

Despite this first half-term having been the most difficult period for our school and college, there are, as always, positives for us to pick up and learn from.

The re-organisation of the school day to ensure we are all as safe as possible has been a genuine success and I would like to extend my thanks to Mrs Wardle, our Deputy Headteacher for the work she put into leading on this project. Our systems have evolved slightly since September and I would argue that the school has never felt so well organised. Movement around the site is very calm and well spaced, students have adapted very quickly and easily to the lunchtime arrangements and grouping the tutor groups together in zones means we are able to support our year teams much more efficiently. The morning muster points have also been a positive move. They have provided a very real opportunity for year teams to chat informally with the students, to check uniform and the subsequent entry into the building is calm and well ordered. I feel very confident that it is a case of a difficult situation providing us with lots of positives that will actually help us to raise standards and provide a better education for our students.

We have also had to adapt the way we have opened our school and college to families of students who are considering joining us in September 2021, either in Year 6 or Year 12. Our virtual open evenings were an interesting experience for all involved but the number of 'virtual visits' we have received so far is very encouraging indeed. I am delighted to report to parents that we have recruited 147 students into our Year 12 this year- this is the highest number we have had in the last ten years and testament to the excellent work that is going on across the school and college.

The work on the 3G pitch is drawing to a close and we look forward to opening 'The Clark Arena' as soon as we are able. We do feel this is the most fitting of tributes for a man who was passionate about the importance of sport and exercise, of every student pushing themselves hard to be the best version of themselves and of doing all of that in a way that reflects the school's six important values. We remain sad at our loss but are optimistic that in time we will all be OK. Our school improvement agenda continues and we remain committed to ensuring the very best educational experience for your children.

Best wishes to you all for a safe and relaxing half-term break

Jenna Potter
Headteacher



TRIBUTES TO MR CLARK

Find out how you can support the Great North Air Ambulance Service in honour of this very special gentleman on pages 2-5.



COMPETITION TIME

Enter our competition and your design could be the school's official Christmas card as well as a selection chosen for an exhibition at The Station - all the details are on page 9.



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MR CLARK

MR CLARK

Mr Clark was the 'heart and soul' of Richmond School. He was an enormous character, a brilliant school leader and simply a lovely man who enriched the life of everyone he came into contact with, just by being himself and doing what he did every day.

Mr Clark was appointed to Richmond School in 1997 as Head of Key Stages 3 and 4 and teacher of PE. He was highly regarded by everyone he taught and families appreciated his firm but fair manner and the very high standards he expected of every student in the school. He was promoted to the role of Deputy Headteacher in 2003 and revelled in the challenges the post presented. He was always the person we looked to to deal with difficult issues and he was a master at that. He never let students get away with being anything other than their very best, never giving up on them, even when at times it felt as though they wanted to give up on themselves. All of this, Mr Clark did with a smile and a level of kindness and care that is seldom seen.

Outside school, Mr Clark was a keen sportsman. He had grown to love the Dales and would often be seen cycling, walking and spending time on the moor during the beating season.

Our students and their parents have been lucky to have known and been helped by him. We have been privileged as a staff to have worked with him and will continue working in the same way in his memory. Above all, Mr Clark was a family man. Our thoughts are with his wife, his children and wider family at this difficult time.

Jenna Potter, Headteacher



MR CLARK

STUDENTS AND STAFF PAY THEIR RESPECTS TO MR CLARK



Students and staff lined up as a mark of respect to Mr Clark as his funeral cortege passed through the school's bus park. They stood in silence to honour their dearly loved and highly regarded Deputy Headteacher who made such an enormous contribution to so many at Richmond School and Sixth Form College and the wider community. The students all looked very smart, with the Sixth Form rugby team wearing their kit, a fitting tribute that acknowledged Mr Clark's immense passion for rugby and how he inspired so many students to take up the game, as well as cycling and many other sporting activities.



Carl Tate, a former student, who was taught by Mr Clark, was privileged to lead the cortege. A piper played a poignant rendition of *Flowers of the Forest*, evoking an atmosphere of Mr Clark's Scottish roots. Coincidentally, the slow air, composed by Lady Nairn, was written for the fallen Scots at the Battle of Flodden, which was not too far from Duns, Mr Clark's birthplace. It was as if it was meant to be.

There was a large turnout of cyclists from Richmond Cycling Club who followed the cortege through the school grounds and onwards to the church. Mr Clark was a long-standing and popular member of the club and was often seen cycling up hill and down dale. Testament to the strength of loss in the community, there were also many former students, friends and other members of the public lining the pavement outside the school.

Mrs Potter, Headteacher, said: "I am hugely thankful to our students who stood in silence to honour Mr Clark. They behaved impeccably and looked so smart – Mr Clark would have been incredibly proud of them. It was wonderful to see so many staff and sixth form students wearing tartan scarves, ties and even kilts. It was a fitting tribute and I believe it will help the students to process the loss of such a great man. There has been a huge outpouring of grief, following the untimely death of Mr Clark, and the school has been overwhelmed with the messages of condolence which have been a genuine support to everyone.

"I am greatly appreciative of all our staff, who have supported the students and each other through these very difficult days. The school is working with Just 'B' Bereavement support, a specialist bereavement service, to help support both students and staff during this challenging time.

"Today we said goodbye to a very dear teacher, colleague and friend. It may be farewell but he will never be forgotten."



MR CLARK

TRIBUTES TO MR CLARK

As a school we were overwhelmed by the support and tributes we received following the death of Mr Clark in September. Mr Clark's family have taken huge comfort from the warm wishes, personal stories and fond memories that have been shared with them. The students have been absolutely exceptional and, at times, it genuinely did feel as though they were looking after us, their teachers.

We have started to look ahead and plan our own tribute to Mr Clark and our main focus will be to dedicate the 3G pitch to his memory. It will be named 'The Clark Arena', which we feel perfectly reflects the standing held by Mr Clark in the wider community and of course, Mr Clark's passion for sport. Even more fitting is the fact that we were discussing the actual name when we received an email from a parent to say that some students had made this suggestion, which we fully approved of.

Please read on for news of some fabulous student-led fundraising initiatives. These are in aid of the Great North Air Ambulance Service in Mr Clark's memory and we hope that many of our students and their families will support them.

WALK, CYCLE OR RUN AND DONATE TO THE GREAT NORTH AIR AMBULANCE IN HONOUR OF MR CLARK

Will Arnold, a Year 11 student, is inviting students, staff and friends of Mr Clark to walk, cycle or run in his honour and then make a donation to the Great North Air Ambulance Service. Will had this great idea for a sporting fundraiser as Mr Clark was so passionate about sport. As a long-standing member of Richmond Cycling Club, cycling was one of Mr Clark's favourite outdoor activities.

Throughout the October half-term break, and until 9th November, Will is inviting you to take part. The steps are as follows:

- Go out for a walk, run or bike ride and enjoy the countryside and stunning views – something Mr Clark loved about this area.
- Take some photographs of where you went
- Please make your donation at <https://uk.gofundme.com/f/mr-clark-memorial>
- Please leave a comment about how much you enjoyed the activity, the area where you walked, cycled or ran and how far you covered

Will's fabulous idea is a fitting tribute to Mr Clark. It's very inclusive, ensuring as many people as possible can take part whilst also keeping fit and making the most of our beautiful surroundings.

If you are looking to get out on your bike and need some advice on where to find some of the best bridleways for safe off-road cycling, then the Dales Bike Centre in Fremington can offer plenty of guidance on routes for all abilities around the Dales. It's also a great place to call in for refreshments after you've been out and about.

We have been overwhelmed with the response from staff, students and friends of Mr Clark who are supporting the Great North Air Ambulance Service. A donation of £200 has been received from a visitor to the area, via a local campsite. During COVID lockdown, the Fothergill family offered money back to their customers as a form of compensation, due to not all of the facilities on the site being available.

One kind gentleman, who stayed with them, has asked that his 'refund' be donated to the Great North Air Ambulance Service. Mrs Fothergill said she naturally thought of the campaign for Mr Clark and would like the money to go to this worthy and fitting cause. What a wonderful gesture. Our thanks have been passed on to the gentleman.



MR CLARK

UNITY'S MUSICAL TRIBUTE TO MR CLARK

Unity Shrimpton, in Year 13, is putting the finishing touches to a playlist she will perform in honour of Mr Clark. Following the devastating news about Mr Clark, Unity wanted to contribute to the Great North Air Ambulance and came up with the idea of busking to enable her to make a larger donation.

To make her performance more poignant, Unity is going to sing some of Mr Clark's favourite tracks and has been practising a selection from his Spotify playlist, which his family kindly shared with Unity.

Some of the songs she is learning include Caledonia – Dougie MacLean, Red Red Wine -UB40,

Brown Eyed girl - Van Morrison, Mrs. Robinson - Simon and Garfunkel, I love you because - Jim Reeves, Drift away - Sons of Zion and more.



As long as the weather is dry, please look and listen out for Unity during the half-term holiday when she is planning to busk in Richmond from 1-3pm on Mon 26th, Tues 27th, Wed 28th, and Sat 31st October and in Darlington on Thurs 29th and Fri 30th October. The following week, Unity will busk in Richmond from 4-5pm on 2nd, 3rd, 5th and 6th November and from 10:30am-1:30 pm on 7th November, and in Thirsk from 3:30-4:30 later in the afternoon. She is also hoping to do some additional dates later in November.

Unity said: "Mr Clark's playlist includes some incredible songs, some of which are new to me so I'm excited to try something different. The listed songs are very varied, with a selection of styles to flick between. For example, 'Red Red Wine's' cover by UB40 is largely reggae infused, whereas the more modern 'Budapest' is much more pop. I am really looking forward to singing in honour of Mr Clark."

