



Photo by Ryan Carthew

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Editor's Note

Creating this edition has been a lot of work but learning more about design and organisation has been very enjoyable.

When considering the cover of this year's magazine, I was inspired by previous editions, which involved BWS twists on iconic pieces of art. For example, Magritte's 'Golconda' was changed to include BWS uniforms instead of the suit and bowler hats of the original. This year's cover is referencing the 2019 installation piece 'Comedian', which was simply a single banana taped to a white wall. I knew I wanted to change up the look of the magazine, so this controversial piece felt right to homage. Many thanks to Harvey Gothard for taking the photograph.

In designing the magazine myself, I also changed the font. It is Atkinson Hyperlegible, an initiative of the Braille Institute of America that aims to make design more accessible. The font has certain distinctive glyphs, which you may notice most prominently in the 'Ø' and 'Ii1!', that allow for maximum differentiation of letters for the visually impaired. The blend of a beautiful typeface with this important function is something I really wanted to include. More information about the clever design process can be found on their website, brailleinstitute.org.



Behind the scenes of the cover

A quote found by Tom Prior in the 1922 edition of the magazine (see page 44), sums up the nature of Wordsworth well. "Sometimes one is tempted to look up last year's Magazine, but the thought that others may do the same later proves a deterrent". I found the notion that editors and authors of the past, a different time politically, culturally, and socially, arrived at this conclusion, quite grounding. There is a lot of pressure to somehow make an edition individual or innovative, which I have also succumbed to. In the end, I am happy with the design and content and, while not revolutionary, I am proud to call it my offering to the archives.

An interesting theme that has emerged, or re-emerged, in this year's Wordsworth is the competition within the school. With most events back on this year, the houses have been competing more and more against each other. While the house system unites people along the school by different age groups, I think it is important to not let it divide us.

The colour theme this year is purple for Ward House, which follows the cycle through the house colours that began in 2020. This is also fitting, with this year being the first that Ward has been full in every year group.

Thanks goes to Ryan Carthew for letting me use his beautiful photos of Salisbury Cathedral, and to Nixie Parkes who designed the customary illustration on the back of the magazine. A special thanks to Charlie Knight for sourcing all advertisements, and to Miss White, who's help with organisation was very valuable.

Oliver Key, Editor

Letter from the Headmaster



One of my recent weekly blog articles was titled 'Out of the Covid Tunnel', and that is how it feels writing in February 2022. The past two years have been a cathartic experience for everyone as the crests of successive waves of the pandemic have surged past. Each time the statistics have peaked in London we have all known that there will be an increase to come in Wiltshire, and we have all waited in trepidation to see what the epidemiology looks like. Each time there has been a corresponding surge in the numbers of boys and girls kicking their heels at home, waiting for a negative test to finally arrive. Each time there have been staff succumbing to infection, though fortunately most have not been too debilitated and the numbers affected are well down on the reported impact from elsewhere in the country. I think that we have escaped relatively lightly, partly due to our relatively rural environment, partly due to our caution and mitigation measures, and lately due to the effectiveness of vaccination. Omicron, for example, seems to have been relatively modest in its effects so far, which is a considerable relief for everyone.

But I wasn't writing so much about the direct impact of infection and isolation, but more about the limiting effects of the pandemic – all of the things that we simply haven't been able to do. In the earlier parts of the academic year we were limited in terms of extra-curricular sport, music and almost every other activity. Things were possible, but they were almost always qualified in some way. It felt like there was a speed limiter on the school; there was a seemingly clear and straight road ahead but put your foot down and nothing much happened. All very frustrating, so it was a relief when, after the autumn half term break we were finally able to resume a full(ish) programme of sports fixtures and the musicians were able to get back

to rehearsing and performing in groups. Prize Giving, the Cathedral Services and the various competitions and trips were able to happen. The ultimate sign of hope for the future was our truly spectacular Carol Concert in Salisbury Cathedral; when I looked down the nave from the pulpit the scene was almost indistinguishable from any of the last twenty years and more, as serried ranks of faces, familiar and less so merged into the distance. We're back I thought as I read the passage from John's Gospel. And so we are.

There's still further to go still, as mixed year group assemblies have yet to be reinstated, the House competitions are only just starting in earnest and our first service in the Cathedral with the whole school will follow in March. The school photograph which will follow that service will show a much bigger school than the one that entered the Covid Tunnel, one which is still bearing some of the scars of the lock downs and loss of social capital, but also one which will heal readily and rapidly. The school which enters the summer term of 2022 will be different in many ways, not the least of which will be our first cohort of Bishop's Girls who will be taking their exams this summer. The 2022 whole school photograph will represent history in the making.

We have come a long way already from those dark days in late September when the first threatening wave of infection compelled the reintroduction of face masks indoors throughout the site. By the time that you read this article face masks should be a thing of the past, and mass testing hopefully just a memory. *Wordsworth 2022* should reflect us all as we emerge into the light once more.

Dr Stuart Smallwood

Messages from the Head Students

The 2021 academic year has been far from normal, yet for those of us in the school community who experienced Bishops life through the pandemic, it felt like a breath of fresh air. Having spent 7 years here, the distant memories of my time in Year 7 begin to feel not so distant anymore; I can almost smell the smoke bellowing from campfires at Great Yews! Nevertheless, while experiences from the pandemic must also become memories, one lesson can be learnt: change is good, most of the time...

This year's Wordsworth will feature the first "Head Girl's Letter" in over 100 years, and having had my time at Sixth Form as a co-educational experience, the integration of girls' into the school community has been an immense force for good - but I won't steal Sophie's thunder too much! Working closely with the Senior Prefect and Sixth Form teams over the past year, I have learnt the value of change. The addition of a fifth house, Ward, is now complete, and after a record intake of Year 12s, the Sixth Form has never been bigger. The expansion of the school has created a plethora of opportunities for each student to succeed, truly upholding the school's reputation as a hub of academic excellence. The new Chaplain, Reverend Wood, has done a spectacular job in maintaining a close relationship with the staff of Salisbury Cathedral, providing some of the Senior Prefect team the opportunity to read at the Cathedral's Advent Ceremonies, attend supper at the neighbouring Deanery, and even establishing the precedent of being part of the Epiphany Procession as the Three Wise Men!

However, the restoration of Bishops' traditions was a core principle in my interview for Head Boy many moons ago, and I am proud to have seen this put in action. A gradual shift from the Sports Hall being a testing centre to the hub of sporting excellence at Bishops was welcomed, with the 1st XV's ending the season on a high after a well-deserved victory against Sherborne. The most recent Cathedral Service, spearheaded by Cathedral Prefects Josh Samuel and Ella Steggel, contained years 10-13, over 800 people, making it the same size as the entire school was when I joined in 2015! I accompanied the House Captains and Prefects in welcoming the new Year 7 cohort in the annual House Suppers; a rewarding experience to see the future of the school over the course of 5 nights. Bishops continued to dominate in external competitions, with notable successes in music, rugby, debating and

public speaking. As Head Boy, I can't help but feel immense pride for our school as it continues to thrive in every aspect it possibly can.

At the time of writing, the new prefect team is being selected, and being part of that process has made me appreciate the sheer talent this school has to offer; just as my predecessor Jake Kneale wished success for me, I too wish my successor all the best. My thanks go to the Head Girl, Sophie Rawlinson, with whom I have worked closely with; she has set a high bar for the next Head Girl to live up to! I must also thank my Deputy, Jasper Bates, as well as the Deputy Head Girl, Alice James, for all their fantastic work supporting us this year, including organising the Sixth Form House Quiz. I wish all readers the very best in their futures as I move on from Bishops, and I thank Oliver Key and the rest of the Wordsworth Committee for creating such an outstanding publication.

Josh Oxley, Head Boy

In writing this letter I think back to roughly two years ago, to the girl who walked through the cobbled entrance of No.11 not knowing what to expect, and, to be honest, not knowing what she was walking into. Unaware of the long-lasting friendships she would make, the new love of subjects she would have, as well as all the new experiences. If I was to tell my 2020 self that I would become the first Head Girl at Bishop Wordsworth's I would've laughed in shock, as I used to have a fear of public speaking. And now here I am writing the Head Girl's letter in the magazine. This just goes to show the journey I have had at Bishops, and I can only thank the school, staff, and students for always supporting me and pushing me outside of my comfort zone in ultimately making me who I am today, and who I will be in the future. Additionally, through the opportunities and experiences Bishops provide, I grew from my public speaking fear, and from that was able to pursue and achieve what I wanted to do.

In a post-lockdown world I can speak for all of us in saying that there is an element of uncertainty. When, in all our lives, there has been and will be moments when someone flicks a switch and life changes, one thing that I've learnt in the last two years is that change is a part



Sophie Rawlinson

of life, and it is better to embrace it. For Bishops, the introduction of girls was a big change. Being part of the first cohort of girls was definitely a nerve-wracking experience and, no matter how much anyone could prepare, nobody quite knew what to expect. However, by fully embracing this change, it has been a smooth transition and a remarkable experience - one that I will remember forever and look back on fondly. The addition of girls has brought with it new classroom perspectives, greater sporting opportunities, and further enrichment that will shape Bishop's for the better.

From having stitches from laughing too hard, heated debates, that deep breath before a whistle, that 11:59pm teams deadline, "does anyone have a phone charger?", the sunshine on the lawn, a cup of tea in the art room, hoping your friend did that part of the presentation, Tesco trips; all of those small seemingly menial parts of school life that at the time you don't really notice, shape who we are and define being part of the school community. You can't help but smile when looking back.

My Deputy Head Girl, Alice James; I couldn't have asked for more. She helped reassure me and got me out of a muddle. I also cannot write this without mentioning the Head Boy, Josh Oxley. Thank you. As well as it being a pleasure working with and learning alongside him, he has become one of my really good friends. He has been so patient and helped me understand Bishops at a deeper level, and I am all the more grateful for it. Through our time as Head Students we reflected each other and



Josh Oxley

bounced off of one another, like Yin and Yang. Through him, I got a deeper experience as my time as Head Girl. I can only hope for future partnerships between Head Students, and that they have this same dynamic and friendship. He is an absolute credit to the school with only one weakness: goat wrangling.

One experience that has cemented itself in my memory is the vaccine volunteering. At the height of the second lockdown, many Year 12 students heard the call from the Wilton Vaccination Centre to help the first rollout of the vaccine. Whilst most probably wanted to see another human face-to-face, the amount of genuine kindness I witnessed and a passion to help people changed my outlook on life. It's easy to forget the simplicity of kindness, but in turbulent times it should not be underestimated. Every day we see kindness, from the support for Ukraine to just listening to someone talk.

It's been an honour and a privilege to be the first Head Girl at Bishops, and what I will walk away with after my two years at Bishops is confidence in my own voice and an understanding of what I love - and what I don't. I am passionate about gaining a greater understanding of the world. And if you don't necessarily know what that is yourself, or if you feel lost, it is okay. It took me years to get here and it doesn't just appear. It's part of the journey, alongside change, kindness, new experiences and opportunities, it will come to you.

Sophie Rawlinson, Head Girl

Letter from the Chaplain

At 5.40 am on a chilly March morning, with a temperature of 4 degrees and a wind-chill that made it feel far colder, I waddled in my sleeping bag to watch the sun come up over the glorious cedar trees in the cloisters of Salisbury Cathedral. From black to inky midnight blue to the pale light of a new morning as the birds stirred around me. First the little birds, then the wood pigeons' gently cooing, then finally at about 6.10 the unmistakable and haunting wake-up call of the peregrines high up on the spire. 20 Year 12 BWS students slept on around me, all having heroically slept out on the hard stones for our local charity, Alabare, raising over £1500 in the process. Not for the first time in the year, I felt incredibly proud and privileged to be their Chaplain.

This academic year has felt a bit like watching a new day dawn. Step by tentative step, we have begun to rebuild our worship as a school. First came the welcome services for the new Year 7s, each preceding their House Supper. It was very good to welcome parents as well as students at what is a major milestone for the whole family. Then came Year group Chapels, singing hymns through masks, slightly unsure what they were doing, but realising it was good to be back together. Then, step by step, we have returned to the Cathedral, each service allowing us to welcome a few more year groups until, in March, we finally managed a full whole school service before the photograph outside. It felt like the sun was up that morning, we were back where we should be. It was a deeply moving sight. One community, one body, one massive force for good.

As always we have been indebted to the Music department, but perhaps never more than at the Carol Service. A smaller congregation joined us for this particular milestone as the menacing thunder clouds of the Omicron variant were threatening, but it was an evening I will never forget. Chaplains sit through many Carol services so I do not say that lightly. Benjamin Britten's Festival of Carols with Marni Lai on the harp was spine-tingling. It was combined with the readings set out back in the 1930s in a beautifully hand-written manuscript for Carol Services in our school Chapel.



Generations of BWS students have found their rhythm and balance in the school Chapel and Cathedral. This year we have rediscovered them and valued them with a new gratitude which I hope and pray will last long beyond this year. Tomorrow will not be the same as yesterday, but I look forward to the years ahead and, as I did in the cloisters that morning, to what the new day will bring.

Stella Wood, Chaplain



Photo by Harvey Gothard, 13M

Jewell House



Leading Jewell this year has been a delight and an opportunity I would never turn down. As a newly appointed member of Jewell, I was welcomed with open arms and understood the community within Jewell that had developed since the founding of BWS.

After a few fragmented years interrupted by lockdowns and socialising rules, we aimed to restore the unity of Jewell in the first uninterrupted year since 2019. As House assemblies have sadly remained out of the question, we have thrived in the distinction competitions across years, the Sixth Form House Quiz, and rugby.

As we head into spring, we look forward to the jam-packed competitions calendar. The highly anticipated House Music Festival has had months of preparation, and will almost certainly fill the sports hall with spectators. The introduction of girls to the Sixth Form has added a whole new dimension to the House competition, with mixed netball and lacrosse prevailing, both of which Jewell has been tipped to win.

Resilience is a key message at the forefront of our house, and one that is best represented by none other than Bishop John Jewell, who stood to protect the 'Elizabethan Settlement' in a time of wide controversy and danger. Year on year, we aim to restore the victory of 2007, and all 240 students persist in their academic, sporting, and music endeavours, to progressively work our way up the rankings.

Ending up second in the house standings last year was merely a stepping stone in the success of Jewell, and as our extremely passionate Head of House frequently emphasises "This is our year!"

Will Holtby, J House Captain



8J Longford Hike



Tom Wilson, 11J



10J Pizza lunch

“Bishops has been a place of education, community, and excitement for me over the last few months. And it has only been months, yet I have been involved with so much. Being elected as the Year 12 J House representative in the first few weeks, to being involved in debating, business and economics society, and various other commitments like the House Music Festival.

It has been a complete shift in the way I view my education, A-levels come with the need for extra-curriculars and reading, expanding and personalising the way I learn. The school has done nothing but facilitate this learning in and out of the classroom, making my short time here incredible already. I feel like I've really found my place at Bishops in my social life and education, and for that I am so grateful.

”

Karis McIntyre, 12J



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Cathedral Prefects



Photo by Ryan Carthew

As I write this, I cannot believe that it has been a year since I first donned the cathedral prefect badge and robe. I distinctly remember the “I rate the drip” comments from scores of people as I walked past and can safely say that not an ounce of swagger has been lost, one year on.

