

NEWSLETTER

March 2021

Welcome to our March Newsletter - I can think of no better way of starting this newsletter introduction, than by sharing the quote by Kitty O'Meara that I used in last Easter's newsletter, just as we had gone into the first lockdown.

'And the people stayed home. And read books, and listened, and rested, and exercised, and made art, and played games, and learned new ways of being, and were still. And listened more deeply. Some meditated, some prayed, some danced. Some met their shadows. And the people began to think differently. And the people healed. And, in the absence of people living in ignorant, dangerous, mindless, and heartless ways, the earth began to heal. And when the danger passed, and the people joined together again, they grieved their losses, and made new choices, and dreamed new images, and created new ways to live and heal the earth fully, as they had been healed.'

How true so many of those observations have turned out to be, but I don't think any of us would have imagined that still, a full year later, we continue to work towards a more settled situation across the world, as the danger has not yet passed.

Despite the above, having a school and college full of students again is truly fantastic. They have acquitted themselves unbelievably well throughout the in-school testing period and have adapted to school and college life again very quickly. Lessons are calm and focused, attendance levels since the return have been very high and extra-curricular activity has started again. It definitely does feel 'sunnier' than at this point last year.

We have a very busy term ahead of us, not least ensuring that we do everything possible to support our Year 11 and Year 13 students through a fair assessment process and helping them all on to the next phase of their lives. We wish them well as they embark upon their assessment preparation and revision over the Easter break.

Thank you, as ever, for the support you show us and I do hope you enjoy a peaceful holiday.

Best wishes,

Jenna Potter
Headteacher



STRIDING ON WITH MARCH MILES
the latest update on this fantastic fitness fundraiser is on page 4



**FLORENCE TO REPRESENT THE
BRITISH LIBRARY AT THE
LONDON BOOK FAIR**
more on this news on page 17

INSIDE THIS ISSUE

In the community	2
Performing Arts	6
Academic	10
Sport	26
Careers	29
Alumni	36
Headteacher's Values Award	41
Farewell Mrs Brooker	43
One Year On	44



**Richmond School
& Sixth Form College**

Being the best we can be



IN THE COMMUNITY

IT'S BEEN A TESTING TIME, BUT WITH THE INVALUABLE SUPPORT OF OUR VOLUNTEERS AND STAFF IT RAN LIKE CLOCKWORK

We have been overwhelmed with the support of our community in responding to our call out for help with Covid testing. We had an amazing group of 70 volunteers, including parents of students, alumni, governors, local residents and Julie, Tesco's community champion, who did a fantastic job. Our heartfelt thanks go to all of these wonderful people who put our students at ease with their caring manner and ensured the testing ran like clockwork.

We would also like to thank our staff who have been working extremely hard behind the scenes to create our dedicated and safe Covid testing area and planning and implementing the logistics of this significant operation.

Team Richmond School at its best.

AMAZING CHILDREN & A SEAMLESS SERVICE

"I just wanted to say a big thank you, as a parent, for helping to get the pupils back to school safely during these difficult times. Knowing that they have been tested during the first two weeks has really helped their confidence in feeling safe at school during the Pandemic.

As a volunteer, thank you for allowing me to be part of the team. The children have all been amazing, so polite and grateful. I have met some lovely volunteers and really enjoyed the sessions.

I think a lot could be learnt from the seamless service you have provided these last two weeks.

I am proud to say my son attends Richmond School.
Thanks again



Carol, volunteer and parent



THANK YOU TO OUR WONDERFUL COMMUNITY FOR LAPTOP DONATIONS

We would like to thank the members of our community who have kindly supported the school with laptops, ipads and VR equipment.

Jenna Potter, Headteacher, said: "Individuals from Arkengarthdale, Brompton-on-Swale, Hudswell and Richmond, along with Randall Orchard Construction and Arkengarthdale Parish Council, have kindly donated equipment to the school.

This has been a huge help over recent weeks and the equipment will be available to support our students for continued use."



IN THE COMMUNITY

SADDLE UP FOR A FREE BIKE REPAIR ON WHEELIE WEDNESDAY

Swale Cycles are offering free bike repairs to members of the community at their pop-up Wheelie Wednesday workshops, hosted at Richmond School and Sixth Form College, on 31st March and 7th April, between 10am and 4pm. The Dr Bike Scheme, funded through Cycling UK's 'Big Bike Revival', is an opportunity for a free 30-minute check, including servicing and repairs worth up to £50, with the aim of encouraging the general public to ensure their bikes are road-safe and ready to ride.



To keep the number of people to a minimum, the sessions must be pre-booked on a first-come, first-served basis by contacting Paddy at paddy@swalecycles.co.uk or 07748854833. Paddy will carry out a full bike safety check to ensure each bike is safe to ride. If more than thirty minutes and/or parts are required, then this will be quoted for accordingly. If customers have Government vouchers, then they are also able to redeem them through Swale Cycles. The servicing and checks will be carried out on the car park at Richmond School, where there is plenty of space for people to park up safely and remain socially distanced while they wait. Alternatively, bikes may be dropped off with Swale Cycles at the school from 9.30 on the repair days, or collections arranged prior to the event can take place, with all bikes being picked up by 4pm on the same day.

Tony Potter, Richmond School's Leader of Sport, Leisure and Community, said: "We are delighted to host Swale Cycles' Wheelie Wednesdays, which offer such great opportunities to our local community to have professional Dr Bike checks carried out on their cycles. It is wonderful to see something positive to come out of the last 12 months, with so many more people appreciating the huge benefits that cycling brings in terms of a healthier lifestyle and improving wellbeing."

Swale Cycles are a family-run, Richmond-based business. Paddy Muir, a former engineer and keen cyclist and mountain bike leader, retrained in May 2019 to follow a dream and passion, starting Swale Cycles in July 2019. The business has grown rapidly, so much so that the company is about to move to new premises on the Trading Estate in Richmond. Swale Cycles cover all types of bikes including: road bikes, mountain bikes, e-bikes, tandems and kids bikes - they have even been known to fix exercise bikes, pushchairs and golf buggies! In addition to running a bike repair workshop, Paddy also provides nationwide mechanical support to cycling sportives, charity rides and guided rides, all fully supported by wife Rachael, also a British Cycling Mountain Bike Leader, and son Rory.

Paddy said: "Cycling has boomed over the past 12 months and it is now seen as one of the best ways for people to keep fit and healthy, as well as helping reduce carbon emissions. It is so important to have our bikes regularly checked by a competent mechanic as poorly maintained cycles are inefficient and, more importantly, can be dangerous as well. This is a perfect, cost-effective opportunity to get bikes ready for the summer!"

Cycling UK is a charitable membership organisation that has championed the cause of cycling for more than 140 years, promoting all forms of cycling, protecting the interests of existing and would-be cyclists, and inspiring people of all ages, backgrounds and abilities to discover the joys of cycling. Find out more about their Big Bike Revival initiative at [CYCLING UK BIG BIKE REVIVAL](#)

For further information about Swale Cycles Wheelie Wednesdays visit [SWALE CYCLES](#) or contact Paddy on paddy@swalecycles.co.uk or 07748854833



IN THE COMMUNITY

MARCH MILES MOTIVATES FITNESS AND FUNDRAISING IN MEMORY OF DAVE CLARK



March Miles, our inclusive fitness challenge, aimed to clock up 8,000 miles by motivating our students and staff to walk, cycle, run and raise money for two very worthy causes throughout the month of March. The money raised will be split equally between the Great North Air Ambulance Service and to refurbish the school's fitness room with inclusive equipment. The initiative, organised by PE teachers Jack Moore and Helen Southgate, is in memory of Dave Clark, the school's former Deputy Headteacher who was a keen sportsman and lover of the great outdoors.



The challenge quickly gathered pace, with the original target of 8,000 miles smashed within ten days! A revised target of 24,901, the distance to travel around the world, was set and after 23 days this has also been achieved—the current total stands at 29,377 miles. This is an amazing effort with an incredible 922 students and staff involved.

With dwindling levels of motivation for regular exercise reported in the media, it is vitally important that students are keeping active and the March Miles challenge has provided a new incentive and drive to get the school community moving again. The challenge has not only encouraged students to be outside and experience the goodness of fresh air but has also reinvigorated their love of sport, as well as bringing confidence and teamwork skills as we all work together for some great causes. The benefits of all of this to mental health and wellbeing cannot be underestimated.

Jack Moore, PE teacher, said: "In September 2020, we tragically lost the legend that was Dave Clark and we have waited to pay our respects as a PE Department with a challenge that he would be proud of. We wish to raise money for a good cause but also to help us to afford to properly kit out our fitness room so it is an inspiring and inclusive environment for our students and staff to use. Dave was someone who always encouraged students to be the best they could be and always to challenge ourselves. We believe that combining our efforts to support the Great North Air Ambulance and also enhance the sporting facilities at Richmond School and Sixth Form College would be something that Dave would approve of."