OLIVER 'S RAFFLE SUPPORTS THE GREAT NORTH AIR AMBULANCE SERVICE

Oliver Stewart, in Year 9, has put together a fabulous hamper to raise money in aid of the Great North Air Ambulance Service in memory of Mr Clark. Oliver's family were going to make a donation to the charity when kind-hearted Oliver came up with a great idea to make their donation more worthwhile.

Tickets, priced at £1 per strip, are on sale at student services where students and staff can purchase tickets until midday on 23rd October. A huge thank you to Oliver for being so resourceful and considerate.

Oliver said: "I suggested that with the money we were going to donate to the charity, we could purchase some items to create a luxury hamper and then organise a raffle. That way, our contribution should multiply many times so the final donation will be so much more."



VIRTUAL SCHOOL OPEN EVENING

WELL DONE AND A HUGE THANK YOU to our students who, together with Mrs Potter, Ms Johnson and Mrs Brooker, helped to make our virtual open evening so successful. Lili Soley, Jeavon Love (Year 7) and Lily Richardson and Henry Wright (Year 8) were filmed with Ms Johnson, Leader of Transition, for a fabulous Q and A on how they have settled into life at Richmond School. Our thanks also go to Uchenna Anyadiegwu and Joely Weston, Headboy and Headgirl, for their great film.



If you haven't had a chance to see our informative videos about transition to Richmond School, please visit www.explorerichmond.org

Don't forget to download the subject activity booklet and prospectus!



Our subject activity booklet provides some introductory information for key subjects to give your child a flavour of the type of work they can expect moving up to Year 7.



Our 36-page prospectus sums up the 'Richmond School experience' and is packed with everything you need to know about our school.

VIRTUAL SCHOOL OPEN EVENING

DON'T MISS THE 31ST OCTOBER DEADLINE FOR 2021 YEAR 7 APPLICATIONS

The deadline to apply for secondary school applications for year 7 in September 2021 is 31st October. If you missed our virtual open evening you can visit www.explorrichmond.org at any time to discover what makes our school so special. Then simply apply for a place at www.northyorks.gov.uk/apply-place-primary-or-secondary-school before 31st October.

We are happy to help with any queries you may have so please do not hesitate to contact us on year6transition@richmondschool.net or call 01748 850111.

TESTIMONIALS

We are pleased to share some testimonials from parents following our recent virtual open evening.

To all staff at Richmond School. Thank you all for the wonderful virtual opening evening that we attended.

I was truly impressed with how well presented and informative the videos were to engage both parents and prospective pupils. The content delivered was exactly what we needed to know as parents and really gave a flavour of the school despite the difficult circumstances we face at this moment in time.

My son was very apprehensive about his secondary choices and he is now extremely excited that he will be applying to join Richmond.

My thanks once again to all involved and we hope that we will be able to visit at some point in the academic year.

Thank you for the offer of a possible visit after school, however we are pleased to tell you that you all did such a wonderful job on your virtual open evening that we now don't need a visit.

We really must congratulate you all on the presentation of the open evening. It was informative, warm and welcoming and worked wonders to allay our boy's fears of secondary.

We must comment particularly on the strong feel of a community and excellent pastoral care. We are confident that Richmond is the right school for our son and hope we are successful in gaining a place. In fact, our 9 year old daughter who also watched it would come tomorrow too if she could. Please keep up the good work and we hope to be joining you soon.

We have just watched all of the content on the website with our daughter; it's absolutely brilliant!

Needless to say, she wants to submit her application immediately, just in case she doesn't get a place!!

She was looking forward to visiting the school, but the video content provided really is the next best thing. The videos are highly informative and professional, and everyone comes across as incredibly warm and welcoming.

It makes us all very proud to be a part of the Richmond School family. Thank you to everyone involved.

Thank you for what turned into a super family event last night.

We sat as a family and watched all of your superb videos for the virtual open evening.

My son is now buzzing about the possibility of going to Richmond School next year and to see him so excited is fantastically reassuring for us as parents.

So much thought and work clearly went in to this event, please pass my thanks on to the relevant people.

We have viewed a number of virtual open days and what stood out from yours was the fact it was student centred.

The focus on the transition for the student and the whole year ahead was refreshing and so meaningful compared to others we have viewed.

The fact you have all taken the time to put that much thought into the presentation during such a difficult year demonstrates the school's attitude and ethos perfectly.

We've just had a lovely evening going through the videos and activities for Year 6 transition.

Our daughter was gripped from start to finish and was delighted when she caught a glimpse of someone she knew!

Thanks so much for all your hard work making our School so appealing!

VIRTUAL COLLEGE OPEN EVENING

SENIOR STUDENTS LEAD VIRTUAL SIXTH FORM COLLEGE event



Thank you to our students and staff who contributed so much to our virtual sixth form open evening. Our team of newly-appointed Headboy, Headgirl and deputies led the event and were great ambassadors for our college. Fresh into their new positions, they presented a series of films at the event to highlight the outstanding teaching and careers support as well as the exceptional extra-curricular opportunities they experience at the college.

Uchenna Anyadiegwu and Joely Weston, Headboy and Headgirl, welcomed visitors and talked to them about their reasons for choosing the college, how they settled in and what makes it such a special place for them. The deputy leaders, Millie Aston, Toni Carr and Thomas Watson hosted two films, taking a behind-the-scenes tour of the fabulous campus facilities, as well as enabling students and their families to meet the Sixth Form Team, who along with the college's specialist subject teachers, are pivotal in ensuring students thrive at college.

Uchenna Anyadiegwu, said: "We are a close-knit family at Richmond Sixth Form College, which is primarily down to our excellent staff-student relationships. Our subject teachers offer superb guidance, and we are fortunate to have the continuous support of the Sixth Form Team who are always available to give valuable advice."



The new 'Explore Richmond Sixth Form College' film was showcased, offering a comprehensive overview of life at the college, including academic success, excellent enrichment opportunities, award-winning careers support, excellent transition and bridging work, inspiring alumni and much more.

Les Richardson, Head of Sixth Form, said: "I would very much have liked to have hosted our popular open evening and welcomed students and their families to our campus to meet our dynamic, specialist teachers and, most importantly, experience first-hand how our students are nurtured, become independent learners and thrive at our college. Our virtual offering delivered an informative and inspiring event that we hope left visitors in no doubt about the tremendous learning and enrichment opportunities that stimulate and develop our students and prepare them for university or working life.

"A benefit of hosting our event virtually is that the content for the evening will remain on the site at www.explorerichmondsixthform.org throughout the year, so students and their families can revisit our bank of resources at any time."

The college's 48-page prospectus can be downloaded at www.richmondschool.net/wp-content/uploads/2020/10/2021-2022_Richmond_Sixth_Form_prospectus.pdf including detailed subject information about the broad range of A-levels and CTEC courses that are offered. Information about the college's easy-online-application process, transport and financial assistance are also available.

If you haven't visited our open evening, then please spare some time to browse the resources at www.explorerichmondsixthform.org where students can also easily apply online.



IN THE COMMUNITY

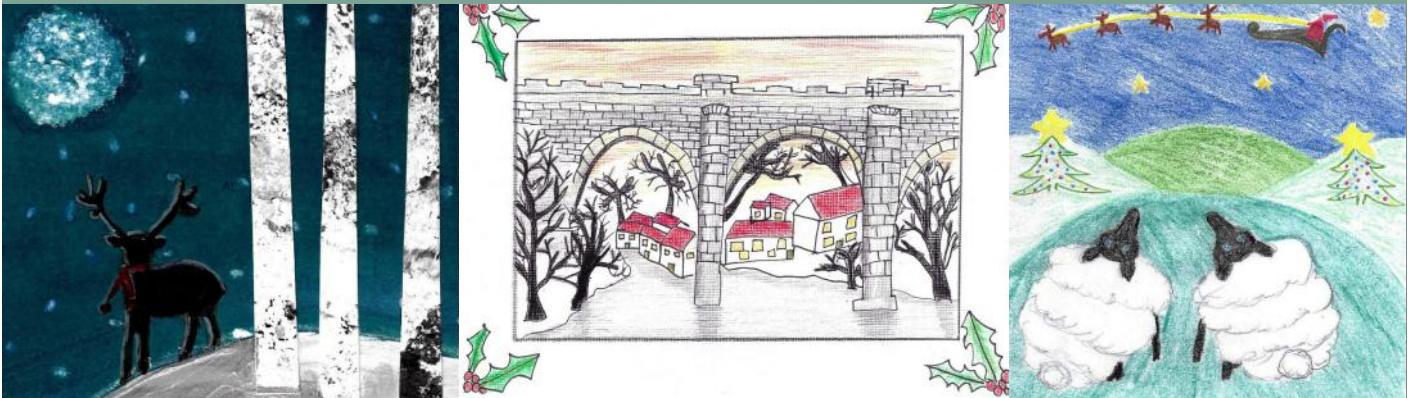
DESIGN A CHRISTMAS CARD FOR RICHMOND SCHOOL AND THE CHAIRMAN OF RICHMONDSHIRE DISTRICT COUNCIL

We are pleased to launch our competition for students across all year groups to create a Christmas design which may be selected for the Richmond School Christmas card. We are delighted that this year, Cllr Clive World, Chairman of Richmondshire District Council, has asked if a student could also design his official Christmas card. In addition, we have been invited to display a selection of Christmas designs at exhibitions at The Station, The Town Hall and The Library in Richmond. This means a large number of students will have the wonderful opportunity of having their artwork showcased in the community for members of the public to admire and enjoy.

