

CAISTOR FOCUS

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COVID and CGS



In this limited edition of Caistor Focus, we look back on how the school has experienced the COVID-19 pandemic and report on the final three days of exciting activities before we finished for the summer holidays in 2021...

Over the last eighteen months, Caistor Grammar students have experienced the school like no other generation before them. To commemorate the end of the 2020-2021 school year, we've taken a look back at what it's been like for students in each year group.



This is the view from inside the bubble.

Year 7

By Aishwarya West and Erin Ingham

After 18 months of living in this new tumultuous world, this has been a far from normal start to Caistor Grammar School. Way back in March 2020, we were thrown into an unreal universe. However, as Boris Johnson said time and time again, “There is light at the end of the tunnel”. From clubs starting to open, to practical activities in lessons, there is an end in sight at CGS.

This year has been hard on all of us, teachers and students alike, so we have interviewed some of our classmates to see how they felt the school coped and dealt with Covid-19. As well as this, we've been finding out what they feel they have missed out on but are looking forward to next year. 2021 has been a year like no other, with home-learning and isolation thrown into the mix, although we are gradually taking control of the situation with the vaccine rollout. After talking to our friends, we have found out the ways they have coped and adapted to the current situation over the past year. “I coped during lockdown by getting my dog – Dave,” said Liam Burke (7Z). “He was always by my side and always helped raise my mood when I was feeling sad.” Some found new hobbies like baking, drawing and gardening to take up the time; others started projects like redecorating bedrooms and crafting lockdown scrapbooks. Bella Genney (7Z) added, “Because of spending extra time on screens, I tried to balance it out by spending more time outside. It was a great way to exercise, get fresh air and clear my head!”

From interviews, we have learnt what this year has been like for students. One student commented how hard this year was, especially when trying to get back into routine after home learning, having to get up earlier and pack their bag. However, they finished by saying that

overall, they enjoyed this year and feel they belong at Caistor Grammar School.

Many students felt that this year had been tough but, in the end, they felt like their time so far at CGS has been good and they've settled in well. Manpreet Padda (7Y) said, “This year has been a rollercoaster, really. I couldn't pick one thing and say it was my favourite and it was just a nice year in general. Like teacup rides they have at fairs.” Another student: Dheethya Ananth Ramesh (7X) said, “This was a weird year because we missed out on so much, but I think we got to do a lot considering the situation and therefore enjoyed it!”

Another question we asked was ‘What have been the challenges for students this year?’ Dheethya Ananth Ramesh (7X) stated, “We missed out on a lot of practical work which meant it was sometimes hard to understand the work fully.” Another student responded, “Some of the challenges this year have been not going to clubs and not being able to compete in sports competitions – in and out of school.” We were faced with many challenges this year and unique problems past years didn't have to deal with when adjusting to secondary school.

Despite the negatives, there were many positives to 2021. Thanks to the Biology staff at CGS, Year 7 still managed to go on a school trip to Whisby Nature Reserve! Many described it as being such an exciting event and was definitely one of the highlights of this school year. Not only that, but as a year we have without a doubt become closer and got to know each other more than any other year group because of the bubbled break areas. Siobhan Kent (7X) mentioned, “I met so many new friends this year and can't wait to carry on my journey at CGS.”



Year 8

By Evie Bird and Yash Vaddaram

Over the past few weeks, we have interviewed our peers to get their thoughts and opinions on how the last school year has affected them. This includes the challenges, the positives and how students have learned to cope whilst learning from home. In terms of lockdown and home schooling, we received a varied response, with some people telling us that they found it tough to cope without their regular lessons, however some people seemed to have preferred the time at home. Ellie Linford said, “I didn’t actually mind lockdown – I even found being isolated from other people preferable,” which surprised us as many people found it tough to cope without social interactions. Many students have coped by creating a structure to their day which worked for them. One student said, “I have adapted by keeping a steady structure which doesn’t push me too far but keeps me on top of things.” Students said that keeping to a timetable made their day easier and that’s why a lot of students were glad to be back at school. This pandemic has caused a lot of challenges for students, since it’s hard for them to focus on schoolwork in an environment that they would normally be relaxing in. Ellie Linford summarized this well by saying, “I’d have to say schoolwork was more of a challenge than anything, but I’d say for more extroverted people lockdown would have been very challenging.” Some people found masks distracting whilst working and made it harder to have conversations with your friends. Mia Smith describes masks as being quite awkward and she says that wearing masks made it harder to interact with people. Even though this year has been tough, there has definitely been some positives. For some people

