

# Summer Term Co-Curriculum Update - 1 May 2020

Friday 1 May 2020

*An update from Peter Middleton, Deputy Head Co-Curriculum.*

## **Salopian Inspiration: Creativity**

### **Who or what inspires you?**

A couple of months ago I was asked who or what inspires me. The answer I alighted on for that particular presentation was to talk about Ethiopian running coach Sentayehu Eshetu. What makes him such an inspirational figure is perhaps for another time and another article, but I have been reminded of him in recent weeks and have seen so much of what I admire about his approach being replicated right here at Shrewsbury, whether it's the positivity and boundless enthusiasm of our staff or, indeed, in the resourcefulness they've shown in developing the programme for the summer term.

### **Creativity and Resourcefulness**

The staff at Shrewsbury have needed to be creative in completely redesigning the co-curriculum. Creative in adapting, evolving and reforming the wide range of activities that our pupils know and love. Creative in crafting and developing new offerings. Creative in finding new ways to inspire and enthuse our pupils. This week saw the virtual co-curriculum commence where, amongst a vast array of **over 60 activities**, many new activities were launched. The 'Dragon's Den' activity sees budding entrepreneurs develop ideas and learn how to pitch and persuade, whilst the newly-formed Peel Society pays homage to OS John Peel, the Radio 1 DJ whose late night slot was dedicated to broadcasting new and underground music. The first week's Spotify playlist for discussion is an eclectic mix including goth group 'Fields of Nephilim', Canadian doom metal band 'Woods of Ypres' and the 1970s British rock band 'Siouxsie and the Banshees'. Our pupils are in for a treat; Peel, I'm sure, would have approved.

### **Creative Expression**

Music making will continue in remote with some exciting work having already commenced with the chapel choir working on Tallis's anthem 'If Ye Love Me', rehearsals continuing for our home-grown school musical *Gatsby*, and the newly-formed 'Salopian Sounds' group seeing pupil singer-songwriters and composers forming to create and collaborate through the term. We'll be showcasing the work of our musicians and performing artists at various points in the term starting with this week's lunchtime concert. Keep an eye out on Twitter, too, for the work being produced in the Expressive strand with **Creative Arts, Drama, Creative Writing** and many other areas set to showcase Salopian creativity at its best.

### **It's sport, Jim, but not as we know it**

Perhaps the area where creativity has been needed most is in the realm of sport with clear challenges in delivering a sporting programme in remote mode. Yet what has been put together for our pupils to keep them active and engaged is imaginative, varied and hugely impressive. Our cricketers, aside from a wealth of resources put together for them, were this week treated to a **live Q&A session** with Worcestershire C.C.C captain and OS Joe Leach. Our rowers likewise have a dedicated team supporting them through their training at home with messages of encouragement and inspiration from an impressive lineup of GB rowers and a bespoke daily programme of training. Similar resources have been put together across a wide range of sports alongside active options in mountain biking (hopefully not down-hilling on home staircases!) and **dance**. We'll be showcasing some highlights with a **weekly Sports Roundup** which promises to impress and entertain in equal measure!

**Salopian Inspiration**

Over the coming weeks there will be the opportunity to explore and showcase much of what is taking place during this period of remote learning. No doubt we'll see Salopians inspire as they adapt and engage and we'll see some plenty of creative pupil achievements, much of which we'll be able to celebrate through our weekly *Floreat* virtual gatherings and much of which we'll aim to celebrate here.

So who or what inspires you? Salopian creativity- from our staff and our pupils- is about as inspiring as it gets!

**Peter Middleton****Deputy Head Co-Curricular**

# Sir Eric Anderson

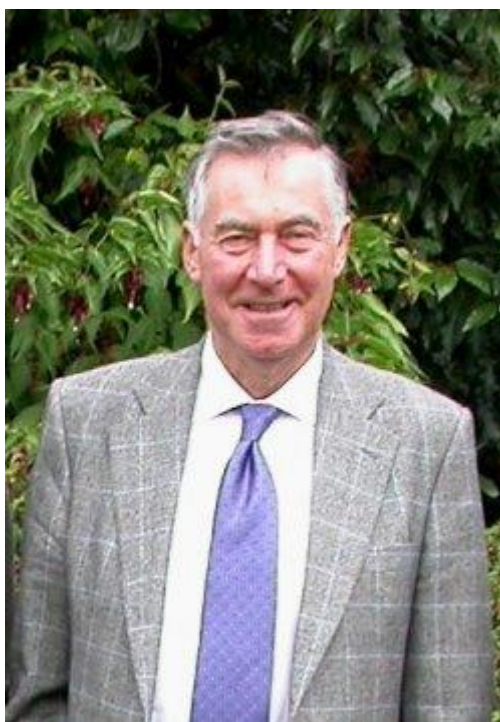
Friday 1 May 2020

*In memoriam of Sir Eric Anderson, Shrewsbury School Headmaster 1975-1980, by Dr David Gee.*

Widely regarded as the greatest Independent School Headmaster of his generation, Anderson, with typical modesty, always insisted that that title properly belonged to Dennis Silk of Radley; but that Anderson's influence, wide experience and extensive connections in the Independent sector were unrivalled, is incontrovertible. Several of the assistant masters who served under him were inspired by his example to become headmasters of leading Independent Schools themselves and took him as their model. His name is always associated with Eton, and rightly so, for twenty-three years of his academic career were spent there, fourteen of them as Headmaster and (after a six-year interlude as Rector of Lincoln College, Oxford), a further nine as Provost, the resident Chairman of Governors. Earlier in his career, however, he had served as an English master, first at Fettes and then at Gordonstoun, subsequently returning to Fettes as a Housemaster, before successively becoming Headmaster of Abingdon (1970-1975) and of Shrewsbury (1975-1980).

During his distinguished career Anderson encountered many pupils who were later to become prominent figures in national life, four of them exceptionally so. At Gordonstoun he nurtured the Prince of Wales' love of Shakespeare and cast him in the title role of Macbeth, in the school play: at Fettes he was Tony Blair's Housemaster, and at Eton the Headmaster both of David Cameron and Boris Johnson. This unique connection with the heir to the throne and three Prime Ministers made Anderson's name familiar in much wider circles than the strictly educational.

He was born into a 'solidly middle class' family in Edinburgh on 27<sup>th</sup> May 1936, the eldest of the three children of William Anderson, who ran a long-established and well-respected firm of kilt-makers and outfitters, and of his wife Margaret (née Harper). He was educated at George Watson's College, Edinburgh and the University of St. Andrews, where he took a First in English and met his future wife Elizabeth Mason (always known as 'Poppy'), who also took a First in the same subject. He subsequently took a higher degree in Literature at Balliol College, Oxford. He and Poppy married in 1960 and they celebrated their Diamond Anniversary, quietly at home in Oxfordshire, less than two full days before he died.



Although Eric's headmastership at Shrewsbury was brief (the change from the use of Eric's surname to his first name marks the movement of this tribute from the public to our domestic Salopian sphere), the character, assets and qualities which were later, at Eton, to enable observers to describe his headmastership as a 'Golden Age', were all in evidence here. From both Abingdon and Shrewsbury Eric was, in effect, recruited as the result of invitation rather than of application on his own initiative; and at each of these schools, in turn, he felt an initial reluctance to move on further. While at Abingdon, he was approached by Dr. Walter Hamilton, who then exercised the same influential role in Independent Education which Eric was later to achieve, with the words, "Young man, I think you ought to be the next Headmaster of Shrewsbury". (Hamilton happened at the time to be Chairman of our Governors.) Eric and Poppy paid an incognito visit to look at the School and they recorded that it was their first impression of the natural and friendly manner in which boys and masters greeted each other on 'The Drum', in front of the School Building, which caused a dramatic change of mind. The next five years strongly reinforced those very favourable impressions. Similarly, in 1980, Eric and Poppy had serious doubts about accepting the invitation to move on to Eton. They were happy where they were and Eric was deeply concerned that his tenure at Shrewsbury had been ungraciously brief. It took the concerted encouragement of governors and senior colleagues, who knew that he was the man for the challenge and ought to accept it, to persuade him to proceed.

When asked what he considered to be his greatest asset, Eric instantly replied "My wife". Theirs was a true partnership, not only in personal, but also in professional life. They were determined to be – and thoroughly enjoyed being – totally immersed in the life of the School. One of them (and usually both) would appear at every school occasion- plays, concerts, lectures and matches. They gave a high priority to establishing personal relationships with colleagues and pupils alike. Eric was always eager to escape from his study and, accompanied by his dog, Dusty, he took every opportunity to talk to the boys he encountered on the Site. Poppy, meanwhile, chatted to them in the School Bookshop, over which she presided, or in the intervals of her popular Scottish Dancing classes. Their colleagues, with their wives, were frequently entertained at home; all new boys were invited to tea during their first term; their extensive knowledge of who everyone was and what they were doing could at times be distinctly alarming!

This extensive personal knowledge and interaction proved invaluable in the crises and disciplinary incidents which schools like Shrewsbury and Eton experience from time to time. Eric's calmness, realism and innate good sense stood him in good stead on such occasions, enabling him to take problems in his stride. His adherence to his own personal standards of rectitude, probity and loyalty supported him in matters of discipline. His authority was natural; he did not need to rely on his position. A kindly and friendly person by preference and disposition, he could be steadfastly firm when the situation required it. In general his sanctions were both imposed with humanity (and occasionally with humour) and also equably accepted, because their recipients were already well aware of their headmaster's ability and integrity. Eric succeeded in the difficult task of being both well respected and well liked: colleagues and pupils recognized that he was the master of his brief.

