

Michaelmas Term Academic Update - September 2020

Thursday 1 October 2020

An update from Maurice Walters, Deputy Head Academic

It is the habit of my grandmother at present, whenever there is a lull in conversation, to remind us all how good bananas taste. This is not because she has lost possession of her faculties – indeed with little else to occupy her at present, she practices her acerbic wit relentlessly at the expense of all – nor because she has developed some extraordinary addiction. Rather, it is because she recalls a time, during the war, when bananas were not freely available and also recalls, with greater synesthetic energy, the feeling of tasting that fruit once more having not done so for a good many years. On Monday 6th September at precisely 10:03 am, I experienced a similar sensation when a class of pupils laughed at one of my jokes.

Following months sat in front of a screen keeping pupils engaged in and inspired by their learning in quite extraordinary circumstances, that quiet murmur of amusement from a Third Form Greek set at the outset of the term was a powerful reminder of how much of a privilege this job can be and how good it is to have pupils back on site once more.

The pupils too are clearly relishing being back on site. In designing and refining the various systems of control we have put into operation for teaching and learning this term, I was always concerned that the pupils would be foxed by the complexities of new lesson timings and locations or by the bigger changes to the shape of the day. I was, of course, reckoning without that characteristic Salopian resilience and that leonine determination to thrive in the face of adversity. They have not only settled quickly into their new routines, but have thrown themselves into their learning with unremitting zeal.

Our Third Form, of course, have been doubly challenged by entering into an unfamiliar environment in unfamiliar times. They are thus to be doubly congratulated on the panache with which they have attacked their curricular studies. Clearly determined to impress and make an excellent first impression, they have hit a powerful rhythm now and give every impression of being a year-group with wonderful potential. New entrants into the Fourth Form have similarly found their feet and that whole year-group has hit the ground at an impressive pace as they embark on their GCSE curricula. As I write, well over half of that group are now moving forward their HPQ work to completion – an unexpected and worthwhile gain to the curriculum to come out of the remote learning period.

Starting out into the Sixth Form is an incredibly important step in the wider educational journey and our Lower Sixth have been exceptionally impressive. Building on the skills and experience they accrued in the Remote Learning period, they have approached these first few weeks with commendable maturity and a palpable sense of intellectual curiosity. Meeting new friends, listening to new perspectives and examining the world just that little bit more critically have earned them considerable praise from their teachers who have relished the chance to work with students who are so obviously keen to learn.

Heads of Faculties continue to manage the positive progress of individuals in the Fifth Form and the Upper Sixth Form who are embracing the appropriate challenge of new material coupled with the rehearsal of topics previously covered. These pupils continue to be confident in and inspired by their learning.

The Futures Faculty has been working in overdrive to make sure that pupils have the right tools to make informed decisions and applications – whether that be in terms of UCAS or Work Experience in the Lower and Upper Sixth or taking those first, important steps towards choosing a career with Morrisby Profiling in the Fifth Form.

External guidance will continue to shift, restrictions will ease and tighten at different times by various degrees and we will continue to be fleet of foot to make sure that we are making good decisions to safeguard the education of every pupil in the weeks ahead. But it is vitally important, in all of this, not to become lost in a web of contingency, to be side-tracked by rumours and speculation or to lose sight of how very fortunate we are to have a school full of pupils who are as determined as we are to thrive in difficult and confusing times.

The academic picture of the school at present, then, is one of happy robust health.

Shrewsbury School Launches STEM Potential 2020 Partnership

Friday 2 October 2020

Shrewsbury School is delighted to announce the launch of its STEM Potential partnership with Imperial College London.

The partnership is designed to raise performance and long-term aspiration in the sciences and Maths amongst talented local state school year 10 students from across Shropshire, who may stay in the scheme until the end of their year 13. Interest and take up for the programme has been strong, not least from schools in the Marches Academy Trust whose support is greatly valued.

David Wray, Head of Science Outreach has been busy putting the course content together with Heads of Faculty, both in liaison with Imperial and in collaboration with Oundle School who have been successfully running a similar scheme.

Our offering will be a mix of the virtual whilst COVID restrictions pertain and hopefully later in the year we will have sessions here on site as well as in London. There will be masterclasses related to the curriculum, a lecture programme and support with revision and university applications.

