applied to manipulate a photograph are another way of creating a delusion of what is real. Software within social media apps reconfigure your face and skin to look more aesthetically pleasing. As innocuous and fun as these filters may seem, they are sending a message that we are more attractive when our features are modified.



MULTIPLE PHOTOS FOR THE PERFECT IMAGE

Taking multiple shots to capture the perfect image to put onto social media is another way of disguising reality. Creating an image which receives approval from peers through multiple comments and likes exacerbates the desire for a perfect picture and the approval for continuing to achieve the perfect image.



Safety Tips For Parents

QUESTIONS TO CONSIDER BEFORE TALKING TO YOUR CHILD

- Do most of their social media photos have a filter/image changing app on them?
- How often do they talk about their physical image in a negative way?
- Do they often talk about wanting to gain comments and 'likes'?
- Are they excessively anxious about their physical appearance, to the point it impacts on their every day life?

If you have answered yes to most of these questions, then it would be a good idea to have a discussion about their use of image altering apps.

DON'T GO COLD TURKEY

Talk with your child about taking one unaltered image of themselves and sharing it with family first and then posting on social media. Perhaps ask other members of the family to send or post on social media unaltered pictures of themselves.



BE COMPLIMENTARY

Whilst improving body image starts with the child's image of themselves, complimenting them daily on their personality and qualities will provide external, positive encouragement about themselves, away from just their physical appearance.



DAILY APPRECIATION

When we have the sense that we are not good enough, we can feel like we are always falling short. You and your child together might want to create a gratitude journal, board with post-it's or a sign board where you write down things that you are grateful for or appreciate. This could range from the weather to a kind deed or to a piece of work that went well.

CHANGE THE STORY

We all have a narrative or a story we've created about ourselves that shapes our core self-image. Sometimes automatic negative thoughts like 'you're fat' or 'you're ugly' can be repeated in your mind so often that you start to believe they are true. These thoughts are learned, which means they can be unlearned. You can start with helping your child reframe the story into a more positive assertion or story. This will link to complimenting and daily appreciation.



WHEN TO GET HELP

If your child becomes overly dependent, withdrawn or there is a change in behaviour over a prolonged period of time, they may need some professional support to help them. <https://www.herp.co.uk/search/therapists> <https://www.themiss.org.uk/> is good organisation as a source of support if your child wants to reach out for support themselves.



Meet our expert

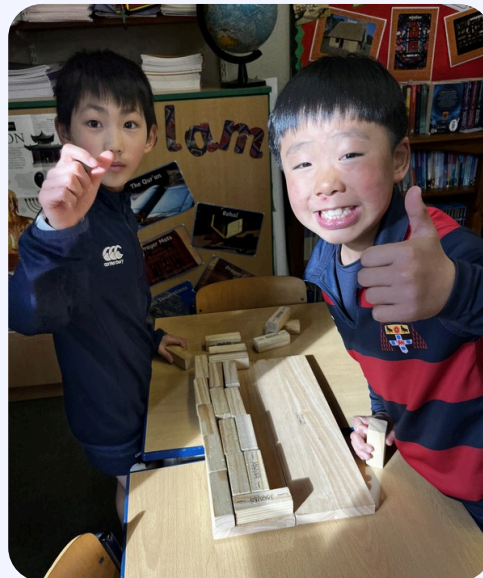
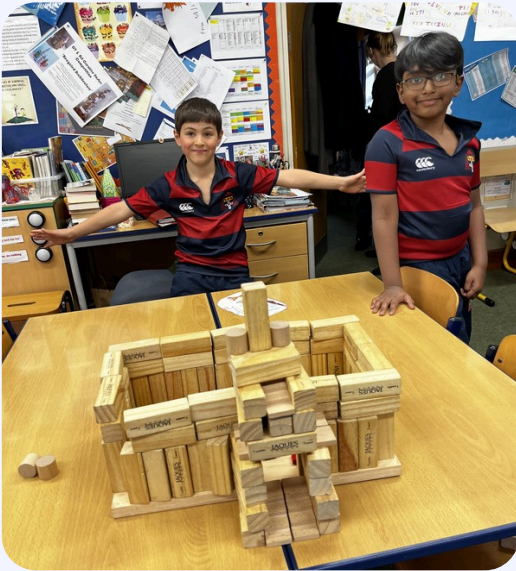
Anna Bateman is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health green paper.