After the whirlwind developments of Donald Wright's regime, Eric realized that he had to focus on the less glamorous task of the consolidation of the social changes of the previous decade and on the rationalization and reorganization of the existing facilities of the School. The result was a period of 'All Change' in which a wide range of school properties were remodelled, adapted and reassigned, in order to put them to their most effective use. With characteristic self-deprecation, Eric liked to say that the successor of 'Wright the Builder' had only been able to contribute some squash courts! He restored stability to School House, realizing that its ethos was a vital component in the morale of the whole school, by quickly and decisively reversing the temporary internal division of the House, which had been in place between 1974 and 1976 and which had failed, partly on account of financial exigency. Eric was also particularly keen not only to develop the facilities but also to enhance the current standards in drama, the Fine Arts and in music. While at Abingdon he had developed an enthusiasm for rowing; he maintained this enthusiasm at Shrewsbury, strongly supporting the Boat Club and realizing that its performance played a significant part in establishing the School's reputation. Again, it was characteristic of him that he had noted that this sport, at schoolboy level, required the highest degree of excellence, for Salopian crews at Henley had to compete with opponents drawn from all over the world.

There was one major principle to which Eric was adamantly attached: that education must be judged by its quality, by the excellence of its standards and attainment and that selection was an integral factor in achieving this. Second only to that, it was imperative to extend its availability. Eric devoted himself to finding, recruiting and developing talent, wherever he could find it. His first impression was that the masters at Shrewsbury were abler than the boys: his opinion was that the ability of the boys should challenge and stretch the masters. Accordingly he initiated a scheme of Sixth Form Scholarships to attract able recruits to the School. He spent a great deal of time and care interviewing their parents, in visiting preparatory schools and in addressing Rotary Societies and corporate bodies such as the Master Cutlers of Sheffield, in pursuit of this objective. After seeing him and hearing him speak, many in these audiences entered their sons for Shrewsbury. Aware that the School's distance from the metropolitan areas might deprive it of the stimulus of comparison with the highest intellectual standards and lure it into complacency, he took care regularly to invite eminent speakers to address the School. He initiated the Harvard Fellowship Scheme, in which able and talented young men (and in recent years, young women, too) came over to join the Common Room for their first post-graduate year. They have brought great enrichment to Shrewsbury during the last four decades. Eric considered that his single, most significant decision was to double the number of Day Boys entering the School. This, too, was part of his drive to raise academic standards: Shrewsbury had become the administrative, legal and medical centre of an extensive (mainly Welsh) hinterland. Professional families were flooding into the town and, ever since, their sons have made a major contribution in all aspects of school life, and pre-eminently in academic attainment. Donald Wright had advised the Governors that his successor should be someone able to raise the academic standards of the school: by 1980 that aspiration had been triumphantly achieved.

The general feeling that their move to Eton was entirely appropriate was tinged with regret, which perhaps Eric and Poppy shared at the time, that they had been plucked too early from their comparative seclusion at Shrewsbury to face the full glare of metropolitan and world-wide scrutiny. Certainly they both retained a deep affection for the School and at his last Salopian Speech Day Eric admitted: 'I love the atmosphere of Shrewsbury – the faintly concealed enthusiasms, the friendliness of boys and masters, the devastating individual and corporate sense of humour' and he spoke of how he would miss the beauty of the Site and of the Shropshire countryside. Much later he said that of all the schools he worked in he would most have enjoyed being an Assistant Master at Shrewsbury, which he remembered as a Common Room of individuals, many of them highly able, all of them dedicated to the job, a few of them eccentric in ways that great schoolmasters can be. He observed that on the surface nothing was taken too seriously, but that beneath the humour and fun there was serious intent and no school, he thought, had a better team of housemasters than Shrewsbury in the 'seventies. He and Poppy bought a holiday home in Shropshire and took care to maintain their links with the School, the town and the county. In 1991 Eric accepted an invitation to be President of the Shropshire Horticultural Society and after the Flower Show he, in turn, invited its committee members to Eton and gave them a conducted tour. He served on the Governing Body of the School between 1994 and 2000 and he returned in 2002 to attend the celebration of its 450<sup>th</sup> Anniversary. He was elected President of the Salopian Society in 2004-2005 and has subsequently paid a number of private visits.

Beyond school walls Anderson had established himself as an authority on Sir Walter Scott, whose journals he had edited and published in 1972 and of whose residence, Abbotsford, he was a trustee. He greatly enjoyed his role as chairman of the National Heritage Lottery Fund between 1998 and 2001. Anderson was entrusted with the responsibility of recording the memoirs of Queen Elizabeth The Queen Mother, which were later to be made available for the use of her biographer; this was a notable tribute to Anderson's acknowledged discretion. 'A Scot to his eyebrows', he was appointed Knight of The Thistle, the highest Scottish Order of Chivalry, in 2002. Golf and Angling were his private recreations; he was enthusiastic about both and he wrote recently to an Old Salopian, currently the Ryder Cup Director of the European Tour, who had been his pupil when Headmaster, that if he had not had the opportunity of being the Headmaster of Shrewsbury and Eton, then, outside the sphere of education, his was the job that he would most have coveted.

Sir Eric Anderson died in his sleep, at his home in Oxfordshire, on 22<sup>nd</sup> April 2020, aged 83 years. He is survived by his wife Poppy and by their son David, Lord Anderson of Ipswich Q.C., former Independent Reviewer of Terrorism Legislation in the United Kingdom, by their daughter Kate, also a teacher, who is married to Will Gompertz, the BBC Arts Editor, and by their grandchildren.

*30 April 2020*

*A version of this obituary will appear in the next edition of The Salopian*

# Summer Term Pastoral Update - 1 May 2020

Friday 1 May 2020

*An update from Anna Peak, Deputy Head Pastoral.*

As the remote schooling routine settles it is worth pausing to acknowledge that it is common to have good and bad days. 'All over the place' feelings of inconsistency are not personal failings; they are a normal reaction to the unfamiliar. Tiring easily? It's because your brain is working hard and juggling complex tasks whilst dealing with the different routines you are establishing. Perhaps future based goals, projects and dreams have disappeared. Do not worry, it's your brain knowing that working in the short term right now is a safer way for you to cope.

With this in mind, our pastoral support continues apace. So far this term Housemasters and Mistresses have made in excess of 1600 phone calls, tutors have held 80 zoom tutor meetings across the 3rd, 4th and 5th form, and another 600+ phone calls have been made by tutors to members of the Sixth Form. These statistics remind me of the mid-1990's BT advert starring Bob Hoskins, with the famous slogan 'it's good to talk'. This sentiment echoes the feedback we are receiving from the pupils.

# Pupil Mairi Raises Essential Money for Kenyan Community

Friday 1 May 2020

*The effects of COVID-19 aren't always the illness itself, and Mairi (UVI, MSH) has been raising essential money to help others.*

Mairi, (UVI, MSH) lives in Gilgil, in Kenya, and has been raising money for her community. She writes:

"Because there is no tourism at the moment, and the cut-flower export market has completely closed down, 4000 people in Gilgil Kenya are on the verge of death from starvation. We have begun an emergency food project but are only able to feed 300 people. I know many of you have been touched by Kenya and more specifically Gilgil, either by visiting with the Hunt, or attending Pembroke House School.

As well as talking, our community is also 'doing'. News of volunteering efforts and charity work continue to reach us. Just this week Salopian families are offering to take part in medical trials, Frankie (UVI PH) has been volunteering at a local nursery and Lewis (UVI PH) continues with efforts to cycle 26 miles a day for 26 days for Shropshire MIND. Over in Kenya Mairi (UVI MSH) has climbed the Pembroke Bridge 704 times, the equivalent of Mount Kenya, to raise money to feed her local community. Please keep sharing what you are up to with us.

'Doing' has not just been confined to charity. Mr Lloyd, Severn Hill Assistant Housemaster and Head of Design Technology, has thrown down the gauntlet for us to take on the Spin Challenge. If you haven't seen the video do look at the twitter page @DTShrewsbury for some light relief. Likewise, if you haven't had a chance yet to read Charlie (UVI M) article written for Autism Awareness week, please do. It can be found [here](#).

I too have also been writing, but for a different audience; my 4-year-old nephew. Having misheard the word 'virus' as 'pirate' he believes that the reason he isn't allowed to attend nursery is because of the 'Corona Pirate'. In response, I have written him a swashbuckling adventure. It follows the escapades of a Prime Minister, with wild hair, an RAF Engineer and the pets of Badweswell Nursery as they lead the country to battle said, evil pirate. My efforts are no threat to David Walliams's literary top spot but written on a day when I felt low and was struggling it helped realign by 'motivation yo-yo' and onwards I went. Embracing activities and engaging with new things can be as helpful for our mental health as talking, so do enrol in the Co-Curricular options on offer whilst in remote and remember we all have bad days. It is completely normal.