Throughout my time here at BWS, I have always endeavoured to go above and beyond. To put it simply, my experiences at the school have been hugely rewarding and have shaped me into the individual I am today. It is because of this that I urge you all to do the same, whichever year you are currently in. The week I write this, I am taking the year group chapel assemblies and have been talking about opportunities and how important it is to take them on. I have learned that it is through taking on opportunities, regardless of how anxious we might all be, that allows us to thrive and become more confident and skilled human beings. Put quite appropriately by ‘The Office’ - “You miss 100% of the shots you don’t take.” This is something I have reiterated during numerous speeches, because I think it suitably represents the importance of putting yourself forward and volunteering to get involved in every way you can. You never know - something you have a go at now may well become your pièce de résistance in a few years’ time.

The idea of ‘platforms’ at the whole-school cathedral service was particularly fitting. Whilst the 17th of March 2022 marked the first whole-school cathedral service in almost two years, it was my last from both the cathedral prefect and organist fronts. It is not every day that you get to play a £1 million instrument in an 800 year-old cathedral! Needless to say, I will sorely miss being up in the organ loft playing (my modified versions of) ‘Lord of the Dance’, ‘Jerusalem’ and the like. The aptly named “Josh Samuel Orchestra” is something else I will also sadly be leaving behind - we have taken part in some truly unforgettable performances for the House Music Festival in past years, and it is always an exciting prospect when guessing what song we have lined up. Undoubtedly, we have set the bar high for Jewell House showstoppers. It is my hope that the future holds some equally incredible performances for those involved. Organising Bishops’ first mass Year 7 table tennis tournament out on the paddock was quite a feat, I must say, and I am no doubt excited for the future of such competitions past my time here.

I have very much valued my time at the school, as well as the people I have met. As many of you know, I have come to know an impressive number of people around the school, and whilst the lads in 10W get a special shout out for being a bit of a fan base, I would like to extend

my thanks and appreciation to all those in the school community – I wish you all the very best. Six years have flown by for me, so my advice for you is to make the most of the time you have left, because Bishops really is a special place.

So, this is it. My farewell letter as cathedral prefect, organ scholar and pupil of Bishop Wordsworth's School as my time at Bishops comes to an end. I have certainly drifted from my task of writing about my time as cathedral prefect but, instead, I think I have managed to achieve a good balance of appreciation, tooting my own horn and inspiring the next generation in this article. If there is one thing that I want you to take away with you, remember to take up as many opportunities at Bishops as you possibly can. It is worth it, trust me.

Josh Samuel, Cathedral Prefect and Organ Scholar

Two years in, and the girls have made their mark! Coming in as the first cohort of girls in over 90 years was a daunting prospect for Year 11 me, but now, 18 months down the line, any worries I may have had very swiftly disappeared. The warm welcome provided by not only teachers but pupils too, made me feel accepted as part of the school community. Coming to BWS not only as outsider, but a girl too, was a scary idea but taking that huge leap was incredibly worthwhile and truly shows you how important it is to step outside your comfort zone.

Historically, I would never have had the confidence to apply for any prefect role, never mind one of the top ones, so getting the role of Cathedral prefect is one of my proudest moments to date. Being surrounded by such a brilliant Top 6 and working together, especially with Josh Samuels, my Cathedral Prefect partner in crime, has helped me go on to reach my full potential as not just a prefect but a person. I have learnt so much from working as a close-knit team, to reunite the school community following a rough couple of years!

Whilst splashing around in the deep end, I found our new Chaplain, Reverend Wood. Both of us were very new to our role, so we were in it together! Working closely with Rev. Wood has truly been a highlight of the last year. I value her opinions hugely, and her support has been immeasurable. It's a shame our journey is now coming to an end after finally getting the hang of it!

Despite only experiencing a year of the Cathedral assemblies, it has been wonderful to watch the Cathedral fill up more and more as the months have gone on. The most recent Cathedral service finally contained pupils from Year 7 all the way to Year 13, a full house! Hearing the Cathedral echo with the joyful voices of



pupils singing 'Lord of the Dance' with such enthusiasm and pride, as well as the smirk of Dr Smallwood as Josh Samuel went rogue with his instrumental, will be a moment that stays with me for years to come. Having the opportunity to run and be part of events in such a beautiful and historic building is truly an honour, and certainly one I haven't taken lightly. The connection between the Cathedral and Bishops is something that shouldn't be taken for granted, and it fills me with pride that I am at a school where we have such an amazing privilege and opportunity.

Ella Steggel, Cathedral Prefect



BWS students on non-school uniform day

Anti-bullying alliance

Coordination of anti-bullying week, along with raising awareness and campaigning. They aim to “raise the profile of bullying” and contribute to the “climate” of bullying being unacceptable. The ABA provide teachers and carers with the information to better combat bullying, and the money raised went towards this.

<https://anti-bullyingalliance.org.uk>

Charity No: 258825

Ronald McDonald

Ronald McDonald provide housing for the families of ill children across the UK, in order for them to be closer to their child when they are in hospital. They have 12 Houses situated next to hospitals, and the money raised went towards supporting the expansion of this cause.

<https://rmhc.org.uk>

Charity no: 802047

ActionAid

ActionAid is a charity dedicated to preventing violence against women in poverty across the world, is an international charity that works with women and girls living in poverty. Our dedicated local staff are changing the world with women and girls. We are ending violence and fighting poverty so that all women, everywhere, can create the future they want. Learn about our vision, our mission, our approach, and our impact.

<https://www.actionaid.org.uk>

Charity No: 274467

Mind

Mind is one of the biggest mental health charities, and their work supports everyone who is suffering with their mental health.

<https://www.mind.org.uk>

Charity No: 219830

Young Minds

Young Minds, similar to Mind, are a mental health charity who focus specifically on young people. They are aiming to combat the growing “crisis” of mental health issues in children.

<https://www.youngminds.org.uk>

Charity no: 1016968

*Harvey Gothard,
Chair of Charity Committee*

De Vaux College

Today, Wiltshire is one of the few remaining English counties left which does not have its own university. Although it is logical to assume that this was always the case, there was once a point in the Middle Ages during which Salisbury almost developed into a university city to rival Oxford or Cambridge. By the late 11th century, Salisbury (or Sarum as it was then known) had come to be regarded as a great educational centre, thanks to St Osmund, the Bishop of Salisbury, who promoted the study and duplication of religious texts. By this time, there was also a grammar school operating in the city, a very early ancestor of the school we attend today. As you might expect, this intellectual activity attracted the attention of scholars and pupils who began to arrive in Salisbury, creating a reputation for the city.

It was a similar process to this which formed Oxford University, as students and educators began coalescing in the city. Medieval colleges, guilds and associations were founded for these scholars, often by a bishop or senior churchman, and as more colleges gradually emerged, they began to form a collegiate university. In order to understand the development of a university in Salisbury, we must look at the changes happening in Oxford at the same time. As more scholars arrived in the city of Oxford in the 12th and 13th centuries, tensions between themselves and the inhabitants of the city became

strained, and in 1209, operations of the university were suspended after two students were hanged by townsfolk, apparently due to crimes they were allegedly innocent of. This dramatic event marked the beginning of a series of hostile and violent encounters between the 'Town and Gown', which still continues (although on a somewhat less extreme scale and without the homicide!) today. Fearing more violence from the inhabitants of the city, many of the students and teachers decided to relocate to cities in England, including to Cambridge, which played an important role in the formation of the university.

In Salisbury, a similar process of migration was occurring and, by the early 13th century, a sizeable community of scholars and masters had moved to the city from Oxford, to supplement those already there. Connections between the city and prominent educators of the period, including Edmund Rich and Robert Grosseteste, only helped to encourage this movement. By this time, Salisbury was to all intents and purposes a university city, with a 1279 document revealing details of numerous faculties, such as theology and the liberal arts, operating in the city, and a number of masters and teachers connected to groups of scholars residing in the city. Orders of monks such as the Dominicans, Franciscans and Grey Friars (from whom the Friary area gets its name) also were present in Salisbury, some offering classes to students who met in the close of the newly built Cathedral.

DE VAUX PLACE

It was for these growing numbers of scholars that the Bishop of Salisbury, Giles of Bridport, founded a college in 1262, with the catchy name of 'House of the Valley of the Scholars of St Nicholas of Salisbury', soon shortened from its Latin name to De Vaux College. A few years later in 1269, St Edmund's College was founded by the Bishop Walter de la Wylle. The first of these (De Vaux) is the most interesting; it is often claimed to be the first university college in England, predating Merton College in Oxford, which was established two years later in 1264.

Despite these promising foundations, it was clear by the early 1300s that Salisbury was not destined to become a university city, and no more colleges or academic associations were formed. The close proximity to its rival Oxford meant that many scholars of Salisbury returned to Oxford to finish their learning, which offered a greater variety of courses and more generous funding. Both colleges remained active until the Reformation in the 1540s, when they were dissolved and their assets taken over by the Crown. During its three hundred year existence, De Vaux College occupied the highly unusual position in medieval England of being a fully-fledged academic college situated at least 40 miles outside the nearest university. Little remains of the physical legacy of these institutions, except in the names of the present-day De Vaux Place and St Edmund's Church, both of which occupy the sites of the original colleges. Today, they offer an interesting flavour of what might have been had history taken a different course.

Tom Prior, 12J

Martival House

Joining Bishop Wordsworth's School in the Sixth Form was quite daunting at first, but as I became acquainted with the school, I was impressed by the sense of spirit the house system created, especially in M house (the best house of them all). When I achieved the honour of House Captain, I strived to continue the legacy of previous M House Captains of participation and perseverance in everything we do. With these core values in mind, I believe this year has been very successful for everyone in M House. Our success is shown by both 9M and 11M, who won the award for highest distinctions of their year - very well done to those groups. Furthermore, given we won the House Cup in 2020-21, I'm confident we'll be able to win it again this year.

Last year, one highlight for me was the Great Yews trip for the Year 7s (now Year 8s) last July, which proved very positive in bonding each tutor group together with their peers in their year groups, and it was great fun camping in the forest.

Thankfully, we have been able to return to a certain degree of normality within school regarding Covid, but

the threat of it does remain. I can say this as I contracted Covid in late January. I hope, moving forward, that Covid doesn't disrupt school life any further, so that students in M House can reach their full potential.

Unfortunately, I haven't been able to give house assemblies in my time as House Captain due to Covid, but nevertheless, in a Lower School assembly I have sat in, I was able to see for myself the motivation and ambition the younger pupils have, strengthening the core M House values of motivation, determination and perseverance. On the occasions I have been lucky enough to help with the Year 7s, I have been impressed by their spirit and perseverance in activities like the Year 7 team building day last September.

Moving forward, I hope that M House will see success in several house events and that the team spirit which has always been with us can motivate and help us work together to build a bigger and better school. Good luck to everyone in M House for the future.

Adam Cowlam, M House Captain



7M at Great Yews



Joseph Westlake, 13M



9M Pizza lunch

“

When I joined BWS, I didn't know very many people, and I was anxious to be placed in a new environment. Slowly and surely, I found my place within the school. Beginning A-levels was daunting to me as a Year 12 student, but I was always offered support and aid by my teachers and all the staff at BWS.

My journey at BWS has been nothing but positive and full of good memories that I will always remember going forward in the future.

”

Josh Banham, 13M

“

Starting Bishops for me was a very enjoyable experience. While some people struggle moving school, in my opinion Bishops was very welcoming. BWS can help with issues one may have at home and in school, like bullying and other aspects.

Pupils with learning disorders can also thrive, Bishops is a great school for everyone. Even on the first day I had made many friends and had many people I knew I could trust. As well as knowing Bishops was good with education, I also felt in a safe environment. I'm glad to be a part of BWS and I'm amazed by how far the school has come!

Tabel Bankole, 7M

”

Art Showcase



Y11 at Hengitsbury Head



Grace Cartidge, 12M



Aryan Bhandari, 11M



Year 8 Photography



T.J. Ono-Sorhue, 13P



Ryan Carthew, 130



Joe French, 12P



Year 12, 2021



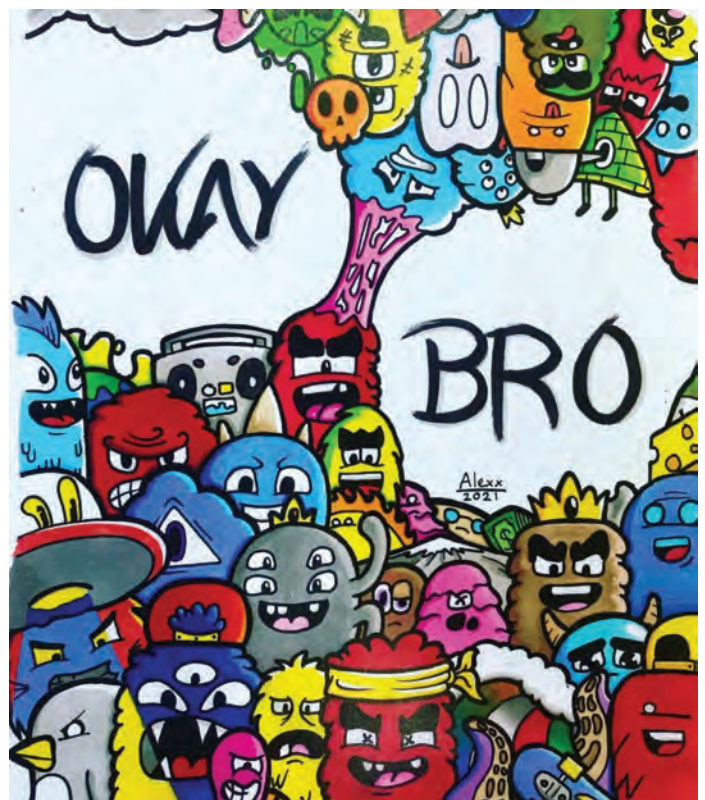
Luke Caro, 9W



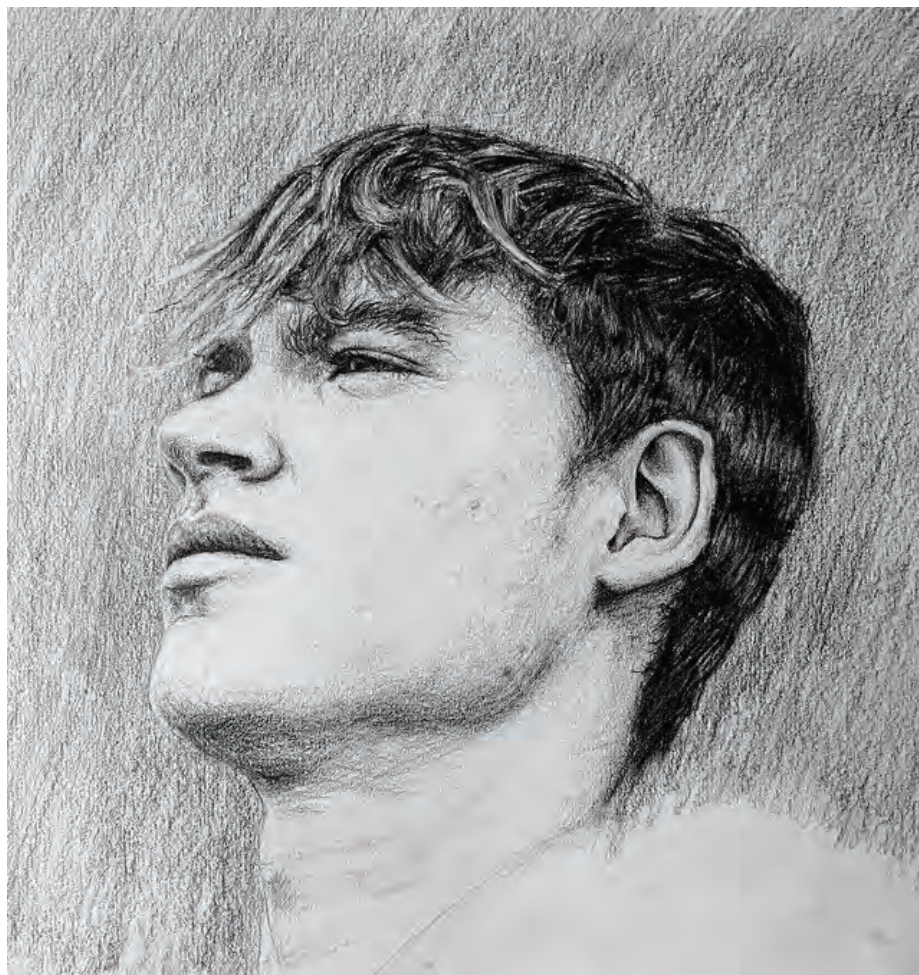
Ollie Groth, 100



Oliver Key, 13W



Year 7, 2021



Max Glibbery, 13P



Harvey Gothard, 13M



Sam Saneie, 9M



Luke Caro, 9W



Year 8 sketches



Nixie Parkes, 13W



Tyler Owen, 9M



Year 12

Gold DofE 2021

Gold DofE
Qualifier:
Brecon Beacons,
October 2021

Photos by Ben Schofield



Music and the Choir

In the past seven years, Bishopgate has seen four different conductors, the rebranding of the chamber choir from A-level Singers to Bishop's Singers, and the redecoration of the BMR, which has seen the removal of posters stuck to the walls since the beginning of the century.

