



Christ Church Cathedral School News

1st May 2026



Message from the Headmaster

Dear Parents,

For me most of this week has been taken up with the Choir Schools' Association Conference which was held, this year, at Christ Church. Proceedings kicked off with Choral Evensong broadcast live on BBC Radio 3. It was an extraordinary experience to see a building I know so well transformed into a recording studio. The choir was on breath-taking form and I would encourage you very strongly to listen to the recording either on Sunday afternoon, when it will be broadcast again, or on iplayer. Mr Holder had chosen a hugely ambitious programme which began with a piece by our first organist, the great John Taverner, *Dum Transisset Sabbatum*, a haunting piece of great profundity and beauty, which had been written by Taverner to be sung in the Cathedral itself. Almost all of the music was unaccompanied, making it far harder than were it supported by an organ, and yet it was utterly perfect. I felt very proud of our choristers and very many of the Heads of the other choir schools were extremely impressed by what they had heard.

The following day, when everyone was gathered in the conference venue, the combined forces of Worcester and Pembroke performed two beautifully delivered pieces including Rutter's *The Lord Bless you and Keep you*. I have to admit I felt a degree of smugness when I was able to remind everyone there that we were the only school in England to provide singers for three college choirs! The great Samuel Johnson, best known for his compilation of the first English dictionary, (a work which contains many entertaining definition, such as that for oats "a grain which in England is given to horses but in Scotland supports the people") said of his College Pembroke, "we are a nest of singing birds." Surely this could even more accurately be applied to our school where singing is part of our DNA.

I was also very proud of four boys who came to play their instruments to the assembled company; we had two pianists, an oboist and a double bassist. Again everyone was hugely impressed. It is very easy to just take this for granted but even in the world of choir schools our boys are outstanding.

The schools in the CSA are hugely varied in their nature. Some are, like us, purely prep schools, others go to 18, some are mixed, some are single-sex, some are boarding, some are day, most are independent schools but some are state schools. So we are a very varied group, but we meet because we share one thing in common – we all educate choristers and, for all of us, music is very important. One of our speakers was Lord Chartres, the former and well-known Bishop of London, who confirmed the Prince of Wales and preached at his marriage. He reminded us that education was about so much more than measuring and weighing and acquiring facts – instead it was about learning what it is to be human, and, in particular, about nurturing our ability to appreciate beauty. In fact music, he argued, created beauty out of order and he considered it a vital task of schools everywhere, but particularly those like ours, to continue to develop young people’s appreciation of beauty and music. One of the most inspiring aspects of the conference was being able to see our pupils creating so much beauty through their singing and playing.

Our conference happily coincided with one of Oxford’s most unusual traditions, the welcoming in of May Day from the tower of Magdalen College. Never in any of the CSA conferences that I have been to over the years, have the delegates gathered at 5am! We walked together into the centre of Oxford and then down the High Street. As we approached the tower, the crowds grew larger and larger and the noise louder and louder. All around us chaos reigned – clearly a significant percentage of the youthful (and in some cases not so youthful) population of Oxford had been up all night. But suddenly on the dot of six, the bells tolled – suddenly the great crowd fell completely silent and from the top of the exquisite tower, whose golden weathervanes glinted in the brilliant morning sun, the distant sound of a choir reached us. During the entire time that they were singing, not a sound could be heard from the gathered masses. I saw then the power of music to transfix – to calm even those who had made the most of the preceding night.

I am now looking forward hugely to reading the rest of this newsletter and to find out all the wonderful things I have missed while I have been over the road! Have a restful Bank Holiday weekend and, if any of you are tempted to come in on Monday, you will not find many other people here!