this pandemic and these lockdowns have been easier for them to be able to stick to a good schedule without being distracted. Ellie Linford has found remote learning quite good, and she thinks that it has been fun spending time with her family and by herself. Kasra Parhizi also thinks that working from home can have some positives by saying, “Working from home can have some good advantages like not having to wake up so early or even not having to get ready.” It’s not just Y8 who have gone through a tough time, but other year groups have had to adapt and would’ve maybe found it easier or harder than Y8. Jemima Spencer and Kasra Parhizi think that it’s harder for Y7 than any year since they haven’t got the experience of being in a normal secondary school and that it will be hard to adapt again in Y8 into a normal secondary school. But on the other hand, Reuben Smith says, “Everyone went through the same amount of difficulty from this pandemic, and it wasn’t different for any year.” Overall, the pandemic has been hard on everyone, but it’s brought more opportunities to spend time with family and helped people to discover more about themselves.



Year 9

By Beth Crowther and Alice Fearn

This year has been hard for many of us and that is no different for the students of Year 9. Year 9 is the year that GCSE options are chosen, and that process has in some cases been impacted by COVID-related issues. An example of this is how, for many subjects, teachers have not been able to give their students a full experience of what their curriculum has to offer (e.g. practicals, as stated by William Crowe, 9Z, who said “It’s been sad that we can’t go into the science labs to do experiments”). However, the staff have adapted incredibly well to this, with some even showing their classes YouTube videos of the practicals they can no longer teach. We’re sure that everyone is looking forward to going back to a relatively ‘normal’ school year, so they can see these demonstrations in real life! Even next year though, there will still be reminders of the pandemic, such as the hand sanitiser dispensers, which the students have quickly gotten used to using. They have had to adapt to a new school routine, as shown by, for example, the masks worn on buses. Luckily, on school site these are no longer required for the students to wear. Students have had to wear their PE kits for the entire day when they have PE, which has proven practical but sometimes annoying, especially for those who participate in PE during the morning periods. Speaking of sport, the PE department has faced some challenges this year since the school lunchtime has been shortened, making it impossible for lunchtime activities to take place. They have coped with this admirably, with the creation of the after-school sports club on Wednesdays, which was described as

being “a great thing for mental health” and “really fun” by Ayla Jafri, 9Z, and the fitness streak challenge set up by Mr Shutes. Not only this, but the PE department has ensured sports day will go ahead despite it taking place down at the field and the students taking part during different times in the day. Sadly, this year the school walk has been cancelled, a favourite of many students at Caistor Grammar School, although this has been replaced with the last three days of term being house events. Extracurricular activities as a whole have been hit hard by the pandemic, especially those related to music. No concerts have been able to go ahead this school year, but alternatives have been offered: the autumn concert was transformed into a set of digital audio recordings for staff, students, and parents to listen to, while video recordings for the summer concert are currently underway, organised by the musical department and the tech team. Not only this, but the staff are also hard at work on the 2021 school play - Joseph and the Technicolour Dreamcoat, which will be performed next school year around October. Ultimately, this year has been challenging for everyone. However, here at CGS we remain hopeful for the year ahead.

Year 10

By Lara Baugh and Amelia Crompton-Howe

For Year 10 students at CGS, the past year has been a roller coaster ride to say the least. With the start of the new school year, our “new normal” once again morphed into something we never could have imagined only a year before. Friends who hadn’t seen each other in months were once again reunited yet restricted by that lingering 2 metre distance. The new rules and regulations dampened the heavy autumn air and excited atmosphere.

