

Newsletter



What's In This Issue?

Notice Board	Extra-Curricular
House News	Philosophy
Achievements	Sports
Maths	Careers

TACKLING PERIOD POVERTY: OUR SCHOOL TAKES ACTION

Period poverty is a growing issue in the UK, affecting thousands of people who struggle to afford essential menstrual products. This challenge does not just impact health, it also affects education, confidence, and equality. At our school, we believe no student should miss out because of something as natural as a period.

What is Period Poverty?

Period poverty refers to the lack of access to sanitary products, menstrual health education, and proper facilities. For many families, the rising cost of living makes these essentials harder to afford. In fact, 21% of women in the UK are now struggling to afford period products - up from 12% in just one year. Among 18-24 year-olds, that figure rises to 27%. Many resort to unsafe alternatives like tissues or even socks, and some miss school or work because they cannot manage their period properly.

The Pink Tax

Did you know that many products marketed to women, including menstrual products, often cost more than similar items for men? This is known as the Pink Tax, and it adds an extra financial burden on those who menstruate. Research shows women pay up to 40% more for everyday essentials like razors and toiletries compared to men, even when the products are virtually identical. While the UK removed VAT on period products in 2021, the overall cost of these items still impacts household budgets.

Our School's Support

We are committed to supporting all students and families. Free period products are available at school for anyone who needs them - no questions asked, just look for the **Pink Boxes** in Student Services, Sixth Form Admin Office, PE Changing Rooms, Mrs Gardiner's Room, Behaviour Office, Main Reception, SEND Office, Mental Health & Safeguarding Room, Head of Year Offices and Behaviour Room. As we approach the **Christmas holidays**, students can collect a pack of **period products to take home for themselves or a family member**, ensuring comfort and confidence during the holidays. If you need a pack, please visit Main Reception or email admin@bristolfreeschool.org.uk. We're here to help.

Let's Talk About It

Periods are normal. Talking about them should be too. By speaking openly, we can break the stigma and make sure everyone feels supported. If you have questions or ideas about how we can do more, please share them with us.

- Pick up your free period product pack before the Christmas holidays.
- Join the conversation - let's make our school a #PeriodFriendly place!

21% of women and people who menstruate struggle to afford period products

27% of 18-24 year olds face period poverty



PINK TAX

Women pay up to 40% more for everyday essentials



MENSTRUAL HYGIENE DAY

May 28

Together for a #PeriodfriendlyWorld



OUR SCHOOL HELPS

Free products available + holiday packs

Collect your pack before Christmas!





NOTICE BOARD



BFS_Bristol



BFS_Enrichment

NEXT WEEK AT BFS

Saturday 29 November

Trip to Bristol Rovers at Memorial Stadium

Monday 1 December

MFL Speaking Mocks

Tuesday 2 December

MFL Speaking Mocks

Y10&12 WEX Parent Information Evening (Online, 5.30pm)

Wednesday 3 December

MFL Speaking Mocks

Thursday 4 December

Y11 Sixth Former for a Day

Friday 5 December

INSET Day - School closed to students

QUICK LINKS



Lunch Menu

Extra-Curricular Clubs

Term Dates

Student/Parent Handbook

Past Newsletters

Balance Checker

We are excited to let you know that the school will have a catering balance checker installed on Monday 1 December. This will provide a way for your child to view their catering balance and for them to manage their funds throughout the day/week. If you have consented to your child's biometric, they can scan their finger, and the balance will appear on the screen. This will help speed up our catering service at break and lunch.



Parent Survey



A link to our annual Parent Survey was sent out via ParentPay last Friday. Please take the time to complete the survey with your thoughts and constructive feedback. We value your views.

Thank you

Please follow NHS advice from this website to decide if your child is too ill for school:

[Is my child too ill for school?](#)

Please remember it is fine to send children to school with minor coughs and colds. For period issues, we have free period products available outside of Student Services and students are able to bring in painkillers to Student Services with a medication form.

If you require the medication form for your child to bring in paracetamol / ibuprofen / prescribed medication to Student Services, please email admin@bristolfreeschool.org.uk.

Please report your child's absence every day they are off school. This can be done through the free app, Studybugs, or by calling the 24-hour answer service on 0117 9597200 (option 1). Please do not email absence reports to teachers or main reception as these may not be seen in time for registration.

"THIS MORNING, HE HAD A STOMACH ACHE... BUT LOOK AT HIM NOW!"



MOMENTS MATTER. ATTENDANCE COUNTS.

HM Government

Search NHS school illness guidance to find out more.

NHS



HOUSE NEWS



HOUSE POINTS



Well done to **Canford House** for earning the most House points this week!

Well done **Canford!**

Top House Point Earners

Congratulations to our top House point earners this week!

	Ashton	Blaise	Canford	Durdham
Year 7	Oliver W	Finnley P	Emma W, Lauren G	Roisin L-W
Year 8	Thomas H	Halle S	Isabel C, Louis G, Natalie R	Luke E
Year 9	Harriet S	Naomi H	Cara S	Emily S
Year 10	Nameera A, Miranda R, Mairead S	Dylan I	Noah LK, Barnabas M	Esther D, Alba J-G
Year 11	Harvey T	Noah D, Sonny S	Bronwyn E	Isabella E
Year 12	Alexa C, James C	Dani A, Miles S	Grace C	Ethan S

CLUBS

BFS offer a range of fantastic extra-curricular clubs that run at lunchtime and after school.