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 4th - Sunday 10th May

MONDAY 4 MAY

SCHOOL CLOSED - BANK HOLIDAY

TUESDAY 5 MAY

9.00 - 11.00am: Form 3 Pembroke and Worcester Choirs Voice Trials

2.15 - 4.30pm: U8/U9 Cricket v Oratory (Away)

1.35 - 4.00pm: Form 7 iPQ Presentations (WWH)

WEDNESDAY 6 MAY

9.30 - 11.00am: Nursery Stay & Play

9.30 - 10.30am: CCCS Fun Swimming Gala

2.15 - 4.30pm: U10/U11 Cricket v MCS (Home)

2.15 - 4.30pm: U12/U13 Cricket v Cothill (Away)

THURSDAY 7 MAY

9.30 - 12.30pm: Year 4 trip to the Mosque

1.35 - 4.00pm: Form 7 iPQ Presentations (WWH)

FRIDAY 8 May

8.45 - 9.15am : Cathedral Assembly with Pre-Prep, Speaker, The Headmaster

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

3.30 - 5.30pm: Art & DT Exhibition (WWH)

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](#).

WORCESTER AND PEMBROKE CHORISTERS

FORM 3 VOICE TRIALS 2026



We are very much looking forward to recruiting new choristers for our Worcester and Pembroke chapel choirs this term. Voice trials will take place at School during the morning of **Tuesday 5th May**, and I am delighted that we can offer this exciting opportunity to boys in Form 3. Being a chorister offers unrivalled musical training as well as the opportunity to develop team-work, make friends, grow in confidence, go on trips, make recordings, win music awards at Senior School and much more! Please do contact me at biddell.s@cccs.org.uk if you have any further questions, or if you have a son in another year-group who would be interested in auditioning for a place.

You can find out about our two choirs on the school website:

<https://www.cccs.org.uk/private-prep-school-oxford/worcester-college-chapel-choir>

<https://www.cccs.org.uk/private-prep-school-oxford/pembroke-college-chapel-choir>

At voice trial, boys will be asked to sing a short, simple piece (something learnt in class, or a favourite hymn or Christmas carol will do) and undertake some aural tests. Everything will be done to ensure boys feel at ease... it really isn't scary at all.

Please do get in touch if you would like your son to have a voice trial this term. SB



Worcester Chapel



Pembroke Chapel

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 white box with text. The painting has a textured, brush-stroke appearance. The background is a mix of blue and green, with white spots and shapes scattered throughout. The central white box contains the following 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

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.

WHAT TRUSTED ADULTS NEED TO KNOW ABOUT: SOCIAL MEDIA & MENTAL HEALTH

Social Media is often scrutinised as having a negative impact on children's mental health. Children and young people are now growing up in a technology dominated world, and social media plays a major role in their social lives. This balanced guide focuses on both the positive and negative impacts that social media can bring to young people and their mental health.

POSITIVE IMPACTS

EASY ACCESS TO SUPPORT AND HELP

Due to delays in young people getting help for their mental health, such as experiencing low mood, or suffering from anxiety, they may sometimes reach out to access support from others online. Sharing problems or issues with friends, peers and broader social networks can be met with positive reactions, with nearly 7 in 10 teens reporting to receive support on social media during tough or challenging times. Where there are moderated communities which offer support and guidance, children can be provided with a great source of support.

SUSTAINING FRIENDSHIPS AND MAKING CONNECTIONS

There is evidence to suggest that strong adolescent friendships can be enhanced by social media interaction, allowing children to create stronger bonds with people they already know. Online relationships can actually make children more relationship-oriented, thoughtful, and empathic. By sharing comments on pictures, videos and posts, it can create long term friendships as they can continually keep in touch, even with a distance between them.

A SENSE OF BELONGING

Support can be found in various places online, sometimes this is known as "finding your tribe". Online platforms and groups can provide a wonderful sense of belonging for children. They can find peers with similar interests and circumstances which can sometimes be difficult to find in real life. As a result, this can create stronger connections and help to build confidence.