Despite this, many students rose to the challenge and still attempted to salvage a good school year. The carpark at break and lunchtime could be a bit “lively” according to some, though the atmosphere was generally friendly and pleasant. When interviewed, many mentioned the addition of benches as a form of salvation for the too long floor-bound Year 10. With students often eating outdoors for ventilation reasons, many took to sitting on the tough concrete floor scattered with stoned that would jab at them at any given opportunity. When the benches finally arrived presenting themselves patiently on the side of the staff room and o6, they were “long overdue” and generally very well received.

However, it added a new friendly competition into the school day as Year 10 students would race one another to salvage that one final spot on the bench rather than being left to sit once again on the disregarded gravelly ground. But this relative peace could not last for long as only a few short months later another unexpected lockdown hit in the wake of a confined Christmas. To many this was “shocking” and despite their previous experience with confinement it was “hard to adapt”. However, one student said, “Many people have adapted by helping each other catch up with any work missed,” which shows

how we stick together even in the toughest of times.

Some seemed to enjoy the more relaxed lockdown lifestyle. One student, wishing to remain anonymous said, “I enjoyed rolling out of bed at 9 o’clock each morning”- a sentiment I am sure many relate to.

When we were finally allowed to spread our wings once again, school life began to return to the normal we had come to persist with over the past year. Many of the highlights of this post-lockdown school year occurred once we had received our upgrade to the picnic bench area, at the expense of the departing Year 11s. With a new and substantially greener area, things for Year 10 have started looking up again. Many students say they feel “hope for a better school year in Year 11”.

But unfortunately, many longed for our house events. “It’s sad to see that we may not be able to participate in House Plays next year, it was my favorite house event,” a student commented. But all hope is not lost as we look forward to the end of term with our 3 days of competition and games to make up for that which was lost this year.

With this completely abstract year, we never could have predicted that the start to our GCSEs would be so strenuous and even now the future ahead remains incredibly uncertain. Emphasis remains on preparing us for the frighteningly large range of possibilities open to us regarding GCSEs next year. Whether they be sat in an exam hall or decided by our teachers the effects of this past year will ripple through to the rest of our lives in a way not comparable to any other. We look to Year 11 now. It’s within arm’s reach yet still seems so far away. It will be our last uniformed year before some of us head off on another path away from CGS. Whilst bittersweet, it will be a memorable year for all.



Year 11

By Pearl McCann

To use a phrase that will haunt us for many years to come, the past year has been the epitome of ‘unprecedented circumstances’. I’m not planning to sugar-coat the events of the last year, because despite the opportunities for growth, so many of us have had to deal with challenges, whether it’s school, home, exams, mental health, loss, illness or anything else, it’s been so tough. Needless to say, I’m sure we’re all glad GCSEs are over.

Of course, learning at home on video calls has been one of the main challenges this year, and not knowing whether we had exams made things so hard. Frankie Whitton said that: “the uncertainty of how everything would turn out made things difficult to go through”. We have been so lucky to have Mr. Davey, the SLT, our form tutors and our subject teachers giving us so much extra support and lots of opportunities for catch-up time after so much online learning.

I’m sure we all have passions and clubs that have either been moved online or cancelled in the last year, and this has included almost all of the extra-curriculars at CGS. Luckily, we have incredible staff who were able to hold some events for us. Beth Sykes commented on the great efforts of the music department and the tech team, saying, “being able to record two CDs and a summer concert was amazing, as we were able to perform in different ways”. Charlotte Davey said that the PE department’s running competition during lockdown was, “a great motivator to stay active and get outdoors each day”. Another important event for students in our year has been the DofE award, which Emily Quill said: “has been harder to achieve due to the lack of extra-

curriculars we’re able to attend to check off our requirements”.