We will also host Imperial College London outreach here and help facilitate a Space Science Day. The programme will run throughout the academic year.

David Wray comments:

“Our first virtual offering shows off a specific, quite niche, application of each of the (very broad) science categories, Biology, Chemistry and Physics. Students are encouraged to help contribute to the monitoring of Antarctic penguin populations online and engage with short talks by professors at the University of Oxford in relation to their fields of research (food industry standardisation and weather-monitoring on Mars).

“We hope this will enthuse students about what a range of possibilities a scientific education could lead to and get them thinking about what they would like to be able to do. We also aim to provide ideas for GCSE-related practical work that may be completed at home, including calculation of the magnitude of the Earth’s gravity and extraction of DNA from fruit, in the next few weeks.”

Stuart Cowper, Head of Partnership and Community Engagement said:

“We are really grateful to Gordon Montgomery and Steve Adams (former Head of Science here) from Oundle for their support in getting this programme up and running, as well as to the team from Imperial, led by Annalisa Alexander.

“Support for the course from schools locally has been enthusiastic and we look forward to getting started. We are putting together an exciting and challenging programme which will really help to promote STEM subjects in the county.”

Futures Feature - To IBM and Beyond

Friday 2 October 2020

In the first Salopian interview feature from the Futures Faculty, Chris Wain, Head of Futures, talks to Olivia Moir about her progression since leaving Shrewsbury School.

Olivia Moir was Head of School last year, and is currently enjoying a year out, which is not uncommon for many of our leavers. What Olivia is doing though is slightly unusual, having secured herself a one-year paid internship with the global giant that is IBM, before heading to Durham University in 2021. Chris Wain, Head of Futures caught up with Olivia earlier in the week to find out how she was getting on, and what prompted her to go down this route.

CW: Great to speak to you, and well done on securing this internship! How did it come about?

OM: Back in January (2020) I began several application processes for school-leaver internships. I'd had my heart set on a year in industry before starting University since I was 14 when my brother did exactly this. Not only did he have an incredibly fun year but he also gained invaluable work experience. Internships of this kind are sought after and so tend not to be very well publicised (because they don't need to be) and are often overshadowed by the more widespread graduate recruitment campaigns. That said there are quite a number of well known (and not so well known) firms who offer them: for example IBM, Schroders, Invesco, Nova and Standard Life Aberdeen to name a few. There is even a gap year scheme for young Army officers called a Short Service Limited Commission.

CW: I'm aware that competition for these opportunities can be fierce. What were your experiences like of the recruitment processes?

OM: I can testify to the competitive nature of these because I applied for several and was pleased to be offered a job by IBM, despite not making it to this stage with any of the others. The application processes are competitive and can be quite complicated. Each process is slightly different but they tend to follow a similar structure. From first submitting my application to being offered the job with IBM I had to jump over five major hurdles.

The first was submitting a CV alongside a brief covering letter and a few sentences on why you think you would be well-suited for the role. From there, you are then invited to explain why you have certain skills such as teamwork, communication, leadership, patience etc. and why you are therefore a good fit. If your submissions are up to scratch you are then asked to complete several online tests: for example a cognitive ability, situational judgement and a personality test.

It's after the testing stage that I think most people get rejected, it happened to me on several applications, and the few who remain are usually then invited to attend an Assessment Centre, where the most promising candidates are put under the spotlight. It can feel grueling but is also enjoyable.

You will be asked to prepare a presentation that you then deliver to a panel of three, in the case of IBM. It must consist of experiences and characteristics that make you a good fit for the role but it must also include some recognition of work by IBM that interests you and through the discussion of which you can demonstrate:

- 1. that you can undertake research under your own steam and then*
- 2. communicate clearly and well in a way that connects their business to you and your personality, interests and skillset to demonstrate a strong fit between you and the company.*

Over the course of the Assessment Centre you will also partake in group tasks and exercises with other applicants and you are judged on the way you cooperate and interact with other people. For me this entire experience was slightly different because of Covid-19 as my Assessment Centre had to be virtual. It was a rather strange experience that tested my technical skills at the same time as trying to impress but I enjoyed it and was very pleased to make it through.