Last year, we were overwhelmed with the outstanding talent across all year groups, so we know we won't be disappointed this year. Please refer to the guidelines below for details of the picture size, materials to use and where students should leave their designs. The closing date for entries is 4th November.

**YOUR DESIGN MAY ALSO BE CHOSEN FOR EXHIBITIONS
AT THE STATION, THE TOWN HALL AND RICHMOND LIBRARY!**

GUIDELINES



- A5 size: The finished Christmas card is A5 in size so the design should be submitted as A5, portrait or landscape (half A4)
- Designs must be in colour and hand drawn in crayon or paint only
- Do not include any writing/text on the card, picture only
- Please do not use felt tips and do not include any digital imagery.
- The design must be the student's own work
- Please do not stick anything to the card (eg sequins) as any texture will be difficult to scan/reproduce
- Designs can be inspired by other artists but not copied
- Ensure the design is drawn/painted on good-quality paper or thin card so that it scans well
- Please put name, age and tutor group in light pencil on the reverse of the artwork.
- Leave your designs with Mrs Harrild or Mrs Edwards in student services
- The designs will be judged by Mrs James, Mrs Potter and Mrs Lundberg for the Richmond School card and the selection for the exhibitions at The Station, the Town Hall and Richmond Community Library.
- Cllr Clive World will choose the design he wishes to use for his official Christmas card as Chairman of Richmondshire District Council.
- If you study Art in Years 7, 8 and 9 you will be set this for your half-term homework.

Deadline for entries is 4th November

IN THE COMMUNITY

APPOINTMENT OF HEADGIRL, HEADBOY AND DEPUTIES

We are pleased to announce the appointment of our senior students; Uchenna Anyadiegwu, Headboy, Joely Weston, Headgirl and their deputies Mille Aston, Toni Carr, Thomas Watson and Katie Wood. The students applied for the prestigious positions by submitting a letter to the Headteacher, outlining why they wanted to be appointed and the things they would like to achieve. They took part in a group discussion after which the six students above were formally interviewed by Mrs Potter, Ms Richardson and Mr McCarthy, a member of the Local Governing Board.



Les Richardson, Head of Sixth Form, said; "The students handled the rigorous process extremely well and we are all very proud of how they represented themselves. For some of them, this was their first experience of a formal interview but they quickly settled into it and spoke very eloquently. They are excellent ambassadors for the School and Sixth Form and we look forward to working with them during the year and seeing their ideas come to fruition."

The students put forward ideas about how they could support younger students during this uncertain time by using technology. They understand that face-to-face meetings and assemblies with younger students are currently not possible, but they are keen to interact with them and get their messages across virtually. Many of them are already involved in the community and are keen to continue the strong links between Richmond School and Sixth Form College and local groups.

FEEDBACK FROM MEMBER OF THE PUBLIC

We'd like to share this lovely feedback from a member of the public who came across some of our Year 11 students doing PE, with Mrs Carruthers and Mr Westgate, whilst on a walk on Scots Dyke.

The gentleman said: "I just wanted to say what a polite and friendly group of children you have at the school. I was walking my dog on Scots Dyke this morning when first of all a group of young lads with their teacher and then a few minutes later a group of young ladies with their teacher came towards me on the narrow path.

"I stepped to one side and waited for them to pass and commendably they all said hello to me and also thank you. I'm not sure I would have done the same 40 years ago when I ran the same route on Cross-country runs, so well done!"



IN THE COMMUNITY

NEW FAMILIES: WELCOME TO OUR FACEBOOK PAGE

In May, we set up a school and college facebook page, to deliver another channel for families, students, alumni and the wider community you to keep in touch with all the positive news in school. If you are a Facebook user then we invite you to like and follow our page at :

www.facebook.com/RichmondSchoolandSixthFormCollege

Our flow of news will typically include; students' achievements across all aspects of school life; community news; information and reminders about key school events; careers and work experience updates; links to useful resources and guidance, as well as announcing any unexpected happenings in school. We are aware that the vast majority of people who use social networking show respect in their communication with others and we thank you in advance for doing this. As part of the Areté Learning Trust, our aim is to set a good example to our students, showing that we are positive 'digital role models' by demonstrating courtesy and respect for the school, staff, pupils, parents, carers and governors. We welcome and appreciate your support in ensuring negative comments are not made on our Facebook page.

Whilst we will aim to monitor the Facebook page each day, this is not an appropriate or acceptable channel to air any grievances. If there are any negative or derogatory comments, or use of inappropriate language, then these will be deleted and, if necessary, the source of any persistent posts will be blocked. To ensure a prompt response, please avoid asking questions via Facebook, and always contact school directly on admin@richmondschool.net or 1748 850111 with any queries you may have. Please be assured that we will always communicate formally and directly with you about key information regarding your child or day-to-day matters in school. Facebook is intended to be a generic news platform only.

We wish to ensure positivity at all times in a forum where our staff, students, parents and carers can all be proud of the good news that we are celebrating in school. We thank you for your understanding and support with this.



Find us on:
facebook®

FREE "DR BIKE" HEALTH CHECK ON 24th OCTOBER

Head to Tesco Car Park, Catterick Garrison, with your bike, between 10am and 3pm on Saturday 24th October, where Stage 1 Cycles will be providing free "Dr Bike" safety checks.

The service is available for both adult and children's bikes and includes up to 30 minutes' work checking the cycle is safe to ride and making minor repairs if necessary.

North Yorkshire Fire & Rescue Service and North Yorkshire Police will also be offering cycling safety advice to cyclists and other road users.

To find out more and book a free "Dr Bike" health check please contact Stage 1 Cycles on 01969 666873 or email ride@stage1cycles.co.uk

Free "Dr Bike" Health Check
Tesco Car Park, Catterick Garrison
10am – 3pm 24th October 2020

The
BIG BIKE
Revival

we are
cycling
UK



Free health checks on your bike to keep you cycling safely
BigBikeRevival.org.uk #BigBikeRevival

Stage 1 Cycles are providing free "Dr Bike" sessions in Tesco Car Park, Catterick Garrison on Saturday October 24th. These are available for both adult and children's bikes and include up to 30 minutes work checking the cycle is safe to ride and making minor repairs if necessary.

The health check will include checks of the brakes, gears, chain, tyres, nuts, bolts and headset.

North Yorkshire Fire and Rescue Service and North Yorkshire Police will also be there offering cycling safety advice to cyclists and other road users.

To find out more and book a free "Dr Bike" health check please contact Stage 1 Cycles on 01969 666873 or email ride@stage1cycles.co.uk



NORTH YORKSHIRE
FIRE & RESCUE SERVICE



we are
cycling
UK

IN THE COMMUNITY

STUDENTS CELEBRATE CULTURAL DIVERSITY

A group of 6 sixth form students, led by Rania Abdulghani and Ellie Pink, produced an engaging and heartwarming video on the cultural diversity in Richmond Sixth Form College for use as an assembly. The recording featured the 6 students talking about their cultural heritages; how their daily lives are impacted, what they like most about their culture and why their families settled in the UK.



Rania and Ellie are members of a whole school working party which was established in the summer to look at issues relating to diversity and equality and to ensure that Richmond School and Sixth Form College is a tolerant, understanding and inclusive place to work and study. Their assembly video beautifully showcased and celebrated cultural diversity and was extremely well received by staff and students alike.

Sally Byrom, Lead Learning Manager, said: "I was so impressed by the independence and creativity of the students involved. They tackled the project with great sensitivity and put together a fantastic video. All the students spoke so openly, honestly and fondly about their cultural heritages – it was an extremely moving piece!" You can watch their fabulous film at <https://youtu.be/W7XF60iFKYU>

Thank you to the students involved: Rania Abdulghani, Ellie Pink, Sujan Pariyar, Uchenna Anyadiiegwu, Katie Hyman and Usha Rai.



RUNNING IN AID OF THE RSPCA

Harriett Wilson, in Year 8, has continued her work in the community, raising £70 for the RSPCA. Together with Paula, her Mum, Harriett successfully completed a 5km run with a challenging route that took in a number of hills around Middleton Tyas, including the final leg up 'Five Hills Bank', a demanding climb into the village.

Harriett said: "I chose to support the RSPCA charity because I love animals and felt they were being overlooked during lockdown. I saw a lot of television reports about charities who were struggling for cash as there were no fundraising events taking place, so I thought I would try and help."

Harriett has a great passion for all animals and is confident she will continue fundraising in the future, however a broken wrist sustained whilst horse riding has put this on hold for a while! We wish Harriett a speedy recovery.

If you'd like to find out more about the terrific work that Harriett has been doing to support charities over recent months, please follow this link

www.richmondschool.net/young-student-is-a-community-champion/

Visit www.rspca.org.uk/ to find out more about the work of the RSPCA.



IN THE COMMUNITY

JOSHUA AND PHILIPPA SUPPORT THE BLUE CROSS ANIMAL REHOMING CENTRE

Cast your minds back to July when Joshua and Philippa Kind set themselves a challenge to cycle 200 miles during the month to support the Blue Cross animal rehoming centre in Thirsk. With a target to raise £200, they cycled up hill and down dale, through rain, wind, hail and shine. Fast forward six weeks and they have collected their donations and are delighted to have raised an impressive £357.25.

Joshua and Philippa enjoyed exploring their local countryside, taking routes from Wensleydale over Grinton Moor to Swaledale, out to Masham, Newton-Le-Willows and Carthorpe. As well as encountering inclement weather, there were occasional breakdowns, so to keep spirits high, they enjoyed the occasional treat, such as a pit stop at Brymor for an ice cream!

As animal lovers, Joshua and Philippa were keen to support Blue Cross who re-home many species of animals, such as dogs, cats, horses, rabbits and hamsters.