We are most appreciative to Chris Kaye, at BFBS Radio Catterick, who helped us raise more awareness of the challenge during an interview with Mr Moore. You can listen to the interview [HERE](#)

We are also extremely grateful to Rishi Sunak MP who kindly sent a video message to the students and staff to wish them the very best with the challenge. You can see the video [HERE](#)



IN THE COMMUNITY

EBONY WAS AN INSPIRATION TO US ALL DURING LOCKDOWN

Ebony's resilience and excellence during lockdown demonstrated to all of us how important it is for our wellbeing to make the most of our time by improving our skills and trying out new interests.

Not only did Year 7 Ebony continue to be a dedicated and hard-working student with the change to remote learning, but she also impressed her teachers with activities she did outside of school, finding ways to keep herself active and making sure she did things that she enjoyed.

A keen baker, Ebony made delicious cakes, scones, biscuits and brioche, to name a few. She also developed a keen interest in photography and she still found time to dance!

Miss Heslop said: "I'm very proud of Ebony's commitment to her studies and how independent she is towards all aspects of her life, both in and out of school. "She has highlighted how important it is for us all to look after our mental health by finding time to do the things we love. She is an inspiration to everyone."



RUNNING TO SUPPORT STUDENTS WITH THEIR MENTAL HEALTH

A selfless and kind-hearted student is setting herself the target of running 27 miles over 27 days in aid of MIND the charity that supports those who are struggling with their mental health. Sarah Manning, age 14 and a Year 10 student, is aiming to pursue a career in healthcare and wanted to do something to help others, especially during the Lockdown, which is a particularly challenging time for many people.

The number of miles Sarah is running has a particular significance – she is raising money in solidarity with the 27% of university students who report a mental health problem. More students are experiencing mental health problems than ever before. The number of students reporting a mental health problem is five times greater today than it was ten years ago, while the number of students dropping out because of mental health problems has trebled. Sarah will start her daily run on 1st March. She has been training very hard over the last few weeks, running 1 ½ miles each day and will continue to be out daily, whatever the weather, until she completes the challenge on 27th March.



Sarah said: "I am hoping to work in the healthcare sector after I finish my studies, and as I cannot directly help those in need of help myself yet, I would like to raise money and donate to an organisation that can. I chose to do my running challenge in aid of MIND as I think it is very important to support charities that can potentially help us or someone we care about in the future to help improve their wellbeing."

Sarah will be running as part of a much larger group of people across the country who are also taking part in this event, which is spearheaded by Mind. Further information on how to join the 27/27 challenge is available [HERE](#)

Jenna Potter, Headteacher, said: "I am so impressed with Sarah for taking the initiative and devoting her free time to train for this challenge. Sarah is fitting her daily run around her home learning. She has also found time to apply for virtual work experience, and has recently been successful in securing highly-sought-after placements with both the NHS and the Royal Academy Sandhurst. Sarah is showing high levels of resilience and independence and the compassion she is demonstrating by thinking of others at this difficult time is admirable."

Sarah has set herself a fundraising target of £300. If you would like to support Sarah, donations can be made [HERE](#)

PERFORMING ARTS

MAKING MOVES TO KEEP DANCE IN THE SPOTLIGHT WITH VIRTUAL DANCE SHOW AND COMPETITION



Keen to keep dance firmly in the spotlight at Richmond School and Sixth Form College, and to mark National Dance Week, five enthusiastic and passionate Year 13 dancers are organising 'Moving Forward', a virtual dance show and competition, which will be released on Friday 23rd April. The students chose 'Moving Forward' to celebrate how well all students have coped during the Covid pandemic and to reassure everyone that they will move forward together in a positive way through dance. The event aims to help students overcome any difficulties as well as promoting creativity, excellence, resilience and teamwork, four of the values that the school prides itself on.

Each student has a dedicated role in the project management of the show. Kassandra Jeffels, is the project coordinator, Charlotte Harrison is the director and costume designer, Abbey Charles is the videographer, Usha Rai is the choreographer and Grace Stones is the marketing coordinator.

Kassandra, project coordinator, said: "Moving Forward is an inclusive event that is open to students from Year 7 through to 12. We hope everyone involved will not only enjoy themselves but realise the importance of media such as dance, as it offers students a platform to showcase their abilities with this being an event of hope for those who have struggled during the pandemic."

"In addition to being guided by their teachers and classmates, students are part of a google classroom where they can call on tips from other participants, including the project team, about anything from costumes to choreography. Our vision is for students to have fun but also to use this as an opportunity to learn from other dancers in their year. We suggest they pretend they are performing to an audience to showcase their talent, as well as learn from this experience, accept any constructive criticism and apply this to future performances."

Mrs O'Malley, Dance Teacher, said: "I was thrilled to hear that the Year 13s were keen to lead the project of a virtual dance show that would demonstrate their passion for Dance and to be able to celebrate 'Moving Forward'. The students, who are all studying CTEC Performing Arts, have planned and prepared everything themselves and communicated clearly with all those involved. They have blown me away with their dedication, commitment and professionalism throughout the process.

"This will be their 'Swansong' before leaving our Sixth Form College and they have gone above and beyond to make this happen throughout lockdown. This will no doubt ignite a spark with our younger students to get involved and I very much look forward to the finished outcome to celebrate the talent we have at Richmond School and Sixth Form College."

Students will select their own style, costume and music for their one-minute performance. The routines will be filmed in the main hall, and the judges will take age into consideration selecting three winning performances from each year group for best choreography, most professional performance and best costume.

PERFORMING ARTS

To add a grand finale feel and buzz to the competition, Usha will choreograph a set dance for all students to learn and perform. This will be filmed by year group, to ensure safety and social distancing, and then the performances will be blended together to create the final piece.

Kassandra added: "I think this is an amazing opportunity which shows how passionate many of the students are about dance. It's also really refreshing for performers, such as myself, who struggled with the lack of practical learning and dance lessons outside of school. It will be a new experience for those who haven't participated in shows before and will help all our students to feel a sense of belonging and being part of a bigger community of like-minded individuals."

We were delighted to talk to the Moving Forward project team about their passion for dance and their plans for the future.

What are your favourite dance genres? "My favourite dance styles are contemporary or lyrical as I have always loved them from a young age and see them as a form of expression." **Charlotte**

"My favourite dance genres are ballet and hip hop. I've done ballet since I was seven years old and that's how I started to fall in love with dance, however hip hop has become a new interest during lockdown. It challenges me to become a more versatile performer and I love the way it makes me feel. I do still want to progress in ballet though and I aim to be back on pointe by the end of the year." **Kassandra**

"I don't really have a favourite dance genre because they're all so different and that's what is so captivating about dance. I like to dance to pop commercial because it is fun, however I like to watch every dance genre." **Usha**

"My favourite style of dance is modern as I feel it combines aspects of all dance styles and influences from social dances to allow creativity." **Grace**

"Either contemporary or commercial. I enjoy the freedom of dance and the message it can communicate. **Abbey**

Are any of you planning to pursue your studies in performing arts?

"I am planning to study dance and psychology at Middlesex or Liverpool and have unconditional offers for both universities, with Middlesex being my firm choice and Liverpool my insurance.

"I have wanted to go to Middlesex for a while now, the Dance course is perfect in helping me to appreciate dance in a practical and theoretical sense and allows me to gain wider knowledge of the science behind dance. This will also help me to get into hopefully doing my masters in dance movement physiotherapy and pursue my career in that. London is also full of places to gain experience and opportunities to enable me to acquire further knowledge into the dance industry." **Charlotte**

"I have received a conditional offer to study Musical Theatre from Lincoln University, my top university choice and Liverpool Hope, and I am waiting to hear back from The Hammond in Chester, following my second audition.

"I have always loved the stage and musical theatre enables me to participate in all of the art forms instead of choosing one. Many of my favourite actors came from the West End and I find the stories behind musicals very inspiring. It's an escape from reality that can also help to educate us and keep us reaching for the stars throughout our whole lives. Musical theatre is my passion and through it I hope to be able to inspire someone or be responsible for helping someone through a hard time. Life is precious and musical theatre offers something very precious, in my opinion." **Kassandra**



PERFORMING ARTS

VIRTUAL WORKSHOP WITH MATTHEW BOURNE'S DANCE COMPANY INSPIRES STUDENTS

Students from Year 10 to 13 had a fantastic opportunity to join in a virtual dance class with Matthew Bourne's dance company 'New Adventures'. Matthew Bourne has a history of re-imagining traditional ballets and showing a theatrical twist which is seen in many of his works such as Cinderella, Swan Lake and Romeo and Juliet. The students were taken to a city in Sweetieland from his work 'The Nutcracker'. Students explored technical skills, gained creative ideas for their lessons and worked on characterisation to develop their performance skills.



Matthew Bourne's credentials are seriously impressive. He is the creator of the world's longest-running ballet production, and has been recognised by numerous international awards. He was knighted in the Queen's New Year Honours 2016 for services to dance, and awarded the Queen Elizabeth II Coronation Award – one of the most coveted honours in the world of dance – in recognition of his outstanding services to the art of ballet'.



The students were so inspired and gained so much 'food for thought' to develop in their dance lessons. Year 13 students commented: "It was really unique and captured the Nutcracker theme through interesting ways of creating dance and was a beneficial experience."

The Year 12 students shared their thoughts, saying: "It gave a precise insight into the way he develops his works and was a great way to experience new things." The Year 11 students described the work as "inspiring, a new experience and something that raised awareness of the field of work when training for a professional dance company."