From Board Games Club on Monday, Badminton on Tuesday, Programming Club on Wednesday, Cipher Club on Thursday and Choir on Friday. There is something for everyone!

New clubs include:

- Years 7-9 **Taylor Swift Club** during Wednesday lunchtime
- Years 7-10 **Maths Challenge Club** on Wednesday after school
- Years 7-8 **Warhammer Club** on Friday after school

See our [Clubs Booklet](#) for more information.



DREAM
ASPIRE
ACHIEVE

ACHIEVEMENTS



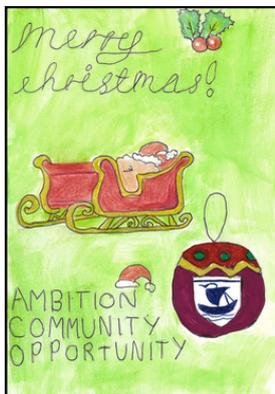
YEAR 11 MOCKS

The Year 11 tutor team and Head of Year, Ms Ludwell, are incredibly proud of how Year 11 students have approached their first set of mock exams. They have shown responsibility by arriving prepared and on time, demonstrated self-motivation through their revision in lessons, and displayed resilience throughout this challenging period.

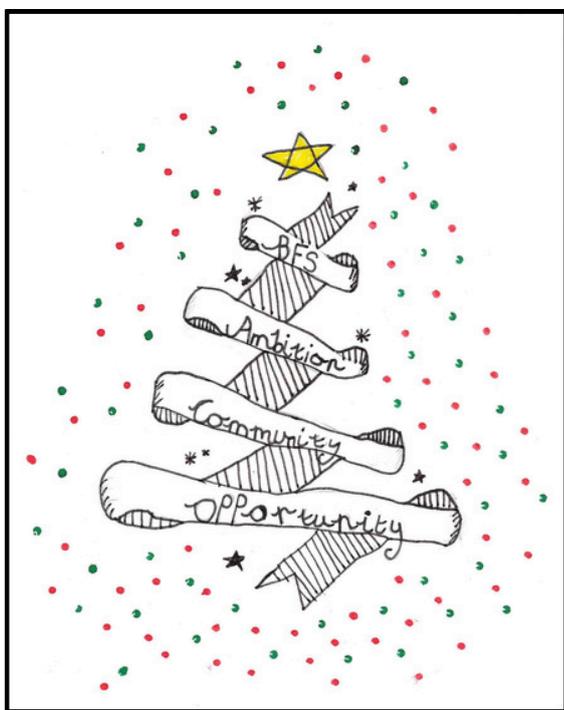
This is always a significant milestone, and we know the pressure students place on themselves to succeed. From what we have seen, they have truly risen to the occasion and deserve a huge congratulations for their hard work and commitment.



Thank you to everyone who entered the Christmas Card Competition. The finalists were shortlisted and the winning design was chosen by Mrs King and the Senior Leadership Team. Well done!



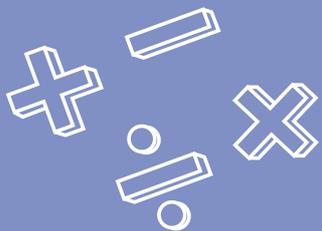
COMPETITION



Well done to our shortlisted artists: Gracie T (Year 8), Zack W (Year 8), Oliver B (Year 7), Charlie P (Year 8) and Emily M (Year 8).

Congratulations to our winning artist - Halle S in Year 8.





Subject Spotlight

Maths



MEET THE MATHS DEPARTMENT



MR BROWN



MISS CONOLE



MRS ROSTILL
-JONES



MR COUSINS



MR KING



MR SOUPIONIS



MR MILLARD



MR HADFIELD



MR EVANS



MR BROWN

In maths, my specific interest is in geometry; there are many different geometries used by mathematicians to describe the world around us. Most of us are familiar with Euclidean geometries which are often used in maps. In Euclidean geometry parallel lines never meet and are always the same distance apart. In projective geometry however, parallel lines do meet. Mathematicians have developed this geometry in order to model the appearance of parallel lines meeting 'at infinity'.

I also enjoy the links between geometry and algebra and using algebra to describe and investigate many of the geometrical aspects of shapes. I find it fascinating that it is possible to perform transformations using many different methods; complex numbers, matrices, drawing, vectors and other algebraic methods.

In teaching, I really enjoy working with students to break down complex problems in order to start their thinking and consider what skills or understanding they may have which can help them to solve the problems. Even after so many years of teaching, I still find it exhilarating when students suddenly see how to solve a difficult problem that they have been working on and then get towards the solution, and it happens every day! Alongside this is the sheer variety of work that I am involved in in the classroom, moving from teaching Further Maths A Level in Year 12 one lesson to Year 7 the next with all students working hard to push their learning to their own limits.

As Head of Maths, I am passionate about seeing as many students make as much progress as possible. To that end, I have been looking carefully at the GCSE exams over the last few years, looking in particular at what questions students need to answer in order to gain a grade 4 or above. As a team, we discuss these types of questions regularly and have started to adapt our teaching so that more students can access these types of questions, removing the glass ceiling that so often exists in the lower sets across many schools in Bristol. It is an exciting journey that we are on as a department, pushing the boundaries of students' experiences of maths.



MISS CONOLE

My name is Miss Conole, and I am currently involved in a cross-collaboration project with Bristol University, continuing from last term into this one. The project explores what makes dialogue effective in maths lessons and how teachers can plan purposeful moments of oracy, reasoning and problem-solving to support learning aims. Its goal is to give students greater opportunities to express and develop their mathematical ideas - both spoken and written - thereby boosting their confidence in mathematical thinking.