The team at Thirsk said: "In times like these, donations are crucial to enable us to continue the work we do for pets. Thank you so much Joshua and Philippa. You are both amazing! If Joshua and Philippa have inspired you to do a challenge for Blue Cross, please have a look at our website for further information and support www.bluecross.org.uk/challenge-events."



IN THE COMMUNITY

TRAINING OPPORTUNITIES WITH YES@ARETÉ LEARNING TRUST

Yes@Areté Learning Trust is a national award-winning organisation with expertise in inclusive learning and sporting activities. Yes@Areté Learning Trust (formerly Yes@Richmond School) has provided training for hundreds of school staff, parents and pupils since it started in 2017. They work across the Trust's three member schools of Richmond, Northallerton and Stokesley to raise greater awareness of their innovative support and services available.

Yes@Areté Learning Trust deliver support and training around inclusive practice and supporting students with specific learning differences and offer an extensive program of courses. For full details of their calendar of events visit www.yes@aretelearningtrust.net or email yes@aretelearningtrust.org

Courses coming soon include

Dyslexic & Proud Fun with Words Productions

Webinar hosted on Thursday, November 26th at 4-5pm. (£15 +vat/person)

Summary

Inspirational speaker Sam Rapp is to talk about her experiences as a dyslexic. The webinar is aimed at encouraging others with a message of inclusion and perseverance. Despite the obstacles presented by dyslexia, Sam's writing has been published in national magazines and websites. Since performing her first poem at Brighton Fringe, her work is conversational, confessional and engaging with reflections on her life experiences against all the odds.

An interactive Q & A session will follow the main presentation.

Webinar led by: Sam Rapp, The Dyslexic Poet
Sam Rapp is dyslexic, dyspraxic, dyscalculic, a writer, a poet, a playwright, a public speaker and part-time lawyer and Chair of Dyslexia House association. She attends the parliamentary committee on dyslexia and other learning disabilities, performs around the UK and internationally (usually—pre COVID-19). She is a regular contributor to BBC radio in her area where she reads her poetry and appears on the news panel. Sam conducts creative writing workshops for all abilities from 8 to 101, making writing fun for all to enjoy.

This webinar is aimed at parents, students, SENCos, Inclusion Managers, Teachers, TAs, Learning Mentors.

To book a place visit
www.yesatarelearningtrust.net/Training-Events
or email :yes@aretelearningtrust.org

Pathological Demand Avoidance Profile of Autism

Hosted at Richmond School on 22nd January 2021 at 09:45-15:00. (£67 +vat/person)

Summary

An insight into PDA, how it relates to the autistic spectrum and the impact of demands on individuals with PDA . Training led by the PDA Society.

This training covers:

- What is PDA, how it relates to the Spectrum
- What is a demand and how it makes individuals with PDA feel
- Panic attacks / meltdowns (why they happen)
- Strategies to decrease anxiety and meltdowns
- Look at collaborative and proactive solutions
- The importance of trust
- Diagnosis, SEN including education
- Resources & signposting
- Q & A time

The session is packed with information but due to time constraints is not designed as an interactive workshop.

Participants are requested to watch a 10 minute introductory webinar prior to attending the course: www.ndti.org.uk/our-work/our-projects/peoples-health/pda/. This is to provide a basic understanding which then will allow for more time to cover strategies and questions.

To book a place visit
www.yesatarelearningtrust.net/Training-Events
or email :yes@aretelearningtrust.org

PERFORMING ARTS

DOUBLE DANCE SUCCESS FOR OLIVIA

A dedication to dance, coupled with an exceptional talent, has led to Olivia Richardson, a Year 9 student, securing prestigious places with the English Youth Ballet and on an advanced training course at Dance City in Newcastle. After passing a stringent audition and interview, Olivia is now training at Dance City three times each week and, following an audition with the English Youth Ballet, she is due to perform with the company alongside professional principal dancers at the Darlington Hippodrome next year.

Olivia has been dancing at Janet Seymour's School of Theatre Dance since she was five and continues to take part in classes there four times each week. Her training schedule is impressive. She does classes in grade 6 ballet, intermediate ballet, tap, contemporary, body conditioning, progressive ballet technique, modern and musical theatre.

Olivia's passion and commitment to dance is unfaltering. In total she has 11 classes each week, dancing for more than 16 hours after school and at weekends. In addition, Olivia is training with a pointe-work specialist in New Zealand on Zoom every Sunday evening.

Olivia's favourite discipline is ballet and her ambition is to be a professional dancer. Olivia said: "I love ballet as everything is done in a certain way, it is very disciplined, so you have to concentrate your mind and think very carefully about technique. You have to remain 100% focused, your mind can't wander and you need a lot of self-control.

"I am really enjoying Dance City as the teachers there are professional dancers who have experience of leading productions in the West End and Broadway. I also enjoy dancing with like-minded students who really want to dance and are not just there for fun.

"I cannot thank Janet Seymour enough for all the support and direction she has given and continues to give me. She has really encouraged me and I gain so much from her classes. I also support Janet by helping out with younger students in a pre-primary class to pass on my knowledge and experience and develop my mentoring skills."

Alongside her dancing with Dance City and Janet Seymour, Olivia dances and takes part in performances at school. She plans to study GCSE dance before heading to Dance College. She has already done some research and is considering the Centre de Ballet in London, Rambert Ballet and Dance City.

Danni Fox, Lead Teacher of Dance, said: "It is just brilliant to see Olivia being so proactive in developing her dance training with professional opportunities and experiences. We usually get the Northern School of Contemporary Dance to come into school to provide a workshop for selected students to scout for their CAT scheme, but unfortunately we were unable to do this this year due to the pandemic.

"So the fact that Olivia has gained a place on this scheme with Dance City at her age is phenomenal! It is the best experience and training she can have in contemporary dance to prepare her for training at higher education too. It is also testament to her skill and dedication that she has achieved a place with the English Youth Ballet. What fantastic opportunities for her."



PERFORMING ARTS

THE DRAMA LLAMAS GET SET FOR HALLOOOOOOOOWEEN!

Watch out, there's something spooky about! The Drama Llamas are getting set for Halloween and there'll be a treat (or will it be a trick?!) shortly! Miss Paul runs the group which meets after school each Monday, from 3:40 -4:45pm, with between 45-50 students attending each week. All Year 7 students are welcome to come along.

The group is working on a short Horror piece, in the lead up to Halloween, just for fun and to introduce the students to the process of creating a performance as part of a theatre group. The piece has not yet been named, however, its stimulus is based on a combination of two texts Miss Paul found, one a poem and one a short quote from a popular TV series.

Miss Paul said: "Whilst the texts aren't 'scary' texts, the students have combined their imagination with their character development skills to build tension which has created quite an atmospheric piece so far. At the minute, it is a whole group piece, however, we are constantly building on it and as it is an after-school club, I am allowing the students to make the piece their own and take responsibility for building and contributing their own ideas into the creation of a piece." Miss Paul is hoping to film the piece for it to be presented and shown in a Year 7 tutor time.

After the half-term, the group will begin to create and develop a piece focused around a Christmas theme which will link with the Year 8 and 9's Drama club. Watch this space!

Miss Paul concluded: "I have loved setting up this club and I look forward to it each week. It is brilliant to see the students' love and thirst for the subject, we even began the club a week early because none of us could wait! "Every student that attends is so passionate and enthusiastic in every activity we complete, no matter how minor, which creates a lovely atmosphere and work space to perform in. The students are taking the skills they have learnt during Drama lessons so far and use and develop them to create exciting and engaging characters. It really is a pleasure to watch and be a part of."

There are also Drama clubs for Year 8 and 9 students – Year 9s can come along on a Tuesday and Year 8s on a Wednesday. For further information, Year 9 students should contact Miss Heslop and Year 8 students should get in touch with Miss Manning.



HENRY'S COMMITMENT PAYS OFF WITH GRADE 8 ELECTRIC GUITAR

Congratulations to Henry Bushell who has passed his Grade 8 Electric Guitar exam with merit. This is a great achievement, made even more fabulous by the fact that Henry only completed his Grade 6 exam in March, just before the school closure. He did well in the exam and scored a Merit. As Henry was in Year 11, his guitar lessons would normally have taken a back seat as he focussed on his GCSEs but with the school closure and cancellations of exams, Henry turned his attention back to the guitar.



Throughout the closure, Henry continued to have online lessons with Dave Harris, Richmond School's Guitar teacher, dedicating himself to jumping straight to Grade 8! With super commitment to practising, Henry achieved his goal in just five months, passing the prestigious Grade 8 Electric Guitar Exam with Merit at the start of September. Mr Boyd, Lead Teacher for Music, said: "I am delighted for Henry. By throwing himself wholeheartedly into a very difficult challenge, he has achieved a terrific result! It just goes to show that you really can do anything when you put your mind to it (and, of course, practising!)."

PERFORMING ARTS

WORLD-LEADING DANCE COMPANY DELIVERS VIRTUAL WORKSHOP TO SIXTH FORM STUDENTS



The Jasmin Vardimon Company delivered the Dance department with a virtual workshop for eight students in Year 12 and 13 to support their CTEC studies. The Dance department has recently joined the company's Education Friend Scheme that enables access to key works and theoretical knowledge needed for the Performing Arts CTEC course. In the virtual workshop, the students explored Medusa, one of their recent works, which covers many social and political ideas such as climate change, feminism and equality. Jasmin Vardimon's uniquely theatrical choreographic and directorial style, is renowned for this type of performance, combining physical theatre, quirky characterisation, innovative technologies, text and dance.