Mrs O'Malley, Dance teacher, said: "It was amazing to see so many students getting involved with such a superb opportunity and every single student will be able to take something from the workshop that will help develop their exam work or prepare them for the industry beyond Sixth Form. Well done to all those who took part and for working with a company that is known nationally and recognised for its tremendous talent and success."

PERFORMING ARTS

YOUNG ACTORS TO PERFORM 'OUR COVID-19 STORY'

The Year 7 Drama Llamas are really enjoying being back together for their after-school drama group and have wasted no time in getting to work on their next project, 'Our Covid-19 story'. The idea stemmed from the talented Lara who suggested it before Christmas when they were collating ideas for a performance. All of the Drama Llamas loved the idea and agreed this would be the stimulus to work with when they returned to school.

The ideas for each scene and the narrative of the performance is a collaborative effort between all attendees who have created a target for the piece to be ready between May and June. Depending on how the guidelines develop, it would be wonderful if the students could perform in front of a small audience, but if this is not possible, the piece will be filmed for students and their families to watch instead.



Miss Paul, Drama teacher, said: "The students who have created this piece so far have been exceptional, demonstrating a passionate and determined approach to devising and performing. They are working so well as a team, sharing and collaborating their ideas.

"The piece mainly centres around one family who hear about COVID on the news. Each scene follows a different family member's experience and perception of COVID and how it has changed their life. The piece is primarily a comedy, although it will feature some dramatic elements. Week by week the students bring more creativity and enthusiasm – WATCH THIS SPACE!"



ACADEMIC

EMMA'S ARTWORK IS ADMIRER BY JESSE LANE, LEADING COLOURED-PENCIL ARTIST

Emma Hodgson, a Year 12 student, was delighted to discover that Jesse Lane, a world-renowned artist, had commented and liked a piece of her artwork on Instagram.

Emma has been studying Lane's portraits which have won many national and international honours, including the world's top award for coloured pencil work. His drawings have been featured in numerous prominent art magazines and publications.

Mrs James, Emma's Art teacher, said: "Students were offered a range of artists' work to focus their practical work on this half term and Emma decided to study Jesse Lane's work. Emma is an incredibly committed student who is flourishing at A-level.

"Her amazing technical prowess is clearly demonstrated by her study of Lane's work. Her ability to manipulate materials and create a work of such precision is a testament to her talent and hard work. I am so pleased that Lane himself has recognised her ability and given a lovely boost to her confidence on social media."

Emma said: "I have an art account on Instagram @ehodgson_art where I post some drawings every now and then.

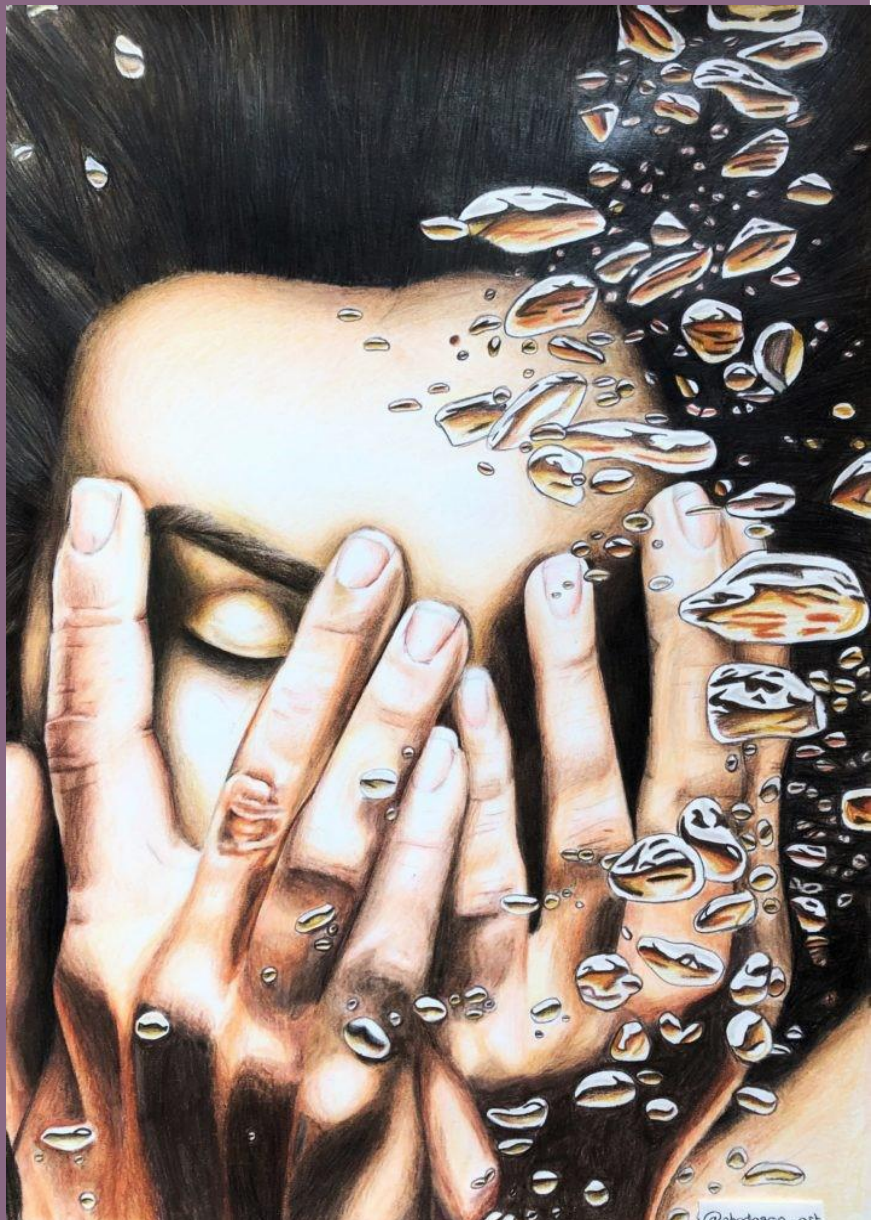
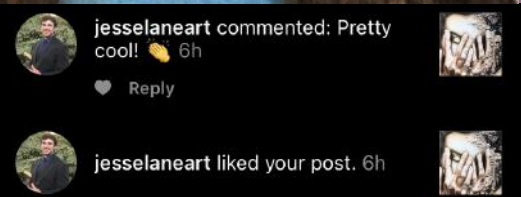
"I posted my study of a Jesse Lane work, which is part of my artist page, and he liked and commented on it!

"I have found that Art has really helped me during lockdown, it's given me a focus and time to enhance my style.

"I am definitely going to continue doing Art as a hobby, after my A-levels, and add to my Art account as I love creating drawings and find it really enjoyable to see the final product."

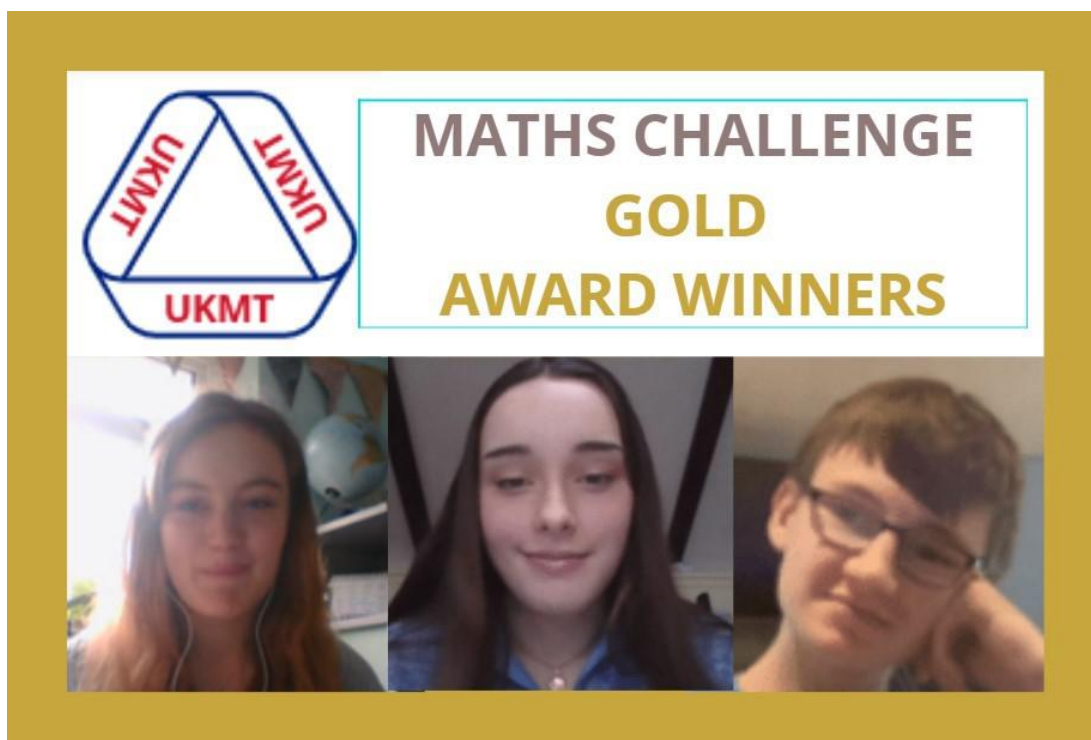
Jesse Lane is a signature member of the Coloured Pencil Society of America and a member of the Portrait Society of America and the International Guild of Realism.