CW: This sounds very intense, but reflective now of how many of these global organisations recruit for their opportunities. What happened next?

OM: In March I was told that, despite being 'accepted' by IBM, due to Covid-19 there were no available roles arising in the business units and, despite successfully getting into the pool, there was nothing for me beyond

that. Nevertheless, I kept in touch with the IBM HR team handling the process and continued to express interest every few weeks and to ask whether the situation had changed since my last contact with them.

Completely out of the blue in June I was emailed by a member of Bluewolf, (an IBM business unit, which specialises in the distribution of Customer Relationship Management software), who is now my boss, and was offered an interview in less than 24 hours. I am sure they contacted me in part because I had kept in touch with them and continued to express strong interest. I was on holiday in Italy at the time and spent as much time as I could to prepare as well as I could. My interview was online and was very nerve-wracking, lasting around 45 minutes. A week later I received a telephone call and was offered the role, which I accepted on the spot.

CW: I suspect that you must have previously engaged in other opportunities though to have even been considered for this role?

OM: Yes, I've also been involved with a couple of other work experience schemes. I cannot stress enough the value of work experience generally. As a Salopian I have been blessed with a very special and all-round education. My experiences at school like going to Malawi, performing at the Edinburgh Fringe, being a member of the choir, the Boathouse and indeed the odd opera and musical helped my application to IBM immeasurably. However, it's very easy to get absorbed in the bubble, which is Shrewsbury School, and to forget that, in later life, real-world experience is what can really set you apart from other candidates applying for jobs.

JP Morgan offer a week for students in the Summer of their Lower Sixth where they gain office experience and learn how to interact within a team. I learned about this opportunity during the JP Morgan 'Summer of Learning' which was a series of online seminars, implemented because of Covid-19.

McKinsey and Company also offer a fantastic programme called 'Leadership Academy' which I was lucky enough to be selected for this summer. Surprisingly, the application process for the Leadership Academy was relatively straightforward, as the only thing required is the submission of a CV. Around 100 students get chosen to join the Leadership Academy per year and the best thing is that you can continue to return to McKinsey each Summer and continue to gain fantastic experience and meet more and more people; continuously growing your network. I met some phenomenal students and learnt some incredible things from people from all over the country many from very different backgrounds, who were my age.

When it comes to applying for Spring Weeks (first year of University) and Summer Internships (second year of University), I hope that it is these sorts of experiences that will make the best candidates stand out; so it is well worth starting out on this journey as early as you can. I just feel any kind of work experience is helpful because no matter where you acquire this, you will still be picking up experience of valuable and transferable skills like efficient communication and teamwork which broaden your understanding of the world of work and show prospective employers that they will not be taking a risk in recruiting you.

CW: Olivia, thank you for taking the time to talk to me. I look forward to catching up again soon to hear how the internship is progressing. Congratulations again on securing this role.

Letters from Shrewsbury No. 15: Dear Earth-Creeping Mind

Tuesday 6 October 2020

The latest in the Headmaster's series of 'Letters from Shrewsbury'. A letter to 'Dear Earth-Creeping Mind'

Please follow the link to enjoy reading it:

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Foundation Fortnight 2020 - Highlights

Tuesday 6 October 2020

The Foundation Fortnight programme for our new Third Form provides an immersive and wide-ranging induction experience with an introduction to all aspects of Salopian life.

Alongside settling in to new lessons and the academic exploration that comes with it, our pupils likewise gain the opportunity to try a vast range of activities - some familiar, some new - doing so alongside their house mates as bonds and friendships begin to grow. Drama, dance, music and sport are all a part of the programme designed by Head of Third Form Jeremy Lucas, and it's been a first fortnight that the pupils have clearly relished and enjoyed, even if they are exhausted at the end of it!

We hope you enjoy watching our highlight film of Foundation Fortnight 2020.

[Visit Shrewsbury to discover more or register your interest today](#)

Futures & Higher Education Bulletin

Friday 9 October 2020

Futures and Higher Education Bulletin Edition 3 Michaelmas Term 2020 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 3, Michaelmas Term 2020.](#)

Elation as Shrewsbury School Wins Two Prestigious National Awards

Friday 9 October 2020

Shrewsbury School is thrilled to be named as the Independent School of the Year 2020 at a virtual national awards ceremony held on 8 October 2020, where it also received the award for Community Outreach 2020.

