

Welcome to our February Newsletter - At a time of such uncertainty and what feels like 'inactivity', I have taken great comfort from reviewing the news on our website and reminding myself of the creativity, resilience and excellence being shown by our students on a daily basis. There are regular updates detailing achievements and student involvement across a very wide range of areas, from Computer Science, the world of English Literature, Online Safety and Amnesty International, to video editing, Enduro and the construction of various creations in the snow! These are exactly the things that make education such a fantastic place to be and it is genuinely a privilege to be even a small part of projects such as those mentioned above.

The lack of work experience this year for students in Years 10 and 12 is a real disappointment. We know from many years of participation, how much students 'grow' in their week at work, sometimes confirming a passion for a particular area of work, sometimes confirming the opposite, but always learning things about themselves and the skills necessary for success in the workplace. We are therefore delighted that many virtual work experience opportunities are now being shared by Ms Mannion in the Careers Google Classroom and on our facebook page, and I urge students to take a look and apply. A recent Headteacher's Values Award winner, Sarah Manning in Year 10, won the award for doing just that and successfully gaining a place on the Speakers for Schools 'Virtual leadership Insight Session' at The Royal Military Academy Sandhurst. The message from me is clear - the opportunities are there, they just need to be seized.

Our Sixth Form student leaders have recently organised and conducted the interview process for our aspiring Year 10 student leaders and as a result we have appointed 30 new recruits. Mrs Weston fed back to me the exemplary manner in which the interviews were managed by the sixth formers who once again went above and beyond in helping us further shape our school. We now believe we have a blueprint for Student Leadership across our school and college and have plans to develop this into Key Stage 3 next year.

Students are working hard in what are very trying circumstances and I take my hat off to them and to you, their parents, for supporting them in their endeavours. As we turn a corner into spring and summer, we look forward to the return to school again, whenever this may be. Until then, thank you for all that you are doing.

Best wishes for the half-term holiday,

Jenna Potter
Headteacher



A former student gives a helping hand at school - find out more on page 3



BBC Look North feature news of Myles' fascinating 'Lost Soldier' film project. Turn to pages 11 and 12 to enjoy the footage.

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**Richmond School
& Sixth Form College**

Being the best we can be



IN THE COMMUNITY

FANTASTIC OPPORTUNITY FOR STUDENTS TO DESIGN A LOGO FOR THE FRIENDS OF THE FRIARAGE HOSPITAL



The Friends of The Friarage Hospital are updating their branding and are inviting students from local primary and secondary schools to put forward their designs for a new logo. As our local hospital, we are privileged that the Friarage serves our community so well and we hope many of our students will enter the competition to support the Friends of the Friarage in their tremendous work. The charity donates valuable time and fundraises for medical support, as well as running the shop in the hospital. In recent years they have helped to raise thousands of pounds for specialist eye equipment, an MRI scanner, ultrasound technology and other vital equipment and much more.

The closing date is not until FRIDAY 19TH FEBRUARY, so this would make a great half-term project. Make sure your logo is impactful, strong and sums up the charity's work to stand a chance of the trustees of the charity selecting a shortlist of ten of their favourite designs. The students' artwork will then be used to brief a designer to create the final design. Each of the ten students will be rewarded with a £10 book voucher.

To stand a chance of your design inspiring the charity's new branding please complete the application form at [FRIENDS OF THE FRIARAGE APPLICATION FORM](#) and email with a scan of the artwork of your logo to: celia.curry@nhs.net by 19th February. To find out more about the valuable work of the Friends of the Friarage visit [FRIENDS OF THE FRIARAGE](#) and for further details on the competition, including the terms and conditions visit [FRIENDS OF THE FRIARAGE COMPETITION](#)

As a school and college, we are delighted that some of our students have already supported the Friends of the Friarage in the development of their communications activity and engagement with the local community. Three of our Year 12 students recently took part in a focus group which, along with other groups, identified a need for them to modernise and develop their brand. You can find out more about their contribution to the research at [STUDENTS SUPPORTING THE FRIENDS OF THE FRIARAGE](#)

Susan Watson, joint chair of trustees for the Friends of the Friarage said: "Working with the local community is extremely important to us. With the NHS in the spotlight right now there has never been a more valuable time for us to look at our brand and ensure we are doing everything we can to support the Friarage Hospital.

"By recreating our logo, we want to develop a stronger brand so it's more recognisable to local residents and build stronger relationships. School pupils are the future of the charity so it's vital we engage with this younger audience and bring them on this journey to develop our look and feel. We can't wait to see what the children create and hope it gives them a positive and fun task during lockdown."



IN THE COMMUNITY

FORMER STUDENT GIVES A HELPING HAND WITH COVID TESTING AT SCHOOL



A former student has answered a call out for volunteers to help with Covid testing after it was introduced in school following the recent lockdown. Hannah Speakman, who left our college in 2019, and is currently in her second year of a BSC (Hons) degree in Professional Policing, did not hesitate to offer her time to support the school while she is studying at home.

Hannah has come into school on a regular basis over the last few weeks to help. A dedicated space has been created for the testing which includes all the necessary equipment, screens and social distancing.

Jenna Potter said: "It really did not surprise me that within hours of putting an appeal out for volunteers that Hannah was pretty much the first to get in touch. When at school and college, Hannah could always be relied on to give a helping hand. She was especially good working with our younger students and pupils from visiting primary schools and she also volunteered for five years at Richmond Rugby Club. Her concern for others and strong sense of community will certainly be of huge benefit in her career path in the police. We are most appreciative of Hannah giving up her time to help us in the early stages of the Covid testing in school."

Hannah said: "It has been great to be back at school and offer support with the Covid testing. I am still in education myself and I am very aware it's a very tough time at the minute so I wanted to help in any way I could."



IN THE COMMUNITY

LEGACIES TO DAVE CLARK, A KEEN SPORTSMAN AND LOVER OF THE GREAT OUTDOORS

Students and staff at Richmond School and Sixth Form College have honoured Dave Clark, their much loved and greatly missed Deputy Headteacher, with two legacies. A Scots pine tree has been planted in the grounds of the school, creating a sense of Mr Clark keeping a watchful eye over everyone, whilst also acknowledging his Scottish roots. In recognition of the enormous contribution that Mr Clark made to sport at Richmond School and in the community, the newly-built 3G sports pitch has been named the Dave Clark Arena.



Planting a Scots Pine was the idea of Liz Merckx, Special Educational Needs Co-ordinator, with students and staff raising the money to purchase the tree through an optional dress day. Jenna Potter, Headteacher, said: "This seemed exactly the right thing to do to honour Dave's memory. He was a tall man but someone who was a gentle giant, full of compassion. He was also a great lover of nature and the countryside so we can't wait to watch the tree grow and give us the feeling of security that we also felt when Dave was around."

The Scots Pine tree is positioned outside Mr Clark's first office at Richmond School and will be enjoyed by staff and students for many generations to come. Jane and Hannah Clark, Mr Clark's wife and daughter, joined Mrs Potter and Miss Merckx to mark the planting of the tree.



IN THE COMMUNITY

OUTSTANDING SPORTING OPPORTUNITIES OFFERED BY THE DAVE CLARK ARENA



Take a look at the outstanding sporting opportunities offered by the Dave Clark Arena. Our new flood-lit 3G pitch not only offers exceptional sporting facilities for our school and sixth form students but also delivers increased playing opportunities for the wider community and local sports teams. Enjoy this great video <https://www.youtube.com/watch?v=40lhCDChXH0> which highlights the enormous benefits of the Dave Clark Arena which, within two months of opening, has rapidly become a very popular facility in school and across the community and is already at 95% capacity. The school's new pitch now hosts a local junior league with 20 teams and over 500 junior players playing football weekly at the facility.



Other football clubs are using the floodlit facility for matches and training, with local team Richmond Mavericks FC remarking that the Dave Clark Arena is: "A superb new facility that is run very smoothly and efficiently."

Richmondshire District Council Chairman, Clive World comments: "This is a great facility not just for Richmond but for the whole district."

Tony Potter, Head of Community Sport at Richmond School and Sixth Form College, said: "We always envisaged this fabulous facility being the hub for sport in the area and this is certainly the case. We are so grateful to the various organisations who contributed to the funding of the Dave Clark Arena project, which included the Football Foundation, Richmond School Trustees, Sport England, Richmond Town Football Club and Richmondshire District Council. It is just what the area needed and I hope it will encourage people, of all ages, to be more active and do more sport. With Dave being such a keen sportsman, this is the most fitting tribute to him.

"Our special thanks go to the main contractors and suppliers who worked tirelessly to create this outstanding facility, which is unrivalled in the local area. The superb pitch was designed and constructed by McArdle Sport Tec, with the artificial 3G turf surface manufactured by TigerTurf. The terrific floodlit lighting scheme was designed and installed by Halliday Lighting who very kindly created this video."

IN THE COMMUNITY

ARE YOU 16 OR OVER? ARE YOU LOOKING FOR A GREAT VOLUNTEERING ROLE TO GIVE SOMETHING BACK TO YOUR COMMUNITY AND BRING HISTORY TO LIFE?

Then look no further than the Wensleydale Railway's Heritage Education Project. At Leeming Bar Station House, the aim is to transport visitors into a different world by restoring the station to how it would have looked 100 years ago! Think steam engines, whistles and flags on the platform and odd fashion choices. The project will feature a range of rooms: the Station Master's Parlour, wash room, Parcels Office, Ticket Office, kitchen and Waiting Room. There are loads of ways to take part if you want to be involved in something a little bit different. Training and support will be provided for everyone who volunteers so you can be confident in what you're doing. If you decide you'd like to offer your services as a volunteer then please email: volunteercoordinator@wensleydalera railway.com or call 01677 425805.



Ms Mannion, Careers Leader, said: "It is great that there are so many different kinds of opportunities for students available - whether students are interested in Maths, Science, History, IT, or much more. Thank you to The Wensleydale Railway for offering to support our students with their volunteering."

Where would I work and how many hours are required? The work is home-based for now, but will be at Leeming Bar when restrictions allow. Students can fit their volunteering around what works for them, giving up an hour or two a week, they can use it for Duke of Edinburgh, formal work experience, Scouts or Guides. This isn't just about giving up time and knowledge, it's about making volunteering matter to show that your contribution is thoroughly valued not just by the Railway but by UCAS and employers too.

What type of work will I do, what interests will work well for this project? The project will suit a wide range of students with many different interests and skills, for example:

ART, DESIGN AND TEXTILES: CREATIVES AND ARTISTS: They are going to need help with making props and items for the station like costumes and putting together accessible outreach craft boxes for children and adults for our education plan. Bakelite and lino, nylons and other plastics are all coming into general use in this period so anyone who wants to know more about materials or who has an interest in period fashion, sewing/needlework and making clothes would be great.

ADMINISTRATION - Are you detail focused? Enjoy seeing all your hard work looking neat and tidy. Maybe recording and administration might be for you?

ACTING SKILLS: Are you good at talking to people? Enjoy sharing what you know with others? Don't mind a bit of dressing up? They are looking for confident public speakers to be part of their costumed team, welcoming visitors of all kinds to the station (including SEND children and adults with additional needs) and telling them about what life would have been like 100 years ago. This might also include working with groups and schools, and teaching and running activities. In costume you would be serving customers with a mix of modern tills and original 1920's ticket machines!

MARKETING AND HISTORY: Public-facing roles asking visitors what they thought and sending out email questionnaires and evaluations. *'History isn't just what happened in a book. It's people.'* This is a hugely important project talking to local people with long memories and asking what they remember of our station. This will involve interviewing the elderly in nursing homes, including encouraging dementia patients to recall their memories.

MATHEMATICIANS AND STATISTICIANS: the number crunchers of this world would be invaluable. They are going to need visual information - graphs and spreadsheets, charts

SUPPORT ROLES: People who can keep the place up and running - cleaning, tidying, checking everything works, repainting etc. Keeping it all Tickety Boo!