So far, the work has highlighted how valuable it is for students to share their ideas as they develop, helping them break down challenging problems more effectively. It has also encouraged students to approach new concepts with a more open and inquisitive mindset. I am excited to continue developing planned moments for oracy within my KS3 lessons.



MRS ROSTILL
-JONES

After graduating and spending some time in the Cyber Security industry, it became more and more apparent to me that I needed to work more closely with mathematics and that my favourite part of my job was volunteering in schools. As a teacher, I love exploring the mathematical structure underpinning our ideas and this is true throughout the key stages; from working with fractions in Year 7 to working on methods in calculus with Year 13 further mathematicians. Recently, in a Year 7 lesson a student made a question much simpler by comparing the numerators of a fraction rather than the denominators - a much more efficient and perhaps cleverer method than my own. Moments like these personify why I teach mathematics!

I am proud to be the Sixth Form Maths Lead as this gives me the opportunity work on higher level mathematics with students and look at how our curriculum supports these bright minds into their next steps. In my lessons, I often use graphing software for us to unpick what is happening and link the algebra to the geometric properties. As part of my role, I often work one-on-one with students in Sixth Form, and this helps me to listen to their ideas and to understand their thinking. I love this element of teaching, as students may not be wrong, they may be just answering a different question!

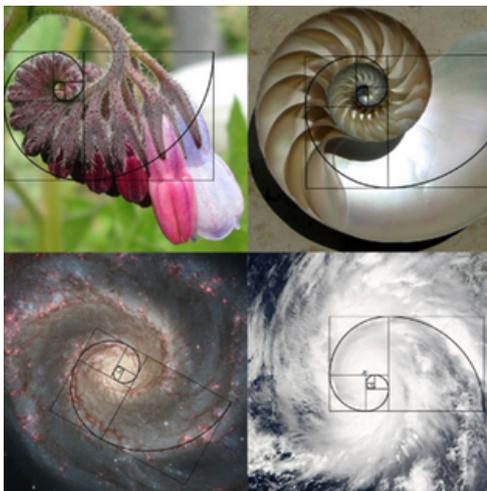
It is hard to pick a favourite part of mathematics for me. At university, one of my favourite parts of mathematics was number theory. I love how fundamental numbers are to modern society, such as the use of large primes in many encryption algorithms. Number as a topic seems simple but when looking at the underlying structure can bring about many questions! A close second favourite for me in university was linear algebra, the beauty of mathematics shines through here and it is a privilege to introduce further mathematicians to these new concepts when teaching matrices!



MR COUSINS

Why was the right angle sad? Because it was stuck in the corner! Why can't a right angle cook anything properly? Because it's always set at 90 degrees. Right, I'll stop now.

I remember first joining BFS many years ago and introducing myself to students with an assembly about why I love maths. In my opinion maths can be beautiful. Maths can be useful. Maths can be fun. Sometimes all at the same time. One of my favourite things in maths is the Fibonacci sequence, where you add the previous two numbers to get the next term in the sequence (choosing to start with 0 and 1, then 1, 2, 3, 5, 8 and so on). I love that this sequence is so easy to



understand yet points towards more complex ideas like the golden ratio. The numbers in the sequence are often found in nature (petals on leaves, the spirals on pinecones) and can be used to draw beautiful spirals that almost perfectly match those in a cochlea shell, the human ear and the spirals of a rotating galaxy in space. Incredible.

Science shows that all students are born with the ability to do maths, but often barriers and misconceptions build up over time. Part of my job is to identify and remove these barriers to help all students understand and see the beauty and power of maths. My favourite thing about teaching is the 'aha!' moment - when the penny drops for a student because of something we've done in class. Fortunately, this is a regular occurrence and long may that continue!



MR KING

As a secondary school maths teacher, I love watching mathematics come to life for my students. My passion comes from seeing how ideas that seem abstract, like calculus, become powerful tools in the real world. In my engineering degree, my university projects in structural analysis and designing a drone wing to optimise the weight-to-strength ratio have shown me how maths directly shape practical, innovative solutions.

I am also inspired by Alan Turing, whose constant pursuit of mathematical discovery, even when others doubted him during World War II, demonstrated the courage and creativity behind the subject. His work reminds me that maths is not just numbers on a page; it is a way of thinking that can change the world. Teaching allows me to share that excitement, encourage curiosity, and help students see how meaningful and empowering mathematical thinking can be.



MR SOUPIONIS

Mathematics, to me, is far more than numbers and formulas -it is the art of problem solving. I love teaching mathematics because it feels like guiding students through puzzles. Watching students grasp a new concept and then realise how it connects to other areas of maths is incredibly rewarding. It is like showing them the hidden threads that weave the subject together, revealing that algebra, geometry, and calculus are not isolated topics but part of a larger, interconnected framework.

One of the most fulfilling aspects of teaching is encouraging students to think deeply about problems. I enjoy challenging them to combine different skills, test ideas, and persevere until they find a solution. This process builds not only mathematical ability but also resilience and creativity.

My favourite part of mathematics to teach is calculus. The study of rates of change and optimisation problems fascinates me because it bridges abstract theory with real-world applications. Whether modelling population growth, predicting motion, or solving optimisation challenges in economics, calculus provides powerful tools to understand and shape the world around us. Helping students see this connection is what makes teaching mathematics so inspiring.