Nevertheless, these surface changes have never altered the unchanging spirit underlying the choir: to rehearse and to perform, despite the fact that you're an hour early to school in the morning and that you're not supposed to go to Prêt for coffee until after the rehearsal since caffeine dries your vocal chords.

Despite the significant time commitments of three to four rehearsals a week, choir ultimately pays off in satisfying ways; the camaraderie, the echo of the cathedral, the trips to McDonalds whilst terribly overdressed in the centre of Oxford, and the way that after hours of rehearsals, you end up not only learning your part but everyone else's as well.

Highlights of this academic year so far include Prizegiving, with a performance of Bach's "Jesu Joy of Man's Desiring" with the string ensemble, marking the first performance of the choir inside of the cathedral since being locked down two years ago. Another notable moment was the Carol service in the cathedral, where, with the wonderfully skilled harpist Marni Lai, we performed Benjamin Britten's "A Ceremony of Carols", a series of eleven poems converted into canon and call-and-response. It was also a great experience to go carolling in the Salisbury Baptist Church for people with Alzheimer's, and outside Mrs Redmill's mural where Debenhams once was.



Another event of this year was the resolution of the hymn competition, which sought to assign a new melody to the once-forgotten school hymn "Spirit Divine" which came with words but no music. After a series of extremely difficult decisions to be made between nine entries, Jonas Stringer was declared the winner.

After two lockdowns caused by the pandemic, Mr Edney has thrown the choir into overdrive to make up for lost time by introducing lots of music to rehearse, sometimes only a week before performances. Nevertheless, we always manage to make it sound good by then. We are now looking forward to a performance of Mozart's "Requiem" with a full orchestra and three other choirs in May, and we also have several other trips in the summer to await.

Ultimately, being part of the choir is something I've always been able to use to measure my experiences in this school, from being a Year 7 who interrupted a rehearsal because I thought that we had to excuse ourselves if we were late, to being a sixth former who's had to run a couple of sectional rehearsals. So, as someone who's going to move on from this school in a little more than a year, I think I'll look back on my time in the school choir with warmth, as a contrast to the deluge of academia that the school brings us each week.

Luke Liang, 12J



Wordsworth Politics Society

If there's anything the last few years has taught us; it is that the need for a good political understanding is both beneficial and crucial to society. I am proud that the Politics Society has been instrumental in providing this understanding to the school community.

Perhaps the highlight of the year was our invitation by the Salisbury Conservative Association to an evening with Jacob Rees-Mogg, the Brexit Opportunities Minister. Sadly, only 10 students were able to attend, despite over 50 signing up! Hosted at Salisbury Guildhall, we walked into a room packed with Conservative members, and knew this would be an interesting evening. It was hosted by John Glen, and after discussion between John and Jacob, questions were opened up to the floor, and we were able to quiz Jacob on his view that the Leader of the Scottish Conservatives was a "lightweight figure". While our students were less inclined to agree with Jacob's views than the hall packed with Tory members, we found it fascinating to hear his views. Jacob was even kind enough to sign a custom-designed shirt, featuring his face, designed by Year 12 student Angus.

While we tried to move beyond the pandemic, finally restoring in-person meetings after a brief hiatus, we made sure not to ignore the power of Microsoft Teams. My thanks go to Mr White, our IT Network Manager, who was instrumental in moving talks from in-person to online. We were able to have 3 international talks - the most ever. With the pandemic receding into the background, and the tragic crisis unfolding in Ukraine, Brexit seemed like a distant memory. Despite this, we were able to welcome the European Commission, the executive branch of the EU, to deliver a talk on their work, including sanctioning countries who violate the rule of law, something that we would never have had thought would become so tragically relevant now. Not only this, but we welcomed two speakers from the United States: Dan Gelson, 2020 Presidential candidate Elizabeth Warren's Chief of Staff, and Douglas Carswell, founder of Vote Leave. These were both fabulous talks, and has shown how the Society can adapt to an increasingly technological environment to maximise the educational opportunities. One of our Year 13 Committee members, Alfie, expressed the uniqueness of the opportunities presented by the BWS

Politics Society when he commented "where else as a student can you talk public healthcare toe to toe with a top tier Brexiteer one week, then discuss the ins and outs of global affairs with one of the highest profile political minds in the US the next?!"

This year also saw greater integration between Bishops and Godolphin, with Bishops students first attending a discussion by Chuka Umunna back in September. It was wonderful to receive such a warm welcome by Godolphin. Mr Umunna, a former arch-Remainer Labour MP who defected to Change UK, spoke passionately on the roots of his political activism, and the ways in which political life affected his family. This integration was continued, with some of our members being invited to attend a discussion with Mary Ann Sieghart, activist and feminist author of "The Authority Gap." As a man, I was taken aback at the extent of the inequality still present in society, and the talk made myself, and many other male attendees, reflect. It was at this talk that I learnt that a woman asking the first question encourages fellow women to ask subsequent questions, a subtle reform I have tried to make widespread at Society meetings.





I hope that integration between the two schools will continue into the future, and that political discussion remains as lively as it was on those evenings.

None of these spectacular opportunities could be available to students without the help of the entirely student-run Committee. Chaired by Jess Hammond, the first female Chair, the Committee has done fantastic work in organising 17 talks this year, encompassing a broad range of themes. The organisation of each talk requires a team effort, ensuring rooms and speakers are booked, catering is sorted, and the talk is publicised to the school! A new feature of this year's talks has been occasional catering provided by Nole Pizza, owned by Old Wordsworthians. Erin Lauder has been instrumental in maintaining high quality catering options are available at each meeting, and Sophie Rawlinson has been key in leading the publicisation of meetings through poster design and distribution. And of course, one cannot forget Mrs Anders, who acts as the cement holding the group together.

In recent years, it has become increasingly difficult to experience a sense of political normality. Once again, this year has been far from normal, with a Prime Minister going from peak popularity after a successful vaccine rollout, to seeing his position being labelled untenable by many after the Partygate scandal, only to recover after the biggest conflict since 1945 broke out in Europe. While many things in the political world remain uncertain, the continual dedicated attitude of the Politics Society in providing a plethora of extra-curricular opportunities is one thing that we can be assured of.

Josh Oxley



Ward House

As I look back on the past year, I am reminded of the gradual easing of restrictions surrounding both school and our personal lives, but also the sheer resilience shown by our students in order to bounce back and bring back the camaraderie and community spirit that makes our house system at Bishop's so unique.

Ward started off strongly with a House Music win for the first time ever! - a huge shoutout to Jonas Stringer for the organisation and execution. This being the first proper house event amongst a lockdown-ridden school year only made the victory even sweeter. Sports Day followed - not the usual high octane summer's day but rather, a year group by year group one. Regardless of this, there were strong performances throughout with a lot of character on display.

The early part of this academic year saw the rise of the Omicron variant. Thankfully, a national lockdown didn't result but there was still the protective bubble system in place to slow the spread of Covid within school. This came with its own set of challenges, including the inability to hold proper house competitions. However, with time came a commendable return to normality with the hotly contested Year 7 house table-tennis, as well as a second shot at winning House Music. This year, although we fell short of the prize shield, the commitment and talent on show was excellent. Particular kudos goes to our soloists who all displayed character and musicianship

- well done to Ghin Cho and Tiger-Lily Jonathan for winning in their categories! As I write this, plans are in place for many more competitions to come; plenty more opportunities to showcase the talent within Ward House. Thanks are in order to my team of house prefects who've been indispensable in helping organise activities throughout the year but who have also stood as role models for the boys throughout the school.

This year marked a historical moment in Ward's no doubt short-lived history. With the latest cohort of 7W and the formation of 12W, we finally became a full house. That means equal footing in the run for the house cup as well as a proper shot at all house competitions. The other night, whilst reading the 2018 edition of the Wordsworth Magazine, when Ward House had just been created, including the motto for W - 'OnWards and UpWards,' I was struck by the spirit shown by the relatively few 'Wardens.' I now sit proud at how much this house, with its humble beginnings, has achieved, but also how much is yet to be achieved. I feel grateful to have worn the Ward house crest on my lapel, and am excited for what's to come. I will certainly look back at my time as Head of House with fondness. I'd like to thank everyone at the school - both students and staff - for your help in making Bishop's feel so welcoming, and I'd like to wish my successor the best of luck in leading Ward House to new heights!

Tanay Vajrimani, Ward House Captain



Ward House Choir, 2021



“ As the first year group to introduce girls to the Sixth Form, my experience at Bishop’s has been exhilarating and inspiring. It has been wonderful being in such close proximity to the Cathedral to enjoy the sunshine in the close, and sports day at Britford Lane was also amazing in the summer heat last year. It is amazing to see the cross-year involvement with every competition but also the introduction of a bake off this year! I hope this commitment to every aspect of school life continues as the school continues to grow. ”

Marni Lai, 13W

Bishops was a big upgrade for me, and the academic level blew my mind. I couldn't even start to comprehend how anyone could manage to do it, but now I'm here I've come to see how nearly 1,300 boys do it, and how amazing it can be. Upon being a part of 7W, I have made so many great memories already, and the experiences I've had are like no other school I have been to. I was lucky enough to get to play for the BWS U12s rugby team. It was so cool to get to travel around the South of England playing head to head games against other schools. The utter joy you can get from scoring a try and winning the game is like no other. However, sports isn't the only thing that Bishop's has given me. Year 7 has opened up my eyes to a range of subjects, broader than I had expected. The transition from primary to secondary was hard and the work rate was a shock, but if I continue to focus on these subjects then it should only benefit me in the future, and provide me the opportunity to continue with the things I love. In my primary school, the education was not nearly as extensive as Bishops and I can't wait to see what else it has to offer me.

Noah Easton, 7W



The Ward Board



8W Pizza lunch



10W Team building

Reading for Mental Health

Many people are suffering from low mood or anxiety in the wake of the pandemic. Mental health has always been a prominent issue, but the problem has been exacerbated by COVID – and seems to be particularly prevalent among teenagers. Fortunately, there is an easy, cheap, and accessible way to combat this: reading.

Does reading actually help your mental health?

The simple answer is: yes. Reading has been proven to reduce stress, promote feelings of connection, provide an escape from life's challenges, and generally improve the minds of those who engage in it regularly.

A study supported by the US National Institute of Health took MRI scans of the brains of children (between the ages of 5 and 15) who were reading at the time, and found that a complex network of neurones was activated. More areas became active the longer people read. The same study also found that brain connectivity increases, especially in the somatosensory complex, for days after reading - indicating that some neural pathways are strengthened when you read.

This is particularly relevant when considering the development of empathy and emotional intelligence, which are essential for connecting with other people. Researchers have coined the ability to understand other people's thoughts, feelings and beliefs as 'theory of mind', and fiction has proved effective in improving it, thereby helping to build relationships and reduce feelings of loneliness. Reading also improves focus and concentration, and feeds your imagination.

Additionally, it reduces stress; a 2009 study carried out by MindLab International and the University of Sussex indicated that reading for only six minutes lowered heart rate and reduced muscle tension by 68%, making it more effective than listening to music, drinking a cup of tea or taking a walk. Because it reduces stress, the Mayo Clinic recommend it as part of a bedtime routine to wind down – and it's certainly better for your sleep than playing on your phone before bed!

Why is it so effective?

One possibility is that reading is the ultimate distraction from life's worries and pressures. When you read, your imagination supplies images to match the words; this forces you to concentrate on the story, taking your mind off of the source of your low mood or anxiety. Entering the world of the story has other benefits; it provides a sense of order through structured narratives that usually have solutions. Reading books which explore themes (or

provide advice) on issues which affect you might present an alternative way of approaching them, or at least show you that others have experienced similar struggles and therefore reduce feelings of isolation.

Reflecting on what you've read is also beneficial. You can discuss books with others who've read them via a book club or a reading app, which may help with loneliness by encouraging you to meet new people. In fact, books can be so useful in aiding with mental health issues that some therapists have started using bibliotherapy, a form of therapy which centres around the use of literature to stimulate mental healing.

What if I'm not a book person?

You can still benefit from the power of reading! Literature comes in all shapes and sizes. The key is to pick something that interests you; this might be a fantasy novel, or a thriller, a Shakespeare play or a magazine, a comic or a book about quantum physics. Fiction and non-fiction works both hold advantages for mental health, and 'reading' does not always have to be centred on a book if a shorter work (perhaps a poem or article) appeals to you more.

Alternatively, if you struggle with reading for practical reasons (like dyslexia, for example), you might want to consider audiobooks, which are likely to benefit your mental health in a similar way. If you're interested in exploring audiobooks, you can find some free ones using OverDrive (an online database partnered with local libraries).

What should I read?

Ultimately, what you read is up to you, but if you're stuck, there are a few factors to consider when choosing the perfect book. The first step is to discover some books; visit a bookstore, a sale, or the BWS library. Failing this, talk to somebody – school librarians and your English teachers are probably best placed to give you recommendations, though a friend with similar tastes may also be helpful. You could do some online research for reading lists, or even follow a challenge (this could be an excellent opportunity to explore the English Department's reading challenges).

You might stick with a genre you love or experiment with a new type of literature. Self-help books can serve the dual purpose of giving you direct advice for coping with mental health problems, too. Once you've found a likely candidate, have a good look at it. Flick through it. Read the first few pages. Do you want to read on? If the answer

is yes, you've found your book! If not, move on. If you end up reading it, then change your mind, don't be afraid to abandon it - there are plenty of other books out there.

As a final point to consider, printed books or articles may be better than digital ones. While ebooks do have their uses (like being more convenient) they also come with the stipulation of extra screen time - and most of us are already getting too much. And if transporting books is a real problem, perhaps consider asking for a Kindle for your birthday - some specialised reading devices have paper-style pages that are easier on the eyes.

