

# Caistor Focus



## From Print to Pixels!

For over thirty years, Caistor Focus has been a constant in an ever-changing school. But now, it faces its most radical change yet - digitalisation, the gateway into the modern world.

The debut edition of Caistor Focus from March 1994 was all about the history of our school, but now, we are looking towards the future. In other words, we are switching our iconic newspaper to digital, meaning this is our last ever paper copy. Transporting ourselves back in time to '94, we can see our first few newspapers had to be bought, although it was only 50p (today estimated to be around £1). Even more interestingly, the paper advertised local businesses. Not something you would expect to see, Lloyd's bank sponsoring and advertising a paper to secondary school children!

But back in the present day, the English Department have been scratching their heads figuring out how to help the environment but also keep the newspaper alive. The solution - a modern, interactive, online newspaper. It's a work in progress right now, but here's what we know: Firstly, it can be found on the school website, making it accessible to students and parents alike. An exciting new feature will also be introduced - videos, bringing the articles to life.

There is a reason behind this drastic change: every year since the paper began, 100s of copies are printed, and many are simply thrown away after being read. Therefore, we are switching to online to reduce the amount of paper used and money spent, so it's better for both the environment and the school's wallet! Changes like this aren't limited to the newspaper, and have been

happening all over school as we enter a new, modern, era of CGS, with planners being swapped for the new Student Portal, and the new 'Eager to Learn' policy being implemented. Because we are stopping paper copies, we are making a (very small) chip into the 15 billion trees which are cut down every year worldwide to help produce newspapers like ours. We can all do our part in the fight against deforestation, and every contribution counts.

Everyone's opinions on this new chapter will vary, so we asked a few members of the CGS community what they thought about the new change! Emily Cooper from 10Z said "I'm sad to see it go as it's been around since I was in Year 7, but moving forward, it makes it more interactive and helps the environment, which is a great plus" We also asked the person who has overseen the paper for

the past 12 years, Mr Davey himself, who said "I'm really excited about the possibilities it will bring, like using different media types such as music and videos. I also think it reflects the modern world and how it's always changing." So, what's your take on this step into a digital future?

'The latest high-tech novelty. E-mail.' - A quote from the 1995 spring edition of Caistor Focus. It so clearly shows how much society has developed, going from being excited about email to having whole newspapers available online! Caistor is constantly moving forward, adapting to the modern world and the opportunities it brings. And, as Oprah Winfrey said, "We can't become what we need to be by remaining what we are."

By Amaya Athwal 7Z & Sahiti Nyasavajjala 7X



# Perfectly Chosen!

By Fareess Syed 7Y

This year's Senior Prefect Team is ready to lead, support, and represent you. These are the people who'll be your voice, your role models, and your biggest supporters. Meet Charlie Wilkins and Annabel Peart, your new Head Boy and Head girl.

Alongside this wonderful duo, we have the rest of the new team: Tashif Jajja, Rebecca Matthews, Holly Smith, and Kacper Wroblewski. Each of them brings their own unique strengths, passion, and commitment to making our school a better place — not just for today, but for the year ahead.

We sat down with the new Head Boy and Head Girl to hear their thoughts on leadership, their goals for the year, and what being a prefect means to

them. Our first question was: "What does being a prefect mean to you?" Here's what they had to say: "Being a prefect means acting as a role model for all students and always striving to be the best version of yourself. It's about putting yourself out there and seizing every opportunity. It's also about pushing others to be their best and doing whatever you can to help."

Next, we asked them what inspired them to join the senior prefect team. Charlie shared: "Definitely the leadership role and the chance to help others." Our Head Girl echoed this sentiment, saying: "I wanted to join the senior prefect team to take on a higher level of responsibility and help give others a platform to voice their opinions."

Finally, we asked about their goals for the year. Here's their

response: "Our goal is to increase attendance at School Council meetings and encourage the student body to make their voices heard." Reading their responses, it's easy to see that both the Head Boy and Head Girl are genuinely passionate about making a difference. They're not just focused on the title—they really care about being there for their peers and pushing everyone to do their best.

Their goals, especially around getting more students involved in the School Council, show they want to create a space where everyone's voice matters. There's a real sense of purpose behind what they're saying, and it's refreshing to see such commitment and eagerness in young leaders. You can tell they're excited for the challenge, and it's exciting to think about what they'll accomplish this year.



# Danke, Herr Wilton!

By Fareess Syed 7y

Dr. Wilton has been a huge part of the school community, always finding ways to get involved and make a positive impact, whether it's in the classroom or beyond. But, after years of inspiring and guiding us, it's time for Dr. Wilton to move on to new adventures. While we'll certainly miss his wit and wisdom, we're excited to hear what's next for him. We decided to sit down with Dr. Wilton for a chat about his time here and what's next. Here's what we asked him and what he had to say!

"I very much enjoyed my almost 15 years at this school. The teachers are very lucky to be teaching the most motivated students yet. The other staff are fabulous, friendly, and supportive. I've seen lots of change, but I look back at very fond memories."

Upon being asked upon his feelings at the time, this is what he had to voice, "When you've been somewhere for a long time, it's a big decision to make. I feel a bit of sadness at the same time I am looking forward to what will happen next. I will miss a lot of students and teachers. But I will not miss the extra unnecessary clutter that teachers are expected to do with the new education system, it is a distraction for aspiring students." In my opinion, that's a true but bold take, Dr. Wilton!

A final message from our beloved German teacher: "Be curious. Ask questions. And never stop learning. Because the life of the mind is a wonderful thing. And there's always new things to discover. Auf Wiedersehen, Pets."

It's incredibly hard to say goodbye to Dr. Wilton, whose

energy and passion have made such a lasting impact on the CGS community. His ability to make languages come to life and his deep care for his students have set him apart, and while we'll miss his wit and wisdom in the classroom, we're thrilled for him as he moves on to new adventures.

It's clear that, after almost 15 years, leaving wasn't an easy decision, but we're excited to see what comes next for him. We'll hold onto his words of wisdom—"Be curious. Ask questions. Never stop learning"—and wish him nothing but the best on his next chapter!