SOCIAL CARE, CHILDCARE AND TEACHING: They need people who want experience in teaching younger children or who want to work with older people or SEND. They are also putting craft and activity boxes together so this could appeal to anyone interested in early years learning. This could also include science-based people, those who understand mechanics, physics etc. not only for activity design but also to show people how the Post Office functioned (such as weights/measures, to explain to Key Stage 2 students).

You can find out more at wensleydale-railway.co.uk/volunteer/
or follow the facebook page at www.facebook.com/wensleydalera railway/

IN THE COMMUNITY

JOSHUA MOVES A STEP CLOSER TO HIS SUPERMAN BEDROOM



Please enjoy the latest visit to Joshua's home by BBC North East and Cumbria who called in to see how the project was progressing since Santa's amazing donation on Christmas Day. Please follow this link to see the video –

[BBC LOOK NORTH VISIT JOSHUA](#)

Once again, a terrific job by Phil Chapman at BBC North East and Cumbria. If you are able to help in any way with the build or would like to donate to Joshua's bedroom appeal please visit

[JOSHUA'S JUSTGIVING PAGE](#)

We are delighted to hear that [MATT BALL ARCHITECTURE](#) have designed Joshua's wheelchair-accessible bedroom and reconfigured the family home so that it works for the whole family, and we are overwhelmed by their generosity to waive the fees for the whole project.

There was no missing the look of joy on Joshua's face when he saw the visuals for his Superman bedroom for the first time. Matt has been busy designing and finalising the plans for the project that will make such a huge difference to Joshua, who suffers with Muscular Dystrophy, for which there is no cure.



Working closely with Joshua, his parents and his siblings, to fully understand their needs, Matt has created the plans for the extension. Karen and Alan, Joshua's parents, are over the moon with the designs that have brought them one step closer to making Joshua's dream superhero bedroom a reality. A huge thank you to Matt for waiving his fees for the project, this is incredibly kind and greatly appreciated. Matt's wife, Victoria, teaches Joshua at Richmond School so it is lovely that there is such a close connection with the family.

Karen, Joshua's mum, said: ""We have been absolutely blown away by Matt's generosity and continued support with our dream home. We're eager to get plans finalised to begin work when the weather gets warmer."

We would like to extend our special thanks to the [Rotary Club of Richmond](#) who have very generously donated £540 to Joshua's appeal to create his dream superman bedroom. We were delighted to receive this message from the members who said: "President Warnock and all the club members have been moved by Joshua's courage and we shall follow his project as it progresses, and we hope very soon he will have achieved his dream."

If you are able to help in any way with the project, then please get in touch with us at socialmedia@richmondschool.net You can keep in touch with Joshua's journey at his [FACEBOOK PAGE](#)

IN THE COMMUNITY

DO YOU WANT TO BUILD A SNOWMAN?



Thank you to the students and staff who sent photographs of their outstanding snowmen – please do enjoy browsing the gallery of photographs which features the fabulous creations by:

SNOW CASTLE by Osea (Year 10) and Lillyanna (Year 8), IGLOO AND SNOWMAN by Joshua (Year 11) and Philippa (Year 9), SNOWMAN by Kirsty (Year 9) and Sophie (Year 7), SNOWMAN by Kyla (Year 8), SNOW DOG by Mrs Farquhar, SNOW DINOSAUR by Mr Birdsall, SNOWMAN BY Casey (Year 9), Hollie (Year 7) and Darci (Year 2), SNOWMAN by Chloe (Year 7), IGLOO by Henry (Year 8), SNOWMAN by Mrs O'Malley, SNOWMEN OUTSIDE ON REETH GREEN by Eva (Year 4 – sister of Maddie in Year 8), SNOW ANGELS at Richmond School, SNOWMAN by Mrs Walker and SNOWMAN by Miss Pike and her children.



The effort that has gone into creating the snowmen is fabulous and we really appreciate how cold it must have been! We were especially impressed with the amount of time that Osea and Lillyanna put into building their amazing snow castle. Osea and Lillyanna's mum said: "Osea and Lillyanna took a break from their studies yesterday afternoon building this snow castle. Although it never snows in Fiji :, their 11 years in Germany (whilst Dad was on a Forces posting) have given them a love of snow! It took them a good four hours to build their snow castle and I'm glad it was something they loved doing because it helps a lot in this lockdown. Hope it will put a smile on people's faces during this difficult time!"



IN THE COMMUNITY

ARETÉ LEARNING TRUST SHARES NEWS ABOUT DEVELOPMENTS AT NORTHALLERTON, STOKESLEY AND RICHMOND SCHOOLS



We are delighted to share some exciting news from our partner schools at Northallerton and Stokesley who, along with Richmond School, are members of the Areté Learning Trust. Northallerton's young people may not be in school at present but work is in full swing to ensure their new school and sixth form college will be ready for the next academic year. Whilst refurbishment and extension to the former Allertonshire buildings are well underway, the first spadefuls of earth have now been dug to lay the foundations of a brand-new Sixth Form Centre on the East site.

Catherine Brooker, CEO of Areté Learning Trust, which took responsibility for Northallerton School when it became an academy, said: "This is a great achievement for everyone involved in this project, especially in these difficult times. We are delighted to be working with local company Moody Construction, as well as Portakabin, who have pulled out all the stops to help us to keep on track for a September opening."

Areté Learning Trust has also secured the successful completion of an extensive refurbishment of the Sports Hall at another of their other local secondary schools, in Stokesley. This was achieved by means of a successful bid to the Department for Education for funding, as well as a contribution from Hambleton District Council. This facility now complements the recently upgraded sports facilities in the school. A second major project to improve Stokesley's Sixth Form Centre is also underway. In addition, Richmond School has also seen investment by the trust in their fantastic new 3G Pitch, made possible with further financial support from



PERFORMING ARTS

BAILEY BLENDS OLD-STYLE THEATRE WITH CURRENT EVENTS IN IMPRESSIVE SCRIPT

Bailey, in Year 8, has demonstrated excellence and creativity in his Drama work. Please enjoy Bailey's work below, which is a modern take on Commedia Dell'Arte, an Italian theatrical form that flourished throughout Europe from the 16th through the 18th century.

In Miss Paul's Drama class, her students were tasked with writing a short script based on stock characters from Commedia Dell'Arte.

Miss Paul, Drama teacher, was really impressed with Bailey's work and said: "Bailey was able to mix this older style of theatre with current events writing a particularly engaging script based on COVID-19.

"What a way to make the best of a bad situation. A brilliant read. Bailey is always a delight in Drama lessons and strives to do his best at all times and this time is no exception."



The trials and tribulations of a global pandemic and shopping for essentials

Colombina - "Good Morning, please may I ask that you use the hand sanitiser station located just over there"

Whilst glancing at her latest love interest Il Dottore standing proud at the front of the store on guard duty for anyone not following the rules.

Il Dottore is heard talking to customers on their way into the store, whilst he is convinced he is extremely knowledgeable about the COVID guidelines and sounds like he knows what he is talking about he clearly doesn't!

Il Dottore - "Errr excuse me young man where is your face mask. You need to wear it" The young man replies "But sir I'm wearing a lanyard, I'm exempt" Il Dottore states "well that's very nice, I like the design but you need to wear a face mask to enter"

Unbeknown to Il Dottore the guidelines of wearing a sunflower lanyard. The young man begins to become agitated. Brigella overhears and walks over.

Brigella - "What's going on here?" exclaims Brigella.

Il Dottore - "Oi you there, put your face mask on and keep moving"

Brigella - "You can't tell me what to do, you hardly know what you're doing yourself"

Colombina - "I heard that, leave him alone, do as he says put your mask on"

Brigella - "No that's not for me" and walks straight past the front doors, Il Dottore and Colombina refusing to wear his face covering

There's an announcement over the tannoy, extra staff are in pursuit of Brigella (the young man is seen to be walking away and is now long gone as he decides to do his essential shopping elsewhere)

Brigella - "Ha. let's cause some chaos" as he proceeds to knock over displays and shelves where food items fall into the aisles.

Colombina - "STOP!" (she is an unassuming, keen runner) Il Dottore (Not as fast as he thinks he is, is visibly out of breath and stops) Colombina, heads the opposite direction in the way she thinks Brigella may go. He did. Colombina corners him. Other staff arrive. He has no chance of escape.

Brigella - "Ah well looks like you have some tidying up to do. This store is rubbish anyway"

Brigella is escorted off site and given a lifetime ban for not following the rules and being disrespectful.

SOCIAL MEDIA EDUCATION UNDER THE EUROPEAN SPOTLIGHT

A young Historian has embraced his love of History to produce a series of outstanding projects that have really impressed his teachers, as well as the team at BBC Look North!

Myles Fairhurst, in Year 7, is passionate about History, especially World Wars 1 and 2. This keen interest has led him to consistently create exceptional work of a standard that a student two or three years older would produce. Eleven-year-old Myles portrays his love of History through a number of mediums, including fantastic creative writing, tremendous artwork and, most recently, through film.

Myles started his film, which is called 'The Lost Soldier', during the Christmas holidays. Myles plays the main role and he has just released a trailer which immediately evokes tension and suspense, depicting a World War 1 soldier who finds himself lost in the open countryside. The trailer can be enjoyed [HERE](#)

Myles is creating this film on his own initiative after being inspired by his after-school Drama Llamas club's production in December. The group were working on a World War 1 piece about the Christmas Truce and Myles provided a number of ideas, as well as bringing in a soldier's script which was used as a stimulus. He then went a step further with his own video project.

Myles said: "I had lots of fun making and editing the trailer. I am really interested in the history of the World Wars and received a WW1 soldier's uniform for Christmas. Having worked on the Christmas Truce production in school it gave me the idea to create my own film. For the trailer, I put on my uniform and filmed near a local farm, close to where I live in Aycliffe Village, with my Dad's iPhone and gimble to film it. Having the replica uniform really helped me to get into the character of a lost soldier. I will be releasing my film later in the year, as I have a lot of work to do on the narration and story-boarding to put together the sequence of the film."

Miss Paul, leader of the Drama Llama theatre group, said: "Myles has taken his love of Drama and combined this with his keen interest in World War 1 history to create a video. His fabulous trailer is just a taste of what is to come and I can't wait to see the video, which I know will be superb. What a way to go the extra mile."

As well as producing his own film, Myles created the most stunning piece of artwork of a World War 1 soldier, which was a focal point of a display in the school library during November to mark Armistice Day. Myles was inspired by the artwork of Martin Brown, the illustrator of the Frightful First World War books in Terry Deary's Horrible Histories collection and said: "Art is one of my favourite subjects and I enjoy creating artwork from both world wars but I like the style of a First World War soldier, especially the traditional Tommy helmets. When I was drawing this soldier I imagined that he was writing a letter home to his family to tell them that he was fine and needed more chocolate! I also like to draw characters for my stories that I write."

A number of Myles' relatives served in World War 1 and 2, including his great-grandfather James McAndrew who was in the Durham Light Infantry and the Cavalry during World War 1. His great-grandfather Albert Blakey served as a Gunner in the Royal Artillery in the World War 2. Another great grandfather, Mr Senior, was in the Canadian Regiment and was one of only two men out of 60 in one regiment that survived during the Battle of Passchendaele during World War 1.



ACADEMIC

Myles submitted his first History project to school even before he had started! As part of the primary transition work the school produces, ahead of students joining in Year 7, Year 6 students were tasked with creating a Victorian portrait. Myles went above and beyond the brief, producing a five-page Victorian newspaper packed full of interesting historical information, all written in an engaging style.