The students were able to explore creative ways of developing movement and coming out of their comfort zone using all elements of the arts and avoiding their typical 'go to' bank of actions. During the workshop, students were challenged to use their bodies in ways that developed their performance skills by using imagery and soundscapes to embellish a gestural phrase used within the work. The students finished the workshop with a Q & A, gaining insightful information to enhance their research for coursework and key information of routes to follow when auditioning for conservatoires or dance companies beyond Sixth Form.

Mrs O'Malley, Dance Teacher, said: "It was lovely seeing the students work with a dancer from the Jasmin Vardimon Company where he was able to communicate the level of training and hard work required to prepare for live performances. The students have been very lucky to work with a dancer who is a part of one of the leading contemporary dance companies in the world. The dancer leading the workshop really challenged them mentally with their creative approach and highlighted the importance of feeling the movement to enhance the character they were exploring. The students soon realised that repetition, attention to detail and how they moved were essential to an intriguing performance and dance, drama and music collectively are the ingredients for excellence and innovative ideas.

Following on from the workshop, the Year 12s can use the virtual workshop teaching skills as inspiration for their Unit 17 'Delivering Dance and Movement Workshops' where they have to plan and prepare at least six dance classes/workshops for a particular age group and be able to deliver this virtually. We also have two dancers in Year 13 who can use this experience and creative ways of working to help prepare their solos for auditions later in the year.

Well done to all the students who took part. Their attitude and behaviour represented Richmond School and Sixth Form College to an exceptional standard.



SPORT

GET ACTIVE AFTER SCHOOL!



We are delighted that our after-school sports clubs are running and are proving to be very popular. To maintain the year group 'superbubble' we are offering a choice of activities for one year group on one specific evening. Please see the tables below for the details about each specific year group which outlines the activities on offer, where students need to meet and what specialist equipment they might need to bring. All clubs will finish at 4:45pm.

Unfortunately, at this time we cannot offer our usual range of activities but we hope to review and update our offer on a half-termly basis based on the current guidance from the DCMS and individual National Governing Bodies. If there is an activity that your child is interested in that is not currently running we would encourage them to come along to a different activity for the time being and keep their fitness levels up.

We have launched a campaign across school for our students to meet the World Health Organisation's recommendation of **60 minutes of physical activity a day, 7 days a week**. This includes PE and Dance lessons as well as after-school activities so please do encourage your child to attend their night of sport if they can. Please also help to support the campaign by encouraging your child to be active at home on a regular basis.



Year 9 Extracurricular Sport

Extracurricular sports clubs for Year 9 is on...

MONDAY

What?	Where	Important information
Team games (football/hockey)	Astro/3G pitch/fields *Meet at the pavilion	<ul style="list-style-type: none">Shin pads & trainers for hockeyShin pads, boots & trainers for football
Running/ walking group	Outside *Meet at the sports hall	
Badminton & fitness	Sports hall & fitness room *Meet at the sports hall	<ul style="list-style-type: none">Max. number of 10 students in the fitness room

**All clubs
finish at
4:45pm**



Year 7 Extracurricular Sport

Extracurricular sports clubs for Year 7 is on...

TUESDAY

What?	Where	Important information
Team games (football/hockey)	Astro/3G pitch/fields *Meet at the pavilion	<ul style="list-style-type: none">Shin pads & trainers for hockeyShin pads, boots & trainers for football
Running/ walking group	Outside *Meet at the sports hall	
Badminton & fitness	Sports hall & fitness room *Meet at the sports hall	<ul style="list-style-type: none">Max. number of 10 students in the fitness room

**All clubs
finish at
4:45pm**

SPORT



Year 8 Extracurricular Sport

Extracurricular sports clubs for **Year 8** is on...

WEDNESDAY

What?	Where	Important information
Team games (football/hockey)	Astro/3G pitch/fields *Meet at the pavilion	<ul style="list-style-type: none"> Shin pads & trainers for hockey Shin pads, boots & trainers for football
Running/ walking group	Outside *Meet at the sports hall	
Badminton & fitness	Sports hall & fitness room *Meet at the sports hall	<ul style="list-style-type: none"> Max. number of 10 students in the fitness room

All clubs finish at 4:45pm



Year 10 Extracurricular Sport

Extracurricular sports clubs for **Year 10** is on...

FRIDAY
WEEK 1 ONLY

What?	Where	Important information
Team games (football/hockey)	Astro/3G pitch/fields *Meet at the pavilion	<ul style="list-style-type: none"> Shin pads & trainers for hockey Shin pads, boots & trainers for football
Badminton & fitness	Sports hall & fitness room *Meet at the sports hall	<ul style="list-style-type: none"> Max. number of 10 students in the fitness room

All clubs finish at 4:45pm



Year 11 Extracurricular Sport

Extracurricular sports clubs for **Year 11** is on...

FRIDAY
WEEK 2 ONLY

What?	Where	Important information
Team games (football/hockey)	Astro/3G pitch/fields *Meet at the pavilion	<ul style="list-style-type: none"> Shin pads & trainers for hockey Shin pads, boots & trainers for football
Badminton & fitness	Sports hall & fitness room *Meet at the sports hall	<ul style="list-style-type: none"> Max. number of 10 students in the fitness room
*Yoga for Year 11 is on Wednesdays every week (see Mrs Wardale)		

All clubs finish at 4:45pm

Caitlin is crowned Western Riding Champion

Congratulations to Caitlin Holcroft, in Year 8, who has been crowned the Western Equestrian Society's national youth online champion. Before the summer holidays, Caitlin was in pole position following outstanding performances in her first two shows. She has maintained an exceptional standard through the third and fourth shows and, in doing so, achieved the 'high points' trophy for the whole series.



Caitlin has competed in Showmanship (in-hand class), Horsemanship (ridden) and Trail (ridden obstacle course) and has excelled at all three disciplines. Receiving the patterns to be ridden for each class in advance, Caitlin and the other competitors had some time to practise ahead of being videoed completing the pattern under show rules of which were then emailed to the judge.

Caitlin said: "What I enjoy the most is how variable western is because there are many skills that you have to learn. I would like to do more shows in the future because I like to challenge myself when I am riding my horse."

We have put together a Q&A with Caitlin so you can find out more about her passion for western riding.

How long have you been riding?

I have been riding for approximately four years and originally had lessons learning English style riding. I am now trained by a Western instructor, Emma Chapman Training, in Bedale.

Do you have your own pony - if yes, what's his/her name, size, breed?

I have my own pony called Hope. She is a Welsh Section C, 13.2hh, Palomino.

Does the rest of your family have a keen interest in horses/riding?

My mum has ridden since she was 11, albeit with a number of years break while she moved around with my Dad who was in the forces. My Dad recently learnt to ride after visiting a ranch in America with BLESMA (the Limbless veterans charity).

What prompted your interest in western riding?

My interest came from my Mum who had always wanted to try western riding. When she bought her horse, she decided to train her in Western and learn it herself. I then had lessons on Mum's horse and really liked it.

Are you in a western riding club?

I am a member of The Western Equestrian Society (WES)



SPORT

What are the main differences between standard and western riding?

The main differences between English and Western riding are the tack (saddle, bridle etc) and the activities. Western originated for the cowboys to have a horse that can do a job on the ranch, round cattle, do obstacles etc. It is a more relaxed way of riding while being quite technical. In the UK, western riding is adapted to replicate some of the activities that would be done on a ranch, as we don't have working ranches here, and this is reflected in some of the western show classes.

Have you ever had the opportunity to go to America to ride western, what did you enjoy most, how long did you stay?

As a family, we went to Arizona in February half term, 2019. We stayed at The Arizona Cowboy College, which is a working ranch that runs week-long courses training people on the ways of a working ranch. The Cowboy College has been featured on a number of reality TV shows. I most enjoyed the full day ride we did out into the desert and mountains just outside Scottsdale, among the giant Saguaro Cacti, and riding the different horses.

How did you find out about the competitions?

I found out about the competitions from the Western Equestrian Society as they had decided to run some online events for the younger members to help them get experience at showing. It then became something for them to have fun doing over lockdown.

Is it a national competition?

It is a national competition for young people aged 2 to 18.

How was your riding judged?

There were two classes per show in a series of four shows. The disciplines include: Showmanship (in hand class), Horsemanship (ridden) and Trail (ridden obstacle course). Patterns to be ridden for each class were sent out in advance so the competitors could practise. I was videoed completing the pattern under show rules and the videos were emailed to the judge.

Is there a specific style?

It is not a specific type of western as there are different classes, each of which are different styles and judged on different aspects and technicalities.



ACADEMIC

STUDENTS GET A TASTE OF OXBRIDGE

Four students from Year 13 took up amazing opportunities with the Universities of Oxford and Cambridge this summer. The courses are highly competitive and give students a taste of the Oxford or Cambridge undergraduate student experience. Students attended lectures and seminars in their chosen subject area, and received expert advice on the Oxbridge application and interview process. The courses were run virtually this year.



Sam Potter, James Longstaff and Sandesh Gurung attended the Oxford University UNIQ Summer School. Sam took part in the Chemistry course, where he covered topics such as crystal structures, chirality, hydrogen fuel cells, DNA, and quantum chemistry. Students participated in tutorials covering physical, inorganic and organic branches of chemistry.

James attended the Engineering course, where he had the chance to sample the sheer scale of the application of engineering science, from robotics to uses in medicine and transport. Students were exposed to the breadth of possibilities that a degree, and career, in engineering can offer. James said: "It was a fun experience which allowed me to explore more deeply an area which I already found interesting, which increased my interest in the subject."