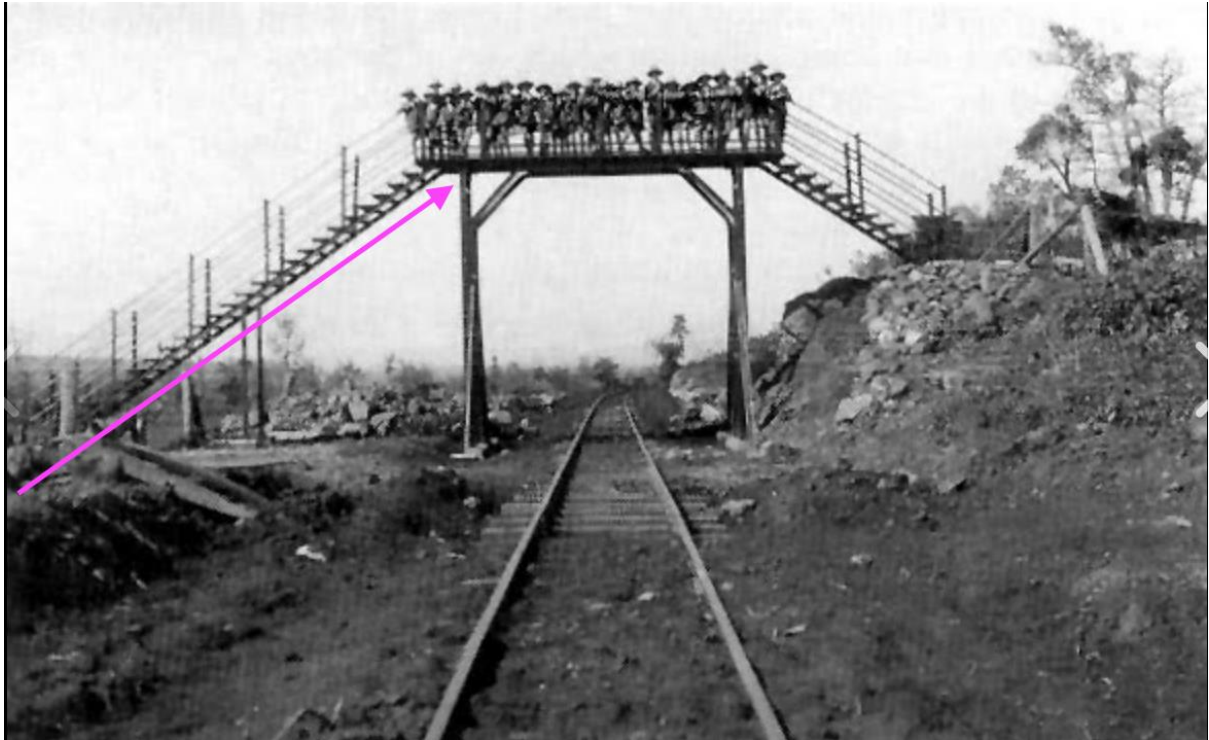


Last weekend I climbed the equivalent of Mount Kenya (5,199m), by walking up the Pembroke Bridge 704 times. That is 19,712 steps in order to raise money for the people of Gilgil. It took us 5 hours and 45 minutes.





We walked up the stairs with the pink arrow 704 times.



Walking down didn't count. **So far we have raised £1000."**

If you'd like to support Mairi and the newly destitute unemployed in Kenya, her website is still open: [Please follow this link to donate](#)



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# Summer Term Co-Curriculum Update - 1

## May 2020

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**Peter Middleton**

**Deputy Head Co-Curricular**

# Futures & Higher Education Bulletin

Thursday 7 May 2020

*A Summer Term week 3 Bulletin from the Futures Department, full of useful information, reminders, resources and weblinks for Fifth and Sixth Formers and their parents.*

Please follow the link to download it as a pdf: [Futures Bulletin Edition Week 3, Summer Term 2020](#)

# Salopians Connecting with Communities

Thursday 7 May 2020

*An update on how Salopians have connected with others and their communities to offer support.*

It is truly inspiring to see the acts of kindness from all areas of our Salopian Family. Social media and news channels are awash with highlights of activities and stories of connection and charitable endeavours that everyone can engage in if they are able.

In March and April Salopians have raised over £7,000 for worthy causes to help their communities and support the ongoing work of all key workers from the NHS, in schools, in care settings and food banks.

Our local NHS Trusts have provided thanks to the school and its staff for support in recent times:

John Short, Volunteer Co-ordinator for Shropshire, Telford and Wrekin Care Group at MPFT (Midlands Partnership Foundation Trust), "Since the start of the lockdown twenty of the Shrewsbury School teaching and support staff have been providing a volunteer rota for the Midlands Partnership NHS Foundation Trust undertaking a range of practical support jobs for the local mental health services in Shropshire and Telford and Wrekin. The community-based jobs have included picking up urgent blood samples, delivering prescriptions, taking PPE to community staff and making regular contact with older patients living alone and at home with memory problems. The volunteering service has been warmly received by the local NHS community services and the service will be continuing whilst the lockdown continues, and school duties allow."

Cathy Riley, Managing Director and Operations Director, Shropshire, Telford and Wrekin Care Group, said that she "was very grateful for the school approaching the Trust and setting up this rota and it's great to see the school supporting the local mental health and NHS services" '.

Below is a collection of some of the activities and stories that may still be ongoing or have occurred in recent months. This is not an exhaustive list. There are also links to support or engage if you are able and would like to make contributions.

**Some Salopians are undertaking physical challenges to raise money for worthy charities:**

**L Evans (PH U6th)** - 26 days cycling 26 miles every day in aid of Shropshire Mind; current total £1200

To support visit - <https://uk.virginmoneygiving.com/fundraiser-display/showROFundraiserPage?userUrl=LewisEvans20&pageUrl=1>

**M Nuijten (MSH Upper 6th)** - virtually 'Climbing' Mount Kenya supporting her local community, [visit here for full story](#); current total £1492

To support visit - <https://www.justgiving.com/crowdfunding/mairi-nuijten-1>

**A Biggs (PH L6) & all of Port Hill** plus others across the Salopian Family - 26 Activities on 26 March for Medic Malawi; current total £977

To support visit - <https://uk.virginmoneygiving.com/fundraiser-display/showROFundraiserPage?userUrl=AlfieBiggs1&pageUrl=1>

**T Wylie (PH 3<sup>rd</sup> Form)** - 5K run each day for 32 days (started on 29<sup>th</sup> April) raising money for Leukaemia Research and Blood Cancer Trust in memory of his older brother, who would be 32 this year; current total £1195

To support visit - <https://www.justgiving.com/fundraising/theo-wylie>



**Rob Cross (OS) & Rob Treasure (OS)** - Cricket Marathon in their gardens running 2,387 times between cricket stumps, wearing whites and gloves with a cricket bat in hand raising money for Chance to Shine and NHS; current total £7,000+

To support visit - <https://uk.virginmoneygiving.com/fundraiser-display/showROFundraiserPage?userUrl=hitandrun&pageUrl=2>

### **Sponsored Head Shaving**

**A Carroll Ch 3<sup>rd</sup> Form** – A sponsored head shave for NHS Charities Together; current total £540

To support visit - <https://uk.virginmoneygiving.com/fundraiser-display/showROFundraiserPage?userUrl=AustinCarroll&pageUrl=1>



**Mrs F Nicholas (staff)** – A sponsored head shave for Alzheimer's Society; current total £1500

To support visit - <https://www.justgiving.com/fundraising/fenellanicholas>



### **Lots of Salopians have been volunteering or collecting, here are some examples:**

- Over 20 staff are volunteering with their local NHS Trusts to help with moving PPE around the area between hospitals, pickup and delivery of prescriptions, food shopping for the vulnerable and 'check and chat' phone calls in support of the lonely and vulnerable
- C Williams (MSH L6) – working in a local hospice, chatting & making tea
- I Morris (MSH 5<sup>th</sup> Form) – volunteered in a care home for a fortnight in the holidays

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## Other Activities and Donations

- Our Design Faculty has produced 1,000+ face shields. These have been produced throughout the Easter holiday and Summer Term at up to 100 per day depending on availability of materials. These items have gone to GPs locally in Shropshire and in Cheshire, as well as to a group of local care homes.
- Over 300 pairs of eye goggles from Biology, Chemistry and Design have been donated to hospitals in Shrewsbury and Telford.
- Over 1250 pairs of gloves, 100+ surgical masks, 100s of disposable aprons and surplus anti-bacterial hand wash have all been donated to the hospitals in Shrewsbury, Telford and the Severn Hospice.
- Webcams have been donated to a local GP to enable remote consultations.
- Following two large generous donations of masks, from a Hong Kong family and a Chinese family 2000 face masks have been delivered to a group of local care homes recently.
- Tea, coffee, and sugar, plus toiletries have been donated to the local hospital.
- Accommodation has also been made available for NHS as might be required; this has not been accessed yet.

# Letters from Shrewsbury No. 9: Dear Video-Conferencing App beginning with Z

Tuesday 12 May 2020

*The latest in the Headmaster's series of 'Letters from Shrewsbury'. A letter to 'Dear Video-Conferencing App beginning with Z'*

Please follow the link to enjoy reading it:

**No. 9: 'Dear Video-Conferencing App beginning with Z'** (11 May 2020)

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Links to the Headmaster's earlier 'Letters from Shrewsbury' are published below:

**No. 8: 'Dear Cricket'** (26 April 2020)

**No. 7: 'Dear Candidate'** (24 April 2020)

**No. 6: 'Dear So'** (29 March 2020)

**No. 5: 'Dear School As We Disperse'** (25 March 2020)

**No. 4: 'Dear Mothering Sunday'** (22 March 2020)

**No. 3 'Dear Detectorist'** (15 March 2020)

**No. 2: 'Dear Gerald'** (2 February 2020)

**No. 1: 'Dear 2020'** (9 January 2020)

# Salopians Supporting Communities

Friday 15 May 2020

*A further update on how Salopians are continuing to support and connect with their communities.*

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At the last destination, Normanton, they were met by the owners of the care home who came out to thank the pupils. They talked about the great links with Shrewsbury and the volunteering on Thursday afternoons especially mentioning Finn and how one resident was missing him!

The Owner of the Care Home subsequently sent this email to the school:

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As you know, we have had the pleasure of volunteer students from Shrewsbury School assisting with activities on a Thursday afternoon for many years. They are, of course, unable to come at the moment because of the situation.

One of their teachers contacted me a couple of weeks ago to see if we would like to join their 'pen pal' scheme and so this week we received twenty letters for the residents from students in Year 10. We have been reading them all afternoon and they are absolutely fabulous... full of news about what they've been doing, the joys of online schooling, plans for the future, photos of dogs and the sweetest little messages for our residents. It has really done our hearts and souls good.