Tips on reading for mental health

So, now that you've chosen your perfect book, how can you get the most out of it for your mental health? Give some thought to the times you might benefit from reading. If you are generally an anxious person, try bringing a book with you into stressful situations; you're likely to find it an effective distraction. Reading before bed is a good way to unwind and may improve your sleep, whilst reading in the morning might provide a relaxing start to the day and put you in a positive mindset. The next strategy for maximising your reading is to treat it as a self-care exercise. You could stock up on books and designate a reading nook (a quiet place to focus would be ideal - feel free to decorate!). Get a blanket or comfy clothes, make yourself a cup of tea (and snacks), perhaps play a little ambience noise... breathe deeply... light a candle... make your reading experience special! You may also want to use your reading to learn more about yourself and your current mental state by keeping a reading journal. Pick a nice notebook and pen, and write down your thoughts and feelings about what you've read. Noting down words and quotes that speak to you (then exploring why), writing about a character you like or dislike, giving your opinion on an issue put forward by the text, or even simply recording what you've read are all good places to start.

How can I build a reading habit?

As we come to the end of this article, hopefully you are eager to get started! Habit building in itself could be an entire article, and if you want to learn more about it I suggest reading 'Atomic Habits' by James Clear, but here are a few tricks that might help you to get more reading into your day.

Get inspired: reading is more fun when you actually want to do it. Choosing books is one of the best ways to do this, so visit book sales and libraries to get ideas. You can make a list of these to avoid inertia when deciding what to read next, which would make a perfect addition to your new reading journal. Then hold yourself accountable - this is best done with other people, so get a reading buddy and share your thoughts, or join a group or reading challenge. If you want to work independently, consider a habit tracker: a simple list of days with ticks next to those on which you've read will work perfectly well. Next, prepare yourself to read. State a specific time and place in which you will carry it out - you may even want to write this down (in your reading journal). Before bed or first thing in the morning seem to be the most popular choices, though you could also try to replace screen time with reading throughout the day. Don't be afraid to read for short stretches; in between classes, waiting for a bus, eating lunch... remember, the Mindlab International study looked at the effect of only six minutes, so even a small period every day has its advantages. If you're struggling to get started, set yourself a manageable goal; tell yourself you'll read for 20 minutes, or read 5 pages.

Finally...

Settle down. Get a cup of tea. Put your phone on silent and get comfortable. It's time to indulge in some reading.

Phoebe Lambard, 13J



School Play:

‘The Sneeze’

Each September heralds the start of a new academic year, and with it begins the groundworks for the school play, which normally takes place over a few frenzied days near the back end of the Autumn term at the Studio Theatre in Salisbury.

This year, we were performing a play called ‘The Sneeze’ by Anton Chekhov, a comedy set in early 20th century Russia. Interestingly, Chekhov did not write it as a play; it is actually a modern compilation of some of his short comedic stories. Following an appeal for actors, stage managers, technicians and musicians in the first couple of weeks, auditions were organised and we were all set for rehearsals by mid- to late-September. During this time, the decision was taken to film the production instead of performing it live, something that was probably sensible due to the lingering presence of COVID, but somewhat disappointing, nonetheless. On the plus side, however, the nature of the play as a collection of short stories meant it was easy to rehearse and film, allowed us to explore novel approaches, and adapt it to a new format. More importantly, it gave a couple of precious extra months to learn lines and squeeze in some more rehearsals!

After a few successful dress rehearsals, it was deemed the actors were prepared enough for filming to commence and within a busy week the hard, but fun, work of recording was all wrapped up in time for the self-imposed deadline of mid-November(ish). Last, and certainly not least, came the diligent work of our resident technicians to put together all of the video and audio (with amazing music provided by the jazz band Halfsharp) and finally, early at the start of this year, we saw the fruits of our labour. I, for one playing the character of Champugne, was very pleased with the outcome of it and, what’s more, we now have the recording of the endeavour for posterity’s sake.

Tom Prior, 12J





Osmund House

My time at Bishop is almost up, yet I can remember my first day of school like yesterday. More specifically, I remember the house supper where I met my house mates for the first time. I can still remember the prefects, House Captain Toby, and the house prefects Max and Frankie. Little did I know that in 6 years I would lead the very same House Supper, welcoming in the new class of Osmund. My experience at Bishops truly would not have been the same nor as great as it has been without my fellow peers in my house. We are not just fellow house members but family now.

As Head of Osmund this year, I am very proud of what our House has achieved despite the restrictions on many House Events. The Year 7s were very busy on the lawn competing in House Table Tennis. It was amazing to see how competitive and locked in everyone was. As the rounds progressed, more and more gathered until the finals, where a large crowd had formed to watch a winner be decided. Although we did not win, everyone had a big smile and looked as though they had had a good time. Winning is important, and with everything you compete in you should look to win, irrespective of the odds, however sometimes losing is just as important, as you learn a greater lesson from a loss. Here at Osmund, win or lose, we give it our all and one thing we most definitely don't do is give up. On another note, House Music was a success, even though the piano was transposed, and a lone J house member somehow was able to infiltrate our choir resulting in point deduction.

Overall, it has been an absolute honour to lead and be the head of the best house at BWS, with a special thanks to Max Woodhouse for all of his help this year in running events. The sense of community in Osmund House is important; a reflection of Bishop Osmund who was known for being a key helper in the community, and known amongst his peers for being humble and having a lack of greed which was uncommon at the time. I think everyone at Osmund strives to emulate Bishop Osmund. We may have not tasted the sweet victory of the House Cup in some time, but we are going through a rebuild phase where we have to trust the process. Victory is just over the horizon. Lastly, best wishes and all the best to the next head of the best house.

Progress Rai, Osmund House Captain

I remember when I had first began going to Bishops, there was a part of me that was sceptical of the school despite its good reports. Yet when I had finally gotten in and adapted to the new environment, my concerns had evaporated, and I started to see how much this school deeply cares for its pupils.

The school doesn't just offer its students an enjoyable experience for what would otherwise be one of the most stressful times for young people, but also takes an active role in education for its students. The school promotes self-responsibility, with study sessions being apart of the school day. These have helped me manage to stay up to date with my homework and, as a student that previously struggled with work outside of school, these help a lot. The school has many speakers come in to talk about their careers. I remember a barista came in, a job I previously had little interest in, and I remember being so immersed into his speech that I had lost track of how quickly the time went!

The school has sparked a lot in me, whether that be interest into new career possibilities or improving diligence towards my work. But most of all, this school has opened its arms to new students like me, and has allowed a thriving community of friendly peers that are so diverse in attitudes and opinions that it makes everyday enjoyable. The attention that the staff gives to its pupils is nothing short of remarkable, with both active support and encouragement given to each student to help them achieve their goals. I feel very grateful to attend this school and to prosper with it!

Tobias Daszkiewicz, 120



80 on Longford hike



Coming to BWS has been an incredible experience for me. The prevailing mood in the classroom on Induction Day was timid, but as the day progressed, we all started to relax and began to form friendships, which we know will continue for the years that we are a part of Osmund house. We were welcomed by Progress and Max; Osmund house captain and prefect respectively. In the first few weeks, Max and all the music department were extremely friendly to me, incorporating me into their routines, including the brass group to accompany the choir, and Year 7 and 8 orchestra.

I get the impression that the jump from primary to secondary school has been a big one for most of us, but no-one is doing it alone, and we've experienced and mastered it together. I have managed to make a few new friends outside O during break and lunchtimes and some from other year groups too. We have all now settled into Bishops: it feels good to be part of such a large and thriving school. I am confident that all students joining O will feel the same acceptance and camaraderie that I am experiencing in this fabulous house. I am still proud to wear the green tie at Bishops, and I look forward to passing on the welcome and kindness that I received to next year's intake.

Gabriel Williams, 70



70 Team building



120 Pizza lunch 2021

“ Having been at an all girls comprehensive school for five years, I was apprehensive about what my time at the Bishops Sixth Form would bring. But looking back, I can say that the past eighteen months have been amazing! Since Day One I have been welcomed and supported by the students and teachers at Bishops, especially Dr Smallwood who was greeting us all by name from the second week! From being co-chair of the History Society, to organising inter-house competitions and society meetings as a Senior Prefect, the opportunities available to myself as a student have been incredible and definitely worth signing up for. Being in O House is where I have met some of the most amazing people, who have inspired me to work hard and aim high. The House system is very important in Bishops, as it's a way of connecting all the years in the school. I have been offered several incredible opportunities, such as the chance to help out on a Cathedral tour and the Year 7 O-house trip to Great Yews. I am proud to be a representative of the school, and more specifically, Osmund House. The lessons and memories that I have gained from my time at Bishops are some that I will carry with me for the rest of my life, and I will never forget the people I have met here.

”

Abi Phillimore, 130

Christmas Poetry

Competition

As the 2021 Christmas holidays approached, many students found a new outlet for their festive cheer. The Christmas Poetry Competition represented an opportunity to try their hand at something new and gain a fresh appreciation of creative writing – and all while celebrating the season! Organised by the English Department and associated prefects, this was a school-wide competition that encouraged people to engage with

poetry in new ways by carefully considering the effects of their own imagery, word choice and structure.

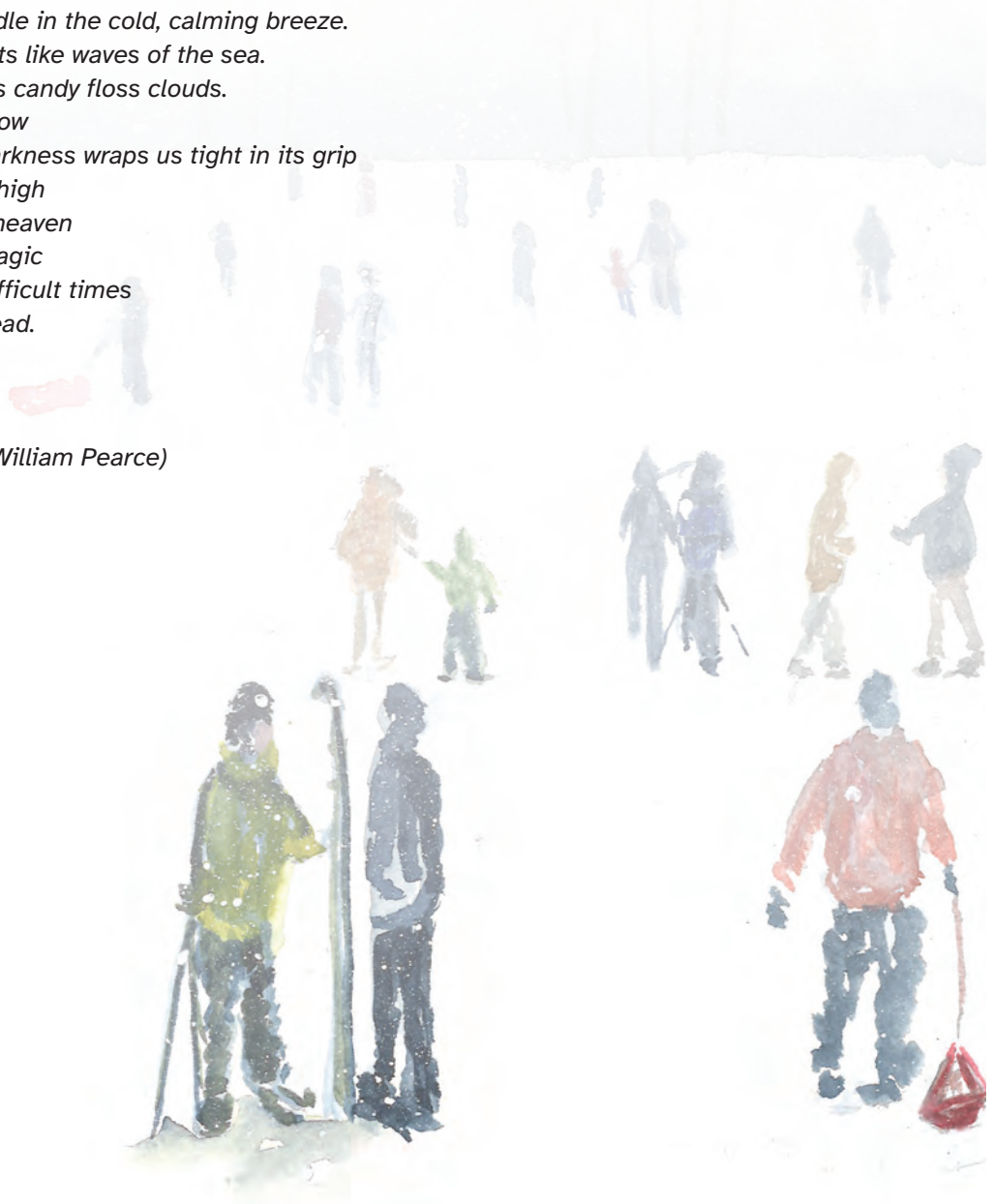
In the end, we had a great deal of entries from across the school, and many of very high quality. We would like to thank everybody who contributed their work, and additionally congratulate our runners up and the winners (whose poems are shown below).

The Light of Christmas

*Frosty tipped firs rock like a cradle in the cold, calming breeze.
Icy dew grips the grass and glints like waves of the sea.
The moon rolls over the luscious candy floss clouds.
Life burrows into the depths below
and disappears from sight as darkness wraps us tight in its grip
But a festive feeling lifts spirits high
Our voices sing raised towards heaven
Hearts swelling with love and magic
Christmas has come in these difficult times
Showing us the path of light ahead.*

William Bazire-Smith, 7M

(Runners up: Wilfred Adair and William Pearce)



The Christmas Truce - 1914

*In Flanders Fields, for once there's silence
Side by side, we cease our violence
Then over the parapet, a helmet creeps
One brave soul, takes to his feet.
Then over he climbs, Death Certain and sure
Yet Ne'r it comes, the violent uproar
For Christmas has arrived, the time has come
We lay down our arms, one by one.
One lad goes to meet him, A corporal from "D"
And there they shake hands,
saying "it's Christmas you see"
And there that day, Christmas eve 1914
We stood and we spoke, regained our Humanity.
And over our dead, we shared our pity.
Friends from our regiment, friends from our city
And there we talked British, German Alike
As onwards we went, long into the night
We decided tomorrow, we shall not fight.
The next day we woke in subliminal silence
A beautiful respite from the death and the violence.
At First we sung carols, like old silent night
Just pleased and relieved, we were not to fight W
Then came the standard, Writing letters back home
From son to mothers, separated long months ago.
we were at war, yet fighting had stopped
we even received presents, gloves chocolate and socks
and there snow lay upon the ground, cov'ring our rifles
left lying around.
And on the day went, till from our lines came a sound
Football was thrown out onto the ground,
a fierce game ensued and gathered a large crowd.
By days end they'd won 3-2, twas done
And there ended our truce with shaking of hands,
exchanging of gifts back to our trenches' we went
no longer as one.
We no more were friends with hans and fritz,
now we were separate, Germans and Brits
And on the war went for another three years,
yet still we remembered with many tears.
That eve and day years ago where we had relaxed
let go of our fears.
And I will remember it always for all my years.
Our Christmas Truce*

Archie George, 9M

(Runner up: Harry White)

I am in the dark

*I am in the dark
Among the frost-scratched blades
The air anticipation
Stings the throat with cold

Dawn will spread its collage
Cross the winter sky
Lighting Christmas morning
With wide grins of the children
New-born, grown and old
Running,
Shuffling down the steps
To greet today in carols, jokes and love*

*And love I understand
Perceived on radiant faces
Tucking in to turkey, the tang of the red cabbage
Salted, fragrant crusts of roast potato
Popping crackers
And silly paper hats
Laughter in the eyes and in the mouth*

*It's carved into the pages of the books I read
Dickens, Rossetti, you name it
Read them all
And now these moods are mine
No need to feel
What's in my grasp
Contained and understood
Every time the same
Your pain, your light, your life
These are all my tools*

*Truncated into paragraphs
Monopoly on meaning
Life is in the textbook
So I say*

*Out in my bare, dead garden
Staring teary through your festive fun
My concepts breaking rank
Intruding through my mind
And leaking sorrowfully through my eyes*

Oliver Symes, 13O

(Runner up: Bronwen Josty)



Prizegiving 2021



Head Students, Sophie Rawlinson and Josh Oxley



This year's Prizegiving was certainly a unique experience, not only because for many sixth formers it was their first major service, but also because of some changes due to the pandemic. Nevertheless, the return to the Cathedral was still a fantastic moment that encompassed what makes this school particularly special. Despite all of the difficulties that must have been faced when organising this event, Prizegiving was just as important as any other year.