MR MILLARD

I have always found statistics and probability in mathematics deeply fascinating. Statistical and probabilistic thinking lies at the heart of how we uncover truths about the world and understand its workings. It provides us with arguably human's best frameworks for interpreting reality and drawing meaningful conclusions. What I find most compelling is the way the field invites us to examine the assumptions behind every inference we make. This process is incredibly humbling, reminding us not only of the limits of our knowledge but also of the imperfections and fallibility of the very tools we depend on to make sense of reality.



MR HADFIELD

Sometimes mathematical problems might seem familiar but are then very unusual once you get stuck into them. Alternatively, they can seem baffling at first but then with a little insight reduce into something more familiar and less complicated. I love the twists that occur as you approach challenges armed with all of your mathematical tools at the ready.

As a teacher I love providing students with these tools, and watching their confidence build as they unravel these difficult problems. It is a daily joy to share those moments as people get stuck into an unfamiliar challenge, before realising that they have all of the skills to figure it out. The more that this happens, the more connections they make to other mathematical ideas, and it is a privilege to be a guide for them on this journey.



MR EVANS

I enjoy the applicability of maths to model different scenarios, when assumptions have to be made and detailed reasoning given. With Year 7 I was able to introduce this idea by talking about the amount of money spent in the dining hall each day and we discussed how many students in the school, how much does each person spend and what fraction of people actually buy items from the canteen. The ability to make assumptions and give detailed reasoning is just the same when it comes to modelling a rollercoaster or flooding or how best to heat your house, and it is that usefulness and problem solving that I enjoy about maths.

MATHS CHALLENGE

We have seen six of our senior students be invited to take part in the Andrew Jobbings Kangaroo this year. This is a very prestigious event to which only a small number of students are invited each year. They had to show an excellent grasp of mathematical problem solving in the first round in order to be invited and we are now waiting for the results of this competition to come through...

Maths challenge club is now taking place after school on a Wednesday afternoon if anybody who enjoys doing maths and wants to complete some maths problems which will take their thinking beyond what is learnt in the classroom. This is open to all students from Year 7 to Year 10, and the competitions will take place later in the year.

YEAR 7

Year 7 have been involved in the usual round of projects again this year, looking at questions such as 'How many bricks were used to build Bristol Free School?'. They have just completed a questionnaire about themselves, answering such questions as 'How many pets do you have?' 'What is your favourite TV programme?' and 'What is your head circumference?'. We now have lots of data about the current Year 7 students and they will soon be involved in analysing the data to answer the question 'What does the average Year 7 student at BFS look like? It will be interesting to see how this differs from previous years as this project has been running for many years now.

YEAR 8

Year 8 have been developing their understanding of negative numbers and angles during Term 1, starting to move into the concepts of proof by explaining how they know that a triangle would be an isosceles triangle through reasoned arguments about its angles. They are now looking at increasingly complex sequences, including the Fibonacci sequence, which has many interesting properties, in particular the fact that the ratio of subsequent terms will always tend towards the golden ratio no matter which two numbers you start with.

YEAR 9

Year 9 have also spent some of Term 1 developing their angle reasoning and are now using angles to explain why only certain shapes will tessellate by considering their angles.

They have also been looking at statistics and learning how to make meaningful comparisons between data sets.



YEAR 10

Year 10 have been involved in statistics as well; they have increased their skill set of displaying data, in particular looking into how continuous data can be displayed in different ways, including histograms, cumulative frequency graphs, frequency polygons. They are learning how estimations can be made from these graphs in order to describe the properties of the distributions.

YEAR 11

Year 11 have just completed their first set of mocks, so there has been a heavy emphasis on revision and exam preparation. It has been impressive to see over 100 of the Year 11 students attending our Period 7 classes covering revision at foundation and higher tier and also offering Further Maths as an extra qualification in Year 11.

In their performance in the mock exams, we are particularly pleased to see so many students tackling the types of questions needed for the higher grades; this has been a new focus in our teaching, and it is so exciting to see the students responding with confidence in their exams.

Sixth Form

Year 12 are now well settled into their different courses and exploring many new aspects of maths, including the Normal Distribution in Core Maths, Algorithms on networks in Further Maths and exploring gradients of curves in A Level Maths.

This year, we have seen many students taking TMUA and MAT in Maths, tests designed to assess mathematical aptitude in candidates applying for universities. It has been great fun to work alongside these students as they prepare for these tests and Mrs Rostill-Jones has taken a great lead in supporting those students in their very challenging work! Well done to all those who have taken those tests, there have been some very impressive performances!!

Year 13 maths student, Thomas, shares how to solve an interesting mathematical problem.

In maths and science there are lots of times when we want to be able to look at how much one quantity changes in relation to another. For example, when looking at how things move, we often want to look at how much distance changes in a certain amount of time, a measurement we call speed. It is a very important skill to know how to work with these measurements, not only for maths exams but also for life in general. It can be very useful, for example, to be able to work out things like how long it will take to travel 10 miles of motorway if you are going 70 miles per hour and here is a way you can effectively work these problems out.

These measurements can be represented a few different ways, all of them read out loud as "something per something" but this is sometimes shortened when written down to either something like "mph" (miles per hour) or something like "g/cm³" (grams per cubic centimetre, a measurement of density). In both of these written versions the p and the slash both represent "per". A speed of 2 miles per hour means that in an hour you will travel 2 miles. This isn't just useful for density and speed though! A wide range of measurements across many subjects take this form such as: N/m² for pressure (Newtons per square metre), pounds per hour (wages), l/s for flow rate (litres per second), mbps for data transfer speed (megabytes per second).