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# Cricket Star Sessions add an Edge to Remote Learning Programme

Friday 15 May 2020

*Discover how our young players are enjoying Cricket in remote with the help of Cricket stars!*

Given the wholehearted commitment to our winter training programme which began in November, we had high hopes for a summer filled with fun, learning opportunities, and hopefully some silverware. Despite the current situation, our young players have fully embraced our remote programme, and are impressing the coaches with their efforts on a daily basis.

Technical sessions are being carried out via our interactive online hub, tactical challenges are giving potential captains a chance to show off their leadership credentials, while they have also been tackling cricket specific strength and conditioning sessions that can be easily completed at home.

In addition, we have also hosted live Q and A sessions with both Worcestershire CCC captain Joe Leach, and former England international James Taylor, with more current professionals scheduled in the coming weeks!



The pupils have engaged with these extremely maturely, and have gained priceless insight into how these players have progressed following their time at Shrewsbury. Our Master I/C Andy Barnard remarked that they have been a privilege to watch and listen to.

Joe, formerly of Moser's Hall, is still thankful for the grounding he gained here, saying of his time at Shrewsbury "I have thought on many, many occasions, that Shrewsbury School, as an experience, without you even realising, sets you up really well for professional sport.". Questions ranged from enquiries about the finer points of captaincy, through to requests for advice on dealing with pressure in the crucial moments.



James, despite going on to represent England at Test and ODI level, still holds Shrewsbury close to his heart, describing his five years here as "Honestly the best time of my life". James spent

almost 90 minutes talking through the highs and lows of his stellar career, educating and entertaining in equal measure.

While the cricket season may still be shrouded in uncertainty, the young players here are, in true Salopian style, embracing the challenge head on.



# Summer Term Pastoral Update - 15 May 2020

Friday 15 May 2020

*An update from Anna Peak, Deputy Head Pastoral.*

Human beings are social animals. We don't need the Darwin statue to remind us of this evolutionary characteristic. Whether we like the company of many, or a select few, the truth is we have built modern society through social interactions, granted not always positive. Every fragment of communication we create builds or weakens social bonds. As a race we enjoy coming together to share common values and beliefs. There is no better environment than the comforting arms of a community. It is only at our most comfortable that we are willing to fail, to try something different, because we know we will be caught.

One of the best things about working or studying at Shrewsbury is that you get to feel part of a community, in a time when some might argue that community in its traditional sense has been eroded, dislodged by faster paced lives and online communications.

Shrewsbury School has and always will prioritise the importance of community.

The more time we spend apart, the more the moments that stitch our community together become apparent to me, and I find myself reflecting that these moments aren't the big show pieces, however wonderful the House Singing, Tucks and Bumps might be in the wider community picture. It's the things like informal chats with my GCSE sets before and after lessons, the pupil's banter with Julie in Grot Shop, the after supper footballers illegally using the goalmouths, the sound of an impromptu chorus of 'Liberia me' in KH.

For the Housemasters and Housemistresses it's the sounds and smells (!) associated with a house full of energetic, fun loving and interesting personalities, the joy of having a thousand different conversations daily about a range of topics, and being taught new things everyday by the pupils in their care. But most of all it's the moments when we help each other. So much of what staff do to help is a subtle blend of social clues, reading of body language and timing. As useful as zoom is, with its amusing renaming options and mute function, it is not socially satisfying. You don't get the humorous asides, the supportive glances, the feel of a hand on the shoulder.

Never have I been prouder of the quality of our Housemistresses and Housemasters than in the past few weeks. The energy, creativity, adaptability, and tenacity they have shown on the pupil's behalf to shape the care currently being provided is incredible. This can be seen through the 1:1 support they offer, spending hours on the phone each week and the way in which they continue to reinvent virtual group meetings to keep things fresh. They continue to produce activities to keep their communities engaged; I am particularly impressed by the novel and creative ways they are currently assembling this year's house photos. These master pieces will adorn the walls of houses, in stark contrast the more regimented traditional ones. A historic reminder of the year that was different. The support they are showing families is outstanding, always there at the end of the phone to listen when people need someone outside their family to talk to, even if all that is needed is agreement that this situation is, to put it politely, 'just a bit rubbish'. They are keeping the backbone of our community in place, continuing to create moments that bond us together.

Therefore, this week my pastoral update is not about the pupils. It's about those caring for them and championing them in their physical absence. It is a 'thank you' to those that prioritise the planning ahead for when we reopen, remember birthdays, contact tutees when they see

something on the TV that reminds them of them, those that sense someone is not themselves in a lesson and drop them a private message afterwards to check all is ok. It's a thank you to a friend of mine who refocused my perspective and reminded me about the importance of community and how lucky I am.

It's a 'thank you' to all the Shrewsbury staff. They are not just subject teachers. They understand that supportive communication and showing you care is part of our school DNA. We are after all social animals and this is what community is built on

# Futures & Higher Education Bulletin

Friday 15 May 2020

*A Summer Term week 4 Bulletin from the Futures Department, full of useful information, reminders, resources and weblinks for Fifth and Sixth Formers and their parents.*

Please follow the link to download it as a pdf: [Futures Bulletin Edition Week 4, Summer Term 2020.](#)

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# National Youth Theatre Pupil Success

Friday 15 May 2020

*A Shrewsbury School pupil has made an outstanding achievement by gaining a place in the National Youth Theatre of Great Britain.*



Fourth Former Kate Woodman has won a place in the National Youth Theatre of Great Britain (NYT) this summer. This is an extraordinary achievement; thousands of young people audition every year and only the most talented and committed are offered a place.

Founded in 1956, the NYT is the world's foremost youth theatre, producing exceptional work that tours to the West End and the Edinburgh Festival. Alumni include Helen Mirren, Daniel Craig and Daniel Day-Lewis. Kate will be attending the NYT Summer course in July and will then be able to audition for all NYT productions until she is 25 - so we can look forward to the next decade of Kate's performances!



Kate comments: “I am very excited and could not have done it without Doc Brown’s help!”

Kate has been a stalwart of Shrewsbury Drama since arriving as a Drama Scholar in 2018. Her performances have included *Under Milk Wood*, *Jesus Christ Superstar*, *A Matter of Life and Death* and *Murder in the Cathedral*. She is currently in rehearsal for our latest original musical, *Gatsby*, in which she is playing Klipspringer.

# Summer Term Academic Update - 15 May 2020

Friday 15 May 2020

*An update from Maurice Walters, Deputy Head Academic.*

This term has divided itself into distinct phases rather neatly and, such is the unusual landscape in which we find ourselves operating that I have frequently found myself relating the management of the academic programme (in a predictably grandiose manner) to the phases of a NASA mission. The first three weeks, leading up to the extended Coach Weekend were all about the launch – using a more interactive and dynamic set of platforms to build a powerful furnace of engagement and to propel both staff and pupils into a ‘new normal’.

Both teachers and pupils have worked with breathless industry during that period – whether that be in compiling and creating resources for the various UVith Programmes, refining and re-scheduling schemes of work for the IVth and LVith Forms, concocting timetables and processes for our Fifth Form as they prepare to enter upon their Post-GCSE programme or guiding our youngest pupils through a stimulating and varied theme week. It feels now as if we have broken through the initial turbulence of the atmosphere and entered into a calmer mode of orbit.

As with any mission, however, while the launch is critical, the moments that follow are far from idle. This week saw our first tranche of Shrewsbury U lectures taking place alongside lessons in the ILM qualification. That almost every single member of the U6 has now engaged with this process enthusiastically and determinedly is a testament to the sort of Salopian spirit and resilience which makes it such a privilege to be associated with this school. The Fifth Form, too have been engaging in a few spacewalks – enjoying some introductory sessions on study skills and the Extended Project Qualification in preparation for the inception of their Sixth Form experience next week.

In the last week before exeat and in the first week after we return, we are running a series of assessments for the Third Form, Fourth Form and Lower Sixth respectively. These are not examinations – and pupils will not be expected to prepare for them on anything like the scale they would have done had they been sitting summer exams on site. We want to use these ‘in-flight checks’, along with our regular pupil-feedback surveys to ensure that our plan is working, that pupils are making good progress and to make those necessary and important refinements to the programme to ensure that we stave off ‘fatigue’ and ensure that the best possible education is being provided for all, even in these difficult times.

After Exeat, of course, we will be ‘landing on the Moon’ – no single year-group will be in quite the same position as it would ordinarily. The Lower Sixth and Fourth Form will be in their assessments, the Third Form will have made the transition into a timetable that allows them to embark on their GCSE subjects and the Fifth and Upper Sixth will be experiencing a meaningful taster of what the next phase of education will feel like. If we have phased everything correctly, then we should be able to touch down safely and securely – more Apollo 11 than Apollo 13, if our luck holds!

In all of this, the Salopians themselves, in all years, have been utterly magnificent. Rising to challenges creatively, following instructions to the letter and acting in intellectual defiance of the current context. It is a privilege to be associated with them and we look forward very much to a moment when we can implement a plan for a successful re-entry!



# Summer Term Co-Curricular Update - 15 May 2020

Friday 15 May 2020

*An update from Peter Middleton, Deputy Head Co-Curricular.*

## **Salopian Inspiration: Initiative Adapting to the 'New Normal'**

School will feel a little different for our pupils right now as we adapt to the new circumstances we find ourselves in. It is perhaps interesting, therefore, to cast our eye back to a period in Shrewsbury's history where the school population likewise needed to adapt, finding creative solutions to an unusual and unprecedented scenario.

Michaelmas 1939. The entire school population of Cheltenham College decamped to Shrewsbury with the onset of war. The logistical operation of fitting in two schools is described by Basil Oldham in his *History of Shrewsbury School* as "a marvel of organisation":

*"As one school came out from work or Chapel the other went in.... The Alington Hall became Cheltenham's hall of assembly, the room above the Shop their masters' common room, the boat house their bursar's office, the old museum their band practice room and Kingsland House stables their armoury."*

During a period of particularly severe weather in March 1940, the whole of Top Common was covered in ice. The opportunity for a sporting encounter was too good to miss- Oldham reports that "Shrewsbury and Cheltenham each hurriedly created a new office, that of Captain of Ice Hockey, and a match...was played on the 1<sup>st</sup> XI wicket, and, like the Tucks Run, duly reported in the sporting columns of *The Times* to the amazement of many Old Salopians who could not understand this sudden desecration of so sacred a spot."