You can find out more about his work at [JESSE LANE ART](https://www.jesselaneart.com)



ACADEMIC

A HOST OF GOLD, SILVER AND BRONZE AWARDS FOR OUR KEEN PROBLEM SOLVERS



The UK Mathematical Trust (the UKMT) promotes mathematical problem solving for gifted and talented students across the UK. One of its challenges is the Intermediate Challenge aimed at students up to Year 11.

In this unusual year, the UKMT has managed to transform its assessments into an online format. Whilst impressive, it gives an additional hurdle for students to overcome whilst they themselves have been away from school. We were therefore delighted that 44 students, in Year 9 through to Year 11, chose to enter the challenge in February.

Three Year 11 students, Emma Scott, Toby Broderick and Cora Amos, achieved the prestigious Gold Award, with Cora gaining the highest score for the school. A further eleven students were awarded Silver and thirteen students received Bronze awards.

Notable awards were Theo Webster, from Year 9 who gained a Silver Award, achieving the best score in his year, and Natalie Muxworthy, in Year 10, who was also awarded Silver and had the best score in her year.

The full list of award winners is opposite.

Year	Name	Award
11	Cora <u>Aked</u>	<u>GoldBiS</u>
11	Toby Broderick	Gold
11	Emma Scott	Gold
11	Isobel Brooks	Silver
11	Peter <u>Longstaff</u>	Silver
10	Natalie <u>Muxworthy</u>	<u>SilverBiY</u>
11	Bella <u>Hesp</u>	Silver
11	Evie <u>Farnell</u>	Silver
11	William Newson	Silver
11	Evie Schmidt	Silver
10	Harold Raven	Silver
9	Theo Webster	<u>SilverBiY</u>
11	Freya Ball	Silver
11	Anika <u>Hy</u>	Silver
11	Dominic Galloway	Bronze
11	Zoe Love	Bronze
11	Joe Carruthers	Bronze
11	Will <u>Mawer</u>	Bronze
11	Joshua Kind	Bronze
11	Danielle Smith	Bronze
10	Sophia O'Callaghan	Bronze
11	Lily <u>Bushell</u>	Bronze
11	Henry Banks	Bronze
11	Josh Parker	Bronze
10	<u>Maciej</u> <u>Nupreiczuk</u>	Bronze
10	Annabel Gorman	Bronze

ACADEMIC

AN IMPRESSIVE ARRAY OF GERMAN KARNEVAL MASKS

Well done to all students who entered our recent Areté Learning Trust German Departments' Karneval competition. Miss Dutton, German Teacher, said: "There were some fantastic entries from both Richmond and Stokesley Schools and we have been very impressed with how students showcased their immense creativity with a wide range of designs."

Presented with such fabulous designs, it was a very hard task for the judges, Miss Dutton and Mrs Cheesebrough. We are delighted to announce that both of the winning designs were by students from Richmond School. Elsa Wright, in Year 9, is in first place and wins a £15 voucher. Elsa thoroughly researched her design before producing a beautiful mask that shows real creative flair. The incorporation of leaves and feathers into the design really set it apart from the other entries. This is definitely an elegant Karneval mask that would get you noticed at any Maskenball!

Cameron Richardson, in Year 8, is placed second and wins a £10 voucher. The judges really liked the blue/teal colours of Cameron's mask, as well as the sparkle in the glitter and sequins.



Elsa said: "I really enjoyed researching carnival masks and looking at all the amazing elaborate designs on the internet. I decided to use natural materials as much as possible for my design, with non-essential shops being closed. I made the face from recycled cardboard, and the head piece from branches, twigs and leaves I found in the garden. I added extra collage materials that I already had and some gold spray paint. I really enjoyed the process."

We are delighted to share a selection of the stunning entries with you and thank all the students who took part and for dedicating their time and effort to producing such creative and outstanding designs. All the students will receive a certificate in recognition of their great work.

ACADEMIC

A TALENTED ARTIST AND ACTRESS

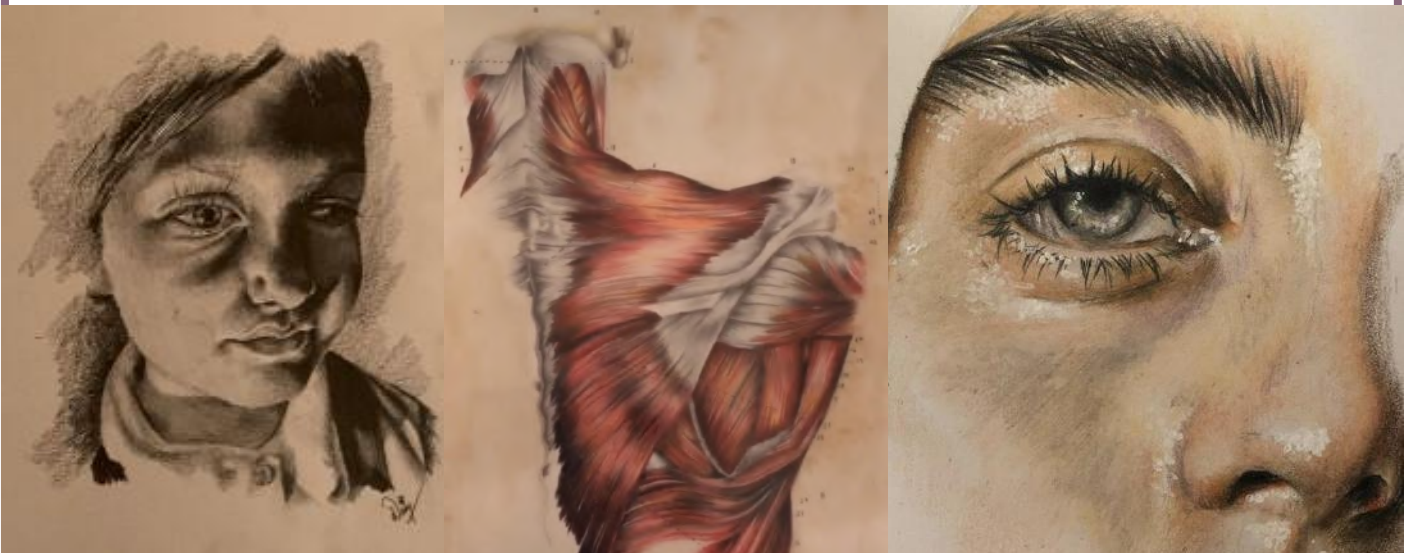
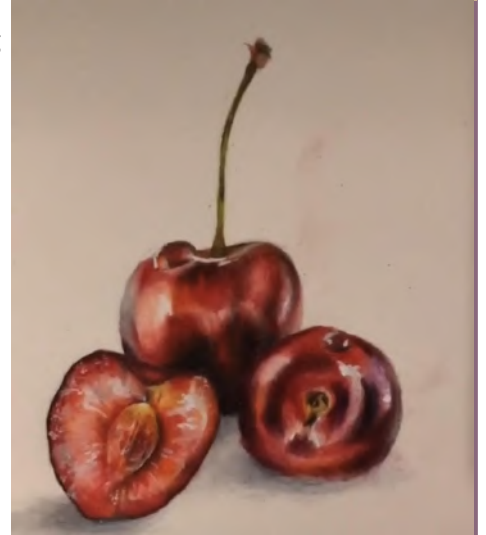
Daisy Chadwick, in Year 12, has impressed us so much with her artwork that we couldn't resist sharing it with you and we are pleased to present a snapshot of Daisy's recent work which features some beautiful pieces. We enjoyed talking to Daisy about her art and you can find out more about her work below.

Although Daisy has an immense flair for Art, she is also a talented actress and is planning a career in the Performing Arts. Her interest in drama started when she became a member of the Georgian Theatre Royal. It was there that she discovered a love for theatre and musical theatre – especially after performing at the Edinburgh Fringe and experiencing a whole range of theatre. Daisy is very interested in pursuing screen acting as a career and is hoping to study at Liverpool Institute of Performing Arts. We wish Daisy every success with her plans.

Daisy said: "I usually like to work with graphite and aim for a realistic art style. However, as you can see I have recently explored coloured pencils. The piece of my younger sister was for my A-level Art assignment in which we were working with portraits. The portrait had to have interesting lighting choices so I decided to take photos of my sister whilst shining a torch at different angles, hence the extreme shadows.

"The drawing of the human back was for an earlier GCSE piece. My theme was 'rhythm' and so I looked into the rhythm of the human body. This was especially appealing to me as I have an appreciation of alternative and strange art. The cherries and coloured portrait were personal pieces that I did in my free time. I hadn't drawn fruit before and so I wanted to explore that and see what I could achieve. The portrait was simply because I wanted to practise coloured pencil drawing and I very much enjoy drawing eyes. I drew Tyler the Creator, the music artist, having been inspired by the assignment of 'chiaroscuro'. I wanted to incorporate artists that I admire in my sketchbook and so decided to draw this piece in that style."