Sandesh studied at the Mathematics summer school and said: "I learned about matrices, Markov chains and explored modelling in 3-D with calculus. Whilst studying at this summer school, I was able to find out about university life, especially as a mathematician at a world-class university "

Isabel Bacon attended the University of Cambridge Summer School in Biological Sciences: Zoology, Plant Sciences and Neuroscience in August 2020. Sponsored by the Sutton Trust, this Summer School introduced the nature of Biology study at university. It included lectures on evolution, biodiversity, genetics and biochemistry. A key focus of the course was to develop biological thinking skills, as well as problem-solving sessions, and a scientific "escape room" activity. Isabel was thrilled to be given a laptop by the Sutton Trust to complete the online summer school.

Isabel said: "The UNIQ Oxford Summer School and the Sutton Trust Cambridge Summer School allowed me to choose which course I felt was best for me as well as giving me lots of useful tips for writing my personal statement and how to have a successful interview. It also gave me some ideas for further reading."



IZZY'S GERMAN SCHOLARSHIP WITH THE GOETHE INSTITUT

Last year, I was given the opportunity to apply for a summer scholarship, to study German in Germany for two weeks. This was through the Partners for the Future (PASCH) initiative with the prestigious Goethe Institut, with which Richmond School is partnered. It was an international course, so there would be lots of people from all over the world on the same course as me.



The application process involved putting together a three-page PowerPoint on the chosen topic for that year – 'What German and Germany means to me'. This all had to be in German, so it was very challenging, but through hard work and perseverance, and a hand from Miss Dutton, I managed to achieve a place.

However, due to Covid-19, I was unable to travel to Germany. This meant that I took part in the first-ever Digital Pasch Summer Camp. We were given a login to a platform that was all in German, so that in itself was the first big hurdle. Every day, I was set work on the 'Lerntplattform'. This work varied in topics, from 'Saubere Energie', 'Schule' and 'Ziele für nachhaltige Entwicklung'. (clean energy, school and sustainability goals.) Then, in the evenings, Zoom conferences were held, for 1-2 hours. Here we would discuss the work we had done, different ideas we had, and we would also have a 'Live Lesson', learning more in depth about the topics - every word in German!

Our teacher, Susanne, was a lovely lady who was very kind and understanding. It didn't matter if you said something that wasn't quite right, she would help you understand how to say what you wanted to, and she was very good at explaining things slowly and in a way we could all understand. We also had meets with young German ambassadors twice a week, where we could ask any question to do with culture, or any topic we were discussing. For the last two days, we had to do a group project on what we thought was the most important German sustainability goal, of which there are 17. I was nominated as a group leader. In my group, there was a boy and two girls from Senegal, a girl from England and another boy from America. This was a great way to get to know people and make friends. We had several Zooms in our groups, where we worked on our project, but also had a lot of fun, which was nice. In the final conference, we presented our projects, and said goodbye to our new friends and to the teachers.

It was a very challenging experience, but it was definitely worth it. I learned so much, and made lots of friends. A big 'Thank You' to Miss Dutton for helping me with the whole process.

Izzy Lundberg, Year 11

EMILY SCOOPS TOP PRIZE IN BASTILLE DAY TRUST CHALLENGE

Emily Southcoat, in Year 8, has scooped first prize in the Bastille Day Trust Challenge. The competition was open to students across Year groups 7 to 12 from Richmond, Stokesley and Northallerton, the three schools in the Areté Learning Trust.

In July, students were tasked with researching and presenting Bastille Day, choosing their own platform and format to present their findings in a creative way. The entries were judged taking into account the age of the students and Emily's stunning project was judged as the overall winner from Richmond School and Sixth Form College. Students were able to complete the work over lockdown, ahead of the return to school in September. The entries were judged by Mrs Norman, Lead Teacher for Modern Languages, and Mrs Drumm, the head of the Modern Languages faculty at Stokesley School and Sixth Form College.

Mrs Norman, Lead Teacher for Modern Languages, said: "Emily's work shows very detailed research about this symbolic event for France and she offers interesting and less well-known facts about the French Revolution. Many of our school values are embodied in Emily's presentation and her excellent work impressed and delighted both Mrs Drumm and me. The standard of her work was most impressive, especially considering she was in Year 7 when she completed it."



YOUNG ENTREPRENEURS STRIKE A BIG DEAL

Four young entrepreneurs have won national awards in the 2020 Big Deal enterprise project. The Year 11 students, from Richmond School and Sixth Form College, scooped the top accolades in four categories. Sponsored by the University of York, a leading Russell Group University, the pioneering project takes students through a three-month intensive programme whereby they complete a series of business planning tasks, including ideas generation, budgeting, marketing and risk analysis.



This year, the programme was entirely online, however it didn't deter the students who embraced this new way of working and delivered impressive results. Amelia Brown won the award for outstanding engagement, Cora Aked for outstanding webinar engagement, Emma Scott for an outstanding business plan and Peter Longstaff for outstanding submissions in the weekly activities and business plan.

At the end of the programme, the students submitted their business plans, which were judged by business mentors and university leaders. The students were awarded AirPods, tablets, stationery packs and University of York hoodies in recognition of their great ideas and contributions.

Peter's business plan was for a product called "Cool Dog" which helps pets to keep cool in very hot weather. Ms Mannion said: "The idea is ingenious and the business plan itself very professional and worthy of inclusion on Dragon's Den." Cora was also asked to develop a webinar on being an entrepreneur and the skills required and has developed superb presentation skills.

John Frankland, Director of 5th Dimension Consulting Ltd in Hull, said: "I've been amazed at the ideas that the students came forward with. I have worked with companies ranging from new start-ups through to multi-national corporations, but I still find some of the questions the students are coming up with really challenging. They've clearly thought a lot about what it is they want to achieve."

Forty students took part in the 13-week programme and the winners were announced at an online Big Deal Awards ceremony to celebrate the successes of the young entrepreneurs. It included Guest Speaker Workshops to inspire students and help them to discover how to take their skills and ideas from The Big Deal into the future.

Ms Mannion said: "We had a massive take up to the Big Deal and I am very proud of all forty of our students for taking part. They demonstrated a huge commitment as this project spanned four months during school closure, it was a challenge that really motivated them. They also demonstrated fantastic independent learning skills which helps to develop employability skills for the future. It is a great honour for the school for four of our students to scoop top awards in a national competition."

By working in partnership with businesses and schools, the university promotes dynamic relationships between students and professionals to bridge the gap between education and industry. The scheme was established by the university in partnership with leading businesses such as Google, Shell, HSBC and Goldman Sachs.

Staff from the University of York thanked students for their high levels of resilience, dedication, perseverance, creativity and their truly inspirational business portfolios.

A-LEVEL BIOLOGISTS STUDY ECOSYSTEMS ON FIELD TRIP TO REDCAR

On a glorious autumnal day, a group of A-level Biology students went to Redcar to collect data on the ecology of sand dunes. This trip replaced the residential A-level Biology trip which normally runs at end of June but was cancelled this year due to Covid 19.

The trip involved sampling the species along the sand dune to show how succession affects their distribution. The data gathered is processed back at college and the skills learnt contribute to the A-level Biology course.

Rob Haye, Lead Teacher for Science said: "After having to cancel the summer field trip I am delighted that this year's biologists have had a chance to get outside and study ecosystems close up. The dunes were in a great condition and the weather put on a show making it an excellent day in the field."

Naomi Byard, Year 13 student, added: "It was a welcome change to virtual learning and it was extremely beneficial and rewarding seeing the biology we have learnt in class come to life."



YEAR 13 GEOGRAPHERS UNDERTAKE INVESTIGATIONS AROUND THE NORTH EAST

Year 13 Geographers have undertaken several investigations around the North of England ranging from Arkengarthdale to Guisborough and Redcar. The investigations were designed and developed to allow the students to collect their own fieldwork data which will be used in their non-examined assessment later this year.

Following Mrs House and Mr Hedley's demonstration of data collection techniques at the first sites, students then worked in small groups to collect their own data. Upon returning to college, the data will be

presented, analysed and evaluated independently in a 4,000 word report, which will be assessed and will contribute 20% towards their final A-level grade.

All the students were an absolute credit to both the Geography department and Richmond School and Sixth Form College.



ACADEMIC

TOP AWARDS FOR KEEN PROBLEM SOLVERS



Forty-one problem solvers have received top awards in a national Mathematics competition. The Year 7, 8 and 9 students from Richmond School and Sixth Form College have been awarded Bronze, Silver and Gold, certificates from the United Kingdom Mathematics Trust (UKMT) which organises a series of challenges for the gifted and talented in Mathematics.

The students completed the Junior Maths challenge, which is aimed at students up to and including Year 8. The results have been announced and the students were presented with their certificates in recognition of their fabulous achievements.

In a normal year, Year 7 and 8 students would prepare for the competition in school, with a series of after-school sessions arranged for Year 6 pupils. This would be followed by an hour-long challenge in exam conditions in school. Lockdown necessitated an on-line version that could be done at home.

Scott Lunn, Lead Teacher for Maths, said: “A huge credit is due to all the students who took part and had the resilience to follow a whole series of instructions sent out by e-mail. We were delighted that so many of our students achieved the coveted Bronze, Silver and Gold awards and it was a pleasure to present them with their certificates.”

The UK Mathematics Trust was founded in 1996 and its charitable aim is to advance the education of young people in mathematics. They do this by working with hundreds of volunteers across the UK to organize competitions promoting problem solving and team work and other mathematical enrichment activities. The Junior, Intermediate and Senior mathematical challenges attract over 700,000 entries each year.

Scott Lunn concluded: “Our students really enjoy the UKMT challenges and thrive on solving a host of mathematical problems. Each year they look forward to taking part. It’s a fabulous initiative to develop a love of problem solving and open our young people’s minds to the breadth and depth of mathematics.”