One of the most interesting parts of any Prizegiving is the variety in the different speakers that give talks each year. For many, this can be eye-opening as we learn about various career prospects; this year's speech was from Darryl Cherrett, a Barrister in criminal defence. His talk was very poignant because he talked about working hard towards your goals, which is an essential message for every student. I know I personally found his success inspirational, after such a tough year that has derailed many people's lives and future plans.

Alongside the excellent guest speaker was an array of speeches and musical performances that were really enjoyable, especially listening live under the arches of the Cathedral. I think it is important to note the sense of history and significance that the Cathedral carries, this being most notable in 2021 as it also played its part in the national vaccine rollout – where I and many others received the vaccine during the early phases of the operation. As a result, sitting back in the Cathedral a few

months later, listening to the live music and wonderful speeches, it did not fail to register the power of the building and how lucky we are to have access to it on a regular basis.

There was, however, an omission to the usual order of service which, for some, may have come as a relief: communal hymns. Although government restrictions were fairly relaxed, in the interest of public safety certain measures had to be taken to protect us, yet still keep the spark that makes the event so worthwhile. Reduced student numbers in the cathedral and singing exclusively from the amazing choir did give this Prize Giving a different tone, but certainly did not spoil the experience because the fundamental core of the evening remained; somehow the school community collectively achieved masses last year and this was the moment to reflect that.

Before the event it is customary to sit and read through the programme, picking out names of friends and celebrating their achievements. This year's programme included many photos from sporting matches, artwork, and school trips that represented the best of our collegiate spirit in the face of trying times. Therefore, as always, it was clear that the school had triumphed through another year, with only more hope that the 21/22 academic year could be just as successful – I have no doubt about it!

Jamie Hopkins, 13P





Departing Staff



Helen Gosse (*Head of French*)

Helen joined Bishop's as a French Teacher and then, in due course, became head of department. She was a great advocate for the French way of life, bringing language and culture to life in the classroom for boys across the full age range. For many years Helen was a fundamental part of the BWS/SWGS French Exchange with Loquidy College in Nantes, enabling generations of young linguists to have home stays with French families and spend time in a French school too. In all her time at BWS, Helen showed her determination to dispel the 'Little England' mentality that is a constant danger for youngsters living in a rural area well away from coastal communication routes, and her kindness, compassion and friendliness made a lasting impact on students and colleagues alike. She left Bishop's for a well-earned rest and (no doubt) enjoyment of continental culture, cuisine and wine...!

Andrew Gough (*Chaplain*)

Andrew joined Bishop's after a lengthy spell at Warwick School, and quickly got to work putting his individual stamp on the Chaplaincy here. Andrew brought vigour and drive to the post, with collective worship taking on a new vibrancy and organisation reflecting his lively personality. Andrew was very much an outward-facing Chaplain though, putting a lot of time and effort into familiarising himself with the local environment and ecclesiastical diplomacy. During the time of pandemic Andrew pioneered the concept of the video assembly, bringing his dynamism and liveliness from the Chapel to the screen with ease. He left the school changed for the better, as reflected by the values boards which now adorn the walls surrounding the main car park, and left Bishop's to start a new chapter in retirement.

Chris Fay (*Director of Music/Choir Master*)

Chris was Director of all things musical at Bishop's for over two decades; for a lengthy period he and Stephen Abbott were a dream team in Bishopgate, with Chris leading on orchestral and instrumental work as well as examination courses. When Stephen retired, Chris then took on the choral work and the quality of school music was maintained at a superbly high level. Chris masterminded much of the work for the joint Choral Concert with SWGS for many years, cajoling orchestral players from his large network to come to the Cathedral to perform for us. He also organised and led a myriad of extra-curricular musical performances in school, in and around Salisbury and on tour. It is great that he is not 'lost' to us yet, as his formidable keyboard skills can still be heard during some of our Cathedral events, and he has taken on the SWGS choral work too.

Feng Tang (*Head of Mandarin*)

From the very start, Feng led the initiative to deliver Mandarin Chinese to Bishop's students when Bishop's became a Language College in 2004. Taking on the boys in Year 8, she taught the language with vivacity, flair, and formidable organisation, eventually leading our Year 13 boys through to take GCSE where their results were simply astonishing! Feng really was the epitome of a self-starter, setting up her own department, organising recruitment, schemes of work, resources, assessment and tracking and exam entrance. She also organised and ran a number of home-stay trips for groups of boys to Nanjing; I am sure that there can be very few schools where that sort of extraordinary opportunity is on offer. Feng leaves us en route to Hong Kong (eventually) to re-establish family life for the next chapter.

David Peerless (*BWS Company Secretary*)

For over 15 years, David co-ordinated the work of the governors at Bishop's. He was characterised by a forensic attention to detail, a fiercely driven systematised approach, a terrier-like determination to get to the heart of a problem, and great organisational skills. When David took on the work of Clerk to the Bishop's Governors he inherited a slightly shambolic, outdated administrative machine that needed a thorough overhaul. That is exactly what it got during David's tenure. The arrangements that he put in place are still functioning very well, and the time and effort that he invested to smooth the work of the governors, to improve the flow of information, and achieve effective delegation are standing the test of time extremely well. Probably his most complex task during his time with us was the conversion of the school to academy status in 2010-2011, a very demanding task which was achieved with commensurate efficiency. David's personality will have left a vivid impression on all that worked with him, and his work has left the school in a strong position now that he has finally departed for retirement...

Lulu Ward (*English*)

Lulu has been a stalwart member of the English faculty Team for a number of years, shepherding her charges through the delights of Key Stage 3 and 4 English. She leaves BWS for retirement and, no doubt, plenty more opportunity to enjoy her love of reading and theatre.

Tara Ward-Jones (*Biology/Science*)

Tara joined BWS to teach science across Key Stage 3, leaving after a brief spell to create time for her busy life outside school. We are grateful for her hard work and dedication while she was at Bishop's.

Emma Baker (*Director of Science*)

Emma was a force of nature during her time here! Starting in the Chemistry Department, she moved up to be Head of Chemistry and then Director of Science, the largest faculty in the school. Emma was dynamic and hard-working, leading by example and determined to make her faculty team the largest and most successful in the school! As a direct result the depth, breadth and diversity of the STEM activities at Bishop's underwent a step change, and an ambitious team of teachers under Emma's leadership ensured that standards were sky-high. Emma left the faculty in a position of great strength, and the high quality of university entrance during her time in science-related disciplines is a testimonial to her extraordinarily successful time at the helm.

Mark Birkett (*Assistant Head of Sixth/English*)

Mark joined us from Sarum Academy, stepping straight into an enhanced role in the Sixth Form Office, where he was immediately involved in the first phase of rapid growth associated with the admission of the first group of girls into Year 12 in September 2020. From the start Mark showed himself to be a good colleague to work with – resolutely cheerful, adaptable, and with a good deal of experience from his previous post that he could bring to bear at Bishop's. His commitments outside school presented him with a dilemma however, and in the end the weight of marking etc forced the decision to leave teaching for his own business interests and (especially) his future as a published author. We wish him the very best of luck with 'Finding Fred'...

Frances Matthews (*Head of Spanish*)

For many years, Frances led all things Spanish at Bishop's, inspiring generations of BWS Boys and SWGS Girls with her obvious love of language, quirky sense of humour, and appreciation of Spanish music, cuisine and culture. There is nothing like visiting a Spanish-speaking country for strengthening your linguistic skills, gaining an understanding of colloquialisms and getting to grips with the demands of everyday living. Frances was passionate about creating opportunities for this to happen, so she organised countless Spanish Exchanges, as well as exotic trips to South America. Very often the students from the partner schools would duly arrive back in Salisbury, bringing life and colour to rural Wiltshire. Frances' love of language extended well beyond Spanish however, so that she regularly taught elements of Basque as an enrichment activity, as well as running Film Club (including foreign language productions). Her cookery skills were legendary too – and I am sure that she will be enjoying more of that now in a well-earned retirement.

Salisbury Rotary Club
Youth Competitions

Rotary 
Club of Salisbury
Centenary 1922-2022

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From the Archives...

Bishops, now approaching its 135th anniversary, has reached a certain seniority in years that enables us to look back to its early days, and observe a world that is strikingly different to today's. Key historical events, from two World Wars and female suffrage, to the discovery of the Theory of Relativity and the invention of the television, were lived through as vividly as those in our own time, including Brexit, COVID and the ongoing conflict in Ukraine. Likewise, it is interesting to consider the small differences in day-to-day life between then and now, some of the obvious ones being the widespread use of mass communication and greater cultural diversity in society. Armed with these insights, I decided to have a dig around in the school archives to see if I could find out anything interesting to write about.

It goes without saying that searching through over a century's accumulation of documents and magazine articles is no easy feat, and so I quickly decided not to pursue researching an interesting event in the school's history. I think I'll leave that one to someone with a bit more time on their hands! Despite this, I still found a whole host of interesting things: references in some of the early Wordsworth editions to the 1918 Spanish flu epidemic stood out to me as being particularly relevant to our situation over the last couple of years. Equally as interesting are the descriptions of the daily life of the school: they really bring alive the atmosphere of the time and give another dimension to the limited evocations that dusty black and white photographs can impart.

Cricket, 1922.

There is a vacant niche in the gallery of fame for the man who can invent an excuse which will satisfy an Editor. For what seems an age a grim ogre has watched every action of mine. I read the air with a vicious "How's that?" and prepare myself to acknowledge the applause of small boys as the umpire pronounces the batsman's doom, instead of the one curt monosyllable I expect, a small voice whispers from I know not where, "You won't forget that article, will you?" I have tried hard to forget I have procrastinated to such an extent that I have lost all self-respect. In vain have I protested that last year I said all I had to say about cricket. The Editor, who has been unrelenting in his search for my scalp, has at last succeeded, and you, too, gentle reader, are victimised by his achievement.

For who wants to read or write about cricket? One of the books I have enjoyed least was about cricket, and written by a wielder of the willow, who in his day wore out the country's best bowlers, sent fielders chasing in all directions, and made the crowd dance with excitement. As for me—but there seems to be enough about me already so revenons à nos moutons.

Up to the time of writing the School team has played 10, won 7 and lost 3 games. In the Wilts Secondary School "Knock-out" Competition we have reached the semi-final, and hope to do well in the final round.

Every member of the team has played his hardest and done all he could to maintain the prestige which the School does undoubtedly hold amongst the teams in the neighbourhood, against whom we play.

Only one game this year had to be played in the pavilion, where we were compelled to sit and watch the rain that was "doing such a lot of good." Still that afternoon was responsible for the only really great and original thought in this article. A keen cricketer cannot be an enthusiastic gardener.

Cricket colours have been awarded to the following: Smeed, Lowe (major), James (major), Dear, McCreedy (major), Heath and Williams.

F.R.

Girls' Cricket.

This Summer we were determined at Exeter Street that some cricket should be organised on Fridays at the field. So far cricket had only been played by New Street enthusiasts, and it seemed a pity that those in the upper forms of the School should not have the chance of playing, if they wished it. Accordingly some games have been arranged, and although the standard of play is hardly a high one, we have gone a step in the right direction. Perhaps next year it will have improved sufficiently for a cricket eleven to be chosen and outside matches played. This year only one match, Town v. Country, has taken place. The weather prevented another which had been arranged versus New Street. There are some players who show enthusiasm and interest by coming to play frequently. It is hoped that next year will see an increase in their numbers, and that cricket will become an important school game. D.J.B.

Athletic Sports.

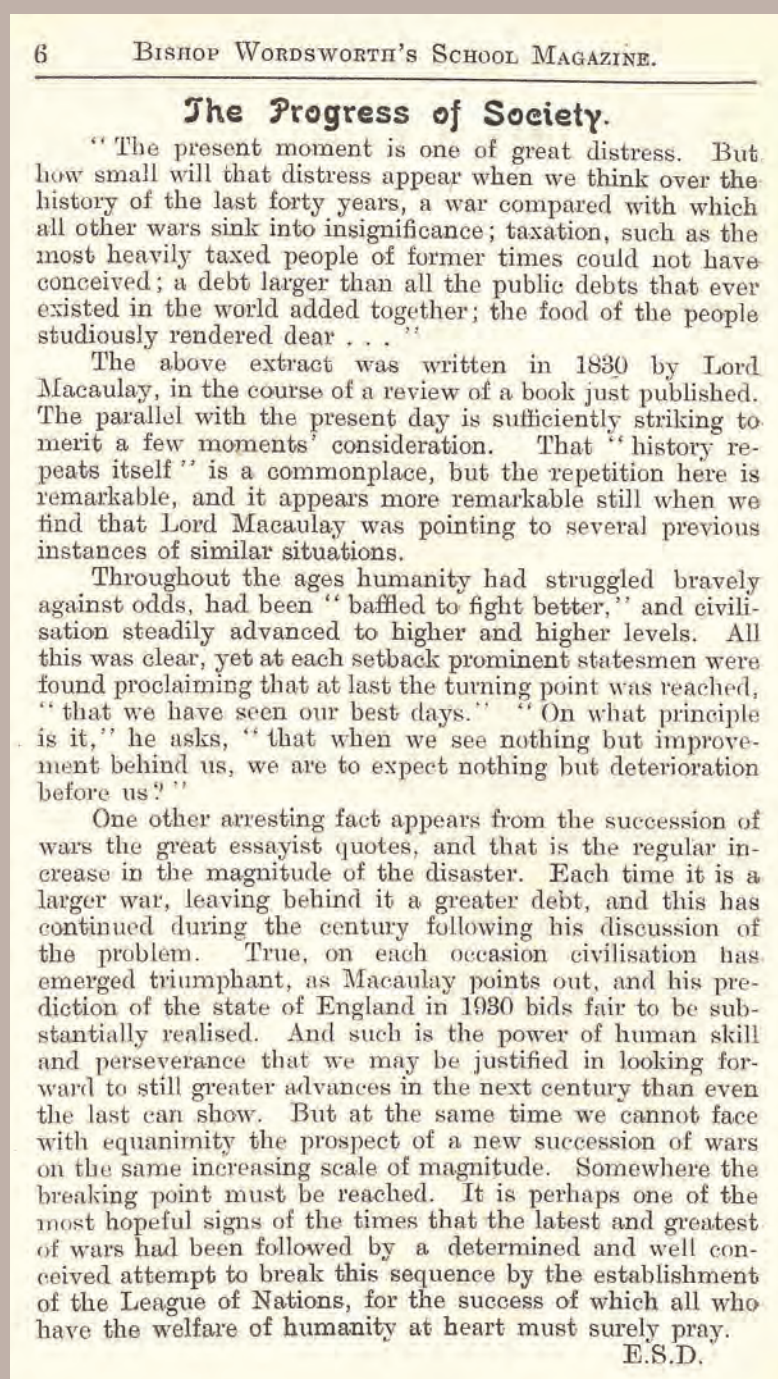
Of the making of reports there is no end. Sometimes one is tempted to look up last year's Magazine, but the thought that others may do the same later proves a deterrent. Sports evenings have been very much the same as in previous years. The same boys compete in the same events, they take the same times, they ask the same inevitable questions, and receive the same replies. Occasionally a thrill of excitement varies the monotony; a boy arrives who has forgotten his division; a pair of small boys indulge in an unrehearsed wrestling match in the course of the 100 yards; once even a record was broken. But that deserves a fresh paragraph.