# A True DofE Hero—Farewell Ms. Sharp!

By Fareess Syed 7Y

Ms. Sharp. She has been a cornerstone of our school community, bringing not only her expertise in first aid but also her passion for guiding and supporting students through every challenge. With her dedication and indistinguishable care for this school, she has left an unforgettable impression in our hearts. It is with a heavy heart that we bid farewell to Ms. Sharp, whose presence has been nothing short of a beacon of support and compassion for every student and staff member fortunate enough to know her. Her contributions extend far beyond the classroom and the clinic; she has been a mentor, a friend, and a constant source of comfort to all. No amount of words can fully capture the

depth of her dedication and kindness, but we are incredibly grateful for the lasting impact she has made on this community. The legacy she leaves behind is one of unyielding generosity, and her influence will continue to shape this school for years to come. Though she may be leaving, the warmth and care she instilled in this place will never fade. We had the privilege of sitting down with Ms. Sharp to reflect on her time with us, and here's what she had to say about her experiences: "I've truly enjoyed my time here. Watching the students not only engage with their work but also find joy in the little things has been incredibly rewarding. And I've loved working alongside the staff—they're such a wonderful, supportive team."

When asked about her experience helping the Year 10s with the Duke of Edinburgh (DofE) program, she shared: "I've always enjoyed DofE because of the extra challenges it brings outside of the classroom. It's fulfilling to see students tackle something productive and challenging beyond school. I really enjoyed helping them realize their own potential through that process." Finally, when we asked Ms. Sharp to share a special message with the entire school, she offered these heartfelt words: "Thank you to everyone for making my experience at Caistor so enjoyable. It's been a pleasure working with such amazing students and staff. My advice to you all is to persevere with your dreams and always work hard. Success will follow."

Ms. Sharp's departure marks the end of an era at Caistor, and it's hard to imagine the school without her. She's been more than just a teacher—she's been a constant source of support, kindness, and encouragement for both students and staff. Her ability to connect with others, her unwavering dedication, and her genuine care have left a lasting impact on this community. The legacy she leaves behind is one of compassion, integrity, and selflessness, and while she'll be greatly missed, her influence will continue to shape this school for years to come. Thank you, Ms. Sharp, for everything you've given us.

# Final Whistle for Miss Barratt!

By Fareess Syed 7Y

Our amazing PE teacher, Miss Barratt, has been a true inspiration to all of us — whether it's on the field, in the gym, or pushing us to exceed our limits. From encouraging us to sprint up the school field to belting out karaoke in the gym, Miss Barratt has been an athletic, relatable, and vital part of our school community, and we're lucky to have her with us. But after all the fitness challenges, pep talks, and unforgettable moments, Miss Barratt is moving on to new adventures. We know she's off to make an impact wherever she goes. We caught up with Miss Barratt to reflect on her time at CGS, discuss how she's feeling about leaving, and explore her

exciting plans for the future. Here's what she had to say: "It was the best experience to date. I've learned so much from being here, both as a student and a staff member. I wouldn't be half the person I am today if it had not been for this school." Her emotions were clear as she added, "I feel really sad." She also shared something that stood out: "I don't want to leave, but it's time for something new." When asked if she'll miss CGS, she said, "I'll definitely miss the staff and students—they're the reason I love this school. I'll also miss the PE department; they played a huge role in my journey here." However, she did have a heartfelt message to share with the CGS community: "I'd like to say thank you to all the staff who have been part of my 'Caistor Experience,' but especially to the PE

department, Ms. Smith, and Mrs. Buck for all their unwavering support." It's bittersweet to see Miss Barratt leave CGS. While we'll certainly miss her presence—her passion for both students and staff—there's also a sense of pride in knowing she's stepping out of her comfort

zone to embrace new challenges. It's always tough to say goodbye, but we're so happy for her as she begins this exciting next chapter. Her time here has made a lasting impact, and we have no doubt she'll continue to thrive wherever she goes.





# Delights of Edinburgh

By Ethan Hedges 8Z

The DofE awards are some of the most challenging awards the school has to offer to its students. The path is around 16KM and that's just for Bronze. Many students have chosen to take part in DofE to look good on their resume or to show off, but just how hard is it? Overall, the combined average amount of all three DofE levels is 58 km, that's over 600 football fields worth of just walking! The DofE expedition set off on June 7th and ended on June 8th, making the journey 2 days and 1 night. Interviewing students, I found that mostly people thought it was very challenging, yet also rewarding and consisted a lot of getting lost on the way but overall, they had fun working together as a team, a community and as a school. The



staff who ran DofE this year in school were Mrs Leaning, Mrs Ellerby and Mr Robinson. 47 Y10 students took part, which is a lot of students to handle and hard work! So a great job to all the staff and students who were involved. Every group passed, congratulations to all of them! Year 9 application forms for DofE will be sent out next half term so be prepared

because maybe it could be you next year sleeping in those same tents in the beautiful British countryside! Good luck to those next! Ms. Leaning said that her favourite part of DofE are the expeditions. She said she loved seeing students grow in confidence as they go on and that she loved admiring the views. Ms. Leaning is hoping to do DofE gold soon and is very

excited to do so. She said that the longest anyone has been late to the camp was 4 whole hours! She had never seen anyone become injured in this school during DofE and her least favourite part is when the weather turns bad during DofE bronze as students are not yet experienced enough to work through it. Thank you Mrs Leaning for organising!

# Return of the Romans

By Eva Low 7X

The beginning of this July, Tuesday 1<sup>st</sup>, 42 students, consisting of Year Nines, Tens and Twelves, were treated to a Latin day trip – taken only by those who had chosen Latin as their second language to learn to find out more about the history of Romans. Their journey started as they left Caistor on a coach trip at 9AM, accompanied by Ms. Smith, Mrs. Chong and Mr. Chapman, where they had a walking tour around Lincoln and learnt that Lincoln itself was a Roman occupation, its name deriving from 'Lindum Colonia'. Throughout, they also partook in other activities, such as learning about the Ancient Romans' architecture; the students, to their great surprise, discovering that Newport Arch happened to be the oldest arch

in the UK and that the 'Mint Wall', a remaining ruin of a Roman town hall and now concealed behind the Castle Hotel. They visited the Lincoln University, in which they spent time experiencing the life of a university student – how lectures were given and the styles of teaching they would be subject to. Students also received presentations from Professor Jamie Wood surrounding subjects that really got them thinking deeper into the topic the nature of slavery during the Romans' times. Their eyes were opened to choices of career and jobs that surrounded Classics, learning about architecture, archaeology and bioarchaeology – the study of human and animal bones, and methods they use to assess age through bones. Soon after, they also had to then put

together a skeleton with their own knowledge; not to worry, only a plastic one! Arriving back at Caistor Grammar School with just fifteen minutes to spare before the end of the school day, All seemed to have enjoyed the exhilarating Latin trip, having been able to learn much more about the culture and history behind the Romans as well as their day-to-day life.