These accolades were awarded at the Independent Schools of Year Awards, where Shrewsbury School was recognised for the positive impact and contributions its pupils and staff have made by working with and supporting communities over the past year, and was awarded the top award as the overall Independent School of the Year for 2020.

Julie Robinson, CEO of ISC presented the **Independent School of the Year Award** at the virtual event to Shrewsbury saying Shrewsbury School won the overall award selected from all winners for:

“...outstanding contribution to student experience in their own school and beyond, working tirelessly and positively, changing the lives of their own students, and the lives of people in the much wider community.”

Leo Winkley, Headmaster, comments:

“It is a great honour to be named Independent School of the Year 2020. This recognises the breadth and vitality of the student experience at Shrewsbury. We are particularly pleased also to have received the award for Community Outreach. There are over 1300 independent schools up and down the land, and I know just how much excellent work is done by the independent sector to extend opportunities through community outreach and educational partnerships.

“Community outreach has always been part of our essence and particularly during current times we have worked to share and collaborate with our local community. Our relationship with The Shewsy, our youth club in Everton, is stronger than ever in its 118th year. Benefiting the local community is a vital goal in itself, but we also want our pupils to leave school with a deep sense of social responsibility to make change happen.”

Robin Fletcher, CEO of the Boarding Schools' Association, presented the **Community Outreach Award** stating:

“Shrewsbury impressed the judges with the sheer breadth and scope of their community outreach especially during the national lockdown.”

The footage below shows Leo Winkley, Headmaster, accepting the Community Outreach Award 2020.

Shrewsbury School actively works with schools and other education settings, health and social care organisations, community groups and charities, locally in Shrewsbury, across Shropshire and throughout the UK. Our culture of kindness, which has a long history at the school, enables pupils to develop an experienced understanding of social responsibility leading to lives that positively impacts others.

All pupils at Shrewsbury School are involved in volunteering and community support during their educational journey. An example of this is the unique relationship between Shrewsbury School and the youth club Shrewsbury House (“The Shewsy”) in West Everton dating back to 1903, when it was formed by Shrewsbury School Masters. Regular, joint activities have been held in the past year (prior to COVID restrictions); sixty Year 12 students took part in a three day

residential programme at the club, forty five Year 9 pupils took part in an Introductory Day at the club, approximately twenty Year 10 and 11 pupils played sporting fixtures, home and away, against the club, and approximately twenty Year 13 prefects organise a Fun Day for the Junior Club.

Shrewsbury School pupils and The Shewsy children work exceptionally well together to help others as well; coming together in Malawi, Africa, they have previously undertaken community service with a charity called 'Medic Malawi', which runs a hospital, children's centre and school in a village in Malawi, which is one of the seven poorest countries in the world.

We go further by empowering pupils to also lead their own initiatives to broaden opportunities to support additional communities or charities. Our award-winning Global Social Leaders student group have organised a homework club for refugee children, hosted tea parties for local elderly residents, delivered a major food bank Christmas fair, and visited the local frailty ward at Christmas. Art students have also hosted a 'The Big Draw' event for primary schools, and Musicians have hosted 'Symphonic Sundays' attended by over fifty 7-13 year olds from local schools.

Over the last year pupils, and staff, have supported Shropshire hospitals and care homes, the local food bank, conservation projects, local schools with reading and sport, as well as, raising money in groups or through whole school activities for several local, national and international charities.

During the national lockdown period this year, the School adapted to support urgent local needs. We donated and manufactured thousands of items of PPE for frontline workers, encouraged and promoted fundraising and charitable action from our own community across the country and abroad, made donations to food banks and adapted our community volunteering programme to work virtually by streaming musical performances into care homes and writing letters to the elderly to mitigate increased social isolation.

Our community and partnership work continues to evolve as we expand our strategy of 'Sharing Shrewsbury'. A successful joint bid with the Marches Multi-Academy Trust for DFE Partnership will enable us to further develop and enhance our joint work in Mathematics and Careers with local schools. We have also recently launched a STEM partnership with Imperial College London to support local year 10 pupils by raising aspirations in the sciences and Maths.