Question: If someone is traveling at 5 miles per hour, how many hours will it take for them to go 4 miles.

Step 1: Once you have spotted a problem like this you will want to take the two measurements we are looking at, in this case miles and hours, and write them in a table as shown.

Step 2: We can now fill in this table with the first two measurements, as we know the person has a speed of 5 miles per hour, we know that in an hour they go 5 miles so we can put 5 in the miles column and 1 in the hours column.

Step 3: We know the person travels 5 miles in 1 hour but we now want to work out how long it takes them to go 4 miles so we can write 4 in the next row of the miles column.

Step 4: Now we have all the information in our table, what is left to work out how many hours should be in the second row. What we can do with this table is multiply or divide both sides of the table by the same thing to change our numbers to what we need. So, to solve our problem, we need to find a way to turn the top row into the bottom row, and this is done by multiplying the top row by a number to get the bottom row - in this example I have called this unknown number "a". We can start by just looking at the left side and we want to work out what we have to multiply 5 by to get to 4. This will be 4 divided by 5 which equals 0.8 (you can work this out with a calculator or with manual division).

Step 5: Now we know what we have to multiply both sides by to turn the top row into the bottom row, we can fill in the space on the right by multiplying 1 by 0.8 which will give us 0.8. We are now finished and the final result can be read from the table, to go 4 miles it will take 0.8 hours!

Step 1

Miles	Hours

Step 2

Miles	Hours
5	1

Step 3

Miles	Hours
5	1
4	

Step 4

Miles	Hours
5	1
4	

x a (under 5) *x a* (under 1)

Step 4 - continued

$$\begin{aligned} 5 \times a &= 4 \\ a &= 4 / 5 \\ a &= 0.8 \end{aligned}$$

Miles	Hours
5	1
4	

x 0.8 (under 5) *x 0.8* (under 1)

Step 5

Miles	Hours
5	1
4	0.8

x 0.8 (under 5) *x 0.8* (under 1)

This method can be applied to any problem like this and can really help to visualise what is going on and is also a great way of showing how you got your answer. You can try out this method on this question: 200 grams of sugar fit exactly into a cup with a volume 126cm³, how many grams of sugar are needed to exactly fill a different cup with a volume 63cm³ without the cup overflowing?"



EXTRA CURRICULAR



MR RUSTON

MODEL UN CONFERENCE

Last Saturday, a group of our talented students stepped into the shoes of world leaders at the Model United Nations conference hosted by Clifton College. Representing Nigeria, France, Taiwan, and Mexico, they debated some of the most pressing global challenges with confidence and creativity.

From tackling international security in the Indo-Pacific to finding solutions for vector-borne diseases, restructuring third-world debt, and responding to the humanitarian crisis in the Sahel, our delegates showed impressive diplomacy and teamwork.

The discussions were lively, the negotiations intense, and the resolutions thoughtful - though we suspect a few secret alliances were forged over the coffee breaks! Special shout outs go to those students who were successful in getting resolutions and amendments passed, and to Mark, who was recognised as an 'Outstanding Delegate' for his contributions to the WHO Committee.



It was inspiring to see our students engage with complex issues and demonstrate the power of dialogue in shaping a better world. A huge thank you to Clifton College for hosting such a fantastic event and well done to our students for representing BFS with such enthusiasm.

Who knows? We may have a future Secretary-General among us!



RELIGION & PHILOSOPHY



MR STEGGLES

SIXTH FORM

This November, Sixth Form students attended the Philosophy Society for the first time. The Society brings together schools across Bristol to tackle big questions and test ideas in a collaborative setting.

This session was led by Redland Green School, who presented on Social Moral Responsibility. Students dug into questions such as “Who is responsible for solving poverty?” and “Should we separate art from the artist?” The discussion pushed everyone to think harder about the limits of personal responsibility and the pressures created by wider social forces.

Philosophy Society gives students the space to meet peers from other schools, try out ideas, and sharpen their reasoning without the expectation that they speak in front of the whole group unless they choose to. It is intentionally student-led; staff step back and let them get on with it.

The Society is open to curious minds from Years 11–13. With the next session slated for February at Redmaids’ High School, the Religion & Philosophy Department is already looking for the next BFS delegation!

Our aspiration looking forward is that BFS will itself be able to host a future session of Philosophy Society and give our excellent students the opportunity to impress their peers with their own stimulating philosophical presentation!



SEND

Sirona Care & Health is a not-for-profit social enterprise, serving Bristol, North Somerset and South Gloucestershire. They provide NHS services for adults and children and play an important role in SEND by delivering healthcare and specialist support for children and young people both at home and in our community. Sirona work closely with schools and families to support children with additional needs.

There is a wide range of advice, guidance and signposting available on neurodiversity, covering areas such as mental health and wellbeing, ADHD and autism, and support for teenagers and the transition into adulthood: [Advice and signposting for neurodiversity – Children and Young People’s Services](#)

Here is the full list of resources and where to get help:
[Resources List – Children and Young People’s Services](#)

Here is a list of all the services they offer children and young people:
[Services-SA – Children and Young People’s Services](#)





MRS WYNNE-JONES



MS URCH

BFS SPORTS



BFS_TeamPE



MRS BALLARD

Important message for parents/carers regarding sports fixtures:

If your student cannot attend a sports fixture, as the responsible adult of the child, you are required to email admin to inform the school that the student cannot attend at least 24 hours before. This enables the PE team to fill the place of your student so that a full team can be fielded for the fixture. If you do not reply, then it is assumed your student will be attending, and that the team is full. Please do reply if your student cannot attend the fixture.