## **Salopian Initiative**

Alas, the Shrewsbury School ice-hockey team only ever played one match (where they were soundly beaten!) but it's a wonderful example of pupil initiative, a trait that remains a strong characteristic amongst our current generation of Salopians. Alongside Salopian [creativity](#), pupil initiative and endeavour continues to abound in the co-curriculum during the remote period.

### **Class Act**

Perhaps one of the most interesting options in our virtual co-curricular programme is a weekly Magic Masterclass run by one of our Sixth Form pupils- Rohan McC- who is generously giving his time (and his secrets) to fellow Salopians and developing their skills in this artform. Rohan is an exciting young talent; those of us who've had the privilege of seeing him perform live can testify to his mesmerising skills (an example of his work can be seen in this short [clip](#)). A class act!

### **Pupil Leadership**

It has been great to see senior pupils such as Rohan take an active role in initiating and delivering a number of the activities this term. Meaningful pupil leadership has always been a strong feature of a Salopian education and this continues through the virtual programme. [MUN](#) continues to see pupils playing an active role in its delivery with Salopians joining the weekly live debates from as far afield as Japan and Hong Kong. Meanwhile, sixth former Thomas J has offered to help lead a junior debating group, passing on his skills and experiences to the next generation.

Pupil initiative likewise abounds in the Individual Projects strand of our co-curricular programme with some exciting work being undertaken across a wide sphere of areas, whilst the popular 'How to Become an Adventurer' group are busy working on their plans for future expeditions and micro-adventures inspired by talks from, amongst others, explorer Charlie Walker and former pupils and recipients of Miles Clark Travel Scholarships Felicity Hayward and Tessa Scott-Bell whose [cycling expedition in South America](#) provides another fine example of Salopian initiative.

### **Get Your Skates On!**

We might not be experiencing the sorts of temperatures that Shrewsbury saw back in March 1940, but we're certainly seeing plenty of the same Salopian initiative. We may face different circumstances but the positive spirit and enthusiasm for initiative and endeavour continues and will no doubt persevere through the months ahead. Thin ice? No- we're on firm ground when it comes to the Salopian spirit of initiative!

**Peter Middleton**

**Deputy Head Co-Curricula**

# Summer Term Academic Update - 15 May 2020

Friday 15 May 2020

*An update from Maurice Walters, Deputy Head Academic.*

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# Welcoming the Wildlife at Shrewsbury School

Thursday 21 May 2020

*A chance to read an article published in MyShrewsbury magazine featuring the School's new Biology Wildlife Garden.*

Shrewsbury School pupils may be absent from the School Site at the moment – busily engaged in an extensive academic, co-curricular and pastoral remote learning programme. But the fruits of their labours in the School's new Biology Wildlife Garden are very much in evidence (and regularly shared in photographic form with the school community), providing welcome and hopeful signs of the ongoing rhythms of the natural world and the approach of summer.



Positioned next to the Biology building named after Charles Darwin, the School's most renowned former pupil (who would surely have heartily approved of the project), the garden has been designed by members of the School's Natural History Society to provide a haven for



wildlife, an educational resource and a space that can be enjoyed by the whole school community and visitors alike.



More than 30 pupils from all age groups have been busily working in the garden since September, planting 725 wildflower bulbs and native perennials and sowing wildflower seeds that will encourage birds, butterflies, bees and other pollinators. With the help of the grounds team, they've created a pond and are eagerly looking forward to welcoming groups for pond-dipping sessions. And they've been putting up bat boxes and nesting boxes for house sparrows, grey wagtails and tree creepers.



Just before the end of the Easter term, they were delighted to welcome the arrival of Red Mason Bee cocoons and place them in a specially created release box. These small solitary bees are incredible pollinators, and the Biology Garden is part of the locally-based Red Mason Bee Guardian Scheme.





“If you are looking for people who are passionate about the environment, our generation is probably the best place to look,” says Sixth Former Jude Huffer. He is one of a group of Natural History Society members who have recently formed an Eco Committee. The group has quickly gained support from fellow pupils keen to get involved and has exciting plans for the future. “All schools have a major role to play in the education of ‘nature-based solutions’ and planning for a future that includes and values the natural world. Shrewsbury School, with its links to Darwin and celebration of the Natural World, needs to be at the forefront.”



# Summer Term Academic Update - 22 May 2020

Thursday 21 May 2020

*An update from Maurice Walters, Deputy Head Academic.*

Like so many people, when lockdown began, I made bold plans for self-improvement projects which have now mostly fallen ignominiously by the wayside. One of the slices of this particular sky-based pie was an intention to re-read the works of Dickens and particularly to revisit one of his very best novels 'Our Mutual Friend'. Had my fringe not descended so far as to cover my eyes in the last several weeks I would no doubt have thoroughly enjoyed wending my way through the typically twist-ridden plot and re-encountering some of the magnificently peculiar characters. One such character is Betty Higden, a poor, elderly woman who has a terror of being sent 'to the workhouse'. Whenever she crops up in the narrative she talks of 'the deadness' creeping over her – a feeling of extreme lethargy and exhaustion that is so overpowering as to create a sort of gloopy malaise.

I think that anyone who has been working from home (pupils included) can probably relate to Mrs Higden's sensation. The sense of the days blurring into one and the vast majority of that day staring intently at variously arranged pixels can certainly bring on the deadness fairly quickly. There are moments in each day at which energy levels droop and where apathy agitates against willpower.

In our academic provision, as well as being determined to maintain high levels of progress and meaningful endeavour for all, we have also been intent on warding off 'the deadness'. Our efforts in this regard have been in two strands: the remote learning delivery and the curricular offering itself. In terms of the former, we continue to develop and refine in the light of pupil and parent feedback. The system will never be perfect and will never be as tailored as the sort of classroom experience we would normally want for our pupils, but by introducing new strategies, technologies and tasks, we hope to keep this as fresh as it possibly can be in the weeks ahead.

In terms of curricular offering, this week has seen important developments for those year groups who would previously have been sitting their examinations. The Fifth Form, who have been, frankly, magnificent in terms of their diligence and engagement have embarked on their Post-GCSE programme – moving into those A Level subjects and experiencing a more independent, higher-order mode of education. The teaching staff have been delighted with the new cohorts whose enthusiasm and eagerness to progress into new territory has been tangible. The U6 too, have been throwing themselves into the Shrewsbury U and ILM programmes with determination and evident excitement. From expertly researched tutorial presentations on the character of Egyptian Art under Akhenaten to explorations of the concepts of the Global Village, intellectual curiosity and engagement have been very much to the fore and that synergy between the enthusiasms of the staff delivering the programmes and the genuine interest of the students has created something very powerful indeed which we will be looking to retain in the Shrewsbury landscape in the years to come.

The forthcoming Exeat will, I hope, serve to ward off 'the deadness' for pupils and teachers alike – but we are also planning some 'positive disruptions' for our Fourth Form and Lower Sixth in the wake of their examinations to break up any sense of monotony and keep their experiences fresh and meaningful. The pupils have worked brilliantly hard this term so far and it remains, as always, a pleasure and privilege to work with them even in these difficult times

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Thursday 21 May 2020

*An update from Maurice Walters, Deputy Head Academic.*

Like so many people, when lockdown began, I made bold plans for self-improvement projects which have now mostly fallen ignominiously by the wayside. One of the slices of this particular sky-based pie was an intention to re-read the works of Dickens and particularly to revisit one of his very best novels 'Our Mutual Friend'. Had my fringe not descended so far as to cover my eyes in the last several weeks I would no doubt have thoroughly enjoyed wending my way through the typically twist-ridden plot and re-encountering some of the magnificently peculiar characters. One such character is Betty Higden, a poor, elderly woman who has a terror of being sent 'to the workhouse'. Whenever she crops up in the narrative she talks of 'the deadness' creeping over her – a feeling of extreme lethargy and exhaustion that is so overpowering as to create a sort of gloopy malaise.

I think that anyone who has been working from home (pupils included) can probably relate to Mrs Higden's sensation. The sense of the days blurring into one and the vast majority of that day staring intently at variously arranged pixels can certainly bring on the deadness fairly quickly. There are moments in each day at which energy levels droop and where apathy agitates against willpower.

In our academic provision, as well as being determined to maintain high levels of progress and meaningful endeavour for all, we have also been intent on warding off 'the deadness'. Our efforts in this regard have been in two strands: the remote learning delivery and the curricular offering itself. In terms of the former, we continue to develop and refine in the light of pupil and parent feedback. The system will never be perfect and will never be as tailored as the sort of classroom experience we would normally want for our pupils, but by introducing new strategies, technologies and tasks, we hope to keep this as fresh as it possibly can be in the weeks ahead.

In terms of curricular offering, this week has seen important developments for those year groups who would previously have been sitting their examinations. The Fifth Form, who have been, frankly, magnificent in terms of their diligence and engagement have embarked on their Post-GCSE programme – moving into those A Level subjects and experiencing a more independent, higher-order mode of education. The teaching staff have been delighted with the new cohorts whose enthusiasm and eagerness to progress into new territory has been tangible. The U6 too, have been throwing themselves into the Shrewsbury U and ILM programmes with determination and evident excitement. From expertly researched tutorial presentations on the character of Egyptian Art under Akhenaten to explorations of the concepts of the Global Village, intellectual curiosity and engagement have been very much to the fore and that synergy between the enthusiasms of the staff delivering the programmes and the genuine interest of the students has created something very powerful indeed which we will be looking to retain in the Shrewsbury landscape in the years to come.