Jenna Potter, Headteacher, concluded: "I have been blown away by the way Myles keeps surprising and impressing us with his superb work. His attention to detail and the way he constantly looks to find ways of raising the bar is commendable. I knew he was going to be a student who was passionate about his studies as soon as he started. His transition work demonstrated our school values of creativity, independence and excellence, and he even recorded a short video of himself – complete with cravat and top hat – reading Tennyson's poem, 'The Eagle'. This was a creative and inspiring start to his Year 7 English work and he continues to delight and impress us with his projects."

Myles was thrilled when BBC Look North took up his story and did a fabulous report on his film. You can enjoy the video footage at: [BBC Look North The Lost Soldier](#)

Phil Chapman reported on Myles' inspiration, shared some of his film trailer and Myles spoke about his passion for history, how he has been inspired by Terry Deary's Horrible Histories books and the next steps for the development of his film.

Well done Myles, this is a fantastic project and we can't wait to see the finished movie! Special thanks to Phil Chapman at the BBC for producing such a great feature.



TERRIFIC VIDEO EDITING WORK BY KIRSTY TARRAN IN YEAR 9

Enjoy and be impressed with this exceptional video that Kirsty has created herself – [KIRSTY'S LEGO VIDEO](#)

Kirsty has been working on some video editing in her IT lessons with Miss Thornton and took the initiative to do some work at home. The finished result is outstanding and showcases a project she has created using Lego.

Miss Thornton was very impressed with Kirsty's attention to detail, patience and creativity as she has successfully used her video editing skills to tell a story.

If you watch the video closely you will see that audio has been used very cleverly throughout to create atmosphere and plenty of tension! Well done Kirsty, you have gone above and beyond and produced work to a very high standard.



ACADEMIC

INDEPENDENCE ASSEMBLY

Independence is one of our core values and now, more than ever, independent learning is really important for our students. Mr Coldwell, Lead Learning Manager, has prepared a really helpful assembly for our students and we hope that our parents and carers will also spend ten minutes to watch the presentation [HERE](#)

Mr Coldwell offers some really useful tips and advice on how our students can develop and enhance their independent learning skills and suggests many resources available to support them.



POSITIVITY AND WELLBEING ASSEMBLY

Presented by Miss Dunwoodie, Assistant Headteacher, this assembly for our Year 7-11 students focuses on positivity and wellbeing and reminds our students about the things they can do to support their own wellbeing, as well as tips on managing Google Classroom. Coinciding with Children's Mental Health Week, there is some valuable advice and we hope parents and carers will also spare ten minutes to watch the presentation at [POSITIVITY AND WELLBEING](#). You can also find some useful resources at [CHILDREN'S MENTAL HEALTH WEEK](#)



YEAR 7, AND 9 STUDENTS INVITED TO TAKE PART IN WEEKLY LOCKDOWN CHALLENGE

Each week, Worcester College, at the University of Oxford, is hosting an exciting challenge that relates to a subject that you can study at university. The current task is about History the study of the planet that we live on. Simply click [HERE](#), follow the on-screen instructions and then complete the online form. You can also catch up with the earlier linguistics challenge [HERE](#)



TRAINING FOR PARENTS ON HOW TO SUPPORT YOUNG PEOPLE WITH ADHD

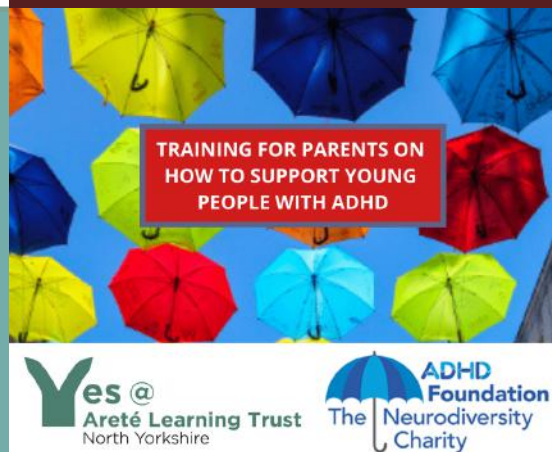
YES@Areté Learning Trust are working closely with the national organisation the ADHD Foundation to provide staff across the Trust, and in the locality, with training on how to support young people who present with attention and concentration issues on the ADHD continuum

Training designed to support parents is planned and YES@Areté Learning Trust are keen to hear from anyone who would be interested in attending parental training.

Please email yes@aretelearningtrust.org with your name, the school your child attends and the best days/times for you to attend. It is likely that this will be remote training.

You can find out more about the program of training events that are already scheduled in the coming months at: [YES AT ARETÉ LEARNING TRUST TRAINING](#)

The ADHD Foundation website [THE ADHD FOUNDATION website](#) has a range of useful resources for parents and educational professionals.



STUDENTS DEMONSTRATE GREAT PROBLEM-SOLVING SKILLS IN THE BEBRAS COMPUTING CHALLENGE

For the fourth consecutive year, Richmond School students have participated in the Bebras Computing Challenge, taking part in tasks that are fun, engaging and based on problems that Computer Scientists often meet and enjoy solving.



Run in conjunction with Oxford University, the Challenge introduces computational thinking to students. All students in Years 7, 8 and 9 complete the challenge in their IT lessons, with those students studying Computer Science in Years 10, 11, 12 and 13 also taking part. The Challenge is organised in over 50 countries and is designed to get students all over the world excited about computing, with over 223,300 involved this year.

We are delighted to report that we have 44 students in school and college who achieved a score in the top 10% of all participants so they are eligible to take part in the forthcoming Oxford Computing Challenge.

Natasha Thornton, in Year 7, was the most impressive result in the school this year, scoring 184/200. The average score of all students competing in Natasha's age group was 76/200 so this was an outstanding achievement.

Susan Thornton, Lead Teacher for Computer Science and IT, said: "I am thrilled that students have again shown great computational thinking by solving a series of problems which require them to draw on their resilience and independence. It is also encouraging to see so many Year 7 students embracing the challenge and demonstrating their abilities so early in their time at Richmond School."

CALLING YEAR 7 TO 10 STUDENTS TO GET CREATIVE WITH OUR HALF-TERM ARETÉ MARDI GRAS CHALLENGE!



Your tasks are to do some research about Mardi Gras in France and to make some tasty crepes! Firstly, gather and present your information about the Mardi Gras:

- What are its origins?
- How is it celebrated today?
- What is a carnival?

Secondly, make the most amazing crepes and include pictures as evidence (of you making them and the end product!). You are encouraged to be creative with the toppings!

You may wish to present your submission on google slides, however this is not compulsory. It is expected that you present in English but you may wish to include some words and phrases in French.

The Areté Modern Foreign Languages challenge is open to students in all three of our Areté Schools, Northallerton, Richmond & Stokesley. The entries will be judged taking into account your year group.

- PLEASE SUBMIT YOUR ENTRY TO: o.riddle@stokesleyschool.org – including your name, year group and school
- CLOSING DATE: Monday 22nd February
- WINNERS ANNOUNCED BY: Monday 1st March

SIXTH FORM STUDENTS LEARN ABOUT HUMAN RIGHTS AND THE WORK OF AMNESTY INTERNATIONAL

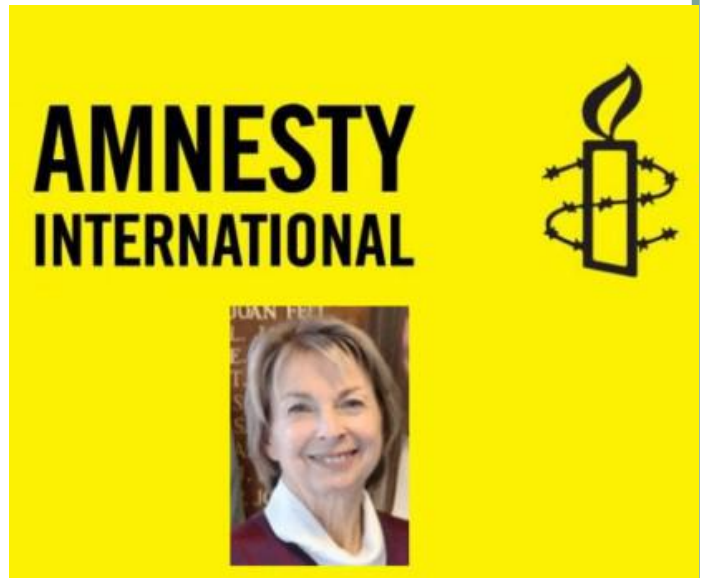
We are most grateful to Dr Susan Miller who went above and beyond to ensure our Sixth Form students were able to benefit from her expertise in human rights. The lockdown prevented Dr Miller from visiting college but she very kindly prepared a virtual presentation about what our Human Rights are, why they need protecting and what we as individuals can do to help those whose rights may be violated. A pdf of Dr Miller's presentation can be viewed at [HERE](#)

Ms Mannion has saved the in the Year 12 Careers Google Classroom where students can access resources easily and means we are continuing to share information which is vital for the personal development for students.

Dr Miller said: ""I do hope you enjoy this presentation about human rights. It is sometimes useful to look up from the day-to-day concerns we all have, especially at the present time, and remind ourselves of some of the big, global issues that are actually so important and relevant to all of us in the longer term. So I hope you find the presentation interesting, but also thought-provoking"

Ms Mannion, Lead Teacher for Careers, said: ""It is so generous of Dr Miller to give up her time to do this so our current Year 12s don't miss out on this most-important resource and that we look forward to welcoming Dr Miller back to college next year.

"I know that students always enjoy the talk especially if they are considering Law degrees in the future."



JOIN OUR SIXTH FORM COLLEGE IN SEPTEMBER

Applications to join our Sixth Form College in September are still open and, even though the college is currently closed, we are pleased to be able to bring the Richmond experience to you. Please head to <https://www.explorerichmondsixthform.org/> our dedicated website for a host of valuable resources where you can find out about life at our college, meet our Sixth Form team, go on a behind-the-scenes tour and much more.

Don't miss our TASTE OF RICHMOND SIXTH FORM VIDEO [HERE](#) which tells you all about the benefits of joining us and what you can expect in terms of our academic success, exceptional enrichment opportunities, fabulous facilities, outstanding careers support, excellent transition and bridging work and our inspiring alumni.

To apply, simply follow [THIS LINK](#) and for any queries, please email:

sixthformadmin@richmondschool.net or call us on 01748 828136.



STUDENT VIEW—ENGLISH LITERATURE A-LEVEL AND A CAREER IN PUBLISHING

We are delighted to hear from Florence Hall, in Year 12, who shares her love of English Literature with us. Please enjoy her feature as well as the fabulous poem that Florence has written called 'View from my Classics room'.



View from my Classics room

That hole punch
a bit like a speculum, cut
out the day in jackdaw shape. Void
in time, dead without kleos.
The buzz, zing of grass
did not stop its course
through air's stale dew, dense
as hierarchy. Dripped perhaps
from strands of leaves, sagging
under the weight of the season.
Not dissimilar to the girls on Friday,
biting into the horizon
made from built-up tracing paper. Stark,
easily picked up by rosy-fingered dawn.
Its linear whiteness placed,
in the foreground,
as the punched-out hole turned
and flashed an eye.

By Florence Hall

During my time at Richmond School, I developed a focused passion for English Literature, which became the focal point of my studies in Year 10 and I always looked forward to discussing recent reads with my then teacher Mrs Weston. This fuelled me to pursue a career related to the subject, after rejecting the idea of becoming an architect. Since starting Sixth Form, the prospect of my future at university and the work place seems closer than ever – something both daunting and encouraging – which has led me to seek a wider range of experiences, in order to enhance my personal statement and any future opportunities that may come my way.