Mrs James, Daisy's Art teacher said: "Daisy joined Richmond School in Year 12 and has shown outstanding technical ability in her Art A-level work so far. She has an amazing ability to record her observations in a range of materials. While her ambitions lie in the Performing Arts, she is more than capable of pursuing a career in the Visual Arts."



ACADEMIC

THREE STUDENTS SECURE PLACES ON PRESTIGIOUS PASCH SUMMER SCHOOL WITH THE GOETHE INSTITUT

Congratulations to Evie Farnell, in Year 11 and Patrick Carlton and Eleanor Hardy, in Year 12, who have secured places on the Pasch 'Digital 2' German language summer school. The course is 'Visionen der Zukunft' on the topic of sustainability.

We are delighted that the three students will take part in this prestigious event which is through the Goethe Institut's Partners for the Future (PASCH) initiative.

Richmond School and Sixth Form College is proud to be partnered with the Goethe Institut and most appreciative of the many opportunities this offers our students.



EXCEPTIONAL ENTRIES IN THE ARETÉ MARDI GRAS FRENCH LANGUAGE CHALLENGE

Over 50 students, from Northallerton, Richmond and Stokesley Schools, entered the Areté French Language challenge and, with so many exceptional projects, the bar was set very high!

The winning design is by Elsa Wright, a Year 9 student at Richmond School. Joint second place went to sisters Bea and Florrie Rayfield, Year 7 and 9 students at Northallerton School, with Sally Jensen, a Year 7 student at Stokesley School in third place.



Mrs Norman, Lead teacher for French, said: "I am absolutely delighted Elsa received the first prize. Over the last three years, Elsa has been awarded prizes at Richmond School and it is great for her to now have her talents recognised across the Trust. Elsa also won the Areté German language challenge with her amazing mask. Fantastique Elsa, Bravo!"

Mr Riddle, a modern foreign languages teacher at Stokesley School, judged the entries, a difficult task when faced with so many projects that had been meticulously put together, not only including detailed information about Mardi Gras but also presented in creative ways and with pictures of some fabulous-looking pancakes!

Mr Riddle said: "Well done to all of the students who entered our half-term Modern Foreign Languages cultural challenge! I was absolutely blown away by the amount of amazing entries I received. The response was easily the best one so far in terms of both number, and quality of entries. Although this was great to see, it made my job of picking only three winners a very difficult one.

"Congratulations to all the winners who will soon receive their prize vouchers."

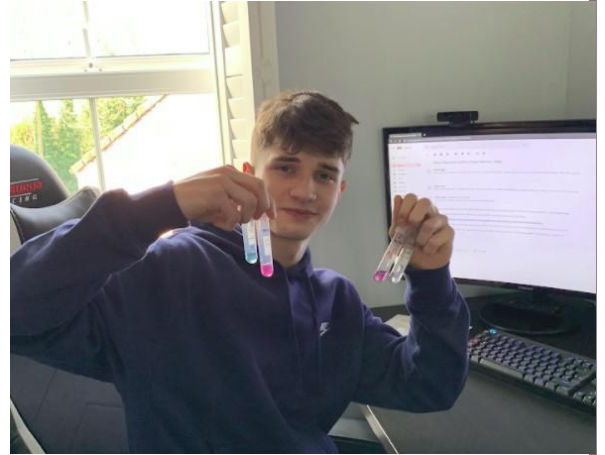
Mr Riddle would also like to extend a special well done to the following students who more than deserve a shout out as they all narrowly missed out on getting into the top three.

- From Richmond School: Joshua Jessop, Isla Simpson and Molly Stokes
- From Northallerton School: Seren Walters
- From Stokesley School: Thomas Wells, Hannah Wells, Samuel Cawthra, Joshua Sayers, Ben Boothby, Charlotte Leigh and Izzy Martin

ACADEMIC

STUDENTS MARK RARE DISEASE DAY WITH FASCINATING EVENT BY ROYAL HOLLOWAY UNIVERSITY OF LONDON

Ten Year 11 students spent a full day finding out about rare diseases in an interactive online event run by the Royal Holloway University of London. Marking 'Rare Diseases Day', the students enjoyed listening to some prestigious guest speakers. These included: Baroness Nicola Blackwood, Chair of Genomics England and Member of the House of Lords Science & Technology Select Committee, Prof Alan Parker, Professor of Translational Virotherapies at Cardiff University, nurses from Roald Dahl's Marvellous Children's Charity (who support young people with rare diseases' transition to independent adult lives), as well as a host of other speakers from Royal Holloway university and beyond.



The students found the day very interesting and beneficial as two of them have indicated that they would like to follow a career in medicine and others were very interested from a research point of view.

In Europe, a rare disease is defined as one with an incidence of less than 1 in 2,000 people. While each of them is rare, there are more than 9,600 rare diseases, which together affect 3.5 million people in the UK. Rare Diseases Day raises awareness of these conditions and shines a light on the research going into finding cures.

The students took part in two practical sessions where they modelled how X-linked recessive conditions are passed on using coloured solutions and modelled DNA code using beads and string. Rob Haye, Lead Teacher for Science, said: "The benefit to students was to listen, and in some cases speak to, a wide range of professionals working in science, some directly in care positions, others behind the scenes in research or technology. This helped them to see where studying Biology can take you and they learned how therapy includes the arts and how society can change to make lives for people with rare disease easier. It showed how Biology is not only about curing a disease when it appears, but working out how to prevent it occurring in the first place. It was a really interesting day that without lockdown we would not have been able to attend, as it is normally a face-to-face event hosted in Surrey. Silver linings and all that!"

The students were privileged to be involved, as Mr Haye has been working with Royal Holloway University on another online event called Biology Masterclass, in which seven year 12 students are going to online lectures provided by their Biology department every Tuesday evening. This led to the Year 11 students being invited to this exciting event.

Thank you to Lewis, Cora, Emily and Peter for sharing some examples of the work they carried out.



ACADEMIC

MYLES STARS ON THE BRIT KIDS SHOW



Following the media coverage of Myles Fairhurst's *Lost Soldier* film on BBC Look North and in the local press, Myles has been interviewed for the Brit Kids Show. The show is hosted by Ethan Fletcher, a Year 8 student at Teesdale School, who was keen to interview Year 7 Myles after reading about his fantastic film in the media. Ethan said: "I found many things about Myles' project interesting, including how he was inspired by his Great Grandads being in the world wars and also his school play." You can enjoy Ethan's interview with Myles from 13:28 to 22:08 at [THE BRIT KIDS SHOW](#)

Myles said: "It was great to chat to Ethan and share my interest in World War 1 history and my desire to get into film making. I am now working on the next stages of my film and have started to create more clips. There's a long way to go to complete the filming and do all the editing, but I am hoping to release the film on Remembrance Day."

Jenna Potter, Headteacher, added: "I am so impressed with how Ethan and Myles have come together through Myles' wonderful World War 1 film project and Ethan's passion for broadcasting. It is wonderful how students of such a young age are collaborating and showing such independence and excellence in their work, as well as incredible initiative. I really enjoyed listening to their interview and hope this will inspire other young people to develop a hobby or pursue a new interest. Increasingly, I feel that so many young people have made the very best of the last lockdown and pushed themselves to have fun, create and achieve, despite the restrictions being imposed."

Ethan launched his fortnightly kid-friendly podcast, *The Brit Kids Show*, on Youtube where he interviews some of his friends about a range of different topics. He also suggests a film or TV show in the weekly watchlist and he has a photo-based quiz, with two of his friends, called *Head To Head: The Best Guess*.

Ethan was inspired to produce his own show as he would love to be a TV/radio presenter when he is older and this gives him a platform to get experience and do something that he loves. He isn't aware of any radio stations or podcasts that are specifically made by kids for kids and adults and he wanted to create a platform where the youth could speak out about their opinions. He had been thinking about this for a while but never did anything about it. But then when the country went into lockdown, he thought 'why not do it?'.

Miss Donahue, Head of Year 8 at Teesdale School and Sixth Form College, concluded: "It's fantastic to see Ethan making links with students across the local area and getting youngsters like Myles involved in his radio show to share, promote and foster both of their extra-curricular interests. They should both be very proud of their achievements; they are a credit to their respective school communities."

ASPIRING WRITER TO REPRESENT THE BRITISH LIBRARY AT THE LONDON BOOK FAIR

An aspiring writer, who is aiming to pursue a career in publishing and editing, will represent the British Library at the internationally acclaimed London Book Fair. Florence Hall, a talented Year 12 English student at Richmond Sixth Form College, was offered the tremendous opportunity after impressing Rebecca Nuotio, Publishing Manager of the British Library, with her passion for books and the publishing Industry.



Seventeen-year-old Florence is overjoyed and is looking forward to being a representative for the renowned British Library, saying: “This is an incredible honour and opportunity and will provide me with specific experience in the publishing world. Rebecca stressed the need for experience and how much it is valued by employers, whether that be an internship, working in a bookshop or volunteering, it is all beneficial.”