Following the Whitsun vacation wild rumours were current that Mr. MacFarlane's Division claimed to have broken the one-mile record, perhaps a better word would be, smashed it. The time mentioned was certainly startling—1 min. 16 secs. The world's record is—well, what is it? Preliminary investigation suggested that this might be a new aspect of the "Mean Value Theorem," especially as it was understood that Rolles held the watch. But later it appeared that the correct time was 5 mins. 16 secs., and an offer was made to repeat the performance. We are delighted to report that the second attempt was equally successful, with the result that the School mile record is now held by H. E. Cooke (5 min. 16 secs.). This beats the previous best time by 21 secs.

Extract from Wordsworth 1922: 'Cricket'

I have chosen to reprint a selection from some of the articles from the 1922 Wordsworth magazines below; the centennial nature of the piece means that (if continued in the future) hopefully each year we can slowly chart the events of the 20th century-into the Roaring Twenties, the Great Depression, and beyond.

Tom Prior, 12J



Extract from Wordsworth 1922: 'The Progress of Society'

BWS History Society

Over the past year, there have been some incredibly interesting and insightful speakers, who have delivered their talks either in person or via Teams. We have continued to ensure that the History Society has an integral role within the BWS societies, with thanks to this year's media editor, Dave Hyncica, who has help to advertise our talks.

As this year's co-chairs, we have organised many talks across the UK, from locals at Salisbury Museum, to lecturers in Manchester, Nottingham and even Glasgow. We have invited speakers to lead lectures that relate to our A-level course, such as Dr Gianluca Fantoni's 'The rise and fall of the British Working Class' and 'Reasons for Crusading' by Nicholas Morton, as well as talks surrounding relevant issues, like Sami Hussein and Jonathon Taylor's 'What is the cause of violence in the Middle East?'

We are pleased to announce that the new Chair and Vice Chair of the History Society are Harvey Tune and Yasmin Mousavi Najafi:

“We plan to prioritise an increase in opportunities at both GCSE and A-level through university outreach programmes, and a greater set of diverse talks that covers all aspects of history for everyone to enjoy. We look forward to taking on such a responsibility and are both excited to transform our ideas into a plethora of opportunities for all to engage and take something from.”

Abi Phillimore and Jack Shepherd

Sports Review

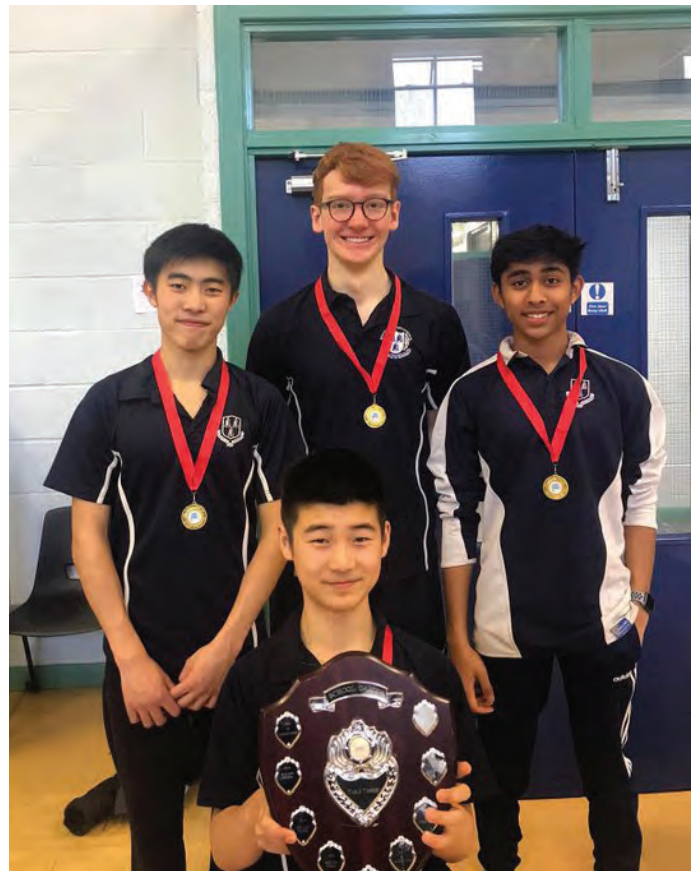
As Covid restrictions begin to wind down, the opportunities for fixtures have increased and once again allowed teams to play against a variety of schools, putting their skills into action. Within the sixth form, 1st VII girls netball team has made some spectacular progress in their matches, as well as U18 girls tennis team playing against Peter Symonds' and St Swithun's. BWS rugby teams from 14ABC to 1st U18 have competed against Eton in December 2021, which was a valuable experience to players. Many thanks to parents who supported these exciting events. At the highly competitive Wellington sports tournament, the basketball seniors were awarded champions in January 2022.

The lower school has also achieved great results with runners representing Salisbury at the Wiltshire XC trials who are now waiting to compete in the Southwest Championships. In addition, the U16 squash team competed in the National Cup and with more fixtures to come.

Finally, new to our sporting activities 2022 saw the introduction of the sixth form mixed hockey team which is already very popular. All our BWS teams look forward to forthcoming sporting events and achievements in the coming year. Thank you to all the PE staff for all their hard work in supporting all our teams this year.

Hazel Rudgyard, Sports Prefect







Mr Griffey's BWS Bullets have won at every event they have attended this term. Without doubt it has been our most successful year with victories at the Ken Bailey Races, Bryanston Relay, Clayesmore, Canford, Kings Bruton and Edgarley Relays. We are literally running out of room for all the accolades! We also competed at the Schools Cup National Finals in Newquay and 11 BWS runners competed for Wiltshire at the Cross Country National Finals, with Lizzie Norton, a year younger, finishing a fantastic 32nd in the girls senior race. With all of our teams returning next year, the future is very bright for BWS to do well for years to come.

A number of students have been involved in county rugby. Jack Pawson, the 1st XV captain, took the helm at Hampshire, and was a part of the England Divisional trials, while Ollie Branagan has been a part of the Bath U18 squad, and is set to attend an Irish Exiles camp at Easter. Harriet Woodward and Sophie Cowey, two of our female players, have also been playing county and are a part of the Ultimate Rugby 7s academy, who we hosted in the final weeks of term for a talent ID camp at U13 and U14 level.



Finally a full 7s season after two years of absence, and it has not failed to entertain. We took all years (bar Y7 due to the weather) up to Warwick for one of the biggest tournaments nationally. While the U13 & U14 navigated their groups with some fine performances, the U15 won theirs and the U16 bounced back from a tough morning to come away the bowl winners. All in all a great day. The U12-U14 sides, as well as seniors, have competed in our local Wiltshire School and Dorset School tournaments, with the senior 2nd VII winning the Cup on their afternoon of rugby, as well as putting on a fine display at the Mad Dog 7s hosted by Lewis Moody. Tournaments at both Perins and Embley were also successful, where our U14s and U15s both came home with a Plate and Cup. The senior 1st VII played at Seaford 10s, South Coast Kings 7s, Surrey 7s, and West of England 7s with some scintillating performances against some of the best schools in the country, bringing home the Seaford 10s Bowl and West of England 7s Bowl, after making the last 16 of 48 at Surrey 7s, the biggest tournament before Rosslyn Park National School 7s. At Rosslyn, we topped our group on day one against tough opposition, to be one of 48 schools from 192 to progress. On day two, we finished an agonising second in our group to go out in the Bowl last 16.

The girls finally made their rugby debut this term also with a fantastic day at Clifton College, playing the likes of Millfield and Wellington, before also finishing their season at Rosslyn Park, picking up their first victory on the 7s pitch on their way to the Bowl Quarter Finals.

The school and Salisbury has always had squash talent, but it wasn't until this year, with our Grad Assistant Noah Williams, that we have entered the National Squash Champs. Initial rounds for the KS4 and KS5 side saw them progress in the plate competition. This resulted in the KS5 side making the National Plate Finals, where we finished a commendable 6th nationally.

The senior tennis boys finished 2nd in the region to a strong Colstons side down in Exeter at the LTA Regional Finals. Our best placing in half a decade when we went to the National Finals twice in three years. With all the team returning next year and hopefully the addition of more tennis talent, the future is very bright.

Richard Demain-Griffiths, Director of Sport



Trips to the Theatre

The Tempest RSC Production

Okay, so this may not have been a 'trip' as such... but it was certainly a good experience! Relevant to the English students of the Sixth Form because of 'The Tempest's' status as an A-Level text, this screening of the Royal Shakespeare Society's production took place in the Chapel on the morning of 19th November 2021.

In the English Literature A-Level exam, students are asked two questions about The Tempest; it is the second of these where they are credited for discussing theatre adaptations. Half of the marks allocated to this question come from discussing critical interpretations on the text, and theatrical productions count under this. Consequently, this screening of the RSC Tempest play will likely be very beneficial when exams roll around.

Shakespeare's original script tells the story of Prospero, a magician stranded on a distant island with his daughter, Miranda. Amidst layers of magic and the supernatural, shipwrecked nobles navigate their new location – and the dark betrayal which led to Prospero's exile. This production was unique in several ways; most notably because of its use of technology. The RSC collaborated with Intel, using CGI to

create the character of Ariel (the wind spirit servant of Prospero). They projected a floating and glowing image which enabled them to emphasise his supernatural nature and continuously shifting movement.

Later in the play, Prospero has his spirits put on a 'masque', a kind of celebration with music, costume and dancing, and this too was matched with virtual images; this time of vast fields and bright rainbow colours to emulate the sense of joy and plenty it accompanies. Another interesting feature was the presentation of Miranda, the only female character, who is generally seen as sweet and gentle. Jenny Rainsford's Miranda was much more assertive, reflecting a modern attitude towards gender.

This in-school 'trip' seems to have been a success. Tabby Mason, 13O, commented that she 'loved seeing the emotion behind the story that doesn't come across from the page' and Lachy Dow, 13J, remarked that he 'loved seeing how technology and performance worked together in real time, and particularly enjoyed the performance of Prospero'.



*Phoebe Lambard,
English Prefect*

The Hound of the Baskervilles

This production contrasted with the showing of 'The Tempest' in two key ways; firstly, it was an actual trip to the theatre (the Salisbury Playhouse). Secondly, the purpose of the trip was to expose Year 8 students to the theatre – 'The Hound of the Baskervilles' is not a set text, and instead the aim was for students to enjoy a lively production whilst experiencing the theatre atmosphere (many had never visited the theatre before).

The trip took place on the 18th November 2021, during a period when the play was visiting Salisbury Playhouse as part of a circuit around the country. Based on Arthur Conan Doyle's novel of the same name, it follows Sherlock Holmes (the renowned and prodigious detective) and his sidekick, Dr. Watson, as they attempt to solve the mysterious murder of Sir Charles Baskerville. When he is found dead on the moors of Devon, it is attributed to a curse; an enormous, supernatural hound is said to have haunted the family for generations. Holmes must find the truth before Sir Charles' heir falls prey to the same fate...

This production provides a comedic, lighthearted retelling which made it perfect for a fun Year 8 trip. Jacob Carter of 8W, who had never been to the theatre before, stated that he 'thought it was nice to be able to get out and do stuff for an English lesson', whilst Charles Wright, 8W, said that he 'learned how interesting Sherlock Holmes was' and that it made him 'want to know more about him'.

Overall, we have been fortunate to enjoy two excellent productions so far in the 2021/2022 school year, and are looking forward to many more in the future.

Poore House



Heading up Poore this year has been an amazing honour, after 7 years of faithful service to the badge, unlike others... Each House is different, yet the house system represents such an integral part of Bishops life, bringing all the boys and girls together and giving them a sense of identity and community, from Year 7 all the way through to Year 13.

Being lucky enough to be asked to be Poore House Captain via a Teams message in the summer of Year 12 was quite a shock initially, as was being presented with my house badge and tie in the Sixth Form Assembly. Nevertheless, I have felt privileged to have been able to take on the role for 2021-2022, and whilst COVID has hampered the ability for House Captains to give house assemblies, it hasn't stopped Poore from getting stuck into House competitions all across the board.

Once again Poore has found itself excelling in House events, including House Music where we took a convincing victory. The victory included Michael Tao winning the Upper school solo, the House Choir winning singing 'Isn't She Lovely' by Stevie Wonder, as well the

House band romping home to an impressive win, showing Poore's strength and depth. Alongside this, Poore also took home 2nd and 3rd in the House baking competition, very well headed up by TJ Ono-Sorhue. Poore continues to be a strong contender in several distinction competitions across the years. Hopefully that, alongside a strong performance in Sports Day, will be enough for the next Poore House Captain to lift the House Cup once again. This tightly fought House competition has helped to reinforce that the colour on your tie isn't just a stripe, it is your family within the BWS community. Bleed Blue.

Ollie Bate, P House Captain



Polo players

“ Coming into Bishops as an external in Year 12 was always going to be daunting, as I only knew a few people initially. However, I immediately felt included in the BWS community from my first tour around the school. Doing little tasks such as taking the register as well as participating in sports day has also really helped me to get to integrate myself into the strong House system here at BWS.

Since joining the school I have been lucky enough to be involved in several extra-curricular events, including playing football for the school during Year 12 and 13 and attending History Society talks which I found really useful to broaden my knowledge. In any case, joining the Sixth Form as an external has been made as seamless and enjoyable as possible by the interactive nature of the both the teaching, the BWS community, and the extra-curricular activities on offer.

”

Year 13



Max Glibbery, 13P



Michael Tao, 11P



House Baking



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BWS: Past and Present

One hundred years ago, the school chapel could easily hold a year-group of students, but since then, the school has at least tripled in size, and is forced to squeeze up to two hundred students inside. This is one of many dramatic changes to BWS. The school was founded in 1890, when Bishop Wordsworth paid £30000 (about £350000 today) to purchase a section of land in the Cathedral Close. Originally set up as an all-boys school to, as the Bishop stated, “equal to the greatest and best of our public schools”, the school did admit girls between 1902-1927, before the formation of the girls’ grammar school. In the 130-year period that the school has been teaching, the majority of equality and social policies have changed drastically, so changes within the school itself have been inevitable too.

To get more information about how the school has changed, I spoke to three generations of the Tribbeck Family, who each attended BWS: Roland Tribbeck (joined in 1952), John Tribbeck (joined in 1983) and Hugo Tribbeck (joined in 2021). In 1952, when Roland started at BWS, the school was a very different place. With around 500 students at the time, it essentially only consisted of No.11, the Chapel Block, Bishopgate and the canteen, as well as a few science labs in what is now the DT workshops, and the Britford Lane playing fields too. When John joined in 1983, the site had no more added buildings, but where the sports hall now stands, was a school swimming pool. Mobile classrooms made up the majority of lesson spaces, with the Chapel block consisting of form rooms. Although many of the current facilities were not available, there was more space on the school grounds, especially with fewer pupils, easily noticeable in today’s rushes and crowds at lunch and break times. Today, however, with around 1200 pupils, the school consists of eleven separate blocks, including Bishopgate across Exeter Street, as well a number of mobile classrooms. Modifications, including the addition of the science and garden labs, the IT suite, library, and sports and gym facility have allowed the school to keep up with the demand of the curriculum, and its growing yearly intake of students.