Mental Health has been a very prominent conversation over the last year. The pressure to do well during such uncertain times has been extremely overwhelming for lots of people. Eva Phillips said that: “as there was no solid plan for the year, we were under so much stress”. Other students have said they struggled not seeing friends, and the lack of socializing being stuck at home. Some students have taken the free time at home to practice self-care and being kind to themselves. Erin Cufflin said that: “I have begun to realize that when you have the opportunity you may as well talk to people and make new friends,” after being away from school for so long. Harry Giles said: “I’m happy I’ve lived through this in a school environment because it’s thrown some unique and character-building obstacles my way”.

I think we can all agree that Covid has had extremely polar effects on mental health for different people, but I think it’s really important that as restrictions get lifted, we learn from this time and continue to check in with each other. We can all be so proud of what we’ve achieved as a year group in the last year. Be kind to yourselves.



Year 12

By Theo Powell-Howard and Rosie Barker

The academic year of 2020-21 brought countless new problems for each of us to face together, while isolated. The Year 12 experience saw a promising start as we returned to school in September, after five months under heavy restrictions, bubbled but face to face. Immediately a new environment was presented to us as we attempted to socialize with our new year group while restricted to our own desks, strict seating plans and no Year 12 common room, but as a year group we persevered and manage to form a strong base to carry on from.

The difference for Year 12 is we've had to deal with rule changes that have had to occur due to the pandemic, such as for some of the year not being allowed out at lunch or as much freedom as we had come to know. The pandemic has limited us in having access to normal sixth form life and aspects which pre-COVID would have been seen as integral parts of Year 12. As the year progressed and cases rose and decreased, individual isolation became normalized as students were in and out of school as needed. For me this was the most challenging aspect of the year, having to isolate in one room at home while still maintaining a good social, schoolwork and mental health balance, as well as watching your friends still be able to capitalize on the loosened restrictions and go to school face to face. However, it has created a new, widespread, resilience throughout Caistor Grammar Sixth Form that I hope will continue into the next year.

The good thing is that after the most recent lockdown, restrictions have started to ease up and it's obvious that it won't be long before we're back to some form of normality. Harry Nickels, one member of the Senior Prefect Team, noted for him how a large struggle was lacking the sense of school community forced

onto us by the necessary bubbling of year groups. He acknowledged that he missed seeing students around the school and the full atmosphere that our school used to embody, and yet he rightfully remarked that we were now approaching the 'light at the end of the tunnel'.

For me, the year has been made less difficult by not experiencing what a normal year at sixth form is like prior to this year. It just seems normal to us. It has however been a difficult one to process and mentally has impacted some students, for the most part negatively; Ben Shale, another member of the Senior Prefect Team, phrased his experience as: 'it was at times a pressure on my overall mental condition but as a final sum of occurrences it was a relatively liveable experience.' Perfectly put. We've had to deal with hours and hours of Teams calls, which since we never experienced that as Year 11s was difficult to stay motivated, although this wasn't exclusive to our year group. I do truly feel that despite our personal and collective success of stoicism and continuation of normality this year, we can continue to rise and grow next September as the school community will be amended with spirit, and the year groups will once again be intertwined with one another, ever enhancing the experience for the student body as a whole.



Year 13

By Rory Longcake

Sixth Form is difficult under normal circumstances, but chuck in three lockdowns, two bouts of self-isolation, and an assessment system that no one really understands, and you've got yourself a couple of years of enormous fun.

We entered Year 13 with enormous amounts of anticipation and anxiety - for those who couldn't attend sessions in June, we had not entered the grounds in 167 days. Of course added to this was the knowledge that this was the most important school year so far. We had to apply to university, then of course get the grades to go to them.

Looking back, it is sad to think of the many cancelled events and traditions that we never got to take part in: our final production, sixth form ball, sports fixtures. Pippa Baugh, Year 13 said, "It would have been nice to have some kind of last event, as being a techie was a large part of my time at Caistor."

Day to day, however, it all felt strangely normal. There was an initial shock, of course - we had roamed the school freely for 6 years so it was definitely odd at first to be confined to certain areas and forbidden from certain facilities. After months of the dreaded Teams, we were quite happy to just get on with whatever in-person school had to be.