Florence is already building up a portfolio of experience and loves working as a volunteer in the book room at Oxfam, in Richmond. Part of her role involves sorting through the donations, from which she is learning more about which books sell and which ones don't, how to recognise first editions and first prints, as well as contributing to her community, especially in these difficult times. Although Florence volunteers alongside someone else, she is given a fair amount of responsibility and scope over the book room, which encourages her to think particularly about its presentation in conjunction with what she thinks would be the best books to sell.

Florence's experience at Oxfam, which in fact started two years ago during her Year 10 school work experience placement, has prompted her to write poetry. This has helped her to gain a particular perspective and a much greater appreciation of poetry. Florence is studying A-levels in English Language, English Literature, Mathematics and Classics and hopes to read English literature at Durham or at an Oxbridge University. As well as being an accomplished writer, Florence is also an extremely talented musician where her creativity is most evident through her stunning vocals and proficient guitar playing.

Miss Weston, Lead Teacher for English, said: “I am delighted that Florence has been given such a fantastic opportunity – this is in no doubt down to her passion and enthusiasm for English Literature and her commitment to pursuing her goal of working in publishing. Florence is one of the most well-read A-level students I have taught; her intelligent, critical observations about her reading and her willingness to engage in debate and discussion about the subject beyond the A-level syllabus, are attributes that will take her far.”

In addition to being invited to represent the British Library, Florence has also been offered the opportunity of a Zoom meeting with Bloomsbury, a leading publisher. Alongside her work at Oxfam and her connection with the British Library, Florence is now very focused on her future career in publishing and is building a more defined idea of what field she may be able to go into.

Ms Mannion, Careers Leader added: “Not many students come to see me with the latest Booker Prize winning novel in their hand, so I knew that Florence was serious about literature! What has impressed me most is how Florence seizes opportunities, such as the online meeting with The British Library. I attended the Zoom meet with Florence in case she needed my support, however she was so planned and organised with her questions and she gave the meeting its structure. She had such a positive impact and it was no surprise when she was asked to attend the London Book Fair with the team.”

Florence concluded: “I find the world of publishing and editing quite enticing, as I think it would be so gratifying to work closely with authors. My discussion with Rebecca at the British Library has given me a lot to think about, as well as more determination to find a career I enjoy. I am hugely grateful to Ms Mannion, Careers Leader, who made the amazing introduction with the British Library and to Mr Tait, of the Areté Learning Trust, for his support in setting up the meeting with Bloomsbury. “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.”

ACADEMIC

SIXTH FORM STUDENTS EXPAND KNOWLEDGE WITH BIOLOGY MASTERCLASS

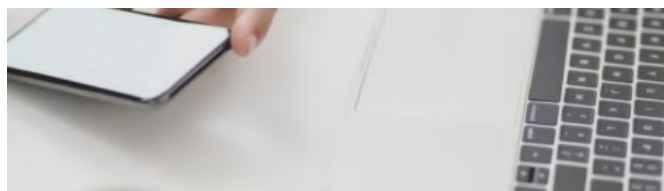
Seven A-level Biologists have been attending the Royal Holloway University of London's Biology Masterclass. Every Tuesday evening, for the past two months, until the end of March, the students have attended online lectures by staff from the university's Biology department. The students will then have the option to complete a project of their choice on a Biology topic and enter it into the Masterclass competition. Rob Haye, Lead Teacher for Science, said: "This is a really good way for students to expand their Biology knowledge as well as listen to university researchers talk about their fields of expertise. They are gaining a huge amount from this opportunity and we are hugely appreciative to the experts at Royal Holloway for giving up their time to enable our students to have this fantastic experience. All from the comfort of home!"

Jack Galpin, Year 12 student, added: The Biology masterclass has been consistently fascinating with talks that allow us to contextualise our knowledge learnt in lessons, while allowing us to truly appreciate a future that was previously incomprehensible. Every topic is delivered by an expert in the field, meaning all questions can be answered with impeccable detail. We have covered many interesting topics spanning from the Biology of cancer to uses of genetics, to the wonderfully intricate simplicity of bees. Remarkably, despite the vastness of the topics, all talks have stemmed from our base A-level knowledge, however they managed to delve into detail allowing us to admire how intertwined every topic in Biology is, and how exceedingly important collaboration in science is."



IMPORTANT INFORMATION IN OUR ONLINE SAFETY NEWSLETTER

Please spare some time to read through our latest [ONLINE SAFETY NEWSLETTER](#) which features some very important information for parents, carers and students, including a parent's guide to Instagram, advice on games such as Fortnite, as well as other apps to be aware of and much more.



ALT ACHIEVE

ALT Achieve: ALT Achieve is our new Trust-wide platform where you will find short animated videos sharing study skills and techniques with students and parents.

Our first video focuses on the [POMODORO TECHNIQUE](#) Pomodoro Technique which helps you manage your time and guides you how best to work out your optimum study times.

Our second video offers some great tips on how to achieve the [MOST-EFFECTIVE STUDY SPACE](#) that's conducive to work.

Don't miss our third video - [DISTRACTIONS](#) - learn about how distractions can significantly impact on your learning and tips on creating a distraction-free study zone.



ACADEMIC

LEGO CHALLENGE WINNERS—SOME TRULY GRAND DESIGNS

Thank you to all those who spent half term creating some amazing Lego structures. We have seen some amazing designs which show the ingenuity and creativity of our students.

We have been spoilt for choice with the standard of five projects in particular which all stand out for their own reasons. We are therefore awarding prizes to each of these students.

The outstanding designs are:

Evie and Jacob who designed a pizza parlour and refreshment area, complete with drive-through.

Cameron who created Stone Henge

Olivia who created a whole Marina with swimming pool, cafe area, seating and docks.

Particular mentions must go to Henry and Noah. Noah is currently a Year 6 student at Richmond Methodist School so he will not start his journey at Richmond School until September. It is great to see that he is already throwing himself into our extra-curricular activities and we look forward to welcoming him to Lego Club. He spent his half term creating a fantastic replica of the Star Wars Imperial Starship.

Last (but certainly not least!), Henry describes his building as 'a modernist, architectural eco house designed to have zero carbon emissions and be totally self-sustainable; using windows to trap sunlight to keep temperatures constant. It would also generate electricity from a bank of solar panels at the rear.'

Henry says that he is inspired by his favourite TV programme, 'Grand Designs'. Henry also included a visual/sketch of his design on which he built the house, and supplied a video of his finished work which you can see [HERE](#)

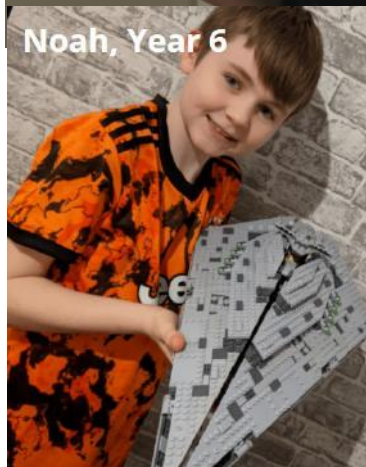
Henry's level of detail and design consideration are quite incredible, indeed we see a career in architecture beckoning!

All of these students are worthy winners and we were delighted to award their prizes to them!

Henry, Year 8



Noah, Year 6



Olivia Year 8



Eve and Jacob Year 8 and 9



Cameron, Year 8



ACADEMIC

OUTSTANDING CREATIVITY FROM WORLD BOOK DAY COMPETITION

We had a fantastic day of virtual events for World Book Day, with teachers and students celebrating books in creative ways. The 'Get Creative' competition for students had them dressing up as characters, filming videos, making scenes in boxes, and most importantly demonstrating a love of reading. It was an extremely tough competition with lots of outstanding entries and it seemed a shame to have to pick a winner.

For the Year 10 to Year 13 competition, Theo, in Year 12, crafted an exceptional model of a scene from 'The Call of Cthulhu' – a 1928 short story by H.P. Lovecraft

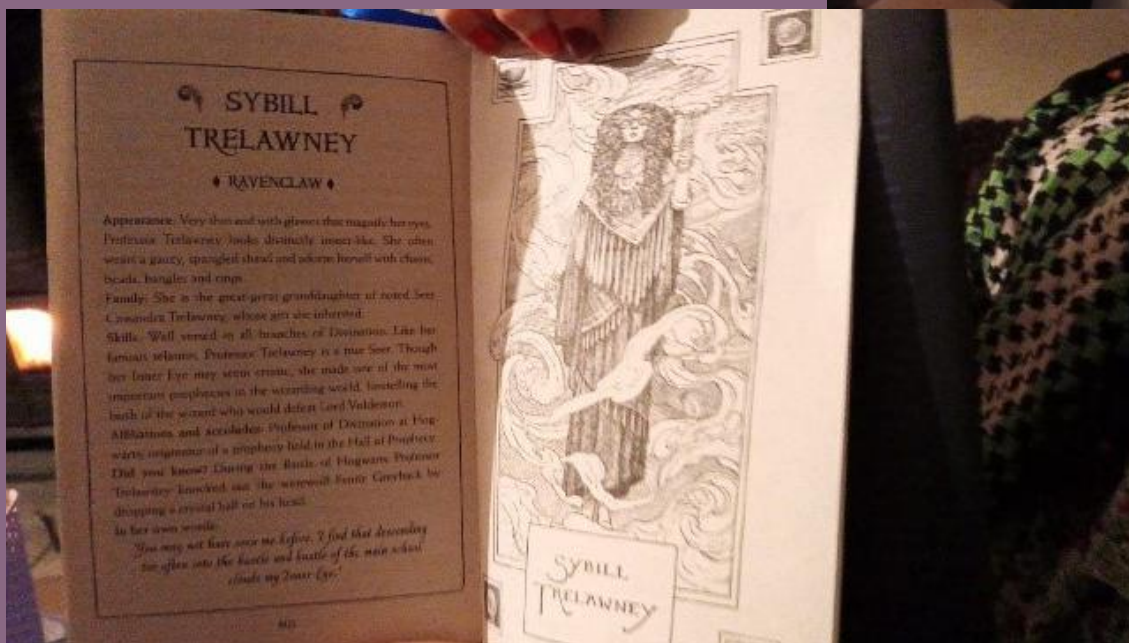
The Year 7 to Year 9 winner was Lara, in Year 7, who beat off some extraordinary competition with her reproduction of a scene from 'Harry Potter', dressed as Professor Trelawney. Both Theo and Lara will receive a £25 book tokens.