Last week, our Year 7-9 netball teams took on Ashton Park School away on Thursday. It was a very chilly night with a lot of last-minute recruits - thanks to all who stepped up! Massive thank you to the Year 8 girls who played in the Year 9 team - you were fantastic!

Year 7 won 14-1, with Margot being awarded Player of the Match. The team switched up their positions in the last quarter and still played fantastically. Great use of space, support outside the D, and some amazing interceptions. Well done all.



NETBALL

This week, we took two Year 7 netball teams to brave the cold at the Year 7 netball festival at Redland Green School. Both teams worked exceptionally hard, all taking turns rotating positions. The blue bibs finished in 3rd place and the green bibs finished 5th overall. Fantastic effort from the whole squad - well done!

On Wednesday evening, our Year 8 and Year 9 netball teams took on Wellsway School (Keynsham) in challenging, damp conditions but nothing could dampen their determination! Both squads arrived full of energy and ready to compete. The matches were fiercely contested, with BFS securing a quarter win in each game. Wellsway fielded some impressive county and district players, making for a tough battle, but our girls showed incredible resilience and teamwork throughout. Although the final results did not go our way, the spirit and smiles said it all - what a fantastic effort! Player of the Match went to Katie (Y9) and Lottie (Y8) for their outstanding performances. A huge well done to all the girls - you made us proud!



FOOTBALL

Last Friday, BFS proudly took two enthusiastic Year 8 girls' football teams to Lockleaze Sports Centre for an action-packed day of competition. The teams were split into separate leagues, with Team A competing in Group A and Team B in Group B. Throughout the morning, both teams battled through multiple fixtures, showing incredible teamwork, determination, and sportsmanship. After lunch, they faced one final challenge each before the knockout stages.

Team A delivered a strong performance, winning 3 games, drawing 1, and narrowly losing 2. Goals came courtesy of Lola, Lucy, and Darcey, with Lucy named Player of the Match.

Team B matched that energy, also winning 3, drawing 1, and losing 2, with Leila and Sophie finding the back of the net. Their efforts earned them a spot in the quarter-finals, where they fought hard but were edged out 1-0 by Mangotsfield School. Aluna claimed Player of the Match for Team B.

It was a fantastic day filled with ambition, opportunity, and community spirit. A huge well done to all 15 girls, you made BFS and Year 8 proud!



RUGBY

Huge congratulations to Fiona, Esma and Orla in Year 11 on being selected for the Gloucestershire County Rugby squad on the England Pathway - well done!



DANCE

We have entered STAGES again this year and we are going bigger and better with a Year 7 squad, Year 8 and 9 squad and a Year 10 squad!

STAGES will be on Saturday 7 March 2026 at Trinity Academy, with timings TBC, but we are hoping to be in the morning slot as per last year.

During Term 3 and 4, dance club will be for students who want to and can attend STAGES.

Year 7 - Tuesday

Year 8 and 9 - Wednesday

Year 10 - during GCSE dance lessons (we do not have capacity to open this up to other students - sorry)

RUGBY

Huge congratulations are in order for our Year 8 rugby team! The boys put in an outstanding performance against Collegiate School this week, demonstrating superb teamwork and skill throughout the match. After a hard-fought contest, the team emerged victorious, securing a well-deserved win!





The Year 9 rugby team finished 4th place in North Bristol Final! The team displayed outstanding grit, teamwork, and skill throughout the tough competition, ultimately securing 4th place. The excitement didn't end on the pitch as a well-deserved reward and a source of inspiration, our Year 9 players had the incredible opportunity to meet some of their heroes: the Bristol Bears professional players!

The Year 11 rugby team finished their school rugby journey in style with a hard-earned 17-12 win over QEH. It was the perfect ending to five years of playing together, and they showed exactly why this group has been so special.

BFS made the most of their opportunities in attack, with tries from Freddie, Wilf and Sam. Freddie and Wilf finished their chances well, while Sam's try came from a powerful driving maul, a real statement of strength and teamwork from the forwards. All three tries reflected the effort and understanding the boys have built over the years. Their defence was just as impressive. They stood up to wave after wave of pressure, making big tackles and staying organised when it mattered most. In attack, they played with confidence and energy, making the game exciting right to the end. What really stood out, though, was the togetherness of the team. Every player contributed, every moment counted, and they played for each other from the first whistle to the last.



The 17-12 win was a brilliant way to sign off. This team has been a credit to BFS - hard-working, committed, and always proud to wear the shirt. It is a real shame we won't get to see them represent the school again, but they leave behind a fantastic legacy. Well done, boys, you have been outstanding.