Although my GCSE years were curtailed due to the first lockdown, I found ways to remain proactive, which helped me to cope with the change between going to school every day and suddenly having months of free time. I read a lot, of course, and discovered some of my now favourite works of literature such as *The Yellow Wallpaper* by Charlotte Perkins Gillman and *The Invisible Man* by Ralph Ellison. I also had time to read the texts I am now studying for A-level, in the hope that when I started, I would already have an established overview of what I would study in more depth. The National Theatre coincidentally livestreamed their 2014 production of one of my texts, *A Streetcar Named Desire* by Tennessee Williams, as part of their contribution to the public over lockdown. Having only read the play, seeing such a skilled performance of it encouraged me to think more about the visual aspects of the play, something I now recognise to be instrumental in Williams' work.

As well as working independently, part of my time in the lockdown was thankfully occupied with bridging work for my A levels, which prompted us to share books we'd recently been enjoying, also for the teachers to let us know about opportunities such as the streaming of *Streetcar*.

We also had some slightly less serious discussions, my favourite being the creation of a literary high street, with shops including the bakers Batch-22 and florists A Bloom of One's Own.

Once we were allowed back into the real world in September, I began to volunteer at the book room in my local Oxfam, as I had done my Year 10

work experience there and was encouraged to return by the staff. I absolutely loved working in the book room as we had so many donations to sort through – the people of Richmond had clearly had a very thorough quarantine clear out, so there was a range of books to tackle. From doing this, I learned more about which books sell and which ones don't, how to recognise first editions and first prints, as well as contributing to my community after such a difficult time.

Although I was volunteering alongside someone else, I was given a fair amount of responsibility and scope over the book room, which encouraged me to think particularly about its presentation in conjunction with what I thought would be the best books to sell. It was also about this time that I started to write poetry. I mention this rather tentatively as I am still very new to the process of writing and some of my first poems make me cringe immensely. Despite this, over the six months that I've been writing, I feel that I have gained a particular perspective and a much greater appreciation of poetry which I think has come from trying to write myself.

I intend to always write, even if I don't share my own work, as it is something that I find rewarding and rather personal.

Being more involved with writing and reading poetry, I recently watched a livestream of an interview with Carol Ann Duffy, broadcast from the University of Lincoln. Such an event was valuable to me as Duffy was able to answer questions posted live by the people watching – most of which were from young writers asking for advice about their own work. Her main piece of advice was simply to write, emphasising the fact that writing, like playing an instrument, is a skill enhanced with practice. During the livestream, Duffy also read some of her own poems, which was especially enlightening to hear how she intended her own work to be read such as where she placed pauses or what sort of tone she adopted for certain lines.

Although I look forward to my future and time at university, I do love being at Sixth Form, as I find that I am able to constantly expand my knowledge around literature and I feel that I have already learned so much from my wonderful English Literature teachers Miss Weston and Mrs Wand.



by Florence Hall, Year 12 student

SOCIAL MEDIA EDUCATION UNDER THE EUROPEAN SPOTLIGHT

The Areté Learning Trust is delighted to be part of an international group who have been awarded funding from ERASMUS, the European programme for education, for a two-year social media education project. Philippa Lark, English Teacher at Richmond School and Sixth Form College, has successfully achieved a place as the UK's project leader on the project team, which involves five countries, with the aim of focusing on the benefits and dangers of social media.

The Areté Learning Trust has been selected as the UK representative for the project which will offer students across Northallerton, Richmond and Stokesley Schools and Sixth Form Colleges the opportunity to collaborate with education professionals and students from Greece, Lithuania, Italy and Spain to develop a curriculum to ensure young people are fully informed of the risks and opportunities of social media.



The target age group for the project is the secondary sector, where there is usually an ICT curriculum which covers the technical and practical uses of ICT, but there is a shortfall in the coverage of social media. This is now a fundamental aspect of the lives of almost all teenagers, however, there is a lack of education on the use of social media, which this project aims to address. There are undoubted benefits to using social media but there is also more and more evidence that misuse of social media can lead to mental health problems. The Chief Executive of NHS England recently warned of an epidemic of mental ill-health in young people fuelled by social media. The World Health Organisation estimates that 50% of all mental illness begins by the age of 14, and 75% begins by the age of 24, and quotes several factors accounting for this phenomenon including increased access to and use of technology: "the expanding use of online technologies, while undoubtedly bringing many benefits, can also bring additional pressures, as connectivity to virtual networks at any time of the day and night grows."

Catherine Brooker, CEO of the Areté Learning Trust, said; "The Trust was invited to apply as the UK's member of this international group and was successful in acquiring funding for this very important and prestigious project. Philippa has exceptional credentials and will, I'm sure, contribute an enormous amount as the project leader. She will work closely with staff across our three schools, as this is very much a team effort and everyone involved will have a part to play and be instrumental in the success of the project. I have no doubt that this experience will be of immense value to our students and staff."

Students will be involved in the research element of the project, to ascertain their use, attitude and understanding of social media as well as the curriculum design so their views and perspective will be key to the results and outcomes of the initiative.

Philippa Lark, English Teacher, said: "I am very excited about this fascinating project. My background is in educational research, previously running several large research projects during my time in West Yorkshire schools. Additionally, I worked in marketing for a decade, before becoming a teacher, so I have always been interested in communication and particularly about the effect of social media. I think it is something of vital importance for students to understand how it works and how to use it beneficially. Alongside the research element the project involves designing a social media curriculum to educate students of the benefits and dangers."

The finished curriculum and associated training resources will be available for all schools across Europe to access so the work will be of great benefit and support hundreds of thousands of students and staff.

Vicki Rahn, Head of School at Northallerton School and Sixth Form College, concluded: "I am incredibly excited about the opportunities that the ERASMUS project will undoubtedly bring for our staff and students as they work together with other schools and colleges worldwide on this most important of agendas."

ACADEMIC

YEAR 7 POETRY COMPETITION WINNERS

We are delighted to announce the winner and runners up of the Year 7 poetry competition.

In 1st place, with 'Parrot of the Night' is Scarlett

In 2nd place, with 'Marching Army' is Cara

In 3rd place, with 'Saltwater Criminal' by Poppy

Congratulations to Scarlett, Cara and Poppy who have been sent Castle Hill book vouchers. A huge thank you to the eight finalists and to all the students who took part in the competition. We are delighted that 220 people took the time to read the entries and vote for their favourite. We hope you enjoyed all the poems.



The Parrot of the Night by Scarlett Doherty

Winged beauty of dusk, why now?
Flying copier in the night, sing your sweet melody.
At this time, feathers glow mysteriously, was it that glow worm?
Who knows? Not me!

Yellow! Purple! Green and orange! Any colour he wants!
He performs with the fireflies, twisting and turning.
Morning approaches, one last melody and fly away.
Fly home. That's enough for one day, no, night.

Winged beauty of dusk? Must this be the end?
Flying copier in the night, one more sweet melody?
At this time, feathers glow no more.
Was it that glow worm? Who knows? Not me?

Marching Army By Cara Chaney

The ground is shaking
The earth is quaking
They leave no stone unturned.
Feelings of terror, fear, flood me
But the admiration sticks.

They are more powerful
When they're hungry, stopping
At nothing to feed. I can
Only wish I was them. The
Thunder of the forest.

Sunlight captures their
Dramatic beauty. They're efficient, bold,
With a glinting armour that shines gold.
A weak little thing overwhelmed by the scene -
I may have wings but I am alone.

They're sturdy - they're strong - they're determined - they're ants.



Saltwater Criminal by Poppy Hughes

It's like a rumour; swimming so fast
No time to escape the agonizing grasp
Already circling you
With a sly killer grin...

More and more come
With tricks up their sleeves
That could be you
With death on your door...

It's a saltwater criminal
On a savage killing spree
With blood on its teeth
And bones on the ground...

It is the definition of crime
And has the thirst for wars
No weapons involved
Just blood and jaws...



ACADEMIC

FANTASTIC FOLEY SOUNDS BY CREATIVE YEAR 7 STUDENTS

In Drama, the Year 7s have been looking at Foley sounds and the purpose of a Foley artist. After reading a short extract on 'The Tempest' they were given the stimulus of a storm at sea. They had to create a soundscape using objects they found around the home to try and create a realistic scene. Miss Heslop said: "I had some very creative submissions. But Scarlet and Lara went above and beyond, really showing a skill for creative Foley sounds. Scarlet drew, edited and created a short film using sounds she had recorded, which you can enjoy here at [SCARLET'S FOLEY SOUNDS](#) Lara created and recorded eight sounds depicting a convincing storm and I'm very proud of how well Scarlet and Lara have progressed in Drama, they have a natural talent!"

Foley is the reproduction of everyday sound effects that are added to films, videos, and other media in post-production to enhance audio quality. These reproduced sounds, named after sound-effects artist Jack Foley, can be anything from the swishing of clothing and footsteps to squeaky doors and breaking glass.



MAGGIE AND MADDIE IMPRESS WITH THEIR DETECTIVE WORK!

Maggie and Maddie have demonstrated their super-sleuth skills after creating captivating introductions to their own Sherlock Holmes stories. The girls were joint winners in Miss Weston's creative writing challenge which she set for her Year 8 class. You can enjoy reading Maggie's story here [SHERLOCK HOLMES AND THE MATCHMAKER CASE](#) and Maddie's here [THE MYSTERIOUS CASE OF THE HAMPSHIRE APOTHECARY](#)

In the Autumn term, the class studied the detective stories of Sir Arthur Conan Doyle, featuring the world-famous detective Sherlock Holmes. Students spent time looking at how Conan Doyle constructed his stories – how each case would begin in a similar fashion, with Dr Watson arriving at 221b Baker Street to find Holmes interviewing a new client. As a challenge at the end of the topic, Miss Weston set them the task of writing the opening section of their own Sherlock Holmes mystery. Their goal was to mimic the style and conventions of the stories, as set out by Conan Doyle. They had to convince Miss Weston that their story was a 'lost' Sherlock Holmes mystery. Other than that, they were given free rein to enjoy themselves!

Miss Weston, Lead Teacher for English, said: I was really impressed by the results – the students responded with great creativity and style. There were a number of fantastic entries – Ellie, Aimee, Caitlin, Isabelle, Edwin, Amelie, Henry and Lillyanna were all awarded Star Performers for their work. However, there were two stand out entries: 'Sherlock Holmes and the Matchmaker Case' by Maggie and 'The Mysterious Case of the Hampshire Apothecary' by Maddie. It was impossible to pick an outright winner – they were truly outstanding. Both had captured the style, language and conventions of Conan Doyle, with real flair. Their work showed maturity and a level of technical control that is highly impressive for their age.

"I've been so impressed by the work the students produced for this rather spontaneous end-of-term competition, that we are looking into holding regular creative writing competitions across all year groups. It is exciting to know that there is such talent out there; who knows, perhaps we could encourage the next literary sensation to pick up a pen."



ACADEMIC TECH TIPS!

ACCESS REMOTE LEARNING ON A PLAYSTATION OR XBOX

Resources can be accessed on these devices if a PC or Chromebook is not available. To access resources on a Playstation, students should use the Playstation Browser. This video covers how to access the browser: [PLAYSTATION VIDEO](#) After that, students would simply go to Google and log in to G Suite as on any PC or Chromebook. Similarly, the Xbox has Microsoft Edge. This video covers how to launch Microsoft Edge on an Xbox: [XBOX VIDEO](#)

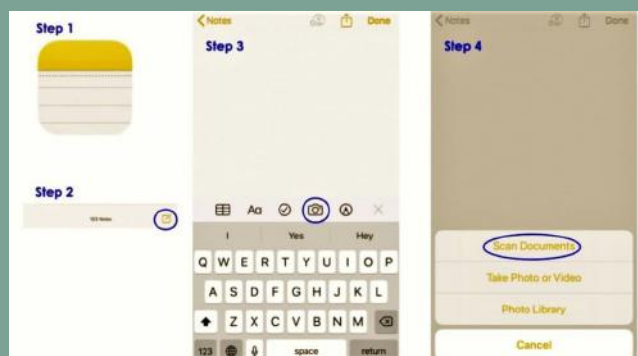


Please note, we understand that some consoles are not always compatible with every website that might work on a normal computer. It may also be a little difficult to complete work this way, as students would ideally have a mouse and a keyboard to type with. We understand that keyboards and mice can be connected to some consoles. We have a limited amount of keyboards and mice that we could loan to students. Please contact school on admin@richmondschool.net if you have any queries or would like to arrange a loan of a keyboard or mouse.