We also had two fantastic runners up for the Year 7 to Year 9 competition: Caitlin, in Year 8, produced a fantastic video of Hermione from 'Harry Potter' and Harriet, also from Year 8, created a scene from 'A Midsummer Night's Dream' using wire models.

We are pleased to share feedback from the students below

Lara, Year 7 to Year 9 winner

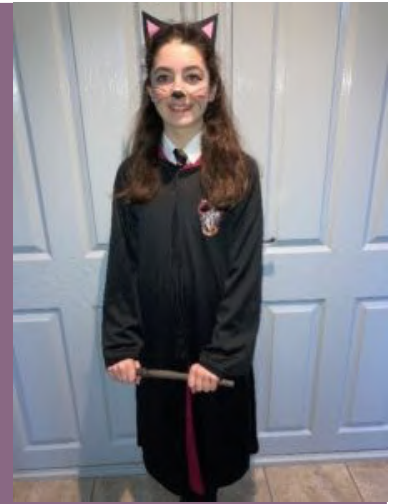
Thank you very much for choosing me, I really appreciate it. I chose Professor Trelawney from Harry Potter because I've just started reading the series for the first time and I'm really enjoying it. I recently received the Order of the Phoenix (the only book from the series that we didn't have) and it's the Ravenclaw edition. It has a segment about Professor Trelawney and I thought using that would help me do her for World Book Day and it was a great opportunity to dress up as the airy teacher. I find her quite funny and I thought her quote (from the book) would work well for the scene. Thank you again for choosing me. It was a nice surprise.



ACADEMIC

Caitlin – Year 7 to Year 9 runner up

I chose to do the scene in the book 'Harry Potter in the Chamber of Secrets' because Harry Potter books are one of my favourite series of books and Hermione is my favourite character. I love this scene because I find it so like me because I know that I would be the one to mess up and become some sort of animal. This is why I chose this scene and book. Thank you for picking me as runner up!



Harriet – Year 7 to Year 9 runner up

My scene is from A Midsummer's Night Dream by William Shakespeare, Act 2 Scene 1 where Oberon and Titania meet in the magical forest. When we read this, I imagined Puck in a tree while Oberon and Titania argue by the roots with Titania and her trail of fairies.



Theo – Year 10-13 winner



ACADEMIC

THE MASKED READERS ARE REVEALED!

Twenty members of staff donned disguises and read extracts from their favourite books as part of our World Book Day celebrations. Students had to guess who was behind each mask and then vote for their favourite masked reader. Please click [HERE](#) to see a video of the reveal!

Some of the staff had the students baffled, some were more obvious and there was one runaway favourite! Read on to review the results. A huge thank you to all the staff who gave up their time to dress up for the occasion and share their favourite books, and special thanks from staff and students to Mr Boulton-Lear for compiling the videos for the voting and the big reveal.



The Most Well-Known – with 65.5% correct – Masked Reader 18 – Miss Abbey

The Most Obscure – with only 2.1% correct – Masked Reader 9 – Ms Johnson

The Biggest Number of 'I Have No Ideas' – with 44.2% of people have no clue – Masked Reader 20 – Miss Heslop

AND, FINALLY, IN TERMS OF FAVOURITES:

In joint 2nd place with 8.4% of the vote:

Masked Reader 1 – Mr Potter

Masked Reader 3 – Miss Roberts

Masked Reader 8 – Mr Braham

And the overall winner, with 22.1% of the vote, Masked Reader 6 – Mr Beresford!



NATIONAL LOTERY AWARD TO SUPPORT STUDENTS IMPACTED BY COVID-19

A successful bid of £10,000, from the National Lottery Covid-19 fund, will support valuable coaching skills to students and their families adversely impacted by Covid-19. The award to Richmond School and Sixth Form College, for their Coaching for Change initiative, will fund the development of a positive behaviour coaching programme, in partnership with a qualified life coach, Karen Cruise of Flourishing Minds.

Recent research shows that the gap in learning differentials has widened in those children who were already disadvantaged. The funding will be targeted at students from Years 8 and 9, who have had a particularly difficult time with remote learning, or have been living in challenging situations during the Covid-19 pandemic. However, through additional staff training, the lessons learned from the project will help the whole school community and embed coaching techniques as part of school life so all students will benefit.



Under the leadership of Tom Braham, Acting Assistant Headteacher, the coaching will deliver tools and techniques for children and their parents and carers, to help them be their absolute best socially, emotionally and educationally. The isolation from friends, the lack of routine, the disruption to family life have all impacted negatively on children's wellbeing. As well as improving their educational attainment the aim is to build students' resilience, remove the barriers blocking their brilliance and generally help them accept to be happy with who they are.

Kath Lawson Director of Inclusive Support for YES@Areté Learning Trust, who submitted the bid for Richmond School, said 'We are delighted to receive the funds from the National Lottery Covid-19 fund which will allow us to work with students and families who have been impacted by the global pandemic.

"Coaching is a powerful technique which ties in with the Arété Learning Trust ethos of 'Being the Best We Can Be'. We aim to ensure that through staff training and awareness the money and project provides a legacy of support for current and future students across the school, and ultimately the Arété Learning Trust. This is our second successful bid for lottery funding and the 'Activities for All' project, which we used the first grant for, is now embedded as an inclusive provision for both primary and secondary students in the Richmondshire locality."

The school is taking a collaborative approach to the project and is working with Flourishing Minds, an award-winning Social Enterprise who has worked with a number of schools and has a track record of helping young people to improve their social and emotional wellbeing and learning, before and during the COVID pandemic

The sessions will be delivered remotely with the flexibility of integrating face-to-face delivery once this can be conducted within socially distanced rules. Flourished Minds will provide individual coaching sessions to children using fun yet transformational tasks, quizzes and coaching models as well as having conversations with parents and teachers to review and manage the progress of children. They will also provide online training packages to support parents that they can access at their convenience.

Jenna Potter, Headteacher, said: "This is an excellent initiative that will support the school's mission of 'being the best we can be'. Our aim is always to provide an environment in which all students can thrive and excel and this project will be an important part of this work."

To find out more about the work of Yes@Areté Learning Trust visit <https://www.yesatarelearningtrust.net/>



ACADEMIC

STUNNING CUSTOM-DESIGNED JEWELLERY BY HOLLY

We are most impressed with the custom-designed jewellery that Holly Myers creates. Holly, in Year 12, has a passion for design and fashion and loves experimenting with new ideas and styles. She has found a niche in designing with custom safety pin accessories. We caught up with Holly to find out more about her projects, what inspires her and what her plans are for the future.

"I've been interested in fashion and making jewellery for a long time, because of shows such as Project Runway which I would always watch with my sister.

"I only started to learn how to make jewellery during the first lockdown when I had more free time than usual. I'm inspired by quite a lot of different things but one of the main ones is alternative fashion brands, as well the many small independent companies that are starting their own businesses. As someone who took Business GCSE, I was inspired to look into it.

"The key styles I like to design are custom safety pin earrings, although I love anything fun and unique!

"I really enjoy working with safety pins as they can make a look more edgy, although I also love to work with tiny toys that you would find in a party bag, they are super fun! Initially my jewellery crafting started off as just presents for friends but then I began to branch out. I now do custom designs via direct message on my Instagram account and I also have a depop, as well as sometimes selling them on my sister's website.



"After my A-levels, in Classics, English Language and Media, Studies, I am planning to either go to university to study fashion communication or do an apprenticeship."

Holly Myers, Year 12 student

You can browse Holly's portfolio on Instagram at [WILD WORD JEWELLERY](https://www.instagram.com/wildwordjewellery) or her depop is [@wildwordjewellery](https://www.depop.com/@wildwordjewellery). Holly's sister's website is [TAKE CARE PUBLISHING](https://www.takecarepublishing.co.uk)



GETTING SET FOR THE CENSUS—THIS IS OUR STORY



Our Year 7, 8 and 9 Geographers have enjoyed finding out about the Census. The Census is carried out every ten years in the UK with the aim of providing a snapshot of life, which can be used by organisations to help make sure they provide the right services for people.