The above wealth of meaningful community engagement exemplifies Shrewsbury's 'Culture of Kindness' nurtured in all pupils and staff at the school – it endures in the hearts of all Salopians (our alumni) for life.

Oxbridge Viva Presentation Evening - Thursday 8th October

Tuesday 13 October 2020

A cohort of Upper Sixth Oxbridge applicants presented an academic 'viva' to their peers in Hodgson Hall.

Seen as a vital element of their preparation for Oxbridge interviews later this term, the eight speakers delivered a masterclass in academic extension and revealed a wide range of interests beyond the confines of the curriculum.

The title of each 'Viva' presentation below gives a flavor into the wide-ranging, diverse nature of the evening -

- Winston Luk – ‘Genetic Engineering and the effects of drugs on neurotransmitters.’
- Rhys Woodward – ‘Flaubert, Balzac and the Age of Literary Realism.’
- Milton Tai – ‘The Economic and Political Principles of Libertarianism : The Hong Kong Case Study.’
- Chris Beard – ‘Descartes Philosophy : The Evil Demon & Who Cares’
- Bee Cook – ‘The Paradox of Communication’
- Bertie Shepherd-Cross - 'Fascism, Slavery and White Supremacy: Why we need to color correct antiquity'
- Max Cheung – ‘Environmental Economics’
- Kira Ward – ‘Time Dilation’

Many congratulations to all speakers involved for their willingness to engage in their academic passions - good luck to all ahead of those forthcoming applications. Watch this space for video highlights of the evening's presentations!

Mr Mackridge (Head of Academic Enrichment)

Letters from Shrewsbury No. 16: Dear John on the Mainland

Tuesday 13 October 2020

The latest in the Headmaster's series of 'Letters from Shrewsbury'. A letter to 'Dear John on the Mainland'

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Old Salopian Football Club

Wednesday 14 October 2020

1st Round of the Arthur Dunn Cup: Old Salopians v Old Shirburnians.

Kick off is at 1.30pm on Saturday 17th October on Senior. Socially distanced spectators are welcome but should report to the Hon Sec OSFC, Guy Williams, to register for Track and Trace.

Letters from Shrewsbury No. 17: Dear Minister for Exams

Thursday 15 October 2020

The latest in the Headmaster's series of 'Letters from Shrewsbury'. A letter to 'Dear Minister for Exams'

Please follow the link to enjoy reading it:

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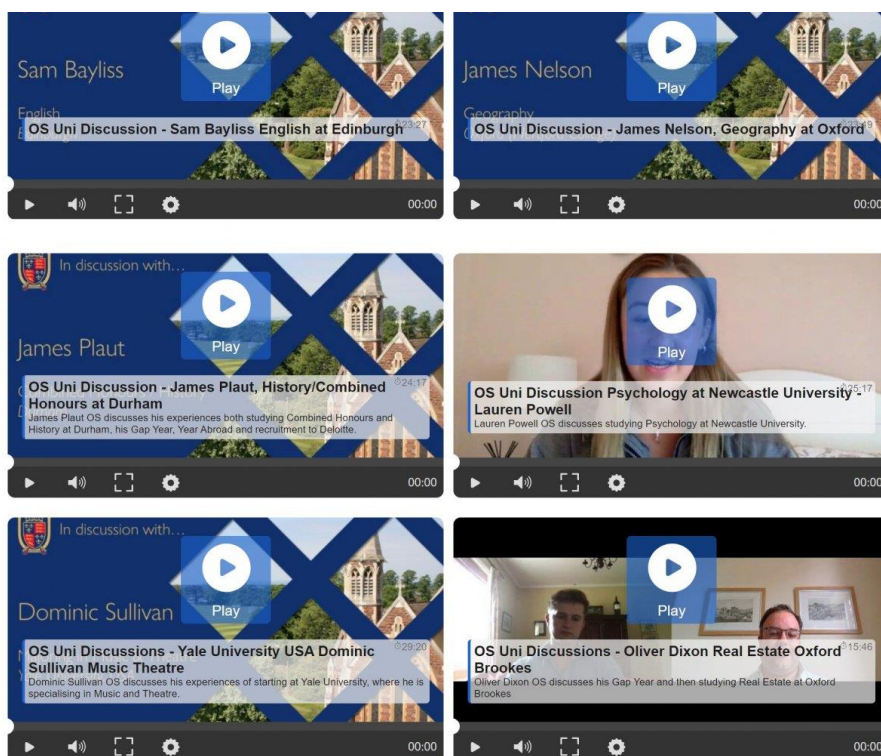
[No. 1: 'Dear 2020'](#) (9 January 2020)