SIMPLE SCANNING WITH IPHONES OR IPADS

Did you know that iPhones and iPads have a scanner in the notes app that you can easily use to scan school work? Step-by-step instructions to scan:

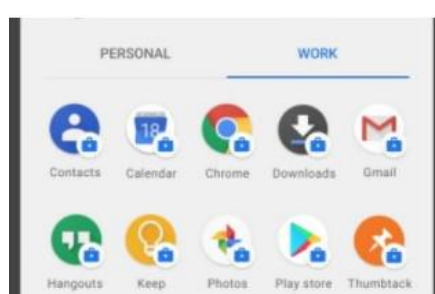
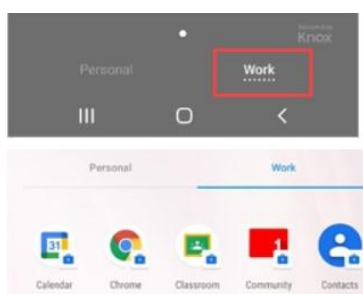
1. Open your Notes app
2. Start a new note
3. Find the camera icon and tap
4. Choose Scan Documents
5. Take picture(s) of documents
6. You will have an option to drag near corners to adjust
7. Either keep scanning documents or Save
8. Tap the send icon
9. Select your option for delivery (eg email the PDF)



SETTING UP GOOGLE CLASSROOM ON AN ANDROID MOBILE PHONE

For Android mobile phone users we have some simple tips on how to set up Google Classroom on your device. Just follow the steps below: Using the Google Classroom App on Android Mobiles (Samsung/ LG/ Sony/ Google/ OnePlus etc.)

1. Open your phone's settings app
2. Tap Accounts. If you don't see 'Accounts', tap Users and accounts
3. At the bottom, tap Add account
4. Tap Google and enter your school email address.
5. Follow the instructions to set up a work profile.
6. You will now have a new section of apps in your phone called 'Work' - separate to your regular apps
7. Use the 'Play Store' app in the work section to download the Google Classroom app



SPORT

FIVE-A-SIDE-FRIDAY FOOTBALL FUN FOR SIXTH FORMERS AND PE STAFF

Our Year 12 and 13 students and PE staff are looking forward to making five -a-side footballing a regular event, as soon as lockdown measures allow. After having some great games, just before the Christmas break, with over 30 students taking part, they were disappointed not to be able to start 2021 with this weekly get-together at the fantastic Dave Clark Arena.



Uchenna Anyadiegwu, headboy, said: “Five-a-side Friday is the perfect opportunity to get more people in the sixth form involved in a sporting activity, brought about by the opening of the brand new 3G pitch. Having a casual five-a-side tournament on a Friday after college, with random teams of all abilities, is the perfect way to end the college week.

“Unfortunately, the lockdown is preventing us from playing at the moment but we look forward to meeting up again each week, once restrictions ease and we can return to some form of normality.”

Tony Potter, Leader of Sport, Leisure and Community, added: “It is great to see so many of our sixth form students actively involved in this new event and we can’t wait to see it back up and running again as soon as possible.”



SPORT

ROSIE RIDES TO SUCCESS IN MOUNTED GAMES

Rosie Langstaff, in Year 12, was riding before she was able to walk and she has developed a life-long passion for ponies and mounted games. Rosie is a key member of the Yorkshire county mounted games team and her ambition is to be selected for Team GB. We were pleased to catch up with Rosie to chat to her about her commitment to her sport and her plans for the future.

How long have you been riding and when did you develop a passion for mounted games? I have literally been riding since I was able to sit on a pony (all thanks to my mum!) My passion for mounted games really started when I was about six years old, I competed for my pony club mounted games team, just for fun, but over the years I became more competitive and enjoyed being an adrenaline junky, so much so that it became my main hobby. Whilst I competed in mounted games I also did other disciplines within the pony club, including dressage, show jumping, eventing and hunting. Over the years, mounted games has become more important and has taken over my social life, so much so that I have had to drop the other parts of the horse world to make it my main focus. This then led to me buying my own mounted games pony as well as having my other ponies for my mum to ride and compete on.

Do you have your own ponies and are you part of a Mounted Games Club? I have three wonderful ponies that I love to bits! Charm and Echo are my mounted games ponies, who I do all the in-season competing with. Charm is a chestnut mare and a British Riding pony who I have had for four years. I trained her myself, breaking her in at four-years old. She is my pride and joy and we have a very close bond. Charm is 13.1 hands which is smaller than most ponies in my age category, but she is immensely fast and can keep up with anything with longer legs. Echo is my other pride and joy, she is a grey Connemara cross and is older and more experienced than Charm and she has taught me a lot. She is 13.3 hands and I have had her for about four months. She has fitted in at home really well and we have an amazing bond already, she is going to be my main team pony for this season.

The reason I have two ponies to compete is because I will have a better chance at being noticed by any England coaches if I have multiple good ponies out on the field. Cindy is 14.2 hands and she is my eventing pony who has been ours for five years. We have done practically everything with her, hunting eventing, show jumping, dressage and even mounted games.

Are you part of a team and where are the competitions you take part in? In MGA you compete in county teams and I am a member of the Yorkshire team, however in the past five years of doing MGA I have competed with team Northumberland, Mid Warwickshire, Central Warwickshire, Derbyshire and most recently with Yorkshire under 17s. It is important to find the best- possible team to be able to be noticed by the England coaches. Travelling is a major part of the sport, especially when you live as far up the country as we do. It can take hours to get to competitions, which are as far down as Brighton or Wales or up to Scotland. These journeys can be as long as eight hours one way which can be straining on the ponies legs. Having two ponies can put me at an advantage as I can go to twice as many competitions without damaging or hurting one pony, giving them vital resting time between competitions and reducing the chance of injury.

Is the Mounted Games Association a supportive club? My passion for mounted games grew so much we decided to move away from pony club to the Mounted Games Association, a huge organisation which is very supportive of its riders and likes to feed competitiveness as well as organising other activities like movie nights and quizzes to help new friendships and bonds between teams. I have made many life-long friends and we always have fun together.



SPORT

What inspires and challenges you about mounted games competitions? The competitions are very exciting and adrenaline filled, they involve a lot of trust between pony and rider as you have to lean off at fast paces to collect or put equipment down, vaulting on and off the pony is very important and faster than normally getting on with the stirrup, as well as trust in your team mates to take fast changeovers without it going wrong. I do have to be careful though, this sport is not for the faint hearted. Over the years I have had many injuries and hospital trips, ranging from broken fingers to dislocations, getting knocked out, trampled by the ponies and damaged knee ligaments whilst doing this sport. No matter how dangerous this sport gets I will never give up on it as I have made friends for life and made great bonds with my coaches and have had so much fun doing it.

How has Covid impacted on the sport? Covid-19 has really hit our community hard. We cannot train in our teams and so it has restricted the amount of practice we have and halted competitions. After the first lockdown, we had a few league competitions which enabled us to stack up league points, sadly we were only a couple of points off winning. Unfortunately, because the second lockdown came sooner than we expected all competitions and trainings were cancelled. Hopefully this year will be different as the vaccine gives us hope to stop the virus and we can get back to making memories with the people who I love. I am incredibly lucky to be able to ride my ponies every day at home and so fortunate to live on a farm. Many people do not have this luxury. Just being able to ride the ponies every day releases any stress or anxiety I have, and keeps the ponies fit to be able to compete at such a high level and ensure that they stay strong for competing.

When is your next competition likely to take place? Hopefully this year will be better than 2020 as more competitions have been put in the calendar. My first competition this year will hopefully going to take place on the 28th of February with one of my teammates, this show is a local show and will not have any spectators, but is a fantastic way to get the ponies out again to get them back into the rhythm of competing. It also gives me and my teammate Ella a run out to get used to the atmosphere and practise before any league shows, with the other three riders in my team, in April. In May I have an entry for the Northern Ireland championships, as part of the Yorkshire team, and if Covid-19 has been controlled by then we will be getting a ferry and going to Northern Ireland.

How do you maintain the high level of fitness required for your sport? It is important that I also make sure my body is fit enough and my mind is in the correct state to go competing. These situations can be quite stressful so I always take time to relax, normally the day before the competition, just to chill and think of my strategies that we might use to get ahead of the other teams. I also need to be fit enough to cope with the demands of the vaulting on and off and running with the pony. I do exercises throughout the year, such as core exercises to keep my core strong to help me to lean back up on the pony when picking up equipment off the floor etc. Also doing lots of sprinting is important as this sport relies on fast paces and agility. A healthy diet is vital, so I make sure I have plenty of protein and fibre to keep my energy levels up. My family is big on home-made meals so we know exactly what goes into our food and therefore our bodies too. My family are definitely my main supporters and I am so thankful and grateful for them, they all believe and help me to reach my goals every day.

What subjects are you studying in Sixth Form? I am studying Business, C-TEC Sport and Psychology. I am really enjoying these subjects and I believe that they link into my hobby of mounted games very well.

I haven't made any decisions on what I might do after Sixth Form just yet, but I have an idea of going to university and possibly becoming a Sports Psychologist and start training in the mounted games community after university to become a specialist in mounted games.

I would aim to help athletes overcome any fears or problems they may have and help them to recover from setbacks to become the best they can be. I have only seen one other person do this and their career took off and they are very successful.



VIRTUAL SPORTING SUCCESS IN COUNTY PRIMARY SCHOOL GAMES WITH FOUR COUNTY CHAMPIONS!

During the Autumn term, the School Games Organisers in North Yorkshire, alongside North Yorkshire Sport, ran a number of virtual sports competitions.

The Richmondshire area participated in large numbers and achieved great success. Thank you to Mrs Carruthers, PE Teacher at Richmond School and Sixth Form College, for her work in supporting this important event.

The students took part in a range of sporting disciplines: dance, archery, netball, golf, kurling, orienteering and the North Pole challenge. The Richmondshire results are listed above (please view at full screen) with the highlighted schools indicating the position that they achieved in the whole county.

The schools highlighted in yellow (gold) show that they were successful in being crowned North Yorkshire County champions – Well done to Wavell, Thornton Watless, Michael Syddall and Aiskew for scooping these top accolades. Schools highlighted in grey (silver) indicate second place and brown (bronze) denote third place in the county.

Congratulations to all the schools that took part and proved that despite the challenges that COVID continues to throw at us we can still work together to provide pupils with enjoyable, physically active challenges.