For us that meant spending breaks at the pond and the loss of Casterby. Despite its less than perfect condition, students missed the private spaces available for study and leisure. While this was a serious sore point for the year group, we eventually warmed up to the pond - it did, after all, have brilliant views of the surrounding landscape and the pretty cool robotic lawnmower in a neighbouring garden. The biggest change for Year 13 was in timetabling. Sixth form students could now

choose to either go home in free periods or stay in school for supervised studies. Local students greatly welcomed the ability to get up later or go home for an extended lunch while students from further afield appreciated the extra study sessions. Olivia Donson, Year 13, said: "I liked having extra studies as I had far less work to take home." Mr Hopkins has announced this change a success and intends to continue allowing students to stay at home for any periods they are not in lessons.

University applications were relatively unchanged by the chaos of the year. The main difference was that most students were facing the prospect of applying for and some even accepting offers at universities they'd never been able to visit. Certain students also had to do online interviews and some even had to take entrance exams invigilated over zoom. Heather Telfer, Year 13, interviewed for a primary education course - "It was very strange and nerve wracking, but it was interesting to see how the uni managed it. It was very informative despite the circumstances and was very exciting because it was a step closer to what I really want to do with my life."

Our school year ended on May 27th with a lovely leavers' breakfast. We enjoyed a quiz from the senior prefect team and performances from Imogen Horton and Elena Sedman and had the opportunity to thank our teachers. It wasn't the end we expected but it was nice to have a proper leaving event after so many cancellations.

Year 13 are now enjoying an extended summer break preparing for university, gap years, apprenticeships or employment.



In the last three days of the Summer term 2021, the school timetable was given over to the extra-curricular activities we have missed so much this year.

The remaining bubbles each took part in some friendly House competitions that covered Drama, Design and Technology, Art, Music and Sport. Our reporters were on the scene to give you an exclusive round up of everything that took place.



Drama

By Aishwarya West and Erin Ingham

For the drama challenge, we all enjoyed performing and creating our own 10-minute improvised scenes, using characters from plays we had recently studied in our English lessons. The buzz of the theatre was certainly alive as students enhanced their directing and acting skills to produce some moving but bizarre acts. To start off the activity, we were split into small groups within each of our houses (Rawlinson, Ayscough and Hansard) and given some planning paper to map out our scenes, with complete free rein over the plot. After that, we brought our scripts to life and started acting out our improvised lines. Acts ranged from light-hearted comedies to gruesome murder mysteries. After a quick break, we returned to our classrooms in Manning to perform our

masterpieces to the rest of our house, before voting on which creation would represent us in the final stage of the acting challenge. Everyone did an amazing job in performing their creative pieces and went above and beyond to produce them. Finally, everyone headed into the gym to watch the final performances that got chosen earlier on. After everyone had finished acting, applause erupted from the amazed audience. Then the judging panel (which consisted of Mrs. Jago and Mr. Harris) evaluated the performances and decided on a winner. The tension in the air was colossal and ever growing as everyone waited for the winners to be announced. Overall, the event was an enormous success and an incredible experience for us all. Special thanks to Mr. Harris for organizing the activities.



Design and Technology

By Evie Bird and Yash Vaddaram

In the Tech department, we competed in a D&T competition to create three businesses per house in a three story building. The businesses could range from cafés to car dealerships. We had to construct the interior in the 1/10th scale box we were given, but were given the choice to do exterior as well. As well as the interior and exteriors, we also had to create a poster for their business and a logo. The posters listed the items that could be bought inside the business, for example, some of the posters served as menus and others served as posters to promote new products available for purchase.

In each house, we had three groups and each group designed one floor of the finished building. The building was made from MDF and cardboard and cut-off MDF were used to create the interior of the businesses. We split the floor into separate rooms to make the floor appear as realistic as possible. The structures we created ranged from balconies to outdoor seating areas and were designed to reflect the interior of each

floor. Each person worked on creating one aspect of the business. Some of the most creative designs featured a balcony and miniature sweets to go inside a sweetshop. We were allowed to use hot glue guns and the teachers gave us a range of materials to use whilst making the objects to go inside the building.