NEGATIVE IMPACTS

SELF-ESTEEM & BODY IMAGE

There are 10 million new photographs uploaded to Facebook alone every hour, providing an almost endless potential for young people to be drawn into appearance-based comparisons whilst online. The one is the same as how they portray themselves online as we tend to only show the best part of ourselves. The pressure to fit in and conform is huge, which can become a driving force for children to replicate what they see from friends, celebrities and sponsored adverts. This pressure may contribute to anxiety, low mood and a feeling of inadequacy. As a result, it can lead to a feeling of low satisfaction with their own lives.

HARMFUL ADVICE

The online world provides the opportunity for anybody to upload and share photoshopped pictures, edited videos, fake news and even unvetted advice. Children may stumble upon this, which could potentially encourage them make wrong decisions and not get the help that they need. It's important that you teach your child to differentiate between what is true and useful information and what is fake.

ADDICTION AND COMPULSIVE CHECKING

Social media addiction is thought to affect around 5% of teenagers. The Office for National Statistics found that children who spend more than 3 hours a day on social media are more than twice as likely to report poor mental health. Furthermore, compulsive checking due to Fear Of Missing Out has been linked to poor and disturbed sleep, as well as difficulty to relax during evenings. One in five young people say they wake up during the night to check messages on social media, leading them to be three times as more likely to feel constantly tired at school than their classmates who don't use social media during the night.

CYBERBULLYING

One recent large-scale UK study showed that cyberbullying is one of the biggest challenges for young people. Other studies suggest that cyberbullying has a bigger effect on wellbeing and mental health than other types of bullying. 7 in 10 young people have experienced cyberbullying, with 37% of young people saying they experience cyberbullying on a high frequency basis. Young people are twice as likely to be bullied on Facebook than on any other social network.

Meet our expert

This guide has been written by Anna Salaman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing with in 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.



HELPFUL APPS:

- Hub of Hope - <https://hubofhope.co.uk/>
- MindShift
- Feeling Good

SOURCES OF HELP:

- Childline, 0800 1111 or visit their website
- Bullying UK, 0800 802222
- Young Minds Parents Line, 0808 802 5544

Little explorers at Woodland School

With our new children settling well into Nursery life, we have been out and about walking on Christ Church Meadow and taking part in Woodland School. We made land art, looked for mini beasts, learnt about nematodes from the gardening team but most of all, climbed trees. Thank you to the gardening team for helping them to make them accessible climbers.



In the classroom the children created rainbows with fruit for snack, practising their threading skills. We have begun planting, learning how to find information on a seed packet, wearing gardening gloves to plant seeds and beginning planting in the raised beds in the garden between Number 1 and Number 2 Brewer Street.

As you plant seeds and garden with your families this weekend, ask the children the following question, 'what do they see and what do they notice? I think their descriptions and knowledge may surprise you.

HB



Pre-Prep Ramblers' Society



Our intrepid Pre-Prep explorers embarked on a sun-soaked walk around Christ Church Meadow, stopping along the way to appreciate all of the signs of the height of Spring. We saw nests with cracked eggshells, butterflies, all manner of birds, and minibeasts, as well as glorious flowers in every shade, colour, and hue.