VIRTUAL SPORTS COMPETITION

Congratulations to County Champions:
Aiskew, Michael Syddall, Thornton Watless and Wavell



Well done to our local primary schools

Virtual Kurling- Years 5/6

School	Points	Position
Michael Syddall	113	GOLD/ 1 ST
Thornton Watless	81	SILVER/ 2 ND
Hawes	47	BRONZE/ 3 RD
Aiskew	30	4 TH
Masham	30	4 TH

Virtual Orienteering- Inclusion SEND years 3-6 (Netball Court)

School	Points	Position
Aiskew, Leeming Bar	416	GOLD/ 1 ST

Virtual Orienteering- Inclusion SEND years 3-6 (No Netball Court)

School	Seconds	Position
Michael Syddall	99	GOLD/ 1 ST

Virtual Orienteering- years 5/6 (No Netball Court)

School	Seconds	Position
Michael Syddall	81	GOLD/ 1 ST
Hipswell	306	SILVER/ 2 ND

Virtual Orienteering- years 5/6 (Netball Court)

School	Seconds	Position
Trinity Academy Middleton Tyas	148	GOLD/ 1 ST
Wavell	515	SILVER/ 2 ND

North Pole Challenge

School	Distance	Position
Masham	1678	GOLD/ 1 ST
Richmond St Marys	1629	SILVER/ 2 ND
Colburn	5585.85 (whole school)	BRONZE/ 3 RD

Dance

Year 1/2	Year 3/ 4	Year 5/ 6
Michael Syddall	Michael Syddall	Michael Syddall
Aiskew, Leeming Bar	Aiskew, Leeming Bar	Aiskew, Leeming Bar
Cambrai	Masham	Masham
Hipswell	Wavell	

Virtual Archery- Inclusion SEND years 3-6

School	Points	Position
Wavell	265	GOLD/ 1 ST
Michael Syddall	237	SILVER/ 2 ND

Virtual Archery- Years 3/4

School	Points	Position
Thornton Watless	339	GOLD/ 1 ST
Hawes	302	SILVER/ 2 ND
Wavell	296	BRONZE/ 3 RD
Michael Syddall	283	4 TH
Trinity Academy Middleton Tyas	282	5 TH
Burneston	259	6 TH
Aiskew, Leeming Bar	246	7 TH
Masham	240	8 TH
BAWB Federation	203	9 TH

Virtual Golf- Inclusion SEND years 3-6

School	Points	Position
Michael Syddall	651	GOLD/ 1 ST

Virtual Golf- Small school years 3-6

School	Points	Position
Aiskew, Leeming Bar	621	GOLD/ 1 ST

Virtual Golf- Years 3/4

School	Points	Position
Michael Syddall	836	GOLD/ 1 ST
Bolton on Swale	679	SILVER/ 2 ND
Hipswell	533	BRONZE/ 3 RD
Trinity Academy Middleton Tyas	375	4 TH

NATIONAL APPRENTICESHIP WEEK



National Apprenticeship Week takes place from 8th-14th February and we are celebrating with lots of news about the support available for our students pursuing apprenticeships, and reporting on former students who are now apprentices and are making a great success of their careers.

MISS HAMER'S SUPPORT FOR YEAR 11 STUDENTS WHO ARE CONSIDERING AN APPRENTICESHIP

Miss Hamer, our Careers Adviser who works closely with Ms Mannion, our Careers Leader is very excited about Apprenticeship Week, as it helps to raise awareness of the importance and value of apprenticeships to our students. Miss Hamer is supporting our Year 11 students who are applying for apprenticeships and helping with CVs, and letter and interview preparation. We were delighted to catch up with Miss Hamer to find out more about her work, the expert guidance she gives our students and why she believes apprenticeships are a great career choice.

"I'm pleased to be able to support all our students who are hoping to secure an apprenticeship this year. Apprenticeships are a fantastic way for students to achieve a qualification whilst gaining valuable work experience, with the additional bonus of being paid to do so!

"Any student who expresses an interest in apprenticeships during their one-to-one careers meeting is referred to the website [FIND AN APPRENTICESHIP](#) and shown how they can create an account, search, and apply for roles. We also discuss the benefits of being proactive and contacting businesses they would like to work for to ask if they will be taking on apprentices and, if so, how they can apply.

"We also support the students in putting together CVs and covering letters – we have posted templates onto the Careers Google classrooms that they can use, and also give one-to-one help to do this for those students that need it."



Miss Hamer, Careers Adviser

CAREERS

CELEBRATING OUR WONDERFUL APPRENTICES IN NATIONAL APPRENTICESHIP WEEK



A big shout out to all our former students who have successfully secured apprenticeships since studying with us - and a huge thank you to the many local employers who are supporting them. We love hearing how well you are doing, you are a huge credit to yourselves, your families and Richmond School and Sixth Form College. From stonemasons to social media experts, engineers to electricians, caterers to construction workers and much, much more, we delight in seeing you thrive in your careers. Please enjoy our [ROLL OF HONOUR VIDEO](#) of some of our fabulous apprentices below:



Josh at OS Electrical
Gemma at Mainsgill Farm
Matty at Swale Scaffolding
Ryan at Clennal Plant Repairs
Olivia at Saks
Olivia at May Green Marketing
Scott at Bryan Robinson Machinery
Ethan at PH Machin Plumbing
Ryan at Randall Orchard Construction
Dan at JBA Consulting
Luke at Constantine Building Services
Megan at Tom Willoughby Ltd



CAREERS

DEGREE APPRENTICE SURVEYOR STARS IN GUARDIAN'S APPRENTICESHIP FEATURE

A trainee surveyor is one of only four degree apprentices in the UK selected for the Guardian's newspaper's apprenticeship supplement. Megan Lightfoot, a former student at Richmond School and Sixth Form College, is working towards a career as a quantity surveyor after securing a degree apprenticeship with Tom Willoughby Ltd, on their Catterick-based Regional Prime Contract.

Coinciding with and in celebration of national apprenticeship week, The Guardian produced a dedicated apprenticeship-focused supplement including a piece that specifically focuses on students who were originally intending to take up confirmed places at university but then changed their plans to pursue degree apprenticeship, due to the events of 2020.

Megan is currently working as a Commercial Assistant and will progress to Trainee Quantity Surveyor after her first year at Tom Willoughby. She works in part of a team that deals with commercial processes related to jobs for the Military of Defence and, when required, she goes out to site to assist in the development and implementation of commercial risk management procedures and to prepare work proposals and tenders.

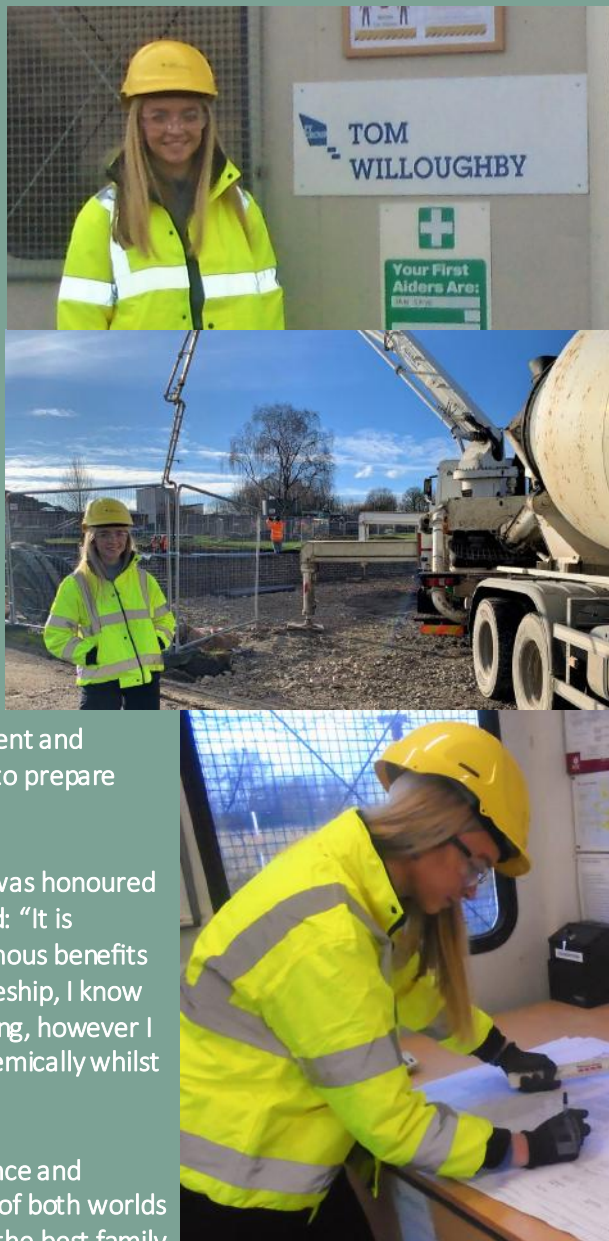
Megan, who will study for her degree at Northumbria University, was honoured to be invited to be featured in the Guardian's supplement and said: "It is fantastic that the national media is raising awareness of the enormous benefits that apprenticeships offer young people. With a degree apprenticeship, I know the demands of combining working with studying will be challenging, however I feel this is the most productive way for me to further myself academically whilst training on the job.

"Although the process will take five years, I feel the level of guidance and experience coupled with the theory of surveying delivers the best of both worlds – being able to gain valuable work experience, working for one of the best family-run construction companies in the North East, whilst also attaining a degree in Quantity Surveying. My first few months have been very enjoyable and insightful and I am excited for what the next few years will bring."

Joanne Sinnott, Operations Manager at Tom Willoughby, added: "I am immensely proud that the Guardian chose to feature a case study about Megan and she really deserves this recognition. Megan is a very capable young woman and in taking the decision to spend a year gaining an insight into the industry prior to commencing her studies, I believe she will be in a far better position than many of her peers. She will be in the valuable position of seeing what she is learning at University actually taking effect in the real world and I look forward to watching Megan grow within her chosen profession in the Construction Industry over the coming years.

Liz Mannion, Careers Leader at Richmond School and Sixth Form College, concluded: "This degree apprenticeship is ideal for Megan. She is incredibly diligent and has a strong work ethic and I have no doubt she will cope with the demands of balancing a challenging job with her degree studies. I am really encouraged that the apprenticeship route is becoming increasingly attractive and already we have many students whose preference is to secure an apprenticeship."

Richmond School offers a host of careers support and was one of the first schools nationally to achieve the national Quality in Careers standard. If any employers in the area are looking to recruit apprentices this year, or may consider this in the future, please email Ruth Hamer, Careers Advisor on rhamer@richmondschool.net



CAREERS

PROUD TO FEATURE AS 2021'S FIRST CASE STUDY OF BEST PRACTICE FOR THE NATIONAL QUALITY IN CAREERS STANDARD

As one of the first schools nationally to receive the prestigious Quality in Careers standard and recognised as one of the region's leading providers of high-quality careers support, we are delighted to have been chosen by the Quality Careers Consortium to be featured as their first case study of best practice of 2021. You can read the feature at [HERE](#) and find out more about the programme at [QUALITY IN CAREERS – BEST PRACTICE](#)



Paul Chubb MBE, Quality in Careers Director, said: "We are delighted to be able to feature Richmond School in North Yorkshire as our first Case Study of 2021. Their experience shows the positive impact the Quality in Careers Standard has upon careers provision in schools for the benefit of students, bringing important career-related learning outcomes for all."

"Thank you to Liz Mannion for agreeing to the interview – it's a true joy to know Richmond School has achieved the national Standard"

Liz Mannion, Careers Leader, said "We are immensely proud of Careers at Richmond School and Sixth Form College. In the current climate, good career guidance has never been more important, with changes in technology and in the labour market meaning that guidance and support for our students is a top priority."

"We were honoured to be awarded the Quality in Careers Standard for the third consecutive year in 2020 and proud to be selected for this national case study."



ALUMNI

FIRST-CLASS PRODUCT DESIGNER HEADS BACK TO SCHOOL

A Product Design graduate has returned to school to start her first full-time job as a Product Design Technician. After graduating with a BA first-class honours degree in Product Design, from Sheffield Hallam University, alumna Emily Tavanyar was delighted to hear of the vacancy, following Geoff Davies' retirement, after 42 years as a teacher and technician at the school. Emily joins 31 other former students who have chosen to re-join Richmond School as members of staff, such is the high regard they have for the school and sixth form college. Emily was searching for an opportunity to build on her skills, work practically with design and to allow her to pass on her knowledge to young people who are interested in the world of design.



Emily said: "As a former student, I have extremely fond memories of the school and the brilliant staff who helped me to achieve my goals. I am excited to return and I know I'm really going to enjoy applying myself practically in the workshop and the problem-solving it will entail. With everything that's going on at the moment, I'm looking forward to helping out with the students' learning, however that may be!"