CAREERS

We are delighted that many of our students have secured apprenticeships following their GCSEs.



Congratulations to Olivia Frankland, who has secured an apprenticeship in hairdressing with Saks Scotch Corner, at the Stables Sedbury Hall. Olivia was the first student in the year to gain an apprenticeship.

Anna Clinton, owner of Saks, said: "We are excited to welcome Olivia to the team. She has been joining us for training since October last year so she already feels like part of our family. We are really impressed by the commitment she has already shown and are looking forward to seeing her progress with her qualifications."



Ryan has successfully started an apprenticeship in plant machinery, repairing heavy machining equipment such as excavators and quarry machinery at Clennal Plant Repairs, which he secured during lockdown. He will attend Askham Bryan College one week each month.



With a passion for Food Technology, Gemma Ridley has started her catering apprenticeship at Mainsgill Farmshop.



Luke Constantine, UK junior rallycross champion, is doing a construction apprenticeship with Constantine Building Services.



Scott Storr is thrilled to be starting an apprenticeship in agricultural engineering with Brian Robinson Machinery Ltd and will be studying at Askham Bryan College.



Josh Wrightham, apprentice electrician at O.S Electrical Services Ltd. and Ethan Hayden, apprentice plumber at PH Machin Plumbing, have both made a great impression on their employers.



George McCowie has secured a coveted place in Darlington Football Club's Academy Team where he will study for a Level-3 Extended Diploma in Sport, whilst playing in the National League with the Academy Team.



CAREERS

SCHOOL CAREERS' VISIT LEADS TO APPRENTICESHIP AT SWALE SCAFFOLDING

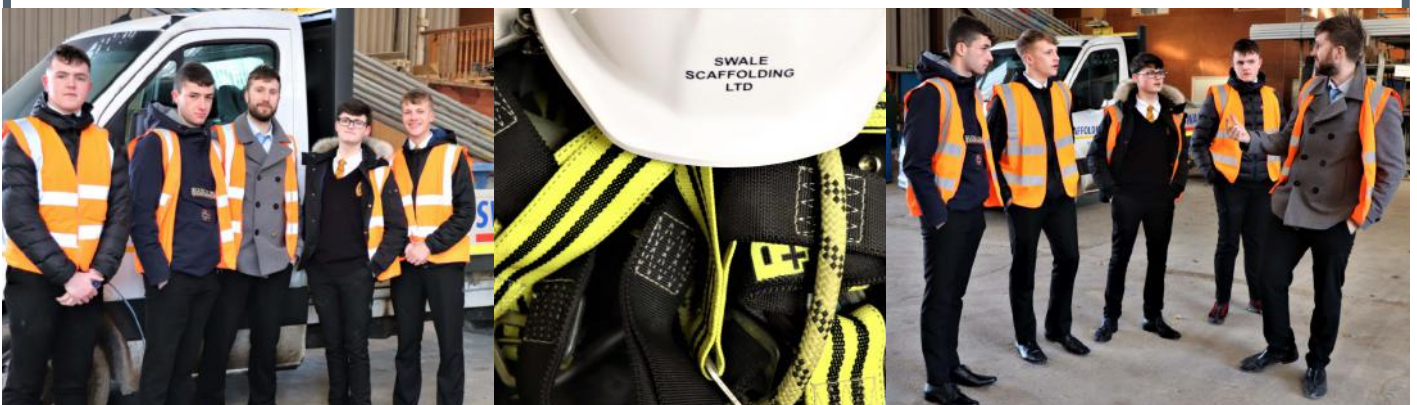


We are pleased to share some great news about Matty Davis, who left us after his GCSEs this summer. Matty has secured an apprenticeship with Swale Scaffolding Ltd, based in Brompton-On-Swale. Matty met Aaron Pepe, contracts manager and a former student, and other members of staff, when he took part in an employer visit to the company with the school's careers' team in February. He was impressed with what he saw, after being given a tour around the site and a glimpse of working life as a scaffolder.

Paul Ward, Managing Director of Swale Scaffolding, said: "Matty has settled so quickly in to his new/first work environment and he is already proving to be great asset to our team. He presents at work each day with a great air of enthusiasm and has a real spring in his step as he travels around the yard in his gleaming new uniform. If Matty keeps this high standard up he will have a great future with Swale Scaffolding Ltd.

"We would also like to pass on our sincere thanks to Richmond School in helping us with the first intake of what we hope to be an annual apprenticeship recruitment drive with the school"

Well done to Matty, we are very proud of what you have achieved.



ALUMNI

PASSING OUT WITH FLYING COLOURS!

We are pleased to share some news about former Richmond School and Sixth Form student, Amy Judge. Amy has passed all of her policing training with flying colours with Cheshire Constabulary and passed out on 10th July 2020.

Mrs Weston, Amy's former tutor said: "Amy joined us in Year 9 and was a very determined student who always knew exactly what she wanted to do when she left school. She was an RAF cadet, loved sport and worked hard to achieve the academic qualifications required to enable her to join the police. I'm very proud of her and was delighted when she got in touch to tell me that she had achieved her dream of becoming a police officer."

Amy said: "I've always wanted to be in the police and applied for North Yorkshire Police, later transferring to Cheshire police. During my time at Richmond School the main two teachers who pushed me were Mrs Weston and Miss Harrower."

We wish Amy every success as she embarks on her career.



FROM SWALEDALE ALLIANCE TO YORK ST JOHN UNIVERSITY

Giselle Bacon left Richmond Sixth Form College in July 2019, after studying A-Levels in English Language, English Literature, and Classics. She was very keen to go into a career in Primary Education and decided to take a gap year and study for the Swaledale Alliance CACHE Level 3 Teaching Assistant programme, which gives experience in a primary school and a qualification as a teaching assistant.

Giselle was able to study part-time and carry out her work experience in a primary school. Giselle says: "I was treated like a member of staff and had the same responsibilities as the other teaching assistants in the school. The teachers I worked with were very supportive and I felt able to achieve my full potential. I was given many different opportunities throughout the school year, such as working with small groups, whole classes and helping with the school play. My mentor was extremely friendly and gave me plenty of helpful advice for developing my skills."



Giselle was also able to have a part-time job, complete the Duke of Edinburgh Gold Award, and learn to drive during the year, all of which helped her to prepare for the next steps in her career.

Giselle added: "The Swaledale Alliance course has helped me greatly. I am sure that including this course in my Personal Statement for university really helped me. When being interviewed, I was able to talk about my experiences on the Teaching Assistant course, and it also meant that I was completely sure that primary teaching was the career I wanted to pursue. I would highly recommend this course to any student who wishes to have a teaching career, or any career that involves working with children."

Ms Mannion, Careers Leader, commented: "We are so impressed with Giselle, her self-motivation, resilience, and her determination to succeed. She has now started a degree in Primary Education at York St John University and we wish her every success."

Giselle is pictured on her first day in her halls of residence. Details of the course with the Swaledale Alliance can be found at <http://www.swaledalealliance.org/professional-development/teaching-assistant-ncfe-cache-course/>

ALUMNI

'HOME', THE STUNNING NEW SONG BY ALUMNUS STEFAN WARDALE

HOME, the stunning new song by alumnus Stefan Wardale, will strike a chord with many of our former students as they prepare to leave home and head off to university or the world of work in the coming days – please do spare a few minutes to listen to the song www.youtube.com/watch?v=JeGG68tvb_Q which is about leaving home (you may want to have the tissues at the ready!)

If you didn't get a chance to hear Stefan's earlier song, I Wish, you can listen to it at www.youtube.com/watch?v=Trns0msU97c

You can find out more about Stefan's music and his plans for the future at www.richmondschool.net/the-musician-not-to-be-missed/new-career.



Stefan has also been in the news recently regarding a fabulous project he has been working on with his Dad, Andy, a former teacher at Richmond School and Sixth Form College.

The father and son duo have recorded a stunning piece of music during lockdown. The beauty of this performance of Hymnus, by Julian Klengal, is that it is usually for a group of 12 individual cellists so, instead, Andy has played each of the parts and Stefan has used his technical skills to blend them together.

You can listen to the beautiful rendition and other music that Andy and Stefan recorded this summer at www.urbanbirdsong.co.uk/blogandywardalestefanwardale/ and read the full story on Richmondshire Today at <http://www.richmondshiretoday.co.uk/father-and-son-musicians-use-lockdown-to-make-ambitious-recording/>



BEN WALKER SHARES HIS EXPERIENCES OF STUDYING VETERINARY SCIENCE

Each year, we have students who are very interested in pursuing careers working with animals as vets or nurses. We are delighted that Ben Walker, who recently graduated with a first class honours degree in Veterinary Science, accepted our invitation to do a Q & A to share his experiences.

What A-levels did you study at Richmond Sixth Form College?

I studied Biology, Chemistry, Maths and History

When did you decide you wanted to be a vet?

I think I knew fairly early on that I wanted to be a vet. I spent a lot of my childhood at my grandparents' farm, I've always loved animals and the idea of being able to work outside really appealed to me.

Did you do any work experience before going to university, if so, what type and where?

I did a lot! I had over 300 hours under my belt when I was applying for vet school at lots of different places: two different vets' practices, a stables, and a few different farms - dairy, sheep etc - I then had a year out between college and vet school and travelled to Australia where I worked on a cattle ranch for a few months - it was a bit of an eye opener with long hard graft in the heat but an amazing experience, nonetheless!

During my year out I also worked at the greengrocers in Richmond which strangely might have been some of my most important experiences before starting at university. So much of the work of a vet relies on being able to communicate effectively with clients and I think I've best learnt to do that working on a shop floor!

Which university did you study at?

Nottingham



How did you find the course?