We found this activity to be very well organised and helped us work as a team. The teams were randomly created to give students a chance to work with people they wouldn't usually spend time with. This added to the challenge as we had to communicate with people we didn't know as well as others.

This challenge wouldn't have been possible without Mr Donington and Mr Birch organising this for us. Thank you to the other staff who volunteered to help us whilst we worked. This activity was a welcome break from the usual school routine and helped ease us into well-deserved summer after a year of uncertainty relating to COVID-19.



Art

By Lara Baugh

In order to promote a society free of single use plastic, the Art department decided to challenge students by creating sculptures made entirely of single use plastic collected around the school. As I write this, I am currently covered in the remnants of a colourful morning; my hands are spattered with a myriad of yellow shades. Now I know that even as the colours fade, I will always remember to be cautious about my impact on the world around me.

The morning began with a presentation in the cafeteria highlighting the importance of a life rid of single use plastic. Images of the great garbage patch drifting across a desolate sea and wildlife assaulted by our insolence inspired students to get active and get creating. When we arrived at our house classroom (when most of us did at least) we were presented only with a thoroughly sterilised bag of plastic, a pair of scissors and a handful of sharpies in our co-ordinating house colours. From there it was a race to the heaters, students rushing to colour and cut their bottles and get down those few too many steps to the Art room. Admittedly, melting the plastic into the correct shape was a challenge that both I and many around me couldn't quite get a grasp of first, but with a handful of effort and rather long paintbrush, for safety reasons of course, we got there in the end.

Some students took a unique approach to this challenge, opting to create incredible compound creations. Mid way through a rather mediocre leaf, I looked across the rows of tables to see a few students creating a quite striking replica of Nemo from the beloved film Finding Nemo. I have heard tales of magenta jellyfish from Rawlinson and floating cerulean

fish from Ascough, which I am sure will make a good addition to our school.

I say most of us arrived in the correct rooms because in the Year 10 event Hansard, already handicapped by the great number of students self isolating, lost out on 1st place due to some students becoming "lost" when finding the correct room. Though I am certain that a few more of other houses slipped under the radar, it was Rawlinson who seized the lead by 20 points, their victory painted in purple and pink.

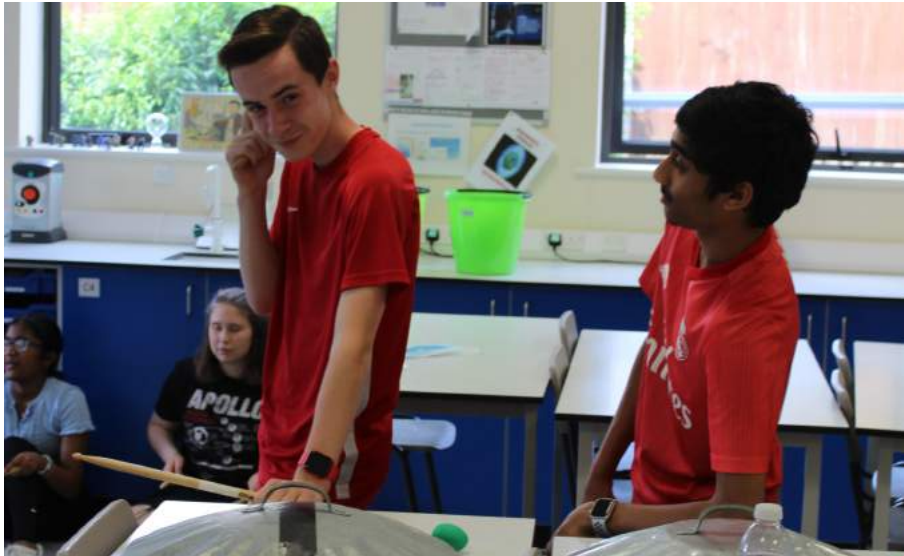
However, the true benefits of this activity will not be seen until next September when returning students will be able to see a chandelier of their houses' creations cascading down the middle of Lindsey's spiral steps. Mrs Porter explained that this will remain as a constant reminder to students of the great importance of recycling their single use plastic to forge a new future with a wiser new generation. Speaking of Mrs Porter, special thanks must go to her for conceptualising and organizing this event with such amazing intentions. Thanks should also go to Mrs Binks and Mr Hughes for wrangling students using the heat guns, a task I would not like to be burdened with.