TR



Pre-Prep Out & About Club



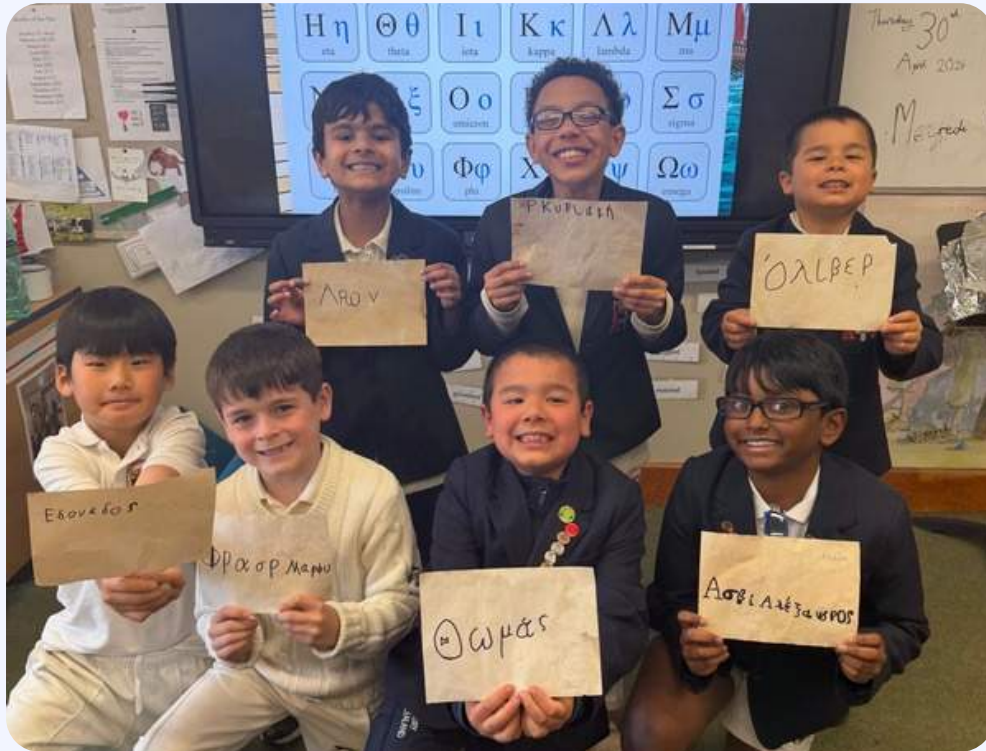
With the sun high in the sky, Pre-Prep embarked on our first 'Out & About Club' of Trinity Term. When the weather improves at this time of year, we love to leave the four walls of the classroom behind us, and take advantage of all that Oxford has to offer right on our doorstep. There are so many opportunities to bring the curriculum to life and to give the children new experiences and sources of inspiration.

Having learnt all about the origins of Gargoyles and Grotesques (Grotesques are ornamental; Gargoyles are partially functional to divert water and support drainage on historic buildings), and the wealth of fine examples across the Oxford Colleges, the children were tasked with looking up and finding them! We walked past multiple colleges including Merton, Corpus Christi, and of course Christ Church itself, stopping to spot all manner of hybrid-animal examples including dogs, cats, bears, and birds of prey, as well as a plethora of human and part-human sculptures. Favourites included a feather-tailed rabbit, an astronaut, a resplendent bishop, and an anthropomorphised fawn in the style of Mr Tumnus.

As an extra challenge for the weekend (with the promise of house points), the children were given maps of Oxford highlighting where further Gargoyles and Grotesques might be found. In our busy modern lives, we often forget to slow down and to take time to 'look up' and to appreciate the wonderful architecture all around us. I hope that our CCCS families enjoyed having a hunt around lesser-seen corners of Oxford as much as our children clearly did

TR

It's all Greek to Form 3!



F3 enjoyed writing their names in Greek, carefully forming each letter and discovering a new alphabet along the way. Can you guess who is who, or are some identities now officially lost to ancient history?

CZ



Our Marathon Marvel!

Huge congratulations to Mrs Zeb who completed the London Marathon last month.

Form 3 and the whole CCCS team are incredibly proud of you Mrs Zeb!!

Scholarship for Beginners



Raising his lunchtime eyes above the clatter and chatter of the dining table a boy may survey the serried names of old boys picked out in gold on the wooden boards around the walls of the dining hall: award-winners all. Some went with feathers in caps to Eton and Harrow, some to Radley and Winchester, some to St Edward's, Abingdon and MCS. In a quarter of a century, muses the boy, my son may be sitting here proudly pointing out to his fellow lunchers his father's name.

"I should like one of those," declares the boy to the master at the end of the table.

"Then go up and take one," says the master, peeling a banana.

"I mean a scholarship," clarifies the boy. "What do I need to do?"

Between mouthfuls of banana the master proceeds to expound the mysteries of Scholarship.

"Let us begin" begins the teacher, "by talking of academic scholarship."

"Let's," agrees the boy.

"But first let us talk about you.