Emily joined Richmond School in 2009, leaving in 2016 after completing her A-levels in Product Design, German and Art. Whilst at university, Emily worked as a Product Design Intern in the research and development department at Touratech GmbH in Germany. Touratech is the leading specialist in modification and equipment for adventure and touring motorbikes, and gave Emily the opportunity to design and manufacture a variety of products, as well as developing her German language skills.

Tom Braham, Lead Teacher for Technology, said: "Emily's knowledge as a Product Design graduate and experience from working in the Product Design sector bring a new and fresh perspective to the Design and Technology department. Her understanding of the world of Design, new and emerging technologies and her commitment to ensuring that students have the best opportunities to demonstrate their skills means that Emily is an excellent addition to our team. As an alumna, Emily knows the demands of working at Richmond School and the expectations of the projects and courses delivered in the department. She also has a great sense of humour - a must for working in the DT department!"

Emily also brings with her hands-on experience from working on projects independently at home, as she regularly performs maintenance tasks on her 20-year old motorbike to keep it running well. Emily has always loved travelling and has ridden her motorbike across Europe on self-supported expeditions combining wild camping in 10 countries with riding several of the high Alp passes and kayaking white-water rivers in the Ardennes Forest.

Jenna Potter, Headteacher, concluded: "I am delighted to welcome Emily to our staff. Emily's credentials are second to none and she was the obvious choice to inspire our students with her knowledge and passion for Product Design. I am very proud that she is joining over 30 members of our team who are former students. It is always wonderful to hear them say how much they valued, enjoyed and benefitted from their education with us and have chosen to return to be part of our community in their working life, contributing to the ongoing success of the school and giving something back to the next generation of students."



FORMER STUDENT SCOOPS TOP ACCOLADE IN BRITISH SIGN AWARDS

Congratulations to Steve Smith, former student, and his team at Richmond-based Eyecatching Signs who have won a top award in the British Sign Awards. The company was also highly commended for its NHS stickers and posters, which were produced during the first lockdown, with all profits going to help the fight against Covid-19.

After repeatedly being commended at previous British Sign Awards competitions, Eyecatching Signs finally scooped a top prize at the 2020 event, winning the vehicle graphics of the year award.

Owner Steve Smith said: "We received our first highly commended runner-up award for our first entry in 2015. Since then we have entered every year, never really expecting anything to come of it. Some of the entries are signs valued at tens of thousands of pounds by companies massively more scaled than our little one."

"We had got to the point where we were thinking we were always going to be the bridesmaid and never the bride. Once again we entered this year and much to our surprise we won."

The company won the award for their work on a design for Progressive Martial Arts, with a design for Mocha Chocolate just missing out on the shortlist. The company was also highly commended for its NHS posters and stickers, which it did during the first lockdown with all profits going to help the fight against Covid-19.

Steve added: "Eyecatching Signs is only a small company and we are so grateful to the support and variety of work our customers have allowed us to be involved with this crazy year."

"Who knows, maybe this is the start of bigger things to come as we already have something special to enter in to next year's competition."

Steve is well known to many of our students who train with him at [Progressive Martial Arts](#)



JOSH SIGNS PRO DEAL WITH MIDDELSBROUGH FOOTBALL CLUB

Josh Coburn, a former student at Richmond School and Sixth Form College, has signed a pro deal with Middlesbrough Football Club. Following tremendous sporting success at school, the 18 year old striker took up a coveted place at Middlesbrough Football Academy in September 2019.

Academy manager Craig Liddle said: "Josh joined us from Sunderland at U16 level. He's six-foot three, has an eye for goal, and has had an impressive 18 months. He's really developed well physically and technically."

"He is a great example of what a good attitude, hard work, and application can bring. He can also look up to the first team players who have progressed from the Academy as a great example of what can be achieved."

First team boss Neil Warnock added: "The Boro Academy is the best he has come across during his 40 years in management."

Josh showed tremendous potential on the pitch from an early age and stood out as a star player during his time at Richmond School. He was scouted by championship team Middlesbrough after playing for Sunderland for five years, balancing both football and his studies. Josh was offered the highly-sought-after scholarship after a demanding training programme which led to him playing for the Middlesboro U18 squad. Josh has spent the last 18 months focusing on football as well as studying for a BTEC course.

Josh had one ambition after leaving school and that was to achieve a professional contract to be a full-time player for Middlesbrough.

Josh said: "I am over the moon that I have been offered the professional contract. The scholarship programme has been exactly what I hoped for and has really developed my skills as well as broadening my understanding of playing at club level and emphasising the importance of teamwork. In spite of all the challenges of Covid, the support and encouragement from the Academy have been amazing. I have benefited hugely from the extensive knowledge and experience of the staff. I have been playing football for over 12 years and the opportunities to play at area and county level whilst at school, as well as leading the school teams have proved to be invaluable in my development as a player. I would like to thank all the PE staff at Richmond School for believing in me and for their unfaltering support over the years."

Jenna Potter, Headteacher at Richmond School and Sixth Form College, said: "I am absolutely thrilled for Josh, but it comes as no surprise, I was never in any doubt that he would achieve his dream of being offered a professional contract."

Throughout his time with us, Josh developed not only as an exceptional sportsman but also matured as a polite, considerate young man who had boundless enthusiasm and drive, as well as an incredibly strong work ethic. Josh was a huge asset to Richmond School, captaining our football teams for five years and he is clearly a valued member of the Academy. His tenacity and commitment to his game have really paid off and he truly deserves this fantastic opportunity to play at such a high level."



ELEANOR'S PASSION FOR MODERN LANGUAGES LEADS TO A SCHOLARSHIP AT THE UNIVERSITY OF MANCHESTER

Congratulations to Eleanor Bramley, a former student, who left college in summer 2020 and has been awarded a scholarship for her degree in French and Arabic at The University of Manchester.

We were delighted to catch up with Eleanor to find out how she is enjoying her degree and what tips she has to share with students who are interested in studying modern foreign languages as well as advice on applying to university and plans she has for the future.

What course are you studying at Manchester University?

I am currently in my first year at the University of Manchester, studying a joint-honours degree in French and Arabic.

What led you to choose this particular course?

I loved French throughout school and at A-level so I knew that I wanted to carry it on at university alongside something else. Arabic intrigued me as it was unlike anything I had ever studied before, with a brand new script and alphabet to learn. I also knew that in certain countries, for example Morocco, that these were the two main languages so I knew they would go well together.

You mentioned that it is a four-year course, does it include a year out in industry or abroad?

In the third year of my course, I have a year abroad to practise my languages, whether that be studying abroad or actually working in industry. I think that because I study two languages, I will work in French industry in the summers either side of my year abroad and then spend the actual year abroad studying at university in an Arabic-speaking country.

What are you particularly enjoying about the course?

I am really enjoying my course so far, though the Arabic can be quite tricky at times. I would say that my favourite part of the course is the French Cultural Studies topic which includes learning about the arts, literature and cinema for example, which I find most interesting. Arabic is certainly a challenge but is an enjoyable one! I am really looking forward to learning more about the different cultures in the Middle East and how they differ from our own.

What A-levels/experience did you need to apply?

To apply for my course, I had to achieve AAB or better at my A-Levels and one of them had to be in French.

Do you have any plans for the career path you would like to follow after you have graduated?

After I graduate, I think that I would love to live and work abroad for a while, whether that be in a Francophone country or in the Middle East. I am interested in translation so I will definitely look into becoming a translator for my future job, but I would be happy with any job which allowed me to maintain high levels in my languages.



ALUMNI

How are you finding the learning at university – how different is it from A-levels?

Personally, I have found studying at university is very different from A-levels and college as there is a lot more independent learning. Also at the minute, studying everything online makes it seem a lot more impersonal. They are hoping to introduce some more in-person teaching as soon as the situation improves, so hopefully that might make a difference. Also due to online teaching it has meant that I haven't been able to meet many of my classmates in person yet, so I look forward to doing that one day.

With regards to the scholarship, did you have to apply for this or were you selected based on your A-levels and coming from a state school?

I did not have to apply for the Brode scholarship, and I did not even know I qualified for it until I received the email congratulating me! There were 20 of these particular scholarships awarded to my year and I was fortunate enough to be one of the lucky recipients. I was given it due to my A-level results, A*A A, having a passion for Modern Languages, coming from a state school, and coming from a lower-income family. The scholarship is a £5,000 award per annum for up to four years of study. I know that the University of Manchester has many donors and there are a number of different scholarships that students can receive from across all subject areas, but I am unsure of how many exactly.

Any tips you can pass on to current sixth form students about applying to university, what's important to include on the application etc?

I think when applying to university, it is important to make sure you have read the course description year by year in detail to make sure that you are definitely going to enjoy your university experience. Depending on what course you are applying for, I would say that mentioning a couple of books that you have read surrounding that field always boosts an application as it shows you have a keen interest – just make sure that you have actually read them because you do not want to be caught out in an interview! I think it is also important to outline other aspects of your life on your application, for example your hobbies, interests, and maybe even related work experience, to give the university an overall view of the person, not just the academic side.

Any other interesting points you may like to add?

Despite it being a challenging time and under strange circumstances to start university, I would still say I am having a positive experience and look forward to seeing how things progress, both in terms of university life and my course.



ALUMNI

DO YOU RECOGNISE ANYONE FROM THESE UNDER 12/13/14/15/16 NETBALL, HOCKEY AND ROUNDEERS TEAM PHOTOS FROM 1981?

It was the year when Dynasty came on TV, Bucks Fizz won the Eurovision song contest, Prince Charles and Lady Diana Spencer were married, Seb Coe broke the world mile record and shoulder pads and 'big' hair were beginning to be a thing! So, cast your minds back and see if you can spot anyone in the photographs below that we were delighted to be given. We hope you enjoy this step back to the early 1980's!



ALUMNI

ALUMNA Q AND A – HELEN BOWYER, COMMERCIAL DIRECTOR AT WRIGHTS FOOD GROUP



We are delighted to share a fascinating Q & A with Helen Bowyer who, throughout her career, has had jobs in the food industry, working her way up to the position of Commercial Director at Wrights Food Group. Having chosen to leave university after just a few months, Helen is the first to admit that she has not followed the most classic of career paths, but her decision certainly paid off, leading to a varied and interesting career, clocking up some great experiences and achievements along the way. She has worked alongside leading names in the food industry, including M&S, Sainsbury's, Morrison's, Jamie Oliver and Shell, and you'll see that the food sector offers a host of opportunities for any students who are interested in sales, engineering, operations, accounts, marketing, new product development, purchasing, to name but a few! Helen gives some really useful advice on avenues for a career in the food industry, including via top brands running graduate programs, specialist recruitment agencies and providers of food-related courses. Follow the link below to read Helen's story.

Helen is married to Nick and has two daughters, Olivia, age 7 and Isabel, age 5. She also has three stepsons from Nick's first marriage who are 24, 23 and 21. Helen's current foodie recommendation for lovers of sticky toffee pudding is M&S' Plant Kitchen range, apparently even for those who are not vegan it is a fantastic eat!!

What A-levels did you study at Richmond Sixth Form College? English Literature, French and Business Studies

Did you go to university from college? If so, what did you study and where did you go?

I took a year out and undertook work placements in a number of national and regional Advertising, Marketing and PR agencies whilst working at a local Gastro Pub as I had agreed to a deferred entry to Leeds Metropolitan to study PR. After my year working full time I was uncertain whether I did actually then want to pursue the planned degree but did decide to go ahead, although made the decision to leave in the December, after being there for 2-3 months.

If not, what was your first job? After making the decision to leave university, I carried on working at the Gastro Pub whilst also getting a job in Sales/Accounts Administration while deciding what I wanted to do. This role was with Leathams, a large London-based food business that supplied manufacturers, restaurants, coffee shops and delicatessens across the UK. Their ingredients division was based in Leyburn as one of the owners of the business had taken the decision to move out of London, meaning a Yorkshire office was required.