After learning about the history of the Census and how and why it is carried out, the students were tasked with explaining the importance of the Census in terms of local, regional and national-scale governmental decisions.



In a second lesson, the students reviewed key results from the 2011 Census and wrote about how the demographic of Richmondshire is unique from the overall UK average. They then worked on a project where they had to imagine they were Boris Johnson and present what they would include in the Census, considering the impact of Conservative leadership since 2010.

In the third lesson, the students investigated key events from the last decade, such as Brexit, the Syrian crisis and Coronavirus, and how they may have impacted on the UK population over the last ten years. They discussed the challenges that lay ahead for the Government and how the results of the 2021 Census may guide policies. In addition, the students considered issues such as the reskilling of the population to fill roles left by loss of migrant labour and also increased protection for elderly people.

During a group task, the students set down their agenda for Richmond School and its story for the future. They talked about the school's great work in the community as well as the importance of its values of creativity, excellence, independence, respect, resilience and teamwork. They also discussed what they would like for the future, including fair trade and fair wages, more funding for the NHS and for the country to be more eco-friendly and sustainable.

Miss Spittlehouse, Geography Teacher, said: "Over the course of the three Census lessons, the pupils were enthusiastic and fascinated by the prospect of a national survey happening on 21st March. It was brilliant to see what the pupils already knew about the Census but also how keen they were to be involved with the process. The Year 7s were especially engaged with one task in particular. They had to imagine they were the Prime Minister and write a speech explaining what they would pledge to the country. Great discussion and debate ensued and there were some fantastic answers - we may have found a future PM!

"The pupils' knowledge of current affairs astounded me and we had a wonderful time learning about the importance of the Census for the coming years in such a turbulent time."

PRIMARY AND SECONDARY STUDENTS TAKE ON THE ULTIMATE WARRIOR CHALLENGE

It has been fantastic to see so many schools take part in the **Ultimate Warrior challenges** which encouraged pupils to keep active during lockdown and compete against each other from the safety of their homes. They timed themselves to complete a set number of star jumps, shuttle runs, step-ups and speed bounces as fast they could.

The results for the Primary and Secondary results are below.

Primay School Results

	1st Place	2nd Place	3rd Place
Year 1/2 GIRLS	Bolton on Swale	Le Cateau	Michael Syddall
Year 1/2 BOYS	Michael Syddall	Michael Syddall	Bolton on Swale
Year 3/4 GIRLS	Bolton on Swale	Michael Syddall & Crakehall	St Mary's Richmond
Year 3/4 BOYS	Michael Syddall	Brompton	Le Cateau
Year 5/6 GIRLS	Michael Syddall	Trinity Richmond	Michael Syddall
Year 5/6 BOYS	Michael Syddall	Le Cateau	Bolton on Swale & St Mary's Richmond

Secondary School Individual Results

	1st Place	2nd Place	3rd Place
Year 7/ 8 GIRLS	Emma Farrow	Cara Chaney	Charlotte Harrison
Year 7/ 8 BOYS	Romario Glasgow	Ashton Hobson	Troy Monroe- Isaacs
Year 9/ 10 GIRLS	Rachel Eldred	Mia Bennett	Devon Raggett
Year 9/ 10 BOYS	Thomas Smith	Alex Goldie	Andrew Lunn
Year 11/12/13 GIRLS	Zoe Love	Megan Hall	

STUDENTS SCORE WITH THE VIRTUAL FOOTBALL CHALLENGE

During lockdown we ran three virtual football challenges for all Year 7 and 8 students. Well done to everyone who took part. The top three students in each challenge are below:

1: How many times did you pass the ball through the chair and out the other side in 1 minute?**Year 7 Girls**

1st	2nd	3rd
Amy Couch	Sophie Tarran	Lacei-Mai Findlay

Year 7 Boys

1st	2nd	3rd
Jay Bramley	Thomas Padgett	George Hird

Year 8 Girls

1st	2nd	3rd
Emma farrow	Molly Shanley	Lily Richardson

Year 8 Boys

1st	2nd	3rd
Sam Denton	Riley Lister	Guy Feakins Oliver Rhodes

2: What was the total amount of keep ups (rolling total) you managed in 1 minute?**Year 7 Girls**

1st	2nd	3rd
Erin Knox	Pria Henderson Lili Soley	Catherine Harrison

Year 7 Boys

1st	2nd	3rd
Harry Davis	Harry Veitch	Rudi Sartini

Year 8 Girls

1st	2nd	3rd
Emma Farrow	Lillyanna Navuso	Caitlin Mackintosh

Year 8 Boys

1st	2nd	3rd
Tyler Percival	Ashton Newall	Luke Rennoldson

SPORT

3: How many sole taps did you do in 30 seconds?

Year 7 Girls

1st	2nd	3rd
Cara Chaney	Leah Cronen Lili Soley	Ariella Barnett

Year 7 Boys

1st	2nd	3rd
Riley Carter	Harry Davis	Jack Sturdy

Year 8 Girls

1st	2nd	3rd
Emma Farrow	Lily Richardson	Molly Shanley

Year 8 Boys

1st	2nd	3rd
Charli Hobson	Ashton Newall	Tyler Percival Riley Lister

EXTRA-CURRICULAR SPORT AFTER EASTER

It has been great to see so many students enjoying sport since we returned to school. After the Easter holidays, students will be offered a choice of rounders, cricket and tennis at the extra-curricular sports clubs, with the timetable below. We look forward to seeing lots of students joining in!

Monday – Year 9

Tuesday – Year 7

Wednesday – Year 8

Friday week 1 – Year 10

Friday week 2 – Year 11

Cricket - Rounders - Tennis



CAREERS

GREAT RESOURCES AVAILABLE FROM NATIONAL CAREERS WEEK

During National Careers we shared a host of resources with students and their parents and carers. If you missed this, please do spend some time browsing the [NATIONAL CAREERS WEBSITE](#). You can also download a dedicated [CAREERS GUIDE](#) which provides information to support students make the right choices to create successful futures after GCSEs and Sixth Form.

National Careers Week is always an important week at Richmond School and Sixth Form College and in previous years we have had visits from employers in school, including: The City Secret, Purple Creative Studio and Morrisons plc. These have been extremely beneficial for our students and we look forward to being able to welcome employers back to school and college soon. During the week, we posted a series of careers articles to inspire and inform our students about different career paths and options available. We also shared a number of videos for students to watch to learn about future careers and the opportunities available through degree level study.



YOU MAY NOT LAND YOUR DREAM JOB BUT THERE'S VALUE IN THE JOURNEY, NOT JUST THE DESTINATION

During National Careers Week we were delighted to share this fabulous video, which you can watch [HERE](#) by Sam Wilmington, a former student who, after a number of setbacks, has forged a fantastic career in the Civil Service, through their graduate scheme. Sam offers some great advice and finishes by saying that he cannot promise that you will land your dream job but he can tell you there's value in the journey, not just the destination. This is from someone who struggled to find a job after graduating. After 10 months of searching for graduate schemes, he worked part time as a bar tender at a restaurant and this is where he was given the greatest piece of advice he has ever received. The owner and head chef said: "If you are going to do something, commit to it. No half measures. Whether it is taking a glass of wine to a table or closing a half-million-pound contract, when you say you are going to do something you give everything you have to making it happen."



Sam says if you find yourself in a position where you don't know what's next but know you have something to offer then:

1. Don't panic
2. Try anything, every role has its pros and cons and you'll only discover what resonates with you by giving it a fair go
3. Don't ever give up, don't settle for less than you are worth, if you know you can do more, do more.

Sam still keeps in touch with many of his friends from Richmond School and Sixth Form College, who have gone on to follow some interesting careers. One is an editor of regional newspaper, one is a lead sound engineer for Apple Radio, one is a chief medic of an offshore oil platform and one is an assistant Headteacher at Richmond School, you may know recognise the name, our very own Miss Dunwoodie!

You can find out more about the Faststream, the Civil Service graduate scheme at [GOVERNMENT FASTSTREAM](#) – it is considered the number one development programme in the UK.

CAREERS

CAREERS TEAM NOMINATED FOR NATIONAL AWARD FOR LEADING THE WAY

During the recent National Careers Week, the Careers & Enterprise Company (CEC) teamed up with the Gatsby Foundation to celebrate the many careers champions who work for the benefit of young people around the UK. We are thrilled to report that the Careers Team at Richmond School have been recognised for 'Leading the Way' and nominated for a national award.



CEC were flooded with hundreds of stories of people, employers, schools and colleges whose careers-focussed work has made a positive difference to the lives of young people.

The 'Leading the Way' category is all about recognising those who go above and beyond; whose approach is inspiring, influential and empowering. Those that show tenacity to move careers focus from the margins and into the very heart of their institution.

Angela Wilmington, from North Yorkshire Business and Education Partnership (NYBEP) who put in the nomination, said: "I have nominated the Richmond School Careers Leader for championing careers education and guidance against the turmoil of Covid-19 and the closures of schools in 2020 and 2021. You really have stood out as a Careers Leader with determination and drive in these last really difficult 12 months.

"I know all Careers Leaders and teachers have