The forthcoming Exeat will, I hope, serve to ward off 'the deadness' for pupils and teachers alike – but we are also planning some 'positive disruptions' for our Fourth Form and Lower Sixth in the wake of their examinations to break up any sense of monotony and keep their experiences fresh and meaningful. The pupils have worked brilliantly hard this term so far and it remains, as always, a pleasure and privilege to work with them even in these difficult times.



# Futures & Higher Education Bulletin

Thursday 21 May 2020

*A Summer Term week 5 Bulletin from the Futures Department, full of useful information, reminders, resources and weblinks for Fifth and Sixth Formers and their parents.*

Please follow the link to download it as a pdf: [Futures Bulletin Edition Week 5, Summer Term 2020.](#)

[Please follow this link to register for the Futures talks after the half-term break.](#)

# Public Speaking - In Remote!

Thursday 21 May 2020

*Each week a group of Salopians from across the year groups meet with Mr Mackridge and Mrs Corcoran to present a five-minute 'public' speech (in remote!) on a nominated topic.*

The emphasis is placed on peer listening and feedback before a group vote is taken to decide on the strongest speech.

Last week the group were challenged to create a speech about what the Post-Covid 19 world should look like.

Nora H (M, LVI) was chosen as the winner and you can read the speech below.

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## **What a Post-Covid World should look like**

Our life after Covid-19 will never be the same as before.

The virus has an impact on us all. Small changes in our daily life up to enormous shocks in the global economy.

What should our world after Covid-19 look like?

Lock-down restrictions and travel bans have forced us to stay at home. To work from home. And what we now see which is very surprising for many employers: It works! It is possible to work from home with the same productivity level.

The average worker needs 90 Minutes to get to work and back. 90 Minutes! If companies would shift their working method from working in offices to working from home then it would not only mean that these people have gained so much time but also a decrease of the travel costs and transport energy.

Everyone is now confronted with technology, everyone must be able to use. Same with us. We are talking via Zoom right now. This means that after Covid-19 people might think twice if they really need to meet physically or if the meeting could take place online as well.

This would have a huge impact on transport and travelling. Air transport would be drastically reduced. We can now see the impact of the travel restriction in satellite pictures. How it affects air pollution. And people now see that if everyone takes part we can have a huge impact on our environment.

Which new possibilities do we have now to fight climate change?

The economy has suffered a lot under the measures. People stopped consuming. Now it is down to governments to help companies to recover. Governments are now able to help companies planning and retooling. More support for environment friendly companies, green conditions linked to support. Changing and reshaping supply chains towards a more sustainable way. Changing the focus to decarbonization.

Additionally investments will be made for funding medical research. Testing capacities will be expanded and the research and development of vaccines and prevention.

The focus has also shifted towards the public health system. Different systems in different countries have shown different ways of coping with the current overload. It is now down to every country to analyze and to change for better. Change for better, change for greater protection.

But let's be honest. What I've just described is a perfect world. This will not happen. But maybe some things might change.

Shifting working methods to home office sounds great if you have family and a nice housing. What will happen to those living alone? It is a human desire to have contact. Working in an office provide this daily contact. So maybe companies will offer an office for their employees for two or three days per week. Maybe they will shift their head office from the city centre to more outer parts to save renting costs. And the need for human contact might cause a stronger support for local shops as people in their home office might go to the shop around the corner instead of eating their lunch in London's largest chains.

And maybe not everyone likes working from home. But if only 10% of people would change their working methods then this would still have a huge impact.

It is also not possible to make every company green. But if only a few will change. If only a few will take the opportunity to reshape and improve then this is still the right way.

And lastly: what can we do?

We need to help our local businesses. Travel, tourism, retail, restaurants, cinemas, etc. These companies will need our support as consumers. We can help by supporting them and our economy.

Despite all the deaths and all the suffering, this pandemic gave us the chance to change something. Change our daily life, change our world and make it a bit better. It gave us time to think. To think about what is actually important in our life.

Thank you.

# Concert Party Programme

Friday 22 May 2020

*Ms Turpin showcases the new Concert Party programme for local care homes.*

The Concert Party programme is aimed at being a virtual replacement for our regular Thursday afternoon visits to residential settings in and around Shrewsbury.

In our live visits we usually present a mixture of short generally familiar solos and small ensembles, followed by a short sing-along, which the residents always enjoyed hugely. We clearly haven't managed a proper sing-along in this first film, but we will be trying to include at least one item each week that it is likely people will join in with.

We are hoping to establish a live link into the care homes (technology and social distancing allowing) so that we can interact directly with the residents, and the programmes could then include ensembles again and a live sing-along. We have sent out the link directly to care homes this morning including our regular venues and some new homes we are yet to visit in person.

We will produce a weekly programme of performances to send out during the remainder of the term. We will be asking care homes for any special requests so that we can hopefully put one or two into the future programmes with a relevant dedication.

Concert Parties were offered as one of the remote activities this term and this has enabled more students to contribute and be involved.

*Ms Turpin*



# Who Do You Think You Are?

Friday 22 May 2020

*An update on the fantastic Third Form theme week!*

As a break to the intense routine of remote learning, the Third Form were given the opportunity for a slightly slower pace of life for the week leading up to the Coach Weekend. Not that they would be working any less hard, but in a different way on extended tasks that allowed the creative juices to flow more freely than they might within the strictures of the normal timetable!

Throughout the year, the Third Form have been following the *Origin* curriculum, and have had various sessions entitled "*Reading the World*". The theme week, therefore, was an opportunity to draw together some of the threads discussed in these sessions in a more extended way, by looking at the concept of identity: who we are; what we mean in the context of the world unfolding around us; what identity means in a modern age where we are splitting ourselves between the physical reality of who we are as a person, and the virtual reality of the person we present ourselves online.

The week was separated into the four strands of the *Floreat* model of education followed here at Shrewsbury: Creative, Intellective, Active and Reflective. Each day, therefore, allowed pupils to explore themselves within each of these concepts of identity.

*Monday* saw them attempting to create a piece of expressive work that conveyed identity and a reflection of who they thought they were, in the form of any one of a self-portrait, dance, a piece of self-composed music or song, a piece of design, or a sculpture. They were asked to try to capture the essence of aspects of their character, such as their nature, personality, expressions, values, and beliefs (to name but a few). The success of the day was captured by many by video, .mp4 soundtrack, and photograph, some of which is showcased here.

*Tuesday's* task was more intellective, and they were asked to research their family history and create a family tree. The challenge for some was how to elaborate on those one or two of your family members who perhaps lived at an interesting time, worked an interesting job, or whose story they were particularly intrigued by? In attempting to bring this to life, there were video interviews, photographs, and family memorabilia all exhibited remotely. Some included highlights of one or two of their ancestors who experienced key moments of history at first hand - there was even reports that one ancestor was one of the four knights responsible for the death of Thomas à Becket in Canterbury Cathedral!

*Wednesday* was on the theme of 'active' identity, with the two tasks of: producing a piece of reflective work on their own background experiences of a sport, an activity, or an outdoor pursuit, and to explore the origin and evolution of a sport or an activity of their choosing. There were numerous interesting comparisons made between then and now - who knew that Lacrosse was an Olympic sport in 1904 and 1908, and as for the changes in the equipment! Of course, Shrewsbury's own claim to the original rules of Association Football was explored by several keen exponents of that particular field.

*Thursday* brought the week to a close, and gave an opportunity to seek an answer to the question, 'Who do you think you are?' After such a busy three days, it was important to reflect upon what they had learned and, indeed, discovered. Each Third Formers therefore produced a new piece of creative, intellective, or active work that sought to answer the question itself, and a short one-page summary reflecting on what they had learned from the process.

To judge the success of the week overall by words alone is impossible, so here are just a few pictures that showcase a small fraction of the work that was completed in the week.

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### **Luke W (SH) - A Reflection on 'Who do you think you are?'**