"I already know about me, sir."

"Are you, Fortescue...?" [not his real name] "Are you interested in learning – not for marks but for knowledge? Do you read books avidly? Does your heart quicken when offered 'extension' work? Do you take wing when academic challenges and competitions are in the air? Do your preps and projects earn laudations and commendations spiced with superlatives...?"

"Thought we were talking about scholarship, sir."

"Should you show scholarly promise – in the ways I have outlined mid-banana – then you may well be invited to join a select group in Year 7 who will be aiming for a scholarship to their next school."

"I accept the invitation, sir."

"May well be invited. Which school do you have in mind, Fortescue?" [Still not his real name]

"Some are more expensive than others, you know..."

"No worries there, sir: my parents will be paying."

"And some schools' examinations present considerable challenge."

The boy casts his eyes back to the boards of awards. "Eton may suit me."

Another boy – let us call him Archibald – joins in the conversation with "This group of Year 7 hopefuls, sir... Do they have extra lessons?"

"They certainly do, Archibald: extra special lessons – in English, Science, Mathematics, languages..."

A flicker of concern in Fortescue's eyes as he asks, "And extra work?"

The master nods. "Most candidates need some extra preparation for scholarship."

"When does this 'some extra' happen?" pursues Fortescue.

"During non-academic lessons, usually."

"So I might miss... Metalwork or... Media Studies?" [Actual subjects may vary]

"A few of such lessons, yes: there is a trade-off."

Fortescue rises. "I need to think about it, sir. I don't want to disappoint Eton but..."

"Thinking about things is a good sign," declares the master gnomically.

Exit playgroundwards Fortescue. Archibald surveys the boards.

"I should like to try for a scholarship," he declares with resolved tone. "But if I fail?"

"You'll not fail, Archibald. Scholarship is as a Sports Day race: one wins, another is runner-up; no one loses, no one fails."

"And if I... win?"

"Delight all round. You will have honed your intellect; you will be welcomed with honour at your next school, where there may be special events laid on for scholars; and your parents will be pleased not to have to pay quite so much for your education."

"May I be considered for scholarship lessons then, sir?"

“Your teachers will certainly consider you, Archibald.”

Thank you, sir. By the way, my name is not Archibald.”

“To preserve your anonymity in the Newsletter article which this lunchtime conversation has inspired me to write I am calling you Archibald.”

“I see. Thoughtful of you, sir.”

The rest of the table is now engaged. What of Sports scholarships, Mr Jekyll? [Not his real name] And behold the innumerable music awards! And Art? Golf even!?

“I am sorry, boys: my lunch is ended,” apologises the departing Jekyll. “Ask of such enticing awards another time.”

.....

Postscript: Archibald won a scholarship to Bexton College. [Not its real name]

Mr Nicholas Richards

Classics Teacher

Form 6 iPQ Presentations



Very many congratulations to our Form 6 boys, who presented their iPQ projects to an audience of teachers, parents and their friends this week.

The iPQ, the Independent Project Qualification, is based on the project qualifications that many pupils do at senior school. The boys had to work independently (some choosing to do it with a friend and some on their own) to choose a topic to research and a question to ask about it; to find relevant facts; to draw their own conclusions; and to prepare an illustrated talk to their audience. Questions we had in Year 6 this year included:

- How can we protect sea turtles?
- Why do Formula One cars go so fast?
- Is quantum immortality true?
- Does the number of rehearsals and services make a choir better?
- Why do we have homework?

The boys were encouraged to do different sorts of research. Of course, they all found useful websites to help them but most did other things as well, including interviews and surveys. They presented their results through videos, tables and graphs. When it came to the presentation, most of the boys chose to do a script with accompanying slides, though Alexander Traboulsi did a fantastic animation as well.



I was very impressed by how articulate the boys were, showing that they really understood their topics and could speak to an audience well. They were all able to answer questions. I hope this has helped them develop their confidence in themselves as independent learners and as public speakers.