This puts the mark down for yet another successful Latin day trip, and hopefully future years will conclude the same response to the trip as our students this month. Thank you, Miss Wildman, who organised the entire experience and to all the staff who accompanied and helped her!





# Dazzling, daring, dreamy: Dubai

By Maryam Faisal 10x



On Saturday 15th February, during the February half term, the Year 9s, 10s and staff were treated to an incredible Cricket and Netball Sports Tour in Dubai. Days were spent exploring the breath-taking views of Dubai and the sports fixtures were played in the evening.

They travelled places from Kite Beach, where students enjoyed fun games of volleyball and rounders, to the Sheikh Zayed Grand Mosque, where they were able to admire the beautiful architecture and learn some interesting facts. The Grand Mosque took 13 years to construct and this costed around \$500 million! They visited the Wild Wadi Waterpark, which was said to

be a student favourite and also visited the world's tallest structure, which was none other than the Burj Khalifa! Here, they were able to appreciate the outstanding views of Dubai from the observation decks on the 124th and 125th floor.

Results from this trip made our school beyond proud, with the teams coming overall 2nd in the tournaments. This was a brilliant effort from all students so a huge well done to them for their participation and achievements!

Out of all the skilful students who took part in the tour, a few particularly stood out. One of these was Summer Swinden

in 10Z who achieved Manager's Player for Netball. In an interview she described the experience as intense, saying that, 'The weather was really hot, making it harder to play the matches,' and 'It took a lot of determination to keep going and work as a team but we were all able to do it.' She overall loved the experience and was grateful for the incredible opportunities she was able to take part in.

Isabelle Gosling, 10Z, also told us that she really enjoyed the last day of the trip which was the awards evening. This was where a variety of awards were presented which celebrated the fantastic successes, best moments, humorous incidents

and sporting achievements throughout the tour. She described her experience as 'thrilling' and said that many people were sick and demotivated at the start of the trip, but this soon changed as they persevered and played amazingly later on.

Many thanks to Mr Moloney and the rest of the PE department for organising this wonderful trip and also to Miss Barratt, Mrs Ellerby and Mr Donnington for accompanying the students who thoroughly enjoyed their luxurious stay. Congratulations to everyone who was involved!



# The sixth form ball: a night to remember!

By Arnav Singh 7y

Friday 16th May, was a magnificent day to remember for the sixth formers that were lucky enough to go.

Everyone arriving in their finest attire to celebrate their last time together as a community . The group of around 130 students gathered with their teachers at a beautiful venue in Sherwood Pines, which was picked by the esteemed sixth form committee . They all danced the night away and laughed at the teacher’s final speeches! Snatching sweets from a “pick and mix” was a favourite for all the

energetic students.

Isy Welch, a sixth former who attended, said, “ When we arrive we were all surprised to see Mrs Buck as photographer. We next sat down at a table which had our name written on a piece of paper. We started with some lovely bread and ended the courses with some delicious chocolate cake.”

This was a joyous event for all staff and sixth formers involved and we look forward for all the balls to come!







# What does Mr. Kay have to say?

By Rhea Shekhawat 10x

On Tuesday the 1st of July, I spoke to Mr Kay, head of sixth form who runs the ball. Upon speaking with him we've gained some detailed insight into the process of such a largely successful event. When asked about the purpose behind hosting this event, Mr. Kay responded with: 'to celebrate the achievements of the students and to celebrate friendships.' Which Mr kay believes is a crucial part of sixth form education. Over the years Mr. Kay and the sixth form committee

have: 'really tried to create an event everyone can enjoy,' and they do so, successfully each year, with: 'around 120-130 students attending each year.' Mr. Kay would also like to give a big thanks to Mr. Hay for his work behind the scenes to organize the event. As a lasting note, Mr. Kay says that: 'seeing everyone having a good time and the excitement of the students eagerly awaiting at the gates' was the highlight of the evening for himself.





# Hollowford highs, stress lows

By Charlie HR 9X and Arnav Mongolu 9Y

On the 13th of June, 50 Year 9 students departed for a trip to the Hollowford Centre in Castleton, Derbyshire, for a weekend of activities and the great outdoors. It was a packed schedule over a very warm weekend, so the excellent food and relaxation time was very well deserved. The trip included a wide range of activities from raft building to caving. Each activity demanded a different skill: from having to show determination when navigating through tight spaces in rock scrambling to having to demonstrate strong teamwork in activities such as raft building. Rock scrambling involved the students squeezing between tight spaces that the large rocks and mountains created. Raft

building involved the students having to work together to create a suitable raft to float in the water. Finally, the universal favourite was the caving and hiking, where students and staff navigated the depths of a cave as well as hiking up one of the largest mountains in the area. The activities were concluded by a team competition with fun mini-activities such as orienteering and axe-throwing. At the end of the tiring weekend, we were all pleasantly surprised by the food on offer for tea. On the first night, we settled in and had a nice warm jacket spud, and chicken kievies on the second night. On Sunday, the last night, they sent us home on full stomachs after a lovely Sunday roast. Ask anyone in Year 9 and they will agree that the food was amazing, especially the puddings!



# A day Hull of excitement

By Charlie Roe Y12

On Thursday 19th of June, the year 12s set off at around 8:50 a.m. on a bus and we enjoyed a relaxing journey, with the highlight being crossing the Humber Bridge, with the warm sun glittering on the water. We arrived at Hull University shortly after, and we were given a glorious programme with the most important item of all: the free lunch token. While painfully expressing my excitement, my group and I planned out our day. We decided on a tour of the music department, which included recording studios, a theatre hall and a chapel. However, the most impressive and high-tech of all was a surround-sound dome that we were lifted into to hear musical performances all around us! It was very futuristic and surreal,

whilst also slightly unnerving when you could hear every part of the composition clearly. After our magically musical tour, my group and I went to a talk about English and emotions within literature. It was very informative to take a different glance upon classic texts like Macbeth and Frankenstein, but from a modern viewpoint. But here's the moment you've all been waiting for; the free lunch token. We were spoiled to a plethora of food trucks and stalls, which offered many types of street food. We finished our day by visiting the library that provided a magnificent view of the whole campus, before enjoying a relaxing journey back to Caistor. On behalf of all Year 12s, thank you Mr Frost and all other staff members for organising the event and the University of Hull for giving us a taste of university life.