Old Salopians Provide Fantastic University Progression Support

Friday 16 October 2020

Increasing numbers of Old Salopians are supporting current Salopians progressing onto higher education and beyond through the OS Uni Rep Programme, organised by our Futures Faculty.

The UCAS cycle is in full swing and offers are already starting to come in, and it has been especially gratifying to see the number of Old Salopians taking part in the OS Uni Rep programme reach and grow beyond 200.

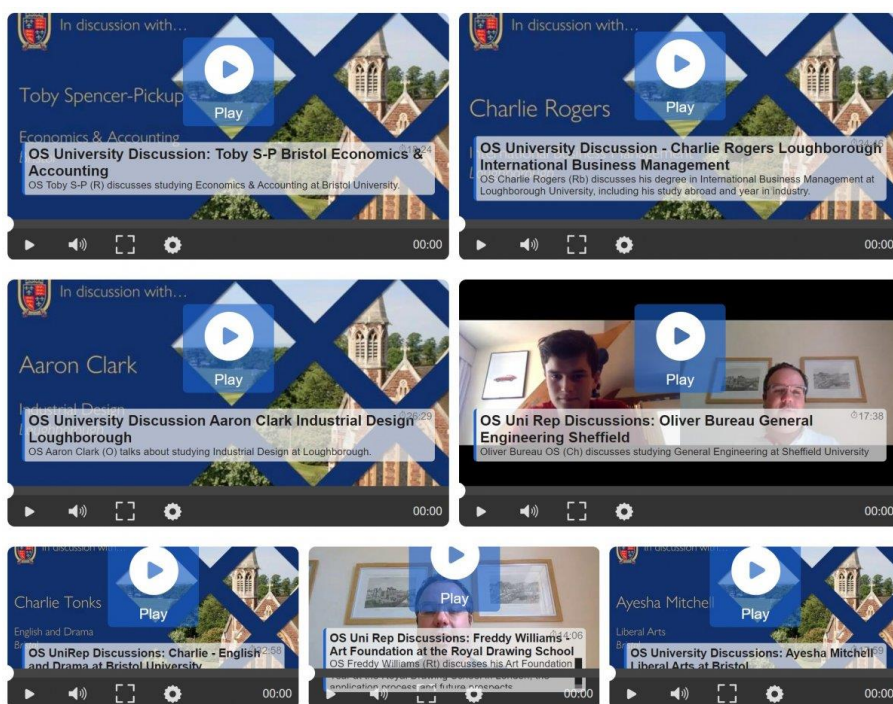


The scheme, which connects current pupils looking at their options with Old Salopians studying their prospective courses at their possible universities, was launched last year and has already had a positive impact in helping Salopians to make informed decisions.



Head of Higher Education Toby Percival commented:

“I am incredibly grateful to the more than 200 Old Salopians who have been so willing to offer advice to the next generation. With on-campus activities like Open Days cancelled for this year, it is all the more important for our pupils to gain first-hand and relevant experience, so that they can make confident choices. I have also enjoyed hearing about universities from a student’s perspective in a series of online discussions with OS, which has enabled me to keep up to date with the latest information.”



Jenny, one of the OS Uni Reps, added:

“Reflecting back to when I was looking into university options, I would have found it really helpful to speak to a former pupil at the institutions that were of interest to me, to gain more insight into what life was like there, and obtain finer detail about what the courses involved.

Though some of this information can be obtained through visits, online and through attending open days, having the opportunity to speak to someone of a similar age is really valuable”.

Though the Futures and Salopian Club’s tour of universities has been put on hold for the time being, it is reassuring that the concept of ‘Shrewsbury for Life’ is very much alive.