Earthquake Engineers in the making

Form 4 concluded their Geography earthquake topic by attempting to build structures that would survive tremors! I'm not sure how inviting some of the successful homes would be to live in!

EP



Now this is what we call dedication... Teddy doing some "Holiday Homework" while on the beach. Here he is after building volcanoes on the beach in Spain.

Photo courtesy of Ms Sam



We don't like cricket... We love it!

Form 3 seem to love it so much, they even recruited one of their dads to lead a special pre-season cricket training session over the Easter break!

Thank you to Mr Mackrell for giving up his time and getting the boys match-ready for the new term!

MM



[>> Play Video](#)



Photos and video courtesy of Mr Mackrell

THE SCHOOLS TRIATHLON



Oratory School

Sunday 7th June 2026

Registration Deadline

Friday 22nd May 2026

Registering

1. Create a team of four children, then choose your team name!
2. Select one parent to register your team's interest in the event via the link above (you will need all participant names and their parent/guardian's email)
3. You will receive an email to confirm if your team has or hasn't been successful 3 weeks after the deadline date given above
4. If your team is given a place, we will email all parents within the team to invite them to register their child for the event

Register Here

Fundraising & RESTLESS DEVELOPMENT

Each participant must fundraise a minimum of £60, with a target of £100. You can set up an [online JustGiving page](#) or download a [sponsorship form](#).

Your fundraising supports Restless Development: a global charity who champions the collective power of young people to create a better world.

Watch [this video](#) to learn more!

Head to our [FAQs](#) for more info and to find out what's included!



Year Group

Swim

Cycle

Run

Year 3 & 4

50m

1000m

750m

Year 5 & 6

50m

1000m

750m

Year 7 & 8

50m

2000m

750m

As a relay, each participant completes these distances.



Harrow Music Visit



It was a pleasure to welcome Harrow's Director of Music, David Woodcock, to CCCS this week.

Mr Woodcock knows our school well and has admitted a significant number of CCCS boys to Harrow as Music award-holders over the past 20 years. He spent the afternoon meeting some of the boys interested in applying to Harrow, and worked on repertoire and musicianship with Form 7 candidates.

Harrow's Music department educates some of the top young musicians in the world, so I am delighted that we continue to maintain a fruitful relationship between our two departments. I'm also very grateful to the boys for being such articulate and warm advocates for Music at CCCS - they really were the best ambassadors!

SB

Being a Worcester Chorister



Founded in 1714, Worcester College has a distinguished reputation for Music within the University, partly due to the draw of its excellent chapel choirs as well as its large number of Music undergraduate places. A significant roll-call of composers have called Worcester home in recent years, including Kenneth Leighton, Edmund Rubbra, Robert Saxton and film composer Rachel Portman OBE. To become part of the choral fabric of Worcester is therefore to join a very special musical community.

Our Worcester choristers usually audition in the Trinity Term of Form 3, after which they are admitted as 'probationers' whilst they learn the skills required to be a full chorister. These include sight-reading, theory and vocal technique, covered in their morning rehearsals (8am on Mondays, Tuesdays and Thursdays), at rehearsals for services (usually Mondays and Tuesdays after school), and in individual singing lessons, which take place during school on Fridays. The boys are trained principally by the Director of Music – Caius Lee – as well as the Assistant Organist Jeremy Wan, their singing teacher Greg Hallam, and undergraduate organ scholars. The team has a wealth of experience working in cathedral music and specifically in working with young voices.