UPCOMING FIXTURES

Tuesday 2 December	Sixth Form Basketball vs Cotham School	BFS
Wednesday 3 December	Y7, 8 and 9 Netball vs Montpelier High School	BFS
Thursday 4 December	Y8 Netball Festival	Redland Green School
Thursday 4 December	U14 and U16 Basketball vs Trinity Academy	BFS
Tuesday 9 December	Y7 and 8 Trampolining Competition	Trinity Academy
Thursday 11 December	U16 Basketball vs Fairfield High School	Fairfield High School



MRS SMITH

CAREERS



Connect With Us

Connect with us on LinkedIn! @Bristol Free School.
Join in the conversation and help us if you can.
Work Experience Employer Talks Careers Day

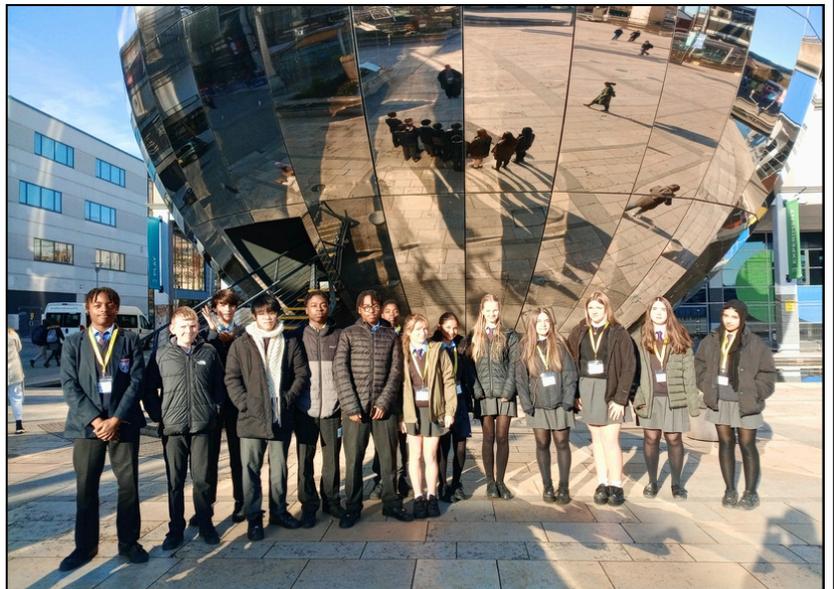
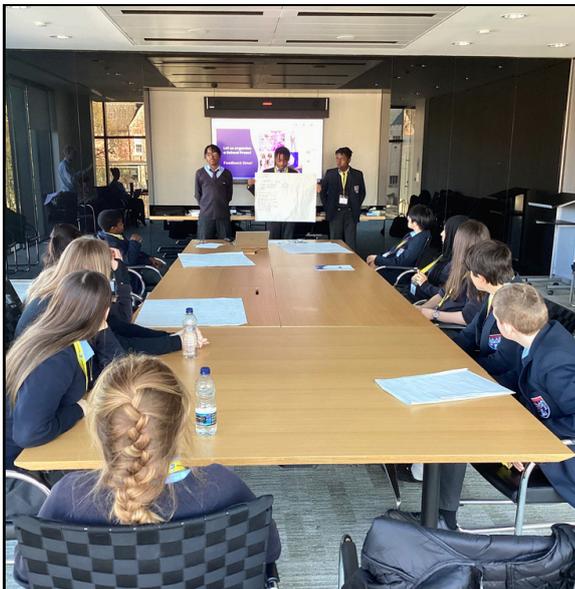


GREEN FUTURES WORKSHOP

A group of Year 10 students took part in a psychometric profiling workshop as part of the Green Futures programme. The day focused on teamwork, communication, and personality insights through a mix of activities, including presentation practice, line dancing, a chain reaction game, and planning a school prom. Before the workshop, students completed a psychometric questionnaire that identified five personality profiles: Meerkat, Dolphin, Lion, Bee, and Rabbit. Each represents different strengths - Bees are organised, Dolphins are calm, Lions are outgoing, Meerkats are creative, and Rabbits are caring. While everyone has traits from all five, some are more dominant.

The day began with students choosing a postcard to reflect their feelings about the workshop and presenting their choice to the group. Next came a "line dancing" activity where students stepped left or right in response to questions like "Do you prefer planning or going with the flow?" This revealed differences between introverts and extroverts. Students then explored optical illusions, presenting what they saw and discussing how perspectives can differ without being wrong. This led to a deeper conversation about personality types and their impact on work styles and careers. Each student received a booklet explaining their dominant profile and related career paths. The group also toured CMS, an international law firm with offices worldwide. The Bristol office specialises in real estate, banking litigation, insurance litigation, and commercial law. Students visited meeting rooms and learned about the firm's operations. Later, they played a chain reaction game in two teams, passing signals down a line by squeezing hands. Incorrect reactions cost points, and the winning strategy turned out to be resisting the urge to react - highlighting the importance of patience and observation.

After lunch and a photo stop at the Planetarium dome, students split into groups based on their profiles to plan a school prom. Ideas ranged from extravagant events with celebrity chefs to simple celebrations in the school hall. Each group presented their plan, and the class guessed which personality type matched each idea - often with impressive accuracy. The day was a fantastic mix of fun and learning, helping students understand themselves and others better while developing teamwork and presentation skills. A big thank you to Mark and Beth at SBY for leading the workshop and to CMS for hosting us.



COMING UP...