First Live Performances in New Barnes Theatre

Friday 16 October 2020

This week saw the first live performances in the Barnes Theatre, as both GCSE and A level students took to the stage with their devised pieces.

This was a showcase of the originality, imagination and talent of our drama students, with both year groups producing engaging, entertaining and sometimes heartbreaking work.

On Tuesday, the Fifth Form began with Rufus, Kate and Abby, who told the story of Albert Einstein's first wife. Despite her contribution to the development of Einstein's groundbreaking theory of relativity, Meleva Maric has been consigned to the margins of history. Kate brought real pathos and humanity to the role of a woman whose talents were thwarted.



Phoebe, Eleanor, Renee and Camilla were also inspired by a real-life story: the fraud of the Cottingly Fairies. In 1917, a pair of teenage girls near Bradford convinced the world that they had taken photographs of fairies in the woods near their home. The hoax convinced a number of high-profile experts, including the writer of Sherlock Holmes, Sir Arthur Con Doyle. The girls' retelling of the story was charming and spirited, demonstrating an imaginative use of physical theatre techniques.



They were followed by Ed, Eva, Jack and Tom, who had adapted Roald Dahl's chilling story of a landlady-turned-taxidermist who stuffs and mounts her lodgers. Ed and Eva were compelling as the landlady and her latest victim, whilst Jack and Tom demonstrated great versatility and physical discipline in their role as the chorus.



The final piece was based on verbatim material from the charity 'Henpowered.' The charity brings chickens into care homes in order to give elderly men a hobby and a purpose. Laurie, Harry, Alex and Ryan gave nuanced and touching performances that captured both the humour and the poignancy of the residents' experiences.



On Thursday, it was the turn of the Upper Sixth, who produced performances exploring two of the greatest poetic love stories. Annie, Phoebe and Ed were inspired by the work of hyper-realist director Katie Mitchell to create a powerful retelling of the relationship between Sylvia Plath and Ted Hughes. Using text drawn from Plath's posthumous collection, 'Ariel' and Hughes' 'Birthday Letters', they sought to illuminate the experience of Plath's daughter Frieda, as she seeks to make sense of her mother's life, marriage and suicide.



Orlando, Arthur, Immy and Olivia delved further into literary history, choosing to tell the story of Caroline Lamb's doomed romance with Lord Byron, the man she famously dubbed 'mad, bad and dangerous to know'. Immy gave a visceral performance as Caroline, showing her descent from society darling into scandal and madness. Orlando and Arthur, as Lord Melbourne and Lord Byron, played the men who loved – and ultimately destroyed – her; whilst Olivia made a delightfully impish Queen Victoria.

Huge congratulations to all involved.

Shrewsbury School Dedicated Athletes Programme

Friday 16 October 2020

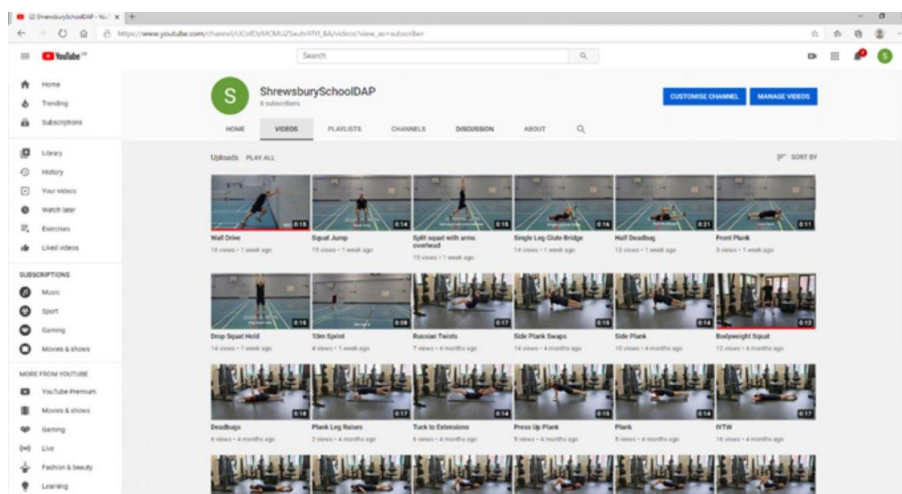
Shrewsbury School is delighted to have received strong applications to join its Dedicated Athletes Programme from talented young sportsmen and sportswomen from local state schools.