Music

By Beth Crowther and Alice Fearn

For the music activity, two visitors were invited to come and run a workshop on percussion, using household objects such as buckets for instruments. Dave and Sue taught the students not only about drumming but also about musical techniques such as dynamics and tempos. Dave began with imaginative warm-up exercises, including an enjoyable game of ‘Don’t Clap This One Back’, to get the students used to different rhythms before the houses were split up into different rooms to each work on sections of their eventual performance. Dressed in their house colours (well, mostly), we all performed the same piece of music, drumming away on empty hand sanitizer buckets, bin lids, egg shakers (more professionally known as ‘ganzás’) and dropping chains into buckets to create different sounds (percussion). The music contained three different sections which all were different

rhythms played separately at first, and then they were layered on top of each other to create a more complex piece with a mixture of rhythms and textures. Who knew that even bins could be recycled as part of a musical performance? During the activity, we learned that, for music to succeed, you don’t just need the ability to hit a drum. You also need teamwork and concentration, as proved when one house’s performance was almost twice the speed at the end as it was at the beginning. We would like to thank Mrs Thompson for her outstanding work in organising this wonderful activity for us, to Dave for coming in and dealing with us when he realised most of us had no idea how to play the drums, and Sue for helping out, judging, and encouraging everyone to have fun and get involved. All of the hard work put into the activity certainly paid off, and it was a great way to spend a morning.



Sport

By Amelia Crompton-Howe

Activities of tennis, Frisbee and rounders were the main occurrences of the Sports house event, causing all of the students to return back to school with droplets of sweat pooling on their foreheads and smiles slapped across their faces, apart from the unfortunate few that had taken the defeat of their house rather personally. Initially we all met at the picnic benches, ready and waiting to be escorted down to the school field. The register was taken and then we were off. Upon arrival at the field we were prepped with information on what to expect from today’s challenge. We would all be facing the hits of killer tennis, the outs of rounders and the spins of Frisbee. The houses were separated off. To start was killer tennis. Each player collected a worn racket and a grassy green tennis ball was thrown to each court. Teachers looked on at the soon to be occurring games with a clipboard in one hand and a pen in the other. One house was practising their strategies on an empty court whilst the other two houses had been split into two to compete on the others. As one set of players strutted onto court with their heads held high and another standing, eyeing the opposition down the game was ready to begin. With each team only having 12 lives the stakes were high and the tension in the air could be cut with a knife. Someone served the ball and it went over the net. An opposing player lunged for the ball, outstretching their arm to hit it. They miss. Cheers erupt on the other side of the net. This would continue until one houses lives wittled down to 0 and had to admit defeat while the victors celebrated with one another.

Rounders would be next. A classic CGS sport. Students have had years of previous playing so they knew exactly what to do. As one of the house’s players sprinted around the stumps, their legs moving faster than they can process, the other team scrambled around the grass trying to get the ball to the fourth base before the oncoming player. Many people were caught out and others were stumped, whilst the best of the best would claim a rounder or a half for their team. Who couldn’t love a good game of rounders? A new sport was brought in for this occasion. Frisbee. The aim of the game was simple but easier said than done. Throw the disc and get it as close as possible to the stationary mustard yellow pole that stood upright in the grass beyond. Players would take their positions behind the curb hoping that the flick of their wrist would help the breeze to carry the Frisbee gracefully through the air. However, for many the breeze was not on their side. Frustrated mumbles could be heard from players as their disc looked hopeful as it floated through the air but was then carried off in the completely wrong direction. Whilst frustrating it was really fun and all enjoyed this activity. With special thanks to Mr Shutes for arranging such a fun afternoon/evening, it was a great way to bring everyone together and discover the real sense of team spirit.