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AF

Form 7 Residential



This week, Form 7 embarked on their residential trip to Downside School and Bath, an exciting and enriching opportunity.

During their stay at Downside School, the pupils were given a valuable insight into life at a boarding school. They took part in a range of sporting activities, including hockey and cricket sessions, where they demonstrated great energy, teamwork, and sportsmanship. The evening programme in the sports hall provided further opportunities for the boys to enjoy a variety of fun and engaging activities. The second day began with a fascinating tour of Downside Abbey, one of the largest Catholic abbeys in the UK. The boys showed genuine interest as they explored the impressive architecture and learned about the history and significance of the abbey.

Following this, we travelled to Bath, where the boys undertook their geography fieldwork. They conducted surveys with members of the public, developing their confidence in communication and applying their classroom learning in a real-world context. A highlight of the trip was the visit to the Roman Baths. Here, the boys learned about the history of the city and explored the geographical reasons why the Romans chose to settle in Bath, particularly the presence of natural hot springs. Overall, it was a highly successful and enjoyable trip, and the boys represented both the school and themselves exceptionally well throughout

FB



Geography at CCCS



Geography plays a vital role in helping our boys understand the world around them, how it works, how it is changing, and their place within it. It is a subject that fosters curiosity, broadens perspectives, and equips the boys with the knowledge and skills to engage with some of today's most important global challenges, including climate change, sustainability, and population growth.

From the earliest years, boys begin by exploring the world close to home before gradually expanding their horizons. In Form 3, they develop a strong foundation by learning about continents, oceans, and the geography of the UK. They begin to use maps confidently and explore contrasting environments such as rainforests and deserts, before comparing regions like South America with their own surroundings.

In Form 4, boys deepen their understanding of how people and places are connected. They study settlement and land use, including how villages, towns, and cities develop, and investigate powerful natural processes such as volcanoes and earthquakes. Their knowledge of the wider world is extended through a study of Europe, with a particular focus on France and the Alps.



By Form 5, Geography becomes increasingly global in outlook. The boys explore industry, transport, and globalisation, gaining insight into how goods and services move around the world. They also study extreme environments such as the Arctic and Antarctic, considering how both people and wildlife adapt, and examine the rich physical and cultural geography of India. In Form 6, learning becomes more investigative and locally relevant. The boys examine how Oxford is changing, including patterns of land use and the challenges of housing and development. They study rivers in depth, supported by fieldwork opportunities, and broaden their understanding of the wider world through a study of Australia and New Zealand.

In the senior years, the boys are encouraged to think critically about complex global issues. In Form 7, they explore population, migration, and tourism, using data and fieldwork to consider questions of sustainability. They also examine development in Africa, linking their learning to global initiatives such as the United Nations' Sustainable Development Goals.

By Form 8, the boys are tackling some of the most pressing challenges facing our planet. They study resources and climate change, explore a range of physical landscapes including coasts and glaciated environments, and analyse natural disasters, comparing their impacts in countries at different stages of development.

Throughout all year groups, Geography encourages boys to ask thoughtful questions, analyse evidence, and think independently. It develops not only strong subject knowledge, but also key transferable skills such as critical thinking, problem solving, and being confident in how they articulate their knowledge. Above all, Geography fosters a sense of responsibility for the world they live in. The boys learn to consider different perspectives and reflect on their role in shaping a more sustainable future, leaving with both a deeper understanding of the world and the confidence to make a positive contribution within it.

Mr Finlay Boarder

Geography Teacher

Form 7 Tutor

Assistant Director of Sport

CCCS hosts the CSA Conference 2026

Highlights from the Choir Schools Association Conference 2026.



Chef Peter whipped up a treat for guests in the Bayne Room before and after the BBC Radio 3 live Evensong recording - Thank you so much Peter for all your hard work!!



Welcome from the Headmaster.



Keynote speech from Howard Goodall at the Conference Dinner



Welcome from the Chair of the CSA, David Morton.



Mr Holder during a panel session, chaired by Mr Moger.