Now in its fourth year the project is designed to provide expert additional support to help aspirational athletes to fulfil their potential and help to educate pupils about lifestyle behaviours which can contribute to becoming a top performer. A total of 14; Key Stage 4 pupils have accepted the offer of a place on the Programme from Belvidere School, Meole Brace School, The Priory School and Shrewsbury Academy. We support a wide range of sports, with this year's cohort participating in tennis, cross country mountain biking, and athletics.

Andrew Pembleton, our new Director of Sport and Sam Mitchell, Head of Strength & Conditioning has been putting course content together – including a strong virtual offering given the current Covid19 restrictions. Students will be encouraged to a complete strength and conditioning programme from home focusing on key fundamental movements and can look forward to individualised mentoring from PE staff at the school. There will also be lectures and Q&A's with athletes and industry sports scientists from a range of backgrounds throughout the year.

Andrew Pembleton comments:

"Our 'Dedicated Athletes Programme (DAP)' is designed to support the non-linear development pathway of adolescent athletes. We look to support those talented, committed, and aspirational pupils with extensive sport science support, giving the pupils the best opportunity of realising their sporting goals. Much of this is aids develop a physically robust and mentally resilient athlete. With regards to our outreach, we have lots of fantastic relationships within the local community and our DAP allows us to continue and grow these relationships. Working with many different groups not only allows the students to benefit from great programmes and resources, but also allows us to create a footprint in the local community and helps young people to realise their ambitions, to lead a healthy life and be physically active; and essentially we want to be a part of that journey for young people."



Sam Mitchell stated:

"Sports science has evolved over the last 20 years. One of these facets is strength and conditioning where the science has indicated that regular participation in structured programmes is beneficial for youth athlete development and keeping them in sport for longer – which is a universal truth that we all hold dear. This programme is to educate aspiring young performers to train appropriately, and to realise their potential. With the current COVID-19 restrictions, we have adapted our delivery and produced online programmes with demonstration videos to support sporting high achievers. An adolescents sporting journey is a long and winding path, and I am thoroughly looking forward to working with and getting to know these local sportsmen and women."



Stuart Cowper, Head of Partnership and Community Engagement said:

"We are really pleased how popular and successful the DAP has been over the past four years and are now looking to refine and to develop it – not just during COVID-19, but also into the future. I'd like to thank our colleagues in PE departments from partner schools locally for all their support, and we look forward to getting to work with this year's cohort of talented athletes in support of their sporting ambitions."

Exploring Brunei By Kayak

Friday 16 October 2020

Old Salopian Justin Jeffrey (SH 85-90) has spent the last three years exploring Brunei's rivers by kayak and has been working as a volunteer field research assistant for scientists at Universiti Brunei Darussalam.



He has recently been supporting a camera-trapping project in the Upper Belait catchment area to research different species of jungle cats. This is a biodiversity hotspot across the border from Mulu, a World Heritage Site in Sarawak.



You can follow his continuing adventures on Instagram [@rainforestkayaker](#)



We look forward to hearing more from Justin as explorations progress.

Salopian Club AGM 2020

Wednesday 28 October 2020

The 2020 Salopian Club AGM will be taking place via Zoom on Wednesday 18th November at 5pm

Dear Old Salopian,

As you may be aware, the Salopian Club Annual General Meeting in recent years has traditionally taken place in London just prior to the City Drinks, planned this year for Wednesday 18th November. This year for obvious reasons it will not be possible to hold the City Drinks, but the Annual General Meeting will be held remotely via Zoom at the scheduled time of 5.00pm on that day.

If you would like to attend this meeting, please would you notify me by email on rnrij@shrewsbury.org.uk no later than 5.00pm on Friday 6th November (no need to send apologies for absence!)? The relevant papers for the meeting are available below and will also be emailed to those wishing to attend, along with the Zoom link, in the week before the meeting. A reminder of the Zoom link will also be sent again on the morning of the meeting.

With all good wishes,

Nick Jenkins

Director, The Salopian Club

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