In addition to singing services in their chapel, the Worcester choristers also take part in concerts, recordings, and tours. Recent trips have included a visit to Normandy as part of the D-Day commemorations in 2025 – where boys sang in front of veterans and diplomats from around the world – and a tour to Florence this March, where boys performed in some glorious buildings and thoroughly enjoyed soaking up Italian culture (and food)! These wider experiences give the boys the chance to grow as a team, to perform in different settings and to share their music with wider audiences.



Finally, but most importantly, what do our boys say about being a Worcester chorister? Here are a few quotations sourced from boys in different years:

'Everyone has bonded together really well and when I first started everyone helped me'

'My favourite memory is getting to sing in the Duomo in Florence'

'I gained a lot of choral experience and it definitely helped me get a music award to my next school'

'I really enjoy the friendship that you build with adults and peers'

'The treble solos are always really good and the parts with harmony sound amazing'

Becoming a Worcester chorister undoubtedly requires dedication and hard work, but the rewards are manifold and it is always such a joy to spend time with this choir and to hear the quality of their singing. With a busy term ahead - and a recording scheduled for the summer - anyone who wishes to hear them in action will be spoilt for choice!

Ms Sophie Biddell

Director of Music



English lessons for parents

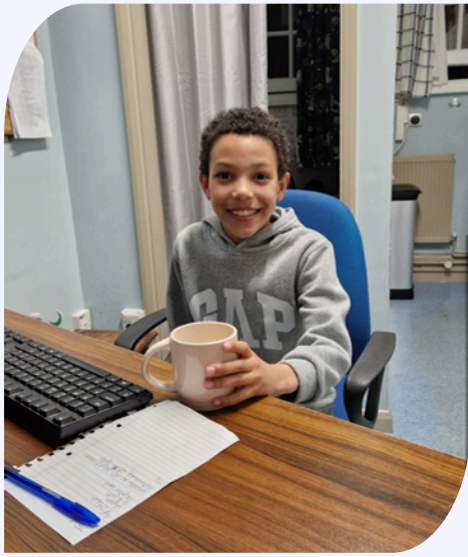


Would you or someone you know benefit from adult English lessons?

The Oxford International Study Centre on St Aldates runs a variety of English language courses for adults. Several of their study groups are made up of people who share life circumstances, such as having children at the same school. And their qualifications can support the criteria for short-term student visas for adults.

Sitting in the shadow of Tom Tower at Christ Church, it's a perfect location for our families to go after school drop off. If you think this could help you or someone you know, please contact www.oxintstudycentre.com and tell them you're from CCCS, or drop a note to Mrs Johnson in the front office about creating a study group of CCCS parents.

School Photobook



We are always happy to welcome flexi-boarders in the Boarding House, and before the Easter break Reggie joined the boys for a fun-filled Boys Night In.

A big thank you to Reggie for coming to stay and to the older boys for making him feel so welcome and for giving him a great insight into life in the Boarding House.

Pre-Prep's
Woodland
School Egg
Hunt



School Photobook



Holy Week with
the Cathedral
Choristers



Our Nursery
Artists at
work!



School Photobook

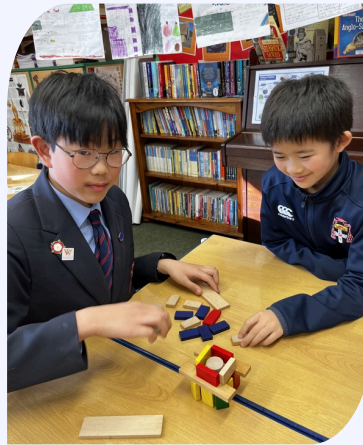


DT Corner



This is impressive... only three days into the new term and already Alex, Jasper and Louis have created these masterpieces in DT - boat-shaped peg and keyring holders! Well done boys. We can't wait to see what other creations are produced this term.

Earthquake Engineers



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.

[Click here](#) to view the new Trinity menus