Ms Biddell discussing the success of our Primary Schools Network

> [Click here to listen to the Choral Evensong broadcast](#)

> [Click here to watch Pembroke and Worcester Choirs - Performance 1](#)

> [Click here to watch Pembroke and Worcester Choirs - Performance 2](#)

> [Watch William perform for delegates](#)

> [Watch Patrick perform for delegates](#)

House Music Auditions



A reminder that our Prep boys have until Friday 8th May to audition and win points as part of the House Music Competition. Please encourage your sons to practise over the weekend, and prepare to play in class next week!

SB



Sports News

CCCS Cricket

CCCS Form 3 v Cothill

Form 3 opened their cricket season on Tuesday with a match against Cothill on Merton Field. It was very early for the boys to play in a competitive fixture given that they had only had one training session before. However, lots of learning took place and the boys were able to see exactly how a game of paired cricket worked. We hit some nice shots with the bat, and now understand the importance of communicating and making the correct decision when running between the wickets. Bowling is another area that we will need to target during practice sessions with the very technical skill being a hard one to master. It was great to see the boys out in their cricket whites, enjoying the sunshine.

Mr Pear

In the first cricket match of the term, the Form 4s played against Cothill on our amazing Merton Field. The boys batted first and showed some great calling and running between the wickets. Then while Cothill were batting, our fielding was good, with some effort whilst saving boundaries and limiting the runs. Highlights were clean bowled wickets from both Louis and Teddy late in the innings. As this was the first game, there is a lot to work on in both batting and bowling, but the boys put in the work in the game and had lots of fun in the process.

Mr Rowland

The Manor v CCCS Form 4

On Thursday Form 3 travelled to The Manor to play some cricket. It was a great afternoon of cricket, the weather was amazing, and the boys all put in a lot of effort. They played well considering how early in the season it is, and we are already seeing learning and improvements taking place after the initial two fixtures this week. Special mention to Edward who batted and bowled brilliantly. Thomas and Ashhvith were also very strong in the field, preventing multiple boundaries. However, man of the match went to Oliver who put in 100% the whole game. While fielding, whenever the batsman would hit the ball, Oliver would sprint every time to try and stop it, and his energy lifted the whole team.

Mr Morgan

On Thursday, the Form 4 cricket team played against a strong Manor outfit. The boys used skills learnt from previous fixtures and training sessions. By improving skills such as communication, with both the bat and the ball, CCCS were able to know when to effectively run between the wickets when batting, hence helping the boys put on an impressive performance. Whilst bowling our accuracy and consistency is continuing to improve and we were able to limit the amount of runs Manor were able to score. It was great to get a victory under our belts and with a lot of cricket ahead of us, I'm sure this Form 4 team will be producing some high quality performances over the coming weeks.

Mr Gordon

CCCS Forms 7 and 8 v New College

On Wednesday, the CCCS 7/8 B's cricket team played New College at home, and although they fell short of the win, they all put in 100% and also really enjoyed the afternoon in the sun.

Special mention to Arthur who was fantastic throughout, taking 2 wickets and hitting three 4s. However man of the match went to Randolph, who managed to get 17 runs with the bat, which included three 4s. He also bowled with really good pace, taking 4 wickets, and was very close to getting a hatrick!

Mr Morgan

Sports News

Tennis

New College v CCCS

On Wednesday, eight boys from Forms 6–8 travelled to New College to compete in our first tennis fixture of the season. The boys performed exceptionally well, competing against strong New College opposition with determination and resilience throughout. The overall result was a convincing 52–31 victory for CCCS. A special mention must go to Richard H and Pericles E-T, who remained unbeaten across all three of their matches, an outstanding achievement.

Mr Boarder



New College v CCCS

On Wednesday, we hosted our first ever table tennis fixtures. Eight boys from Forms 6, 7 and 8 played against a strong team from New College. With the boys seeded 1-8, they played two matches against their opposing player. With lots of practice done outside during lunchtimes and breaks, team CCCS had a very successful afternoon, with 5 boys winning both their matches and another one winning 1. Shout out to Jaden, who stepped up into the Form 7&8 team and won both his matches playing very well on the day.