How has your career progressed since then? The role at Leathams confirmed my desire to work in the food industry. From the age of 14, I had always waited in award-winning restaurants and had a passion for all things food related. From here I then moved into a role of Purchasing and Planning Manager for a Ready Meals Manufacturer based in Masham. They were owned by an American food business and had two sister companies in the UK which gave me greater involvement than just the Masham site. Whilst here, I was attending the largest food exhibition in Europe, SIAL, in Paris and met Nick, who is now my husband. He was in the Chicken industry and based in Cheshire, so after a period of commuting backwards and forwards between Yorkshire and Cheshire I needed to make the move to Cheshire as Nick was unable to move his business to Yorkshire!



ALUMNI

After months of looking for a role that I would like, I ended up taking an opportunity to do some Purchasing consultancy work for a previous colleague in manufacturing who had gone to work for Bakkavor in their Colchester-based manufacturing facility.

Bakkavor are one of the largest manufacturing groups in the UK but they required someone to go down and review that specific site whilst also linking through with group purchasing based in Spalding. I went down there three days a week, for what was originally meant to be three months, and ended up covering that role for just over two years. At the same time, I took on a number of other Purchasing consultancy roles for other national food manufacturers and this was how I became acquainted with Wrights Food Group.

How long have you worked at Wrights Food Group? I joined Wrights as a Purchasing Consultant and did two days a week for them for a two-year period before taking the opportunity to join them as their full time employed Head of Purchasing. After seven years in this role, I was promoted to Commercial Director in November 2016, meaning I have been employed by Wrights for 11 years but worked for them for 13 years, if I include the consultancy period. As Commercial Director for the business, I am ultimately responsible for the Commercial business strategy and the Sales, New Product Development and Purchasing departments in the business, with seven direct reports.

Tell us a little about Wrights Food Group We are a food manufacturing specialist which supplies savoury, sweet bakery and ready meals to some of the UK's leading retail and food service operations. Wrights Food Group was established in 1926, by Jack and Lizzie Wright, who sold pies to neighbours from their Stoke-on-Trent doorstep. Today, the company's 600-strong workforce manufactures and distributes food products into retail and foodservice sectors and manages 15 Wrights-branded bakery stores across the North West.

Winners of the 2019 Bakery Industry Awards title of "bakery manufacturer of the year", its innovation has been a cornerstone of the business throughout almost a century of food production, recognising the need for adding value to its product range to investing in blast freezers to bring frozen, ready-to-bake products to bakery independents in 1989.

Today, chairman Peter Wright is the custodian of the £65million turnover business which supplies products to some of the UK's leading hospitality and retail brands.

What do you enjoy most about working in the food industry? I have always been a foodie which certainly draws you to the food industry but I also feel it is an industry that everyone can relate to, as we all have to eat! It is an area that is continually changing and exciting in terms of development, market and consumer changes and never gets boring. I just feel it is sadly an industry that gets overlooked in career education when there are a huge number of different areas for career progression in the industry – Sales, Engineering, Operations, Accounts, New Product Development, Purchasing etc.. The list is never ending!

Which food retailers do you supply to and are these branded as the store's own ranges? We presently supply in to M&S, Sainsbury's, Morrison's, Co-Op and then some of the smaller convenience retail groups. Products supplied to the big retailers are in their own brand and then we manufacture under Wrights brand for Co-Op and convenience retail.

Retail is still a relatively small area for the business with around 70% of the business being Foodservice Wholesale or Foodservice End User with customers such as Domino's, BP Wild Bean Café, Caffè Nero, Jamie Oliver by Shell etc..



ALUMNI

What advice would you give to students looking to work in the food industry? I would strongly suggest that students look in to the high range of roles that are available in the food industry, if it isn't an area they are aware of. Food businesses are very keen to support students with an interest in manufacturing and we work with colleges such as Reaseheath who run a large number of food-related courses. In terms of getting in to sales, purchasing, engineering, accounts etc. there are a high number of graduate programs run by some of the top brands that are a great springboard into the industry, as well as a number of specialist recruitment businesses dedicated to the food industry that can target specific areas of interest depending on the skills/qualifications held.

Do you recommend students try and get some relevant work experience working in retail/customer-facing roles? I think with any area of interest it is good to get work experience to help you better understand an industry or role you are interested in and work experience gives you good industry contacts that can be useful further down the line.

What did you enjoy most about your time at Richmond School and Sixth Form College? I joined Richmond after completing my GCSEs at Ripon Grammar so Richmond was a very different experience overall. I really enjoyed the atmosphere at Richmond and have fond memories of the teachers that I had for my A Levels and the support that they gave me. In addition I met some fantastic friends who I am still close to today.

Who were your favourite teachers or were there any teachers who really inspired you? I was very lucky to have fantastic teachers for all my chosen subjects but would say my two English Teachers – Mrs Ruston and Mr Burton. English was probably my favourite subject and they really engaged that passion for me. From a business perspective, Mrs McCafferty was a fantastic Business Studies teacher and really brought the subject to life for me and probably helped me forge my career path on the back of it.

What support did you get at Richmond School and Sixth Form College when thinking about your further studies and career plans? We had the usual careers sessions when I was at Richmond but I think that there was very much a focus on 'classic' career paths rather than on industries such as food manufacturing which was very much the case in all schools at that point in time. It was great to hear that this has changed over the years and that the school and college are ensuring that students are not missing out on some fantastic businesses and industries to work in. It is encouraging to see that recently, students have taken up various apprenticeships with companies including Morrison's, as well as more locally at Mainsgill Farm.

Final word.....

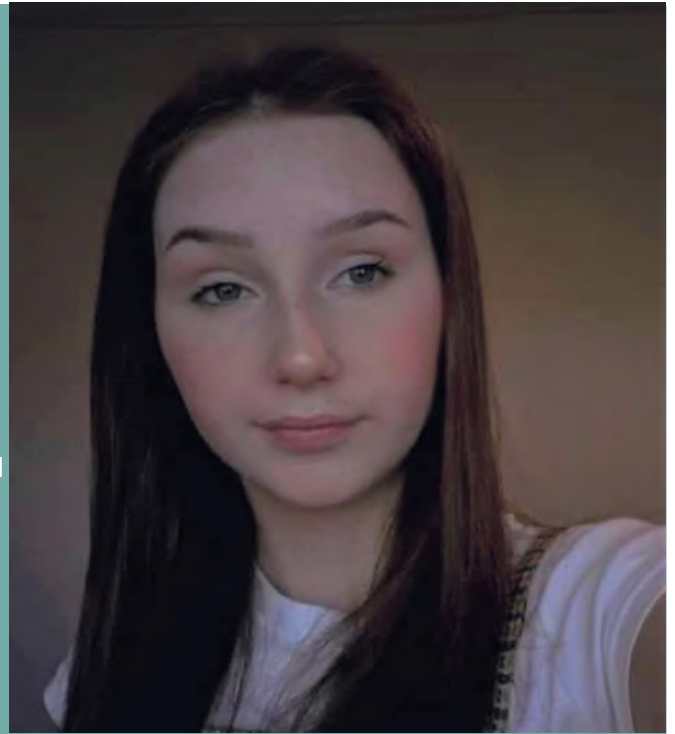
I am, as you can probably tell, very passionate about the food industry and hope that students can start to see the potential that lies in this industry for them to continue the knowledge and passion for many generations to come. I would be more than happy if it was ever of any help, to talk directly to any student with any questions related to this industry.

I may not have all the answers but can always hopefully point them in the direction of someone who could. The main thing for me has always been to remain very focussed on what I want, being aware I may have to undertake roles that I don't really want to, but in the knowledge that it all adds to my experience and has allowed me to step up the career path to be a Company Director before the age of 40. Life is very much what you make it yourself!



HEADTEACHER'S VALUES AWARD

Sarah Manning, in Year 10, was nominated by Mrs Southgate and Ms Mannion. Mrs Southgate said: "After the first week of school closure I received an email from Sarah who was eager to know more about whether the Duke of Edinburgh's Award and work experience would be taking place this year. Sarah is a young lady who, like so many of our students, would have undoubtedly felt disheartened at the thought of another spell of online learning. Yet, when faced with such news, Sarah's resilience and independence really shone through as she continued to look ahead to a time when perhaps life could return to some form of 'normality'. She knew her questions couldn't necessarily be answered easily or would elicit the response she was really hoping for and so was understandably disappointed when she found out that there was no news of D of E being able to start up again and that work experience had been cancelled this year.



"Undeterred, Sarah's focus remained on finding similar opportunities, which would allow her to develop skills that she perceives as being valuable for her in the future. Ms Mannion was only too pleased to help out and sent Sarah a number of links to online/virtual work experience opportunities in the careers she was interested in. I was so pleased to receive an email from Ms Mannion to tell me that Sarah had been selected to attend work experience in the form of a Speakers for Schools 'Virtual Leadership Insight Session' at The Royal Military Academy Sandhurst in February – a prestigious institution which I'm sure, like us, will value her independence, resilience, excellence and impressive drive to achieve more to be the best she can be."

Ms Mannion added: "The Speakers for Schools events are competitive with limited places and Sarah did so well to gain a place. Sarah completed an application form which was the equivalent of filling out an application for an apprenticeship with many detailed questions about her motivation, skills and career goals. Sarah is the first Year 10 student to have gained a virtual work experience place. I am also aware that Sarah has recently been appointed to be a student leader and she is really demonstrating skills in resilience and excellence."



Jade Moore, in Year 7, was nominated by Miss Weir, who said: "Jade decided to learn some sign language. She has only been learning for two days but has already learnt the signs to the lyrics of her favourite song.

"Jade sent me a video of her signing along to this song. When asked if this was part of some school work that she was asked to do, Jade replied "no" and that she just wanted to do it.

"It shows a great amount of independence and resilience to learn a new skill and be proud of your achievements in such a short space of time.

"I have asked Jade if she is interested in a British Sign Language course and she is going to think about it."

You can watch a video of Jade signing along to her favourite song at <https://photos.app.goo.gl/YsLKRjsXT6TYyVku5>

HEADTEACHER'S VALUES AWARD

Ellen Atkinson and Flynn Hunter, in Year 11, were jointly nominated by Mr Wilson who said: "I would like to jointly nominate Ellen Atkinson and Flynn Hunter for Engineering.

"When we are working on Controlled Assessment in lesson they always go way beyond my expectation in the technical detail of their response. They also work at an alarming pace, leading to my next point.

"Following the first lockdown, the amount of work required as evidence by BTEC was reduced to reflect the time available. Not only have both students finished this work to a very high standard, but they have also made considerable progress on the work that was removed, simply because they would like to do it. Regardless of whether it is required or not, it is excellent experience, as it tends to be the manufacturing tasks that BTEC thought that students would struggle to have access to.

"They have also always been only too happy to take time out from what they are doing to support other students in their two respective classes, by talking through their own work or giving advice. It is always accepted thankfully from any student, as their peers know instinctively that it is worthwhile.

"In December, and during this second lockdown, we have been preparing for their final exams which were scheduled for the first week of February. These have only in the last week been cancelled, so I am gathering evidence for a predicted grade instead.

"They have both gone the extra mile at every opportunity, asking technical questions when appropriate and always striving to improve upon work submitted before it is even set as a task. In short, their adherence to the school values has been exemplary and I cannot praise them highly enough."



Harry Hammond, in Year 8. Harry was nominated by Mrs Tomlinson, who said: "Harry used his making skills to produce a gargoyle in the snow when I set a research task on the topic of gargoyles. He went above and beyond what I asked him to do, taking full advantage of the snowy weather. Harry showed great imagination, 3D-making skills, independence and creativity.

"Well done Harry, you are a very worthy contender for the Headteacher's Values Award."