Alzheimer's  
Society





# Sensational Stalls

By Nastya Williams 8Y

After weeks of preparation, teams of dedicated students hosted stalls of crafts to sell – all for a fundraiser. Talented pupils took part in painting, crafting, baking or even crocheting created and customised items to be able to raise money for the Alzheimer’s Society. Every penny given was forwarded to charity and shows the pure dedication of our school and community. With other pupils or teachers to donating a minimum of £1 per item, a healthy amount of donations was raised in honour of the organisation and their cause. Nearly ten stalls were placed, with each being tended to by volunteers of the Fringe event. Every one was filled with some sort of themed items that represented the Fringe theme this year. Many of the stall

holders were excited and eager to sell something that ,perhaps, they may have made themselves. With hours of hard work being put into the entire event, It was a truly magnificent sight to see the school come together collectively to support the cause, workers and the organisers – who we all owe a massive “Thank you!” to. Many teachers and students volunteered to participate to host this magical event around the site and we are forever grateful for their engagement. However, everyone who bought or donated is massively admired as well. After the amount of money donated was totalled, everyone’s contributions came to a grand £1076 and was donated to the Alzheimer’s society, allowing for more people who were in need to be helped.



# Caistor Cares !

By Emily Cooper 10Z

As part of our CGS Fringe Festival, a group of remarkable musicians visited the residents of Drakes court to give them an insight of what our Fringe Festival consists of. We performed nostalgic songs such as ‘Many a new day’ from the musical Oklahoma!, ‘Can’t help falling in love’ by Elvis Presley, and ‘Piano Man’ by Billy Joel. It was an opportunity for us as students to show how much of a big impact music can have on a person’s brain and how their memories come back to them. Many residents of the care homes were blown away by the performances and the phenomenal voices that some of our students have.

We spoke to some of the students, and they said how much they enjoyed their time there -

Joe Lawrence 10Z said ‘ah well it was quite nice, everyone seemed very cheerful, singing along, and I’m sure it will be a day they won’t forget. I really enjoyed improvising ‘we didn’t start the fire’ by Billy Joel’

Louisa Ashley 8X said ‘I liked the feeling of community, I really enjoyed the ending where we had to improvise songs, it was really fun to be able to sing songs the people suggested’

Many of the residents of Drakes court really enjoyed our visit and many of the staff members said that this is a day they will be talking about for a long time.





# Thank you for the music

By Ellie MacDaniel 9X

Music always plays a key role in our annual Fringe festival, being even more pivotal than ever before, due to our theme of “Memory through Music”. With a playlist of songs selected by students, to play outside at breaks, compiled by Elise Chelotti, 10Z, and a variety of different performances each lunch, which could not be dulled even by the rain we faced o the second day of the Fringe. Our talented musicians played whilst people listened and ate by the picnic benches. A definite favourite was the staff band, comprising of Mr. Hargreaves, Mr. Collins, Mrs. Banks, Mr. Donnington, Mr. Holmes, Mr. Davey, Mr Brinklow , and led by Miss Yarrow, who were all brilliant, and blew many of us away with their hidden talents, and also

Joe Lawrence, James Watson, Alex Wagland, and Emily Cooper, playing “Piano Man” by Billy Joel. Another aspect of the performances were the musical theatre and dance groups organised by Paige Allison, 12RKB, who showcased a selection of choreography from our upcoming school production of ‘Grease’, which will be performed for three nights in October. Paige commented “They were great. People put in so much effort, and the performing arts section of the Fringe has become so much bigger this year. I think my favourite group was Grease, as it was hilarious and so well-rehearsed, being the first thing we learnt”, and we sincerely thank her, and everybody who dedicated their time and efforts the Fringe’s musical side. All routines, songs and pieces



were expertly performed and will be impossible to forget. will be an aspect of the Fringe, and school as a whole, which

# It takes some he-art

By Nastya Williams 8Y

Over the period of several months, students started painting beautiful murals and decorations for the Fringe festival. The lengthy process ended with fantastic colours and images splattered across the school site, fully created by the school’s volunteering pupils, who gave up personal time to decorate for the event. Approximately 5 art installations were placed around the school, giving the entire site life and bringing a lively atmosphere along with them. The artists shared their passions and talents through their work as they worked and created masterpieces to adorn the general areas of the school. The theme of “dementia” was shown prominently throughout the pieces and displayed how

some music may cause reactions and memories to trigger to people who may have lost their memories or suffer with a terminal illness, such as dementia or a form of Alzheimer’s. We interviewed one of the artists that worked on some of the installations, with Emily Cooper (10Z) quoting, “Our aim was to show how people can never forget music and how its muscle memory aspects trigger memories. It’s like music is an outlet of relaxation for patients with dementia.” We wholeheartedly thank the team of people who designed, painted or made something for the festival, along with the art department as a whole. The installations were proved to be a success, as they were admired sincerely as they were seen or passed by.







# Don't be a stinge, donate to the fringe

**By Nastya Williams 8Y and Ellie MacDaniel 9X**

We can all picture the scene: bunting strung around the school site, banners blowing in the wind at the top of the terraces, students all abuzz in anticipation of what is to come. This is the mark of our annual Fringe, which has supported a different charity each year, and this time was no different.

All in all, the Fringe raised a whopping £1076, almost two times the amount we managed to donate last year, thanks to your fabulous donations, and participation in events including the walking football match. This was an exciting, if a little on the slow side, game in which some of our year 12s bravely participated, with commentary provided by Charlie Heath-Richardson, 9X. Many also purchased some of our many

handmade goods, with the crocheted forget-me-nots kindly made by the crochet club completely selling out. Around the site, by the puzzle-piece mirrors, pieces of creative and persuasive writing were put up, all on the theme of memory and Alzheimer's, in order to allow you to nominate your favourite pieces of writing to win a prize, taking great determination to write to the very best of their abilities. Another who had to persevere was the brain behind our festival, the meritorious and magnanimous Ms. McNeilly, who told us during an interview, "The festival serves as a platform for charitable fundraising and raising awareness of key issues. Students take the lead in supporting causes they care about, organising events, creating campaigns, and using

their talents to make a difference. It's a powerful reminder that creativity can be a force for change.", which couldn't be more true. On the last day of this year's Fringe, we had our culture day, where people came in the traditional dress from their country, or just came in clothing they believed best represented them, to celebrate the diversity of the people at our school. Furthermore, the art department and several volunteering students painted gorgeous, outstanding art installations that adorned the school site and represented the passion, theme and general talent of the projects in the Fringe and of the people involved who worked on the pieces placed around the school. The theme of music helping recital of memories that dementia patients may have

lost was portrayed incredibly and provided phenomenal sights to see across the site – creating a colourful and striking scene that allowed for an even better environment that accompanied the students of the school every day.