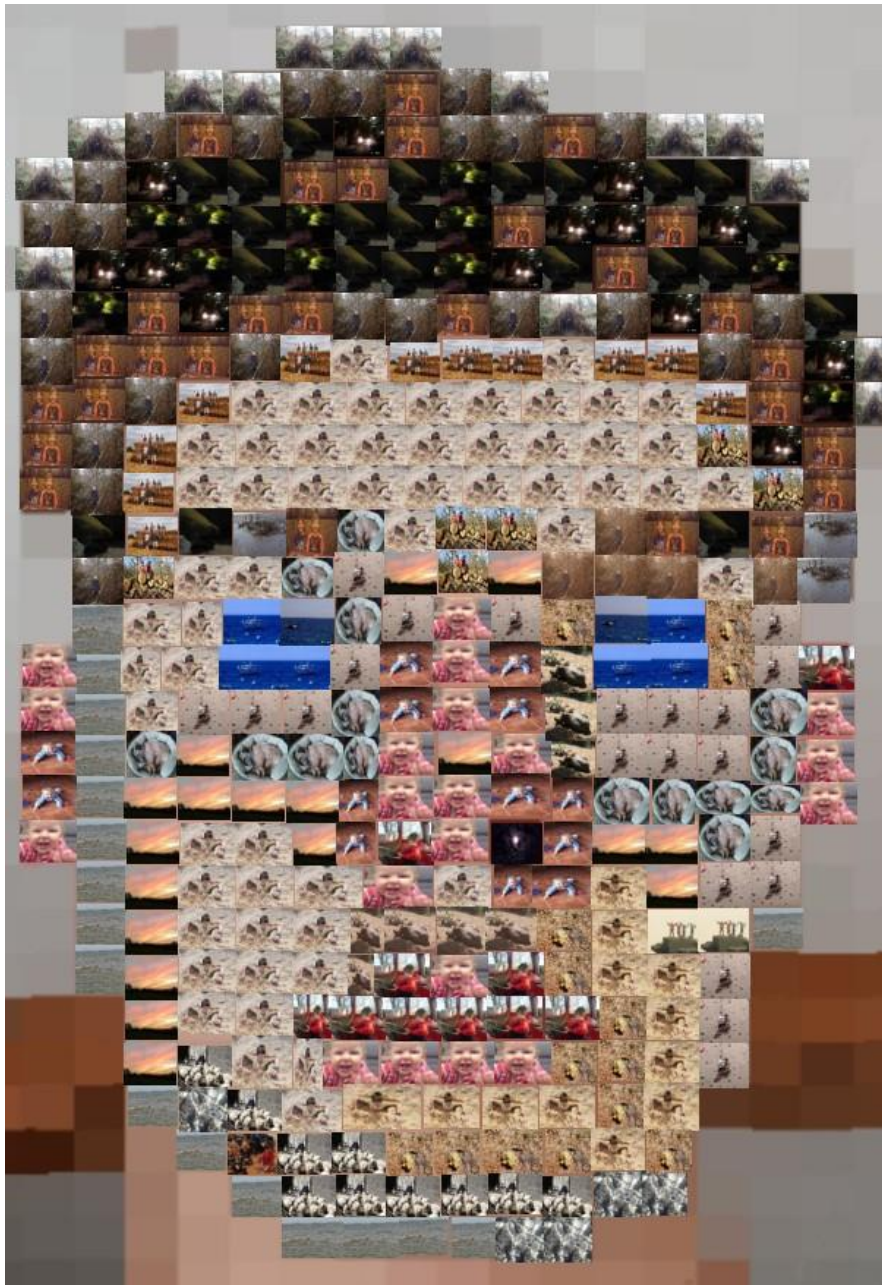
This week has been fundamentally a chance to rediscover my personality and definitions as not only a human but as a person who has a conscience and emotions. Through my paintings I have attempted to convey some of my passions and thoughts. To exemplify this, the astronomical painting reflected not only on my fascination for deep space and galactical entities, but it places you as a person in perspective to the grandeur of the observable universe. Instead of questioning yourself on your origins and your importance on this planet, it is more humbling to look at the bigger picture and come to the realisation that we humans and indeed this planet are immensely insignificant in comparison to the universe.

Why throw away precious time, troubling yourself over who you are, and instead make the most of what you have and the opportunities you are met with because the reality is that your actions and your empathy is what matters to the wider society. My other painting illustrates the tranquillity of the planet that we live on, and how one peaceful boat-ride upon a lake can change your perspective on life. These paintings depict my feelings towards this question: although it can be helpful to have an insight on how you came to be and what you may want to do with your future, the ultimate rarity in life is time itself.

While we make decisions, while we cycle through the beautiful countryside or when we are at home fast asleep... the clock keeps ticking. Nature and nurture make up who we are, we are born with capabilities, and we can improve on our capabilities also through experience and mistakes but what remains paramount is the time we have left on this planet. It is what we do with it that can make a profound impact.

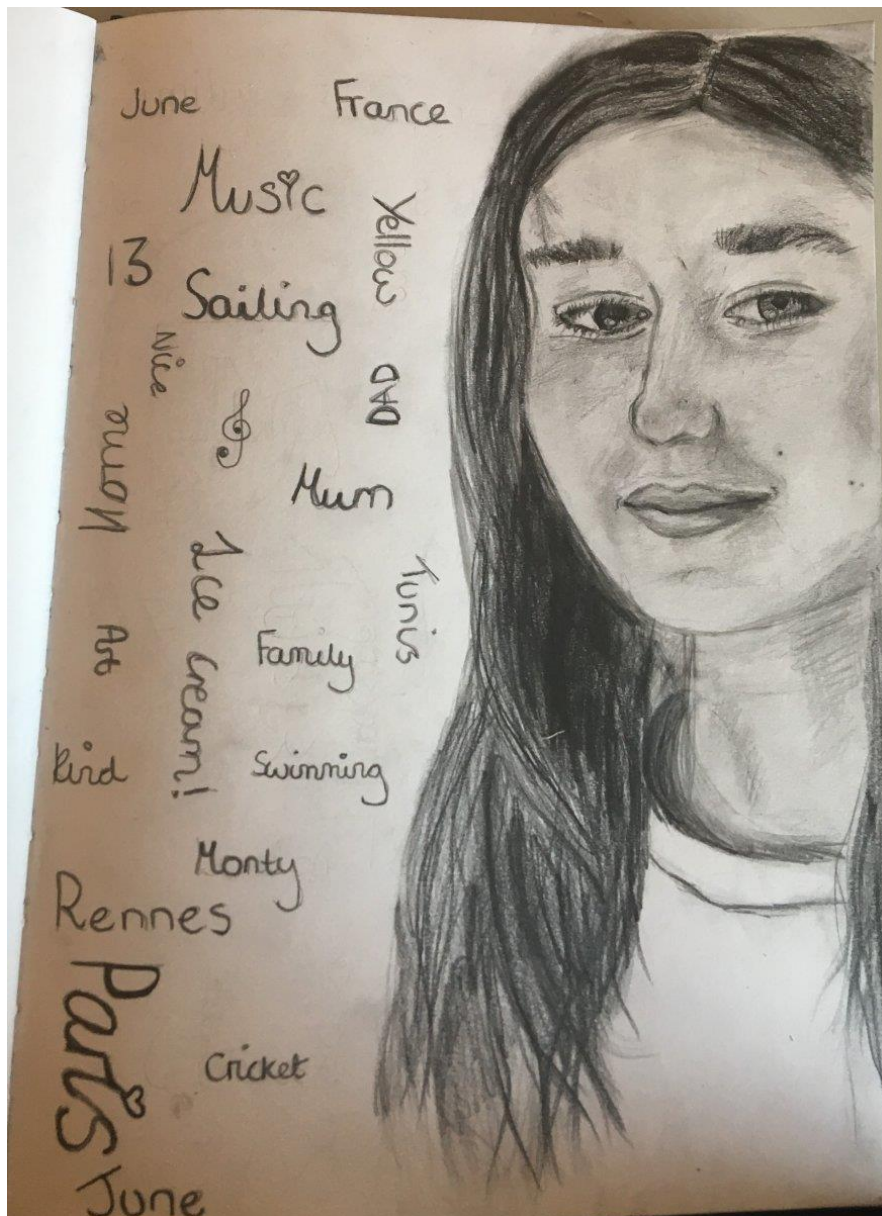
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### **Ben P (O) - picture of my face made from photos**



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Caitlin F (G) - Self Portrait



Issy K (EDH) - Self Portrait in Needlework





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Luke W (SH) - Boat Trip



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Sam L (R) - SCUBAman



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### Janice W (G) - Who do you think you are?

Who do you think you are?

I was asked

The question looking both ways

Before crossing my mind

A camera

Focusing on the beauty

Focusing on the good times

Capturing these moments perfectly

Frame by frame

Detail by detail

A book with empty pages

With endless possibilities

Begging for a story to be discovered  
A blank canvas  
A fresh start, a fresh opportunity  
Eternally versatile  
Waiting for a masterpiece  
I am the photographer  
With stars in my eyes  
Listening to the wonderfully mechanical sounds  
Whirring and clicking  
Looking at the photos  
A remarkable story in each one  
Reminiscing pleasant memories  
Embedded deep in the past  
I am the author  
Wielding a pen  
As if it were a magic wand  
As if it were a might sword  
Weaving raw emotion onto pages  
Like a bird weaving a nest  
Reading words delicately flowing like lace  
I am the artist  
Bright, almost garish strokes  
Running over instinctively  
To the perfect spot  
Creating fantastical worlds  
Creating masterpieces  
Resonating with others  
Who do you think you are?  
I'm the kind of person who doesn't answer to these type of questions

# Lewis E (PH UVI) cycles 676 miles in 26 days for Shropshire Mind

Friday 22 May 2020

*An interview between Mr Barnard and Lewis plus an update by Mr Cooley on one of the recent fantastic fundraising achievements by a Shrewsbury School pupil.*

Here is an interview with **Mr Barnard and Lewis**:

**Mr Cooley writes:**

Late in March, as the School closed and everyone went home, it became quite clear that no-one was going to be going anywhere fast for quite some time. After a week or so dealing with this realisation and, in the case of the 5<sup>th</sup> form and Upper 6<sup>th</sup>, the news delivered in gradual stages that no exams would be happening, many Salopians started doing what they naturally do – looking to make good with the new situation. Thanks in no small measure to Mrs Drew's tireless efforts, we have all become very aware of the charitable work that many of the community do and in this context it was unsurprising when Port Hill house in particular took the 2.6 challenge to heart and many fund-raising activities centred on April 26<sup>th</sup>. There were many challenges, a favourite being for juggling a football 26 times in the shortest possible time, housemaster Andy Barnard showing he's still got a fair touch. Few, though, took on the challenge on the scale that Lewis Evans did. He decided that if he was going nowhere, it would be in circular fashion and over every single blue-remembered hill!

Lewis, one of our top athletes in football and cricket, had been doing quite a bit of cycling during the lockdown. In the normal course of school life he'd have been spending a good number of hours every week on his sport and he knew the benefits of staying healthy and active. I imagine on his rides he'd also found time to digest the news and deal with the very unexpected shape of the coming months. Lewis' response, then, was the decision to attempt to cycle 26 miles, on 26 consecutive days, to raise money for Shropshire Mind, a charity whose work he pointed out now has an even greater importance and scope than before. He was taking on the challenge on his trusty hybrid bike: not the easiest way to cover the miles nor the most difficult but to my mind the decision exemplifies the challenge and its links with mental health charity: it was about doing all that is possible with what is available.