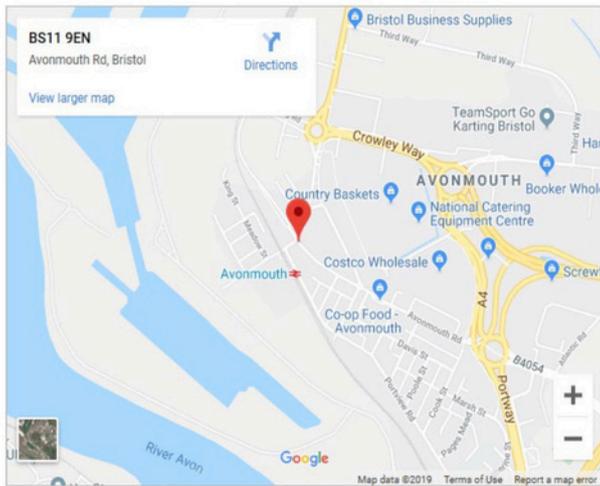
12 December: Criminology
9 January: Ministry of Defence
16 January: Public Relations

23 January: Pharmacy
30 January: Chiropractic
6 February: Construction

COMMUNITY AND ANNOUNCEMENTS



Bristol North West Foodbank Christmas Hamper pick up day



At: St. Andrew's Church, Avonmouth Road, Avonmouth, Bristol, BS11 9EN
(Avonmouth train station and bus stop are next to the church as well as a large carpark)

Tel: 0117 9235343 - Email: office@bristolnwfoodbank.org.uk

Monday 1st December 12:45 - 2:30pm
Monday 8th December 12:45 - 2:30pm

- Join us for lively chats on how you're affected by housing issues in BS10
- We work together to find solutions and improvements
- People with experience of homelessness or housing insecurity welcome
- A friendly, safe, accessible space

Got something to Say about Southmead?
Join us on Tuesday,
25th November 2025
12 - 2p.m.

Location:
The Brunel
Room,
The Greenway
Centre,
Doncaster Rd,
BS10 5PY

£30 voucher
provided for
attending 3
sessions

Contact Karen On
07713907752
for more info

Early Doors works with people experiencing housing issues. We offer 1:1 advice and group training. We believe everyone has the right to a safe, secure and warm home.

EARLY DOORS



A partnership by
 & 



Monday 1st December
6:30pm - 8:30pm
Online
Book here:
<https://bit.ly/43MQZRG>

AUTISM AND CHRISTMAS CHANGE

WITH BRISTOL PARENT CARERS
AND NEURODIVERSE TRAINING



Join us this December for a Modeshift STARS Active Travel Winter journey!



Celebrate in style
Share a photo montage of your Modeshift STARS Winter journey with us!

Santa Spotting
Take a quick dash or a gentle stroll and let us know if you see Santa!

Deck the Halls
How many festive decorations can you see on your journey?

Winter Woollies
Look out for natty knitwear on top of post boxes or wear a Christmas Jumper.

Be a Bright Spark!
Add some to your bling to your heels or wheels!

Jack Frost Nipping
Is there the scent of snow in the air?

In Fine Voice
Sing a song as you travel along. Listen and join in with some of our favourites!

Reindeer Dashing
Waltz, dance, dash, prance, spin and twirl today – antlers optional!

Merry Berry Winter
What wild winter fruits can you see? (leave them for the birds don't eat any!)

Jingle All The Way
Listen out for bells ringing on cycles, and dinging on scooters!

Look out for elves!
Wear elf ears or an elf hat on your journey.

Ticket To Ride
Hop on the polar express or the snowflake shuttle or hopscootch along!

Be a Winter Wheeler
Share a cycle selfie at the place you go for a ride!

Join in and spread the word
Make a winter journey pledge, tell a friend follow and share #WinterModeshiftSTARS

Celebrate Trees
Give a tree a hug! They are the lungs of the earth.

Join in with as many activities as you like, and in any order, and share with us what you see, feel, smell, hear and do to be active, on your Modeshift STARS winter journey!

x.com/TeamModeshift facebook.com/TeamModeshift linkedin.com/company/teammodeshift

CHRISTMAS ACTIVITY CAMPS

BLAISE PRIMARY SCHOOL
29TH, 30TH DEC & 2ND JAN
5-14 YEARS
10AM-2PM

£25 A DAY!

CHRISTMAS CRAFTS AND BRACELET MAKING

FUN SPORTS LIKE FOOTBALL, DODGEBALL, AND MORE!

DELICIOUS LUNCHES AND SNACKS

SWIMMING INCLUDED!

BOOK ONLINE AT
[HTTPS://EEQU.ORG/BOOK/7504/DA TES](https://eequ.org/book/7504/DA TES) OR SCAN THE QR CODE.

CHRISTMAS ACTIVITY CAMPS

NO COST

CHRISTMAS CRAFTS AND BRACELET MAKING

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FUN SPORTS LIKE FOOTBALL, DODGEBALL, AND MORE!

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[HTTPS://EEQU.ORG/BOOK/7504/DATES](https://eequ.org/book/7504/DATES) OR SCAN THE QR CODE.

**** NO COST FOR THOSE ON BENEFIT RELATED FREE SCHOOL MEALS**

The Rock Project
School of Rock & Pop

AGED 7-11 OR 11-18?
WANT TO PLAY GUITAR, BASS, DRUMS OR SING IN A BAND?

SPACES AVAILABLE AT THE ROCK PROJECT - STOKE PARK (BS7)

THURSDAYS 4:30pm - 6:30pm (Primary age)
6:45pm - 8:45pm (Secondary age)
@ Stoke Park Primary School

FREE TRIAL SESSION!
Booking Essential

SCAN HERE
to fill out our enquiry form

Learn - Play - Gig

- All abilities welcome
- Perform in a band every week
- Expert tuition from experienced tutors
- Learn in your lessons - Play in a band each week - Gig at The Fleece every July!
- Fill in our online enquiry form now (QR code) to be sent full info and get booked in!

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