Mr Rowland

IAPS Table Tennis



Last Saturday we sent four boys over to the U13 IAPS National Table Tennis Finals in Watford.

The boys had a wonderful day, pitting themselves against some of the top table tennis players at their age group in the country. They all performed brilliantly with Max and Ray making it to the round of 16 before suffering narrow defeats. George and Gerard went one round further and contested very intense quarter finals where unfortunately they were finally defeated. However, the boys were fantastic, and all their practice and hard work is clearly paying off.

Well done to all four boys who were an absolute credit to the school.
Mr Pear



Photos courtesy of Mrs Camier

Triathlon Success

From the Stalls to the Field

Last Sunday, four of our Worcester Choir probationers took part in the Knight Frank Schools Triathlon 2026 at Abingdon School.

Alex, Isaac, Lucas and Yang represented the Choir and School brilliantly, completing a challenging course comprising of a 50m swim, 1000m cycle and a 500m run, all in support of [Restless Development](#). This amazing charity works across Africa and Asia to equip young people with employment skills and health education, empowering them to become leaders in tackling some of the world's biggest challenges.

So far, the boys have raised an impressive £177 for the charity. Donations are still welcome, and if you would like to support the team, please click [here](#).

MM



Photos courtesy of Dr Wykes



**RESTLESS
DEVELOPMENT**
POWERED BY YOUNG PEOPLE

You are invited to

THE SCHOOLS TRIATHLON



Oratory School

Sunday 7th June 2026

Registration Deadline

Friday 22nd May 2026

Registering

Register Here

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

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

Year 3 & 4

Year 5 & 6

Year 7 & 8

Swim

50m

50m

50m

Cycle

1000m

1000m

2000m

Run

750m

750m

750m

As a relay, each participant completes these distances.

email us: schoolstriathlon@restlessdevelopment.org



@schoolstriathlon



Enrichment Success in Table Tennis



Huge congratulations to Tony West, our esteemed Enrichment Table Tennis Coach who has been announced Coach of the Year at the Pride of Table Tennis Awards 2026 for the South-East.

Tony will now progress to the National Final, taking place in London next month.

You can read how Tony has helped create the next generation of table tennis champions and helped the culture thrive at our School [here](#).

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.

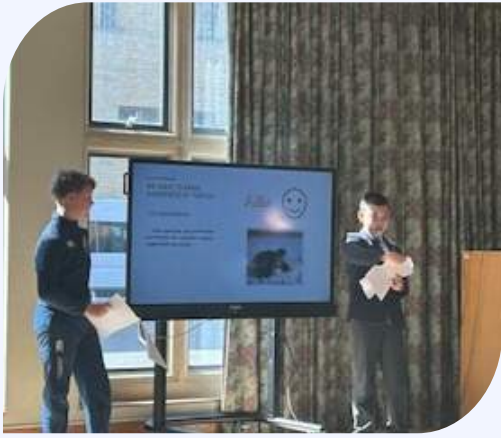
School Photobook



Form 7s
Residential at
Downside
School



School Photobook



Form 6 iPQ Presentation



School Photobook

Pre-Prep
Corner



Today, our Nursery gang took a stroll in the sunshine to Modern Art Oxford, using their new colourful rope... We can't wait to hear all about their adventures!



Reception have been learning phrases to describe the weather. Quite apt for the 'British season' they now know how to say "il pleut" and "il y a du soleil"



School Photobook



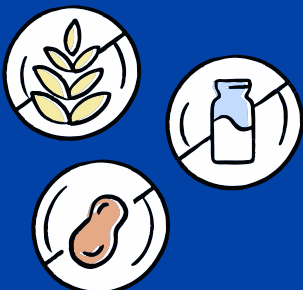
Gargoyles and Grotosques



Tennis at CCCS



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.