26 miles, for a reasonably strong and healthy individual, on roads and such a bicycle, will take something like 1¾ hours if not pushing too hard (and pushing too hard is not a great idea if the plan is to repeat ×26). It might be tempting for the reader to think that for someone accustomed to a couple of hours' sport a day, this would be no great stretch of limits nor too tough a challenge. To those people, if they are not already cyclists, I would simply say "Try it!". Without recovery or rest days, it is the gruelling inescapability and legs that never feel fully recovered that make it tough. 26 days is a lot. To save you all the trouble, I did try it myself: I made it to 5 days before the muscles demanded, in no uncertain terms, a break. It was just after that point, hoping it might help keep him press on through harder days and admittedly that it would give me a reason to get out too, I posted him a target relative to my own times (no, I was never so deluded as to think I'd be able to equal him). I mention it only because of his response, which may not have surprised me if I'd known him better. With nothing personally to gain, measured, but certain, he destroyed that target: a comprehensive triumph of youth over optimistic decrepitude.

Maintaining the cycling was one thing but Lewis also maintained a blog, updating daily (a discipline in itself) with naturalism, no little humour and without pretension or grandeur. While the physical challenge was often noted – and his battle with this or that hill or prominence with which Shropshire is bounteously blessed and which can loom with sudden violence from the

flattest of flood plains – the real undercurrent was the time he spent with his thoughts, reflecting on adjustment to new norms and the value and necessity of the work that Shropshire Mind are doing. His solution was to be, as far as he personally could, a help to others whom he may never meet.

The blog, <https://lewisevans26milechallenge.wordpress.com/>, is well worth a read; I'd suggest that if you think 26 (well, 28 after the intro and sign-off) posts are a bit much to read, you take that as a small insight into what a slog it was to cycle.

Lewis' target, however he had chosen this particular one, was Frankfurt. It seems a bizarre choice even to me, who has family there and has covered the route, albeit in motorised fashion, a great many times. I suppose it has the unique characteristic of being both large enough to have a football team and almost exactly 676 miles by road from Shrewsbury. His journey has had all the ingredients of an epic: sure, there were travails 'gainst nature's might and Bayston Hill's road layout; but literally as well as allegorically it signposted his passage into adulthood (he turned 18 two days before completing the challenge). What better, more honourable, more Salopian way to make that journey than for the benefit of others, finishing as he did in mental health awareness week? He has earned the very highest praise and I would urge you all to express that praise in the only fitting way. The link is below.

Now put your feet up, Lewis, and enjoy one or two of Germany's finest exports!

<https://uk.virginmoneygiving.com/LewisEvans20>.

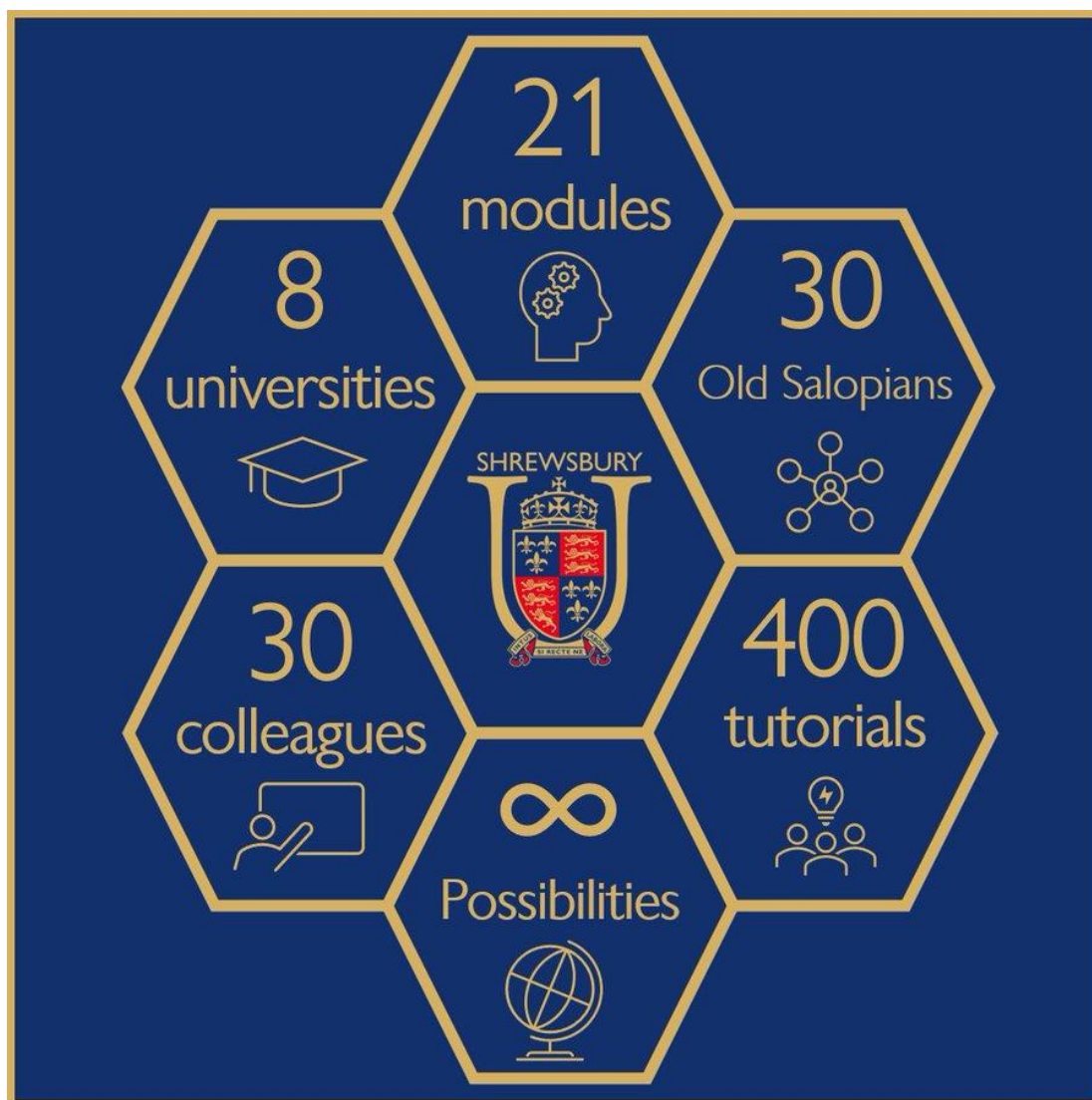


# Shrewsbury U and Young Leaders Award Update

Friday 22 May 2020

*As the wheels of Shrewsbury U and the ILM started turning for the first time a fortnight ago, it has been incredibly gratifying to see the benefits in action as the Upper Sixth develop the skills that will benefit them at university.*

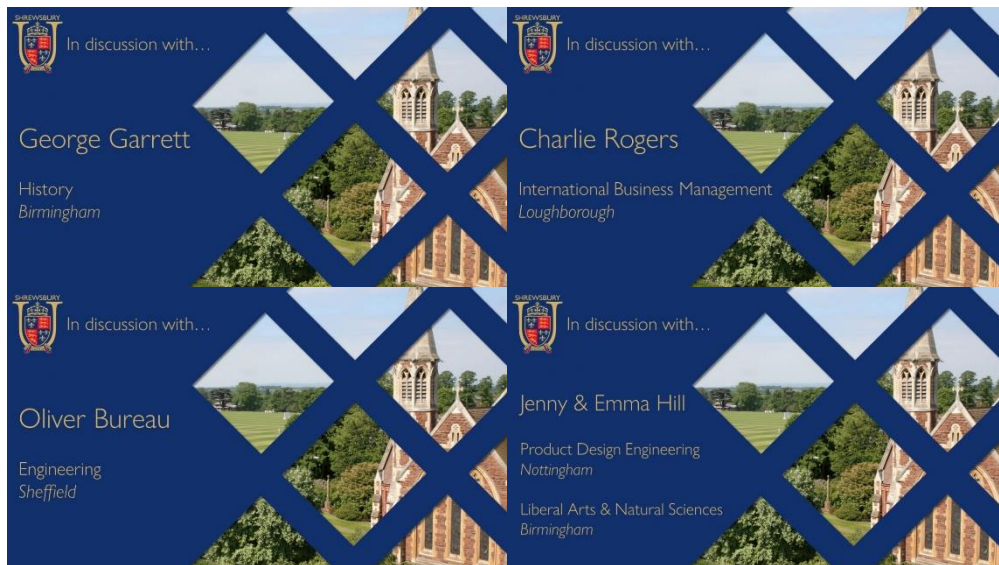
Alongside a bespoke transition to university course delivered by the University of Southampton, which focuses on the academic skills required in higher education, the pupils are in the midst of a second course module that will offer them valuable practice in a university-style setting.



In a still evolving programme, we are excited that those studying the Sustaining the World course will have the chance to hold a seminar and Q&A with Prof Jeffrey Sachs, whose lectures are at its core. Prof Sachs is, as Professor of Economic Development at Columbia University and the Special Adviser to the UN on the Sustainable Development Goals, one of, if not the world's leading expert in sustainable development, so it will provide an excellent opportunity for the Salopians to use the knowledge and skills they have acquired.

The staff running the 21 modules have commented on how impressed they have been by the depth and quality of the work produced by their students, much of which would be at undergraduate level standard. The levels of research, wider reading and thought shown by the Upper Sixth have been particularly laudable, which should set them up well for the next stage of their education.

I am most grateful too to the twelve Old Salopians at university who have already shared their experiences of their courses and institutions. With courses covering Economics to History, Design to Engineering and a wide range of institutions, their top tips on accommodation, modules and university life should prove very handy for those following in their footsteps. With another twenty or so discussions to go, it has been very useful for me too to hear directly from those currently studying, so that I can advise the next generation with the most up to date information.



Though probably not likely to be a blockbuster hit, the final strand of the Shrewsbury U programme has been a weekly skills session, which thus far has covered the key and important ideas of budgeting, student finance and tax!