Change goes beyond structure, but into extra-curriculars, the contrast in options available then and now mark more significant changes, especially socio-politically. Although most obvious, are not the most significant changes to BWS though. Possibly the largest differences since 1952 are those to the extra-curricular activities that the school offers, and in particular the sports available. Both Roland and John agreed that in their time at BWS, rugby and athletics were the only properly taught sports, although Roland did recall having to endure both boxing and

naked swimming lessons in the River Avon – a shocking thought for modern students. In comparison, the school now offers a wide variety of sports, including table tennis, netball, football and even polo. Likewise, the school now offers a much larger range of extra-curricular clubs, from societies such as the Politics Society, to engineering club – students are now encouraged to lead and organise these clubs themselves, representing the school’s increasing focus on providing students with key skills. However, this is not to say that the school didn’t offer extra-curriculars previously – in fact, BWS once had its own Combined Cadet Force, giving students the opportunity to experience military training, as well as other clubs that no longer run, such as the Archaeological Society, which Roland has fond memories of.

The school curriculum itself has broadened too, from a purely academic curriculum to a more varied one. This is mainly due to the changes in facilities available, including the addition of the IT suites, drama studio and music facilities. Since John’s time in Bishops in the 1980s, the school has gone from using blackboard and chalk to having interactive digital whiteboards in almost every classroom, and although this is the same across the globe, it’s still incredibly impressive. Likewise, the school now has a number of laptops and three IT suites housing around 80 computers in total, but when John left BWS, the school had two BBC Micros and a selection of Apple Acorns. This increase in technology facilities is partially responsible for increased teaching of research-based subjects within the school, including geography and digital art.

The final, and somewhat most significant change that the school has experienced over the last seventy years, involves diversity and student wellbeing. Since the 1950s, British ideas and its society have changed drastically – and for the better – and the school has changed too. The intake of girls into the sixth form in September 2020 was the first of its kind since 1927 and was a massive step for the school to take, but a necessary one. Now with its diverse community, the focus of the school’s attention has been turned to its students (especially with the impacts of COVID restrictions). The school now offers a range of pastoral and educational support that was not accessible to students like John and Roland, but that current students can make the most of. With clubs and societies, trips, lectures and seminars all restarting, doors are being opened for students into a plethora of pathways and opportunities.

Toby Runyard, 12P, with thanks to Hugo Tribbeck, 7J, and his family

Maths at BWS



I am extremely proud to lead such an exceptional department. This year has been very challenging for us all but the Mathematics Department staff at BWS have continued to educate, motivate, and inspire our next generation of mathematicians, physicists, chemists, economists, psychologists, and the list goes on.

Mathematics is all around us, and is woven into so many areas of our lives, and the analytical thinking and reasoning skills that its education develops, gives us the ability to think critically about the world around us and think logically about a situation. Analytical and reasoning skills are important for so many careers, because they help us solve problems and look for solutions.

I would like to give a big thank you to our three maths prefects Charlie, Elena, and Jake who have been a great asset to the department this year, and I hope you enjoy hearing about some of their favourite mathematics on these pages.

Jackie Barrett, Head of Maths

Every year, BWS students make extensive use of the enrichment activities provided by the United Kingdom Maths Trust (UKMT). Over the last two years the COVID pandemic has led to the sad cancellation of the Team Challenges, but all other activities have been enthusiastically taken on. In November, 53 sixth form students sat the Senior Team Challenge, achieving a magnificent 18 Gold awards, all of whom also went on to do the Kangaroo, achieving 7 merits.

In February, 60 Year 11, 10 and 9 students did the Intermediate Maths Challenge, with 24 achieving a Gold Award. Matthew Alderman should get a special mention – he achieved the highest mark in the school and qualified for the Olympiad. Well done Matthew. Other Gold award winners qualified for the Kangaroo which, as I write this, students are waiting to sit. The Junior Maths Challenge will be sat by 100 students from Y8 and 9 in April.

In addition, we have had groups of children in every year group from 7 to 11 taking part in the UKMT mentoring scheme. They meet twice a month with sixth form students to discuss a set of monthly problems provided by the scheme. One of our Maths Prefects, Jake Fellows, has also been running a weekly club, with groups of enthusiastic students having a go at questions from the Team Challenge.

As you can see, a lot has been going on!

Simon Vaughan, Maths Teacher

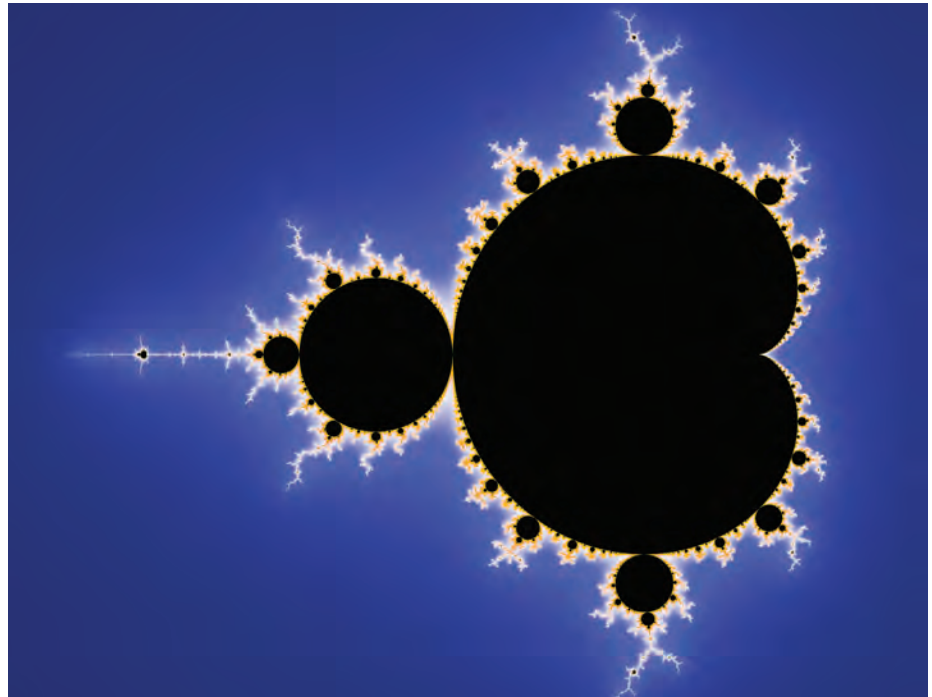
We've all played rock, paper, scissors, but did you know there is a way to do this with dice? Just because scissors beats paper, and rock beats scissors, this doesn't necessarily mean that rock therefore beats paper.

This is the idea of intransitivity, a useful and fun concept in maths. Grime dice (or intransitive dice) are a set of dice, where, no matter which die you roll, I can pick one which will probably roll a higher number than yours. While there are lots of types of intransitive dice, Grime dice are particularly special, in that their order reverses when you roll two at a time (see opposite).

Lets say you roll a red die. You have a $1/6$ chance of rolling a 9, and a $5/6$ chance of rolling a 4. If I roll my magenta die, I'll have a $4/6$ chance of rolling a 6 and a $2/6$ chance of rolling a 1. If you work it out, on average, I will beat you. However, these dice are particularly special, in that who beats who goes round in a circle, meaning, I can beat you 63% of the time, no matter what die you choose. Now let's include two dice, and I'll choose red. You might choose magenta, as it seemed to work last time, but now it's red that wins out. These dice have been made in such a way, that if magenta beats red when playing with one die, then red beats magenta when playing with two! You can use the diagram opposite to see who beats who for each situation. You can actually buy these dice online at mathsgear.co.uk, and this makes for a fun party trick to show off to family or friends!

How long is the British coastline?

While this may seem like a fairly straightforward question at first, actually trying to measure this is much more difficult. Apart from the fact that tides and waves alter what you call the 'coastline', there is no correct way to measure the coastline of Great Britain. For many shapes and curves, there's a simple way to define its perimeter, but for more complex, real-life situations, this is no longer true. Only in the 1950s was it noticed, that depending on the units you use to measure them, the border lengths of countries change dramatically. Using smaller measurements, you include more of the 'bumpiness' of a country's coast/border, and therefore get a larger measurement. How much of the 'bumpiness' should we include? If you use a 1m rule, you include lots of nooks and crannies you may have missed otherwise. If you use millimetres, then you're

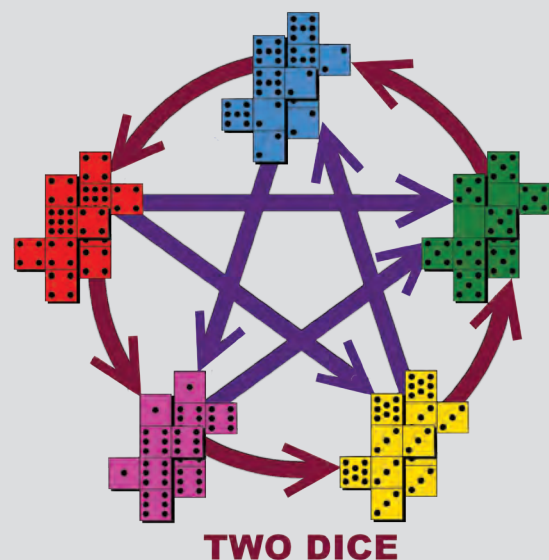
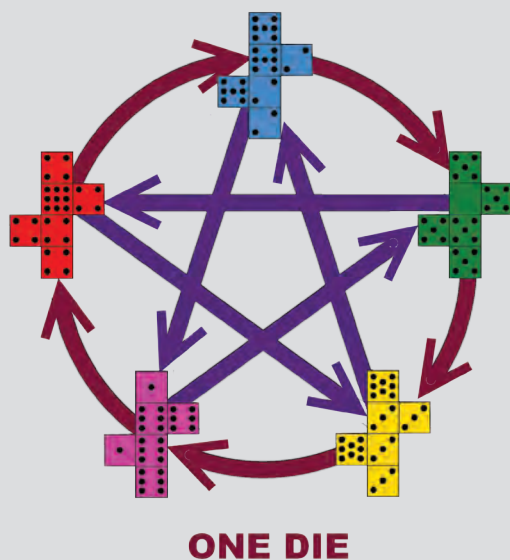


accounting for the perimeters of individual pebbles; and if you're precise enough, you may even have to account for the perimeters of individual atoms!

The perimeter of a country is quite similar to a fractal – a shape which is infinitely detailed. These shapes are really cool to look at and work

with, and often have real-life uses as well. Some common fractals you may have heard of are the Mandelbrot Set, used in chaos theory and computing, as well as the Koch snowflake (both shown below). Similar shapes are even used in graphic design and video gaming!

Charlie Knight, 13M



The Debenhams Mural

“Bringing the countryside into the city”

This year, BWS art teacher Samantha Redmill helmed a project to paint a mural over the boards outside the old Debenhams building in Salisbury. Art students across the school helped paint and stencil the mural in their lessons, with the focus of the piece bringing the countryside around Salisbury into the city centre.





The completed mural

Great Yews

Great Yews was a pinnacle moment during my time in Year 7 - I bonded greatly with my friends. There were definitely ups and downs but it was overall an amazing experience.

There was an intense thrill on the day of the trip, as the congregation of us Year 7s were all chattering away. Mr Oldham then called us all over, and although we kept our silence, the atmosphere was quaking with excitement. After loading up the minibus with our bags, the beginning of the walk commenced - I quickly lost that bursting enthusiasm and felt intensely sluggish through dragging myself across the scorching terrain. The seconds felt like minutes and the minutes felt like hours as we toiled along the fields. Stinging nettles scraped my ankles and thorns tugged my shirt yet we plundered on; my water bottle had broken just prior to this trip and thirst grasped my throat. We walked on until a commotion at the front of the line appeared. We were lost. Dread ran through the group as we groaned and grumbled, but we managed to make it towards the right direction. After an awful 4 hours, we made it to camp.

The water tank was swarmed and we were all gulping down water left, right and centre, but we were finally settled down: first activity of the day was to set up our tents. Staring in confusion at the manual, my friends and I quickly decided to wing it - thankfully it worked. Then it was my favourite thing about the whole trip: cooking. I had prepared a stir fry for dinner, and I made my own sauce with the help of my sister. After gathering the suitable firewood, we all gathered around our fires in groups of around eight. My friends acted as "sous chefs" as I prepared for the meal. The lighting of the fire proved difficult but it was managed in the end, and the pan was steadily heating up. In went the oil, which sizzled, but we waited until it got hot enough. I asked my friend, Nourdeleen, to add the vegetables - big mistake. An inferno blasted up from the pan, nearly scorching my friend's eyebrows, and there were eyes glancing at me all over the camp. We all burst into laughter. After finishing the cooking, my friend tasted it, and his face melted with happiness - my stir-fry was a great success. After that eventful afternoon, we stargazed for a good 30 minutes before starting the final task. After being sectioned into groups with one sixth former, we were sent into the woods randomly, and were told to make our way back without a light. Other groups couldn't spot us either, or consequences were to be faced. It was a bit boring at some instances when our sixth former got lost, but we nearly made our way back: another team made it just before. We were all sent off to bed, and although it took longer for some groups than others it was a pleasant night.



In the morning, we were all tired, yet we had to start on our breakfast. After some turkey bacon, it was time to pack up. All the tents were quickly packed away and our bags were loaded back into the minibus. The walk back was by far quicker, yet there was still a strong sense of tiredness through the form. When we finally arrived back at school, a wave of relief washed over as parents came to pick everyone up. I said goodbye to all my friends and had a great lie-in after all that!

Great Yews certainly was a staple point of the school year and it was a trip that everyone enjoyed. I would definitely recommend going, but maybe try to go with someone who knows where they are going!

Haroon Qureshi, 8P



After a long hike, we eventually reached Great Yews and were shown where to make camp. Once done, we made our way over to our cooking area where we were shown how to make a fire. For many of us, this was not the easiest thing, and it took us quite some time to eventually get a hot enough flame to cook on. As requested, all groups had brought food to be cooked - from hot dogs and burgers to risotto. Once filled up, we proceeded to play a large game in the forest (very dark by that point) and scare a lot of sixth formers. At roughly 2 in the morning, we arrived back and spent half an hour star gazing before returning to our tents. The next morning we cooked breakfast and left back to school by coach. All in all, a great experience for everyone involved.

When I first heard back in Year 7 that we were going to be put in a campsite for a day, I was sceptical, but when we actually arrived it was amazing! There was so much to do from making delicious camp food to playing games in the woods with the sixth formers, and I loved all of it! And that's not even all the activities we did; we stargazed, hiked and went exploring in the woods, so I would honestly say this was one of the best school trips I've ever been on, and I would defiantly recommend it to anyone given the chance!

Arthur Hemming, 8W

Pencelli Trip 2022



The Winter Pencelli trip in January was extremely fun and also quite challenging. Most days I got very wet and cold, but this added to the enjoyment for me.

This was the first time I had done a winter residential trip, and I found everything (especially the climbing) quite difficult. I don't think we actually had a warm or sunny day, but despite this the spirits were high and we never dismissed a chance to try something new. There was a vast array of night activities including 'Dingle Descent', which was stumbling down a cold river in the dark while being tied together. The night activities added significantly to the enjoyment of the trip. All in all, the residential trip was a great success and a welcome break from technology.