Everyone who participated, organised or even watched this event play out deserves the best of the thanks and greatest gratitude from us all. Every single person in the audience made the effort to support the many people who sang, played or danced. Considering the cheering, laughing and overall joy that surrounded the festival, we may safely say the event definitely justified the time used to host, create and practise for it. So, we thank you and the community for allowing us to make such a beautiful, lively festival.



# Chris Bradford : ninja to novelist

By Tejas Raghvani 8Y

On Wednesday 2nd July, the year 8s were regaled by an honourable, exciting visit from award-winning author, and martial-arts master, Chris Bradford. Most author visits would simply be about their books but Chris Bradford had something a little different in mind. Mrs Jago had swiftly introduced him. He was standing in the way that a bodyguard would, with black shades and his arms in front of him, nonchalantly watching the crowd gaze at him. To make for a more exciting introduction, a gunshot audio was introduced through the speakers and himself and Mrs Jago acted like they were actually under attack. Chris quickly escorted her out; a real way to grab the attention of

everybody. He entered once again and started talking about how to be a bodyguard, with trying to make everybody spot the hidden camera (it was in a coke can) and he even taught the different states and levels of awareness. Telling us that to be a bodyguard, you always need to be aware of your surroundings but not stand out in a crowd. He knew that we would think that a typical bodyguard would be a big bulky muscular man, but then he told us that both genders make good ones. He said that naturally men have more strength, but women are more agile and blend in with the crowd more. Chris encouraged members of the crowd to ask questions by giving them a poster at the end.

Thank you Chris Bradford!



# Residentials : Year 7 hits the road

By Tom Brocklesby 7Y

On Friday 6th June, around 80 Year 7 students hopped on a bus and set off on their trip to Mount Cook Adventure Centre in Derbyshire. The one-and-a-half-hour bus ride marked the beginning of a 3-day packed residential for the students, and even though some were tired, and some were hyper-active, every single person on the coach was ecstatic as to what kind of adventures would await them.

Anybody could tell that everyone was excited because as soon as we arrived, everyone picked up their rucksacks and tried to get off the bus like the last one off was a rotten egg. Even though the Adventure Centre had giant ziplines, abseiling and even cliff scaling activities such as a Via Ferrata,

which translates to 'Iron Way' in English, the most tense part of the trip was definitely when the head of the trip, Miss Turner, gave us our keys and told us who we were in a room with, as everybody wanted to be in a room with their friends.

Luckily, a civil war did not break out between the students and teachers because everyone, was with at least one of their friends, but I fear that if that decision wasn't made, we might have had to go into hiding.

Overall, our Year 7 residential trip to Mount Cook Adventure Centre was a gargantuan success, as both students and the members of staff who attended, enjoyed it. We can't wait for more upcoming trips, especially if they are like this.



# Opinion and Editorial

## Artificial, maybe intelligent?

**By Ayesha Shabaz 12RHG**

In the past couple of years, tech companies have been most graciously deploying their large language models onto us, for better or worse. Such open access to such powerful tools will have profound consequences on how we execute our roles in society, perhaps even completely changing what we're supposed to do with our lives. As students, there lies a whole avenue of ways that AI can make our lives easier. Which raises certain questions...

Is asking ChatGPT to do my homework truly an immoral decision?

To get to the root of this matter, we need to consider

what homework is on a philosophical level. From my past 12 years of education, I'd say that homework is a means for students to apply their newly-gained knowledge on a subject as a way of reinforcing skills such as memory and problem solving (please do bear in mind that this is more applicable for certain subjects than others). If we assume that this is the intention of all homework, then we are only doing a disservice to ourselves when we make ChatGPT do our work for us.

Unfortunately, and I say this based on years of hardened experience, most of the homework given to us is pretty trivial in the long term. If an

entire class of year 9s decides to cheat on their English homework by asking an AI to do it, we can't just say that they are blatantly deceitful. If tools exist to do something, why not use them?

But with that logic, a robot could do the easy task of assigning and marking homework. So there's no point for teachers now! Great, but what's the point in knowing anything if a robot could do it for us? If teachers are made redundant, then so are students. We are the products of the people around us. If there are no people around us, then what are we?

My point in writing this is to say that, as technology advances,

we are going to have to live and adapt to it, just as we have always done in the past. It's useless to blame students for using technology to complete tasks that seem useless to them. Education needs to be changed to accommodate innovation, homework needs to be modified so that it completes its purpose of being useful, and to be useful for students of today's age, it should make use of the tools that the students can use.

I'm sure questions like these will be quite a ponder for those in charge of the curriculum. In the meantime, please listen to teachers and probably don't use AI to do your homework unless you want a C2.

## Performative activism: a blessing or a curse?

**By Millie Murray 12JM**

Activism is typically seen as a force for significant change, but in recent years, it has been diluted by viral social media trends. A prime example is the resurgence of the "ice bucket challenge," which began in 2014 to raise awareness of ALS, amyotrophic lateral sclerosis, which causes muscle weakening and involuntary movements as a result of motor neuron degeneration. The purpose of pouring freezing cold water over one's head was to mimic the uncontrollable movements that a person with ALS would experience.

In 2025, the "USC Speak Your Mind Challenge" used the same concept to highlight young men's mental health, a growing

concern due to rising suicide rates. However, the "ice-bucket-ness" of this campaign had no direct relevance to mental health and merely capitalised on a past fad that gained huge amounts of traction in the media. Moreover, while the trend saw international participation, the source originated from the "University of South Carolina's Mental Illness Needs Discussion club", an incredible organization based in the USA, referenced in almost every video posted. While the level of international recognition that this school organization has achieved is remarkable, the number of people who can access the club and its resources remains limited primarily to college students within South Carolina and its surrounding areas. As a

result, although the trend garnered global attention and widespread popularity, the focus was placed more on this small school club itself rather than on the broader issue it aims to address.

The issue itself, having no correlation to the ice bucket challenge and no national diversity either, meant the idea of improving visibility of the mental health crisis currently plaguing millions of young men was lost in the shadow of a new internet sensation. For trends to be impactful, they must be globally relevant. For example, UK adaptations could reference "Andy's Man Club," a peer-to-peer suicide prevention initiative that challenges outdated norms surrounding men's emotional

expression. To combat the suicide rate among men, we should foster change through useful social media presence, forcing users to confront the exponentially worrying issue instead of turning what could be meaningful activism into a craze.

Ultimately, while performative activism can effectively raise awareness for critical issues, it often loses its impact when it becomes diluted by trends or disconnected from the core cause. To drive meaningful change, these movements must stay focused on the issue at hand and ensure their reach and relevance go beyond fleeting fads and local boundaries.