I've really enjoyed the course so far. The first two years are focused on the healthy animal - learning about different body systems and principles. Third year mostly involves a research project so I've spent the last year working on a trial involving sheep nutrition (looking at the benefits of feeding them tree leaves strangely!) and I'm just in the final stages of getting my work published which is exciting! I think Nottingham is quite unique in offering students the opportunities to get involved in that sort of work.

How was the application process?

I found it really challenging, to be honest. The entry requirements are high for every vet school and all require you to get a lot of work experience as part of the application process. Additionally all the universities use interviews as part of the process which was something I wasn't really geared up for. The school helped massively (to be frank, I don't know that I'd have got into vet school without all the support I got from staff) by arranging a mock interview for me at a local vets' practice. Initially, I was rejected by all four vet schools that I'd applied to which was quite tough and it wasn't until June of Year 13 that I was offered an interview at Nottingham.



ALUMNI

What were your favourite aspects of the course?

I arrived at vet school somewhat naively thinking that most of the work of a vet involves diseased animals but actually the aspect that I've enjoyed most is dairy herd health and flock health planning which is more about helping farmers make improvements to prevent diseases and improve production. It sounds very boring to say that I most enjoy learning how to use spreadsheets to do this but it really is interesting!

How much practical work did the course involve?

Nottingham is really focused on practical work. In the first week you learn how to operate an ultrasound machine and from then on you get two days of practical teaching each week. It means that all the theory is grounded in practical teaching which is of course vital for such a practical job! You also have to complete a lot of placements at farms and stables in your first three years then vets practices in the final two years - it's here that you get to practise all the skills you've learnt throughout vet school.

What happens now you have graduated and what are the next stages before you qualify in two years' time?

So now after three years, I've finished the first degree but I have two more years before the second degree, after which I'll be qualified. The year ahead is mostly clinical teaching - so far more focused on what work will be like when I qualify, then in my fifth and final year I'll start rotations - basically moving between lots of different vets' practices and starting to have a go at being a vet!

Do you have an area you would like to specialise in?

I don't think I would like to specialise. I mostly love the variety that comes with working across a wide range of species and a wide range of fields.

Do you prefer small/domestic animals or large animals such as farm/equine?

I maybe do prefer farm work - mostly just because I like working outdoors and having a laugh with farmers. I ran the farm vet society at the vet school for the last couple of years and really enjoyed it - we arranged a load of interesting farm talks and practicals, including a talk from Julian Norton, the Yorkshire vet.

Final word.....

I just think vet medicine is a great course to go for if you enjoy hands-on work and problem solving. I'm looking forward to getting out into the real world and having a go!

Thank you so much to Ben for his insights into life at vet school, some really useful and valuable advice for our students.

Ben really appreciated all the help and support during his time at Richmond School and Sixth Form College and he has kindly offered to come into school and college to be a mentor for students who are interested in working with animals. We are looking forward to arranging this in the future.



ALUMNI

EMILY SHARES HER EXPERIENCES OF WORKING WITH CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Congratulations to Emily Treweek, who has secured a position as a teaching assistant at a primary school in Northallerton. Emily was highly regarded in college for her professionalism, compassion and enthusiasm when leading sporting activities with primary children. Whenever children from local primary and special schools visited, without fail, Emily always motivated and encouraged the children and was a great inspiration to them. As a teaching assistant, Emily will be working one-to-one with a child in Key Stage 2.



Mrs Carruthers, PE Teacher and School Games Organiser, said: “Emily started to help coaching and leading sports events when she started Richmond School and Sixth form. She proved to be a natural in front of the young people as she volunteered her time to help run a variety of School Games sporting events. She soon found her niche as she excelled working with pupils with special educational needs and was recognised by staff from across North Yorkshire on many occasions for her excellent attitude, ability and approach to her coaching and leadership work.”

We were pleased to be catch up with Emily to find out more about her new role and what interests and inspires her in working with children with special educational needs.



What prompted you to apply for the role

When it came to looking round and applying to university, I decided I didn't think that was the right route for me at this time. I still went through the application process but applied for 2021 entry. I received all my offers back and have conditional offers from the four universities I applied for. When we went into lockdown, I decided this would be the perfect time to keep an eye out for jobs so I signed up to 'Indeed' and checked it daily. I have wanted to go into teaching and supporting those with additional needs since I started leading sports events in Year 12 and so given that I wasn't going to university I decided that becoming a teaching assistant would be a good route to take in order to gain more classroom experience. I was offered an interview at a primary school in Northallerton to work one-to-one with a student in Key Stage 2. To my complete surprise I was offered the job!

Are you especially interested in working with children with special educational needs

Ever since tail running in a cross-country event with a girl who has Down's Syndrome, I have been fascinated by the different ways people with special needs access different things and the way their additional needs can affect different areas of their lives. I think it is really important that everything is accessible to those with additional needs whatever they might be, but I am particularly interested in accessible sport and education. A spark was truly ignited in me when I started to help run the panathlon events and I realised then that I was desperate to work with people who have special needs. For the longest time, the route I was going to take in order to do this was still a huge decision I had to make but I just knew that regardless of that, I wanted to end up in a role where I can support people in this group. The job I have now is absolutely perfect and will focus on helping a student by working one-to-one with them in order to meet their needs. I am very excited to have the opportunity to learn more about it and to try and break down barriers to learning.

I honestly can't thank the staff at Richmond School and Sixth Form enough, especially my sport teachers for always pushing me and trusting me to take on different responsibilities and my psychology teacher for seeing past all the negative parts and always believing in my ability! I couldn't have achieved what I have without the ongoing support of all the staff at school and I am so grateful to them!

CHARLOTTE CREATES STUNNING ARTWORK

Charlotte Bunney, alumna, has just started her final year at Oxford University where she is studying a BA in Classics. She has always enjoyed art as a hobby and has developed this over the last few months, to create a stunning portfolio of her work. While her studying is her priority, art helps her relax during her free time.

Having grown up in the Richmond and the Dales area, much of Charlotte's work is based around nature and she particularly likes painting birds. Although living some distance from the coast, her art is also inspired by the sea, with another influence being the Classical world, drawing on her love for Classics and her projects at university. She describes her work as 'somewhat flexible, shifting around somewhere between fine art and illustration.'

You can find out more about Charlotte's style and the media she works with at

www.charlottebunneyart.squarespace.com

where you can also browse her portfolio. You can also follow Charlotte on Instagram: [@artssoliloquies](https://www.instagram.com/artssoliloquies)



HEADTEACHER'S VALUES AWARD



Myles Fairhurst, in Year 7, was nominated by Miss Weston and Mr Boulton-Lear who wrote: "We are so impressed with the creativity, independence and excellence that Myles demonstrated in completing the Year 6 English transition work. As well as recreating a Victorian portrait, Myles produced a five page Victorian newspaper packed full of interesting historical information, all written in an engaging style. He even recorded a short video of himself – complete with cravat and top hat – reading Tennyson's poem, 'The Eagle'. What a creative and inspiring start to his Year 7 English work! Well done Myles."

Lili Soley, in Year 7, was nominated by Miss Abbey, who wrote: "Throughout our unit of work based on endurance goals which helps students to build their stamina levels to be able to run for a longer amount of time, Lili has worked exceptionally hard. In today's lesson, we repeated our experiment to see if the students could run for a longer amount of time before needing a walk break. Lili's aim was to beat her target of 7 minutes 20 seconds of consecutive running, covering a distance of around 1.6km. Lili has been practising her running at home and after school clubs. She absolutely smashed her target by running for 20 minutes, covering a distance of 3.3km."

Not only did Lili show incredible independence and resilience to keep her own pace going the whole time, she also found opportunities to jog with other members of the group to encourage them to keep going. She could be heard giving them praise about how much they had achieved already and that they could keep going a little bit longer. She is an exceptional young student who has impressed the PE staff already."



Finlay Moss, in Year 7 was nominated by Miss Paul, who wrote: "Finlay can often find life at school quite challenging and can sometimes require support and encouragement to participate fully."

"Having said this, I was incredibly impressed with Finlay when he arrived at my after-school Drama Club, Drama Llamas Theatre Group, on Monday 5th October. Not only did he get involved and compete in various games, whilst working well in a team, he also was selected for a solo speaking role in our new group Horror piece we are creating for Halloween. Whilst he sometimes struggles with loud group tasks he

persevered and created an excellent character to include in the piece, exercising his body language and vocal skills and concentration. I am thrilled to have Finlay in this group and will be pleased with his continued resilience and commitment throughout the year."

Emily Southcoat, in Year 8, was nominated by Mrs Norman, who wrote: "Emily has scooped first prize in the Bastille Day Trust Challenge. The competition was open to students across Year groups 7 to 12 from Richmond, Stokesley and Northallerton, the three schools in the Areté Learning Trust. The entries were judged taking into account the age of the students and Emily's project was judged as the overall winner from our school."

Many of our school values are embodied in Emily's presentation and her excellent work impressed both Mrs Drumm (Stokesley) and me. The standard of her work was very impressive, especially considering she was in Year 7 when she completed it."

You can find out more about Emily's project on page 23.



And finally.....

This has been a half term like no other. The students and staff have been wonderful in the way they have adapted so positively to the many changes to the school day as a result of the challenges we face with COVID-19. They have also suffered the huge shock of the tragic loss of Mr Clark, which has rocked the whole school community. I have been overwhelmed with how the students and staff have supported each other and the many gestures of kindness shown. We should all be very proud of them. The messages from parents and carers have also been a great comfort to us and Mr Clark's family. Please enjoy the photographs below of our terrific students during the first few weeks of the academic year.

Jenna Potter, Headteacher