On a Sunday during January, many boys from Year 9 boarded a coach heading for Plas Pencelli for a week of thrilling adventure. Plas Pencelli is located in the Brecon Beacons, which are huge towering mountains located in the East of Wales.

At Plas Pencelli, we were split into three groups for the week. These groups were the people you would strive to complete the activities, which included: canoeing, rock climbing, gorge walking, mountain walking, caving, and a whole host of night time activities to test your teamwork in things like problem solving and orienteering. Each of these activities gave us a chance to push ourselves out of our comfort zone. The team of amazing instructors helped us to do things we would never think of doing in our normal day lives.

Another huge things about the trip was that we had to be organised. We had to make our own lunches and choose our own clothing. This point may seem ridiculous but if you did not have enough dry and warm clothing suitable for the day then the day would be much less enjoyable.

Our time there was amazing, exciting and very much enjoyed. The opportunity to go was one I am glad I took; a one in a lifetime opportunity.



Public Speaking & Debate



For anyone who hasn't come across public speaking before, teams of three students compete against other schools, in the hopes of scoring highly and winning the favour of the judges.

Each member of the team has an important part to play in the presentations and there are three roles in each team: the speaker, questioner, and chair (which is my role). During the presentations, the chair and questioner are paired with another school's speaker, who delivers a compelling speech on a chosen topic and then answers questions posed by the questioner. It is then the job of the chair to summarise and conclude the session, ensuring that the presentation has run to time.

This year, two of Bishop's public speaking teams had the opportunity to represent the school at the annual ESU Churchill Public Speaking competition. Both teams took part in heats, which unfortunately had to be carried out on Zoom, with our Y11 team managing to secure a spot at the national semi-finals in Bristol. This was a great event and was particularly significant to us because it was the first "in-person" public speaking competition any of us had taken part in since Year 9. I have to say that it feels a lot more rewarding to present to an auditorium than a grid of buffering videos on a virtual Zoom event! At this semi-final, our speaker, Timmy Blackburn, was awarded "Best Speaker", which was a great moment for all involved, and obviously also a fantastic achievement for Timmy himself.

Over the past few months, we have been lucky enough to have spent many a lunchtime working with some brilliant and very proficient sixth form public speakers, who have given us all very valuable feedback and supported us in developing our skills in our respective roles. Thank you so much to Miss White and the sixth formers involved, who have given up their time to give feedback and support us at these events.

Edward Klein, Year 11

At Bishops, I really enjoyed taking part in the Youth Speaks Rotary Competition. As I was new to this school in Year 9, this was a fantastic opportunity to get used to the school. I enjoyed Public Speaking at my previous school, and to be able to carry on with it in this new environment was really beneficial for me. My team and I have advanced to Round Three, and I hope we will be able to go even further in this competition!

Ed Amoama, Year 9

Toby Runyard, Reuben Cordina, and myself represented Year 12 in the Rotary Youth Speak Debate, with our topic "Life is really simple, but we insist on making it complicated." After winning our first two rounds, we are progressing to the district round at the beginning of May, and are hoping to bring home another win for BWS!

Erin Sanders, Year 12



Coastal Fieldwork

On the 15th March 2022, the whole of 8J went on a field trip to Barton-on-Sea and Milford-on-Sea to find out about coastal erosion, and the different sea defences used at each beach.

Barton-on-Sea

When we got to Barton-on-Sea, our first destination, at around 10am, it was quite cloudy and cold. It stayed like this for most of the time we were there. The tide was on its way out, and it was very loud as waves were crashing against the rock armour. The beach also had a steep walkway down from the cliffs to where it levelled off, then another steep slope to the shore with rock armours galore! On the cliffs there were lots of bricks and concrete sticking out from buildings teetering on the edge, it had clearly eroded away quite a lot.

Milford-on-Sea

Milford-on-Sea was really different, with massive ugly concrete steps down to a sandy/ pebbly shoreline. On top of the concrete there was a promenade, and yet 10 meters behind that there were expensive houses. The beach had hardly any erosion visible, but loads of groynes meaning longshore drift was a problem.

Tasks

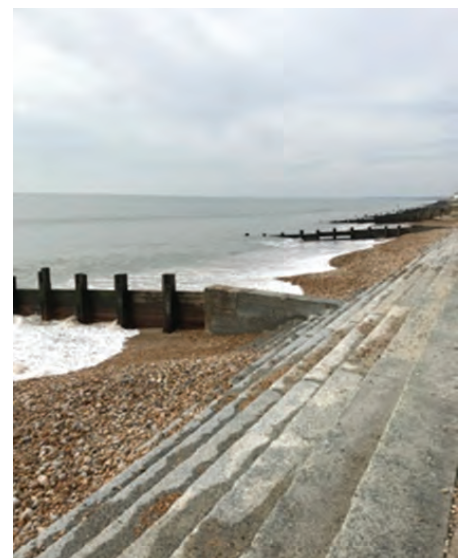
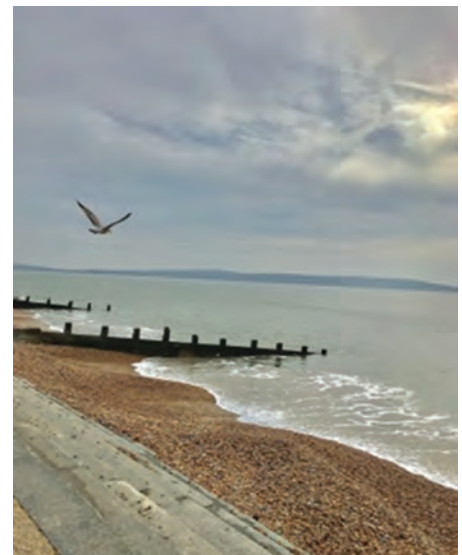
At each location, our tasks were to make a field sketch of specific parts of the beach with erosion or sea defences. Then we had to create a beach profile using meter sticks, a clinometer, and a measuring tape. Starting on the flat, where the waves were coming in, we placed one-meter stick at this point, then another at the top of a slope made by the pebbles that had moved up the beach over time. Then we measured the distance between the two-meter sticks and used a clinometer to work out the angle. Lastly, we measured the sediment/ pebble size.

The second task was to create a wave count by timing how many waves per minute came to shore five times. The last task was to measure the height either side of groynes/breakwater at each beach. However, at Milford, there wasn't any sand on the east side as it had all been eroded away.

Journey back

The journey back felt longer as everyone was tired, but we still managed to have fun with a karaoke singalong.

Zanzibar Wright, 8J





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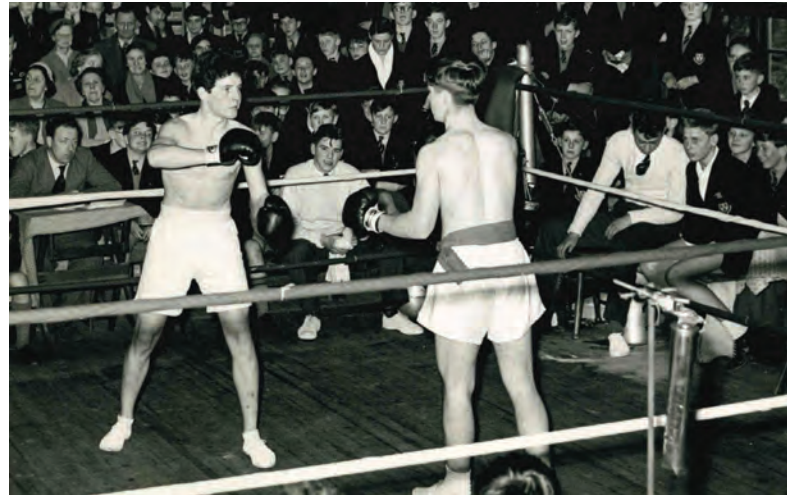
Bishop's Sporting History

Sport, and the significant social, mental, and physical advantages it brings, has been woven into the very fabric of Bishops since its foundation in 1890. Bishops alumni took part in boxing and fencing bouts, and swam in the school's swimming pool. Old Wordsworthian and Director of Sport at Bishop's, Mr Demain-Griffiths, fondly remembers "The best prefect duty was 'pool duty' fishing out footballs from misplaced shots, always with the risk of a slip (or nudge) and ending up in the green murky depths, occupied by the 40 gold fish and occasional ducks that called the old pool home." We no longer have a pool at Bishops, but we do offer a wide range of sports including rugby, football, cricket, tennis, hockey, basketball, athletics, sailing, lacrosse, netball, basketball, yoga and even polo! We want to continue to extend the school's varied programme of sports which is why we are launching our PITCH IN campaign to raise funds for a much-needed multi-use games area (MUGA) with retractable cricket nets.

PLEASE PITCH IN!

We haven't upgraded our sports facilities since filling in the swimming pool and building the new Sports Hall in 2004. An increase in pupil numbers has resulted in the wear and tear of our playing fields at Britford Lane, and there is currently not enough indoor space to facilitate the varied sporting programme. A MUGA will allow all pupils to have enjoyment and benefit from exercise on a surface which can be used throughout the year. Being able to host several different PE activities on one area will have big space saving benefits for the school, whilst extending the programme of sports which we can offer. We will also have the opportunity to open up the facility to local community groups such as sports clubs, summer sports camps providers, and primary schools. The new MUGA will include: 5 retractable cricket lanes for bowling and batting practice, a skills practice area for team sports such as rugby, lacrosse, hockey and football and a netball court and space for general fitness training and PE activities.

We want to get our project underway as soon as possible so that pupils can benefit from the new facilities, and we need your help! Please go to <https://bwsnetwork.org.uk/supportus> or click on the QR code. For further information about the campaign, please contact Caroline Popham, Head of Alumni and Development at BWS at: cep@bishopwordsworths.org.uk





The BWS Network - Bishop's social and professional community

The BWS Network is a social and professional community for alumni, current sixth formers, parents past and present, former and current staff and governors, and friends of the school. This is a place for you to share memories, develop your career, make social connections, find out about alumni events and clubs, and offer your support.

Getting a head start - Alumni Network

The BWS Network is an impressive community of people, with an extraordinary breadth of talents and expertise, capable and willing to offer advice. Access invaluable careers-based knowledge, guidance and practical support to help get a head start and a guiding hand on your journey beyond Bishops.



Internship help with The Bishop Wordsworth's School Foundation

The Bishop Wordsworth's School Foundation is a registered charity, the trustees of which include several Old Wordsworthians. A large part of The BWS Foundation's efforts and fundraising focus is careers enablement. Whether you are a sixth former, a University student, or a recent graduate, you can benefit from The BWS Foundation's extensive network of alumni and other contacts to help you secure a work placement or internship.

If you would like to find out more, or if you are an Old Wordsworthian who would like to offer your help, please contact Caroline Popham: cep@bishopwordsworths.org.uk



PITCH IN:



Join the BWS Network

We hope the BWS Network will prove an invaluable resource. Please join, activate your profile, and help make our growing Wordsworthian community an ongoing success.

www.bwsnetwork.org.uk

- Connect with old school friends
- Get careers advice and support
- Find or become a careers mentor
- Register to attend alumni events
- Receive school and alumni news

A practical guide to Saving the planet

Over the past few years, the topic of climate change has become more relevant than ever. Increasing wildfires, the hottest decade on record and COP26 have all reminded us that the state of the Earth is rapidly deteriorating. Everyone knows we should be cutting down on fossil fuels and using less plastic, but with limited time and no control over big industries, it can feel like there's nothing we can do. Here are some ideas to try at home:

Do your research

The first step in saving the planet must be to educate yourself about the environment. Saying 'eat local produce' is all well and good, but do you really know what is and isn't local? Likewise, it isn't possible to recycle effectively if you don't know what your local recycling facilities take! Ask yourself: 'Where am I shopping? What are they doing for the environment?' Labels on food may provide a guide; for example, 'MSC' labels on fish show that they have been caught using sustainable practices approved by the Marine Stewardship Council. Finally, research recycling and upcycling. What can you put in your bins? Find some interesting ideas for upcycling – for example, old jam jars can be made into candle holders.

Work together

'Many hands make light work' is a saying that certainly applies to climate change; this could also be a fun opportunity. You could join a charity, a local conservation project, a movement or a challenge. If you can't find an easily accessible group, try forming your own. Organise a fundraiser, start a new campaign or compete with your friends.

Planet-friendly eating

This is one of the most impactful and easy things we can do individually to have a significant impact on the environment – the WWF claims that food production is responsible for nearly ¼ of global greenhouse gases and almost 60% global biodiversity loss, not to mention that WRAP (Waste and Resources Action Programme) estimate about 10 million tonnes of food is wasted in the UK each year. One of the most popular ways to combat this is to go plant-based. This may require effort, but evidence does seem to back it up; Friends of the Earth note that meat and dairy farming causes 14.5% of greenhouse gases. However, following a plant-based diet does not mean cutting out all animal produce – it simply means that you should try to reduce your meat

consumption and primarily eat food that has been grown or reared locally. If you do go plant-based, make sure that the crops are produced sustainably – that they're not being grown on former rainforests, for example. Furthermore, attempt to reduce your food waste; plan carefully to ensure that you only buy what you can eat and freeze any leftovers.

Switch to sustainable products

Research is key here; choosing to buy from businesses with sustainable practices will reduce the environmental impact of your shopping. Swapping to products that don't use palm oil is also simple but effective, and of course you can reduce waste by purchasing items which use less packaging.

Grow some plants

This can be a great way to give back to the environment. Try planting some bee-friendly plants like lavender and honeysuckle, or building bird boxes and beehives. This helps local wildlife and reduces your carbon footprint (as does planting or sponsoring the planting of trees).

Reduce, reuse and recycle

This may be an old cliché, but it's easy to let it slip in our day-to-day lives. At least 14 million tonnes of plastic end up in the ocean each year, according to the IUCN (International Union for Conservation of Nature); this is highly damaging as it decimates populations of ocean creatures. Landfill also results in pollution and habitat destruction; cutting down on waste is essential.

Reducing refers to buying and using fewer resources. Some examples include using a library instead of buying books, and buying only the necessary amount of food. Additionally, you can cut down on waste by donating old books and clothes to charity shops – and buying second-hand where you can reduces pollution from manufacturing.

To reuse more, buy reusable water bottles, Tupperware and shopping bags. Be sure to repair as many items as possible, and get creative with upcycling, too – the internet is the perfect place to find ideas.

Finally, recycling may seem pretty self-explanatory, but make sure you know what you can and can't recycle in your area. You could also try to make regular use of the school recycling bins and start your own compost heap.

Make your house more energy efficient

According to a survey by the EPA (United States Environmental Protection Agency), 25% of greenhouse gas emissions come from electricity and heat production – more than any other industry. This makes it essential that we cut down on our energy use. Getting better insulation and installing solar panels are all financially-viable ways of helping the environment. However, there are also some small actions you can take on your own. Turn off lights when not in use, and turn the heating down – put on a jumper! Also minimise the usage of washing machines, kettles and tumble dryers, as they require a lot of energy.

Change the way you travel

Surprisingly, the EPA survey revealed travel only accounts for 14% of greenhouse gas emissions – but even a short flight is still likely to be the biggest single contributor to your carbon footprint. For short journeys, try to walk or cycle, and use public transport on longer journeys. Consider taking trains or boats to go on holiday, or even a staycation, to reduce your flight hours.

Talk to people about climate change

While you may not be able to do everything by yourself, talking to people and spreading awareness are good steps to take. Talk to your MP, school or workplace to encourage others to make a difference. Remember that even small changes, if sustained, can have a huge impact on the planet. With that in mind – what are you waiting for?

Phoebe Lambard, 13J