# Opinion and Editorial

## Revamping behaviour rules

By Cassidy Crowe 9Z

The new behaviour policy is a controversial one; some people love it, while others aren't fond of it. I believe the new behaviour policy will help to keep people organised and ready to learn. It will help prepare students for the work environment outside of school and help them understand how strict the workplace can be. I like the fact that all teachers have uniform punishments (for example, a break detention per one missing homework/book) which makes it fair for everyone.

Some students like the new system due to the improvements seen in behaviour in the classroom and around the school site. It also

helps students to be punctual to lessons and know what to expect as next steps. People like this system as there is order in it. One student says 'It helps me to understand the causes and consequences of my actions. I especially like the fact that they are in every classroom - this can help me prepare for what to expect when I walk into the lesson and what rules I need to follow.'

Another one of my peers stated 'the system expects us to be perfect'. Some students feel that missing books and homework should be a repeated offence before you get a detention, but, in my opinion, you don't always have a second chance and we need to learn to stay focused and

organised during and in preparation for the school day. It also helps people learn from their mistakes because if they have multiple chances they could become more relaxed after not completing homework.

Students also like the new student portal system and how homework is posted on it. This helps students with organisational skills when they forget planners and also means that they don't have to frantically scribble due dates in planners at the end of our lessons – as we all know, our teachers have a knack for waiting until the very last second of class to announce the homework... it's like a surprise party, but with more stress and

less cake! A student said 'I can check student portal so I don't misread my lessons on my planner and the portal shows you the day you are on. I feel like this helps with my organisation.' Ultimately, I believe this system will develop the school and help students thrive in their learning environment.

## Exploring our education systems

By Jessica Hockaday 12JM

Grammar schools, rooted in medieval times, became part of the 1944 tripartite system to serve academically gifted students. Comprehensive schools, once elite and fee-paying, became more exclusive after the 1870 Education Act, limiting access for working-class children. In recent decades, the educational landscape has changed, with more career pathways now available regardless of school type, though differences in resources and academic focus remain. In comprehensive schools, class sizes are typically larger, creating a livelier atmosphere compared to the smaller, quieter classrooms often found in grammar schools. At Caistor Grammar, smaller class sizes lead to more focused learning, with students benefiting from opportunities like the Cranedale A-level

Geography residential, which combined outdoor activities with academic enrichment in a beautiful setting. These experiences allow for personal growth alongside academic development.

Comprehensive schools, with their larger and more varied student populations, offer a different environment. I have seen examples of negative and positive behaviour, which varies from equipment being launched across the maths classroom, to teacher rap-battles and an annual Christmas quizzes.

While there are occasional disruptions, such as playful behaviour or louder classroom dynamics, these moments can foster strong friendships and lively conversations, both academic and personal. Despite occasional distractions, they also present opportunities

for resilience, problem-solving, and learning from missteps.

While comprehensive schools may offer fewer residential trips, they provide their own unique experiences, such as the joy of school bus rides or spontaneous games during breaks. These moments of lightheartedness and energy contribute to a vibrant, memorable school experience, where students learn not only

through structured lessons but also from the interactions and events that occur outside the classroom.

Both comprehensive and grammar schools offer valuable, if different, pathways for students to grow, socialize, and prepare for the future.





# Hansard's Girl With Bronze Hair

By Joe Lawrence 10Z

There are lots of good House events out there, but I think House Plays tops them all. Unlike the various sporting events, where the rules are already written, House Plays is one of the few competitions where almost anything goes. In Hansard, Year 12 directors Neve Watson, Isabella Welch and Katy Fradley casted the team of 20 or so fine actors into their roles and threw them straight into rehearsals.

I spoke to Emily Cooper, playing the title role of Rapunzel. She said that the experience was "really fun" and full of lots of "good times". She also mentioned how the rest of the cast was very "enthusiastic" and "committed". She thanked the sixth formers for their "good organisation" and how the script was "well written" and

"very funny". Although she was sad it was her last, she said how she still had a "good time with everyone". Alex, who played Flynn Ryder, was also quite upset with this fact, stating "what comes to an end is a new beginning."

Charlie Walker, this year's performing arts technician, said that he was "quite jealous" of how "very unique" house plays are. He said that he "didn't have anything like this at school" and that he hasn't seen it at any other school he's been to. He said how it was a "big task" and all the houses had "great communication."

Isy, one of the Year 12 directors, said "I think I can speak for all involved when I say that the most rewarding part of house plays isn't where you place but truly seeing kids blossom on stage." I couldn't agree more.



# Rawlinson's Fruity Production

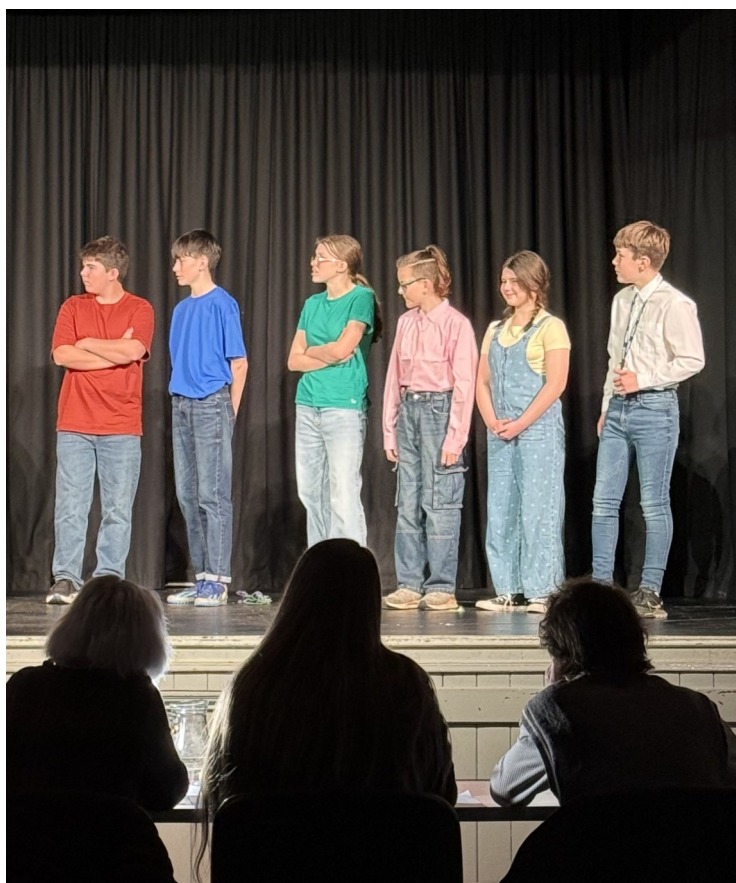
By Louisa Ashley 8X

Rawlinson's house play this year was Snow White, which left the audience filled with laughter. In usual house play ways, the story wasn't told in the traditional way you might remember. Dwarves with names like Rizzler and a special guest singer, Charlie cxc. Stephanie, who played the lead role of Snow White, says, "the experience was nerve-wracking at first but was fun in the end." Stephanie rose to the occasion and shocked the audience with her incredible acting (and dancing). The time and effort that went into the play was astounding. One of our dwarves, Eleanor, who played Icky says "Backstage was peak, there were so many laughs, and all of the dwarves had a group photo." What a wonderful way to keep the memory. Eleanor

gave a very convincing performance and definitely made the audience laugh with her very well written and delivered line, "There is a dead body on the floor, and I am not going to be the one who cleans it up".

Ella Storey, an audience member, expressed how she found Rawlinson play was very smooth running and everyone looked like they knew what to do, and it looked thoroughly rehearsed. The rehearsals were fun and there were memories made to last a lifetime. Everyone worked hard and put everything they possibly could into the play.

After all that effort Rawlinson came away with 2nd place. It's not the best, but at least we didn't lose! Well done to everyone who was involved and thank you to our sixth form leaders, Daisy, Kacper and Ella.





# Ayscough's Belle of the Ball

By Ava Dewland 8X & Elodie Hodges 8Z

There are several great house competitions, but none of them are nearly as brilliant as house plays. It is unmatched in its uniqueness, spirit, and memorability. The event is especially interesting as it is fully created by the students, with sixth formers writing and younger pupils performing.

After a close battle, Ayscough emerged victorious with their play 'Beauty and the Beast.' This win did not come without challenging work however, as many lunchtimes of memorisation, repetition and performance accumulated to create what the audience witnessed in Caistor Town Hall. Out of the three houses, Ayscough was last to perform. Hidden behind the curtain were extremely nervous actors;

There was a lot of pressure on them, and they clearly delivered, as they performed the grand finale of the day!

There was an electric atmosphere throughout, but as soon as the first blues stepped onto the stage it was brought to a whole new level! The crowd fully understood, laughing at the funny parts and applauding loudly at the end. Even before the judges stated their verdict it was clear who would come out on top.

Audience members, Eleanor Bridges and Lexie Wardle, said, "It was staged beautifully, and was brought to life through the musical incorporations." The protagonist, Belle, played by Fearne Saunders, guided us through a provincial village in France. Fearne's portrayal of the much-loved Belle was brought to life through her contrasting personalities and

excellent performance. We saw her smile, shout and even cry! Fearne said that "Playing Belle was an honour. It was a wonderful experience that everyone should get involved in." Joining Belle, was the beast with his harsh exterior and gentle interior, played by Elise Chelotti. The Beast is unlike other parts; requiring perfectly timed personality shifts which took practice to achieve. However, with determination, every part played brought a unique flare of personality and characterisation. But we cannot go without mentioning the iconic and funny duo Gaston and Lefou, played by Joe Lawrence and Saffi Cook Collins. And of course, all these characters were joined with the amazing rest of the cast including Mrs Potts, Babette, Chip, Cogsworth and Lumiere. Through dedication and

teamwork, Ayscough's team of performers and sixth formers brought a well-deserved win. But no one could have really done it without the fantastic team of sixth performers: Tia Hagan, Eloise McCrae, Yash Vaddaram and Paige Allison. Their support throughout the play was unmatched and we undoubtedly need to give them a big thanks. We could also not have done anything without our fantastic script filled with endless jokes.

This event could only be made possible by the enthusiasm, dedication and talent of the performers, writers, artists, tech team, judges and of course the audience. A brilliant conclusion to a day of theatrical greatness!





# Grammar's girls go for glory

By Cassidy Crowe 9Z

Next Thursday, four of our incredible athletes will be departing from Lincoln to compete for the county in Birmingham. Elizabeth Lingard (Year 10), Alice Fearn (Year 13), Mollie Grant (Year 11) and I, Cassidy Crowe (Year 9) will all be competing against top athletes. The event, English Schools, is a championships in which a certain standard must be achieved in a specific event. Mollie Grant's standard that had to be achieved was 2:14 in the 800m and she smashed the qualifying standard with a run of 2:04 minutes, giving her a space at nationals too with the national standard being 2:12. She is an amazing runner on the track and is 1st in the UK for the 800m. My standard was 37m in the hammer throw and I beat the

standard by nearly 10m ; achieving a throw of 46.67m which placed me 3rd in the UK overall and gives me a spot at nationals with the qualifying standard being 41m. Elizabeth Lingard has been selected for the 200m with an outstanding run of 25.9s and Alice Fearn got selected for the 3000m with a run of 9:38- the standard being 10:12 so an impressive lead placing her 11th in the UK. This means she has also qualified for the national standard, being 10 minutes flat. If we place top 2, we get a place on the Young England Squad. It is an amazing opportunity and a brilliant goal to have for many athletes. I think I can speak for us all in saying that this year has been an eventful one, and I think that this is the time where all our hard work and dedication has paid off!



# Caistor's cracking beer festival

By Isy Welch 12RHG

Caistor Beer Festival is a well-loved event in the local community, and with this year's Fringe Festival's dedication to community outreach the chance for our talented pupils to perform couldn't be missed. On Friday the 6th of June- after adorning themselves with colourful forget-me-nots - teachers, Sixth Form helpers, and students from Year 8, 9, and 10 walked up to the town's playing field. However, on arrival it was soon realised that the school's stage was on a very unfortunate slant- no fault of anyone's, simply a symptom of the terrain. So we must give all the dancers in particular an even larger bout of applause for keeping their balance! Both the performers and supervising teachers were thrilled to see a large turnout

early on in support of the performances and the Alzheimer's charity, with donations being collected from the audience. Notably the group numbers Grease Lightning and We Go Together successfully rallied some excitement for the School Production next year! In addition, a projection of interactive art was displayed, similar to the installation in the Old Hall. The projection served as a reminder to the audience and performers that while the Beer Festival is certainly something to be enjoyed, this year's Fringe theme With Memories in Mind draws attention to some very serious topics. I know that all of us would like to say a massive thank you to the those that helped make the school's presence at the festival possible.





# Slytherin's wizarding triumph

By Cassidy Crowe 9Z

The school's annual Harry Potter Evening for Year 7s was a simply magical night; with Mr Cooke leading the science experiments, a quiz about the seven Harry Potter books, potions, students choosing their house and lots more. The winning Slytherin team included Walter Holdsworth, Fareess Syed, Alex Dennett, Noah Lister, Sienna Freeman and Sophie Krekt. The quiz was tight with simply a measly one point between second and first place, resulting in the need for a tricky tie breaker question. Gryffindor and Slytherin were neck to neck the whole quiz and Slytherin just about managed to pull away with the winning title. It was a fabulous night to remember with Mr Davey commentating the questions with his unique touch.

Professor Cooke's balloon experiment was one to marvel at. After filling the balloons with Helium, they were set alight-creating a ball of fire in the air! The students who went enjoyed the evening and loved the snitch oranges and Harry Potter themed cupcakes. Of course, we all send a massive thank you to all the Sixth Formers who helped with the evening, and all the literacy leaders who helped. They meant the night ran smoothly and had many Year 7's talking to new people from different forms. The evening's welcoming and competitive experience allowed all students to mix with other forms and get to know new people in their year. In turn, this allowed them to make more connections within their year and learn important skills like teamwork. Thank you to Mrs Sterling for organising the evening!



# Caistor cricketers bow out in style!

By Sam Dobbs 10X

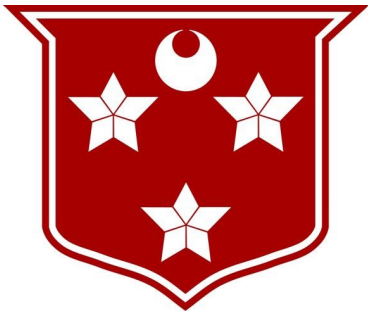
On Thursday 3rd July, our school's fantastic Year 9 and 10 cricket teams competed in a 3-way finals day in Broughton, with the B team taking 3rd place in a brilliant effort against some extremely difficult opposition teams. The A team also performed very well, placing second, still unfortunately losing the final game against Sir John Nelthorpe, from Brigg. In the morning, the first match of the day saw our B team take on Sir John Nelthorpe, where Caistor batted first, posting a score of 56/6 from their 16 overs, with Reuben Simons scoring 16. Admirably but disappointingly, the opposing team managed to reach their target, with a score of 58/1 from 8 overs. Hayden Blades topped the bowling

charts in the defeat, with figures of 1/26 from 4 overs. Our next match saw the two Caistor Grammar teams go face-to-face. The B team went out to bat first and reached a score of 49/9 from 16 overs, with Lola Barlow scoring 7, the highest of anyone this time around. In addition, A team bowled extremely well too, with Lucas Bevis taking 2/0 from 2 overs, meaning not a single run was scored during his 2 overs. Fred Griffiths took 2/2 from his 2 overs, which is also a brilliant effort. In the 2nd Innings, The A team comfortably reached their target, producing a score of 50/2 from 8.3 overs. This effort was brilliantly led by Ben France, with him scoring 29 of the 50 runs. On the other hand, Harry Smith led the bowling attack for the B team, with figures of 1/9 from his only over.

In the final game of the day, the Caistor grammar A team took on Sir John Nelthorpe for a place in the regional final. We give respect to our opponents, who put up a strong total of 119/3 from 16 overs. Once again, Fred produced an outstanding performance, with figures of 2/21 from 4 overs. Unfortunately, we couldn't reach the target of 120, scoring 79/5 and falling short by 40 runs. Ben France retired at 36 not out from just 31 balls, which was another fantastic effort from him. Overall, both teams played very well against strong opposition and showed some amazing talent. Congratulations to everyone involved for such a great achievement and we wish the Year 10s the best of luck on their future cricketing endeavours, as these were the

last two matches they will ever play for the school. Ben France and Reuben Simons were voted as manager's players by Mr Moloney. He has added that it was: "A fantastic achievement to reach the County Finals for a second straight year. The final game was to get through to the regional final. We fielded and bowled extremely well against a strong batting line-up, but unfortunately we could not reach the target of 120. Ben batted really well and retired. It's been a pleasure to manage this group, as we have reached the Round of 16 in the Yorkshire Cup, won our local leagues and reached County Finals, and of course, we have had the Dubai Trip in February." All our cricketeers wish to send their thanks to the PE department for enabling such a great day.





# Focus Sport



## Superzone Smash

By Mia Kirk 10X

On Wednesday 18th June, our students from Year 8 and Year 10 travelled to QUEGS Horncastle for the annual Superzone rounders tournament. The sun was shining and Year 10s spirits were just as bright! They faced 5 challenging teams and with every match they were improving, they put in an impeccable amount of effort across the afternoon with strong batting, tight fielding and brilliant tactics. This saw them through to the end with 4 wins and one loss, making them come 2nd overall, just missing the first place by 1 point! Every member of the team showed dedication, determination and sportsmanship. The player's player was Izzi Gosling 10Z and the managers player was Mia Kirk 10X.

Another great performance from our Year 8s, securing 3rd place overall after being undefeated the whole tournament. Our girls have shown constant determination and teamwork. Well done to Florence Neale and Sophia Phillips who were awarded Player's Player and Maisy Gallagher for achieving Manager's Player!!

# Rawling to success

By Alice Whittle 9Y

This year's Sports Day took place on the 20th June and was definitely one to remember!

As the heat grew more intense as the day went on, so did the contestants determination to run, throw or jump for gold. With the audience and staff behind her, Elizabeth Lingard managed to finish the 200m race with a time of 25.11s breaking a record that had been set in 2009, filling the stadium with cheers of excitement and joy. Whether in the stands or on the track/field, students showed their enthusiasm for the event with the stands screaming with eagerness, encouraging their house and giving them

motivation to keep going even when they believed they couldn't. This great level of motivation was led by none other than Mr Cooke with his megaphone, whose persistence kept the voices of the audience at full volume throughout the day.

When I interviewed a Yr7 on their thoughts of their first sports day at CGS they said "The school spirit was amazing and everyone was very supportive!"

I also interviewed a Yr10 about their thoughts on their last sports day, and they replied saying: "It was very enjoyable and memorable."

There is no doubt that every house tried their absolute

hardest to earn enough points to have the chance at winning the overall title of the 2025 CGS Sport's Day Winner. And this year we saw that it can come down to a couple points which was how Rawlinson claimed the title of the overall winners of the 2025 Sports Day. This win wouldn't have been possible without Elisha Turner 10Z in Rawlinson getting up and running despite taking a hard fall just clear of the finish line. This determination to finish the race gained Rawlinson the point they needed to win and showed just how much of a difference getting up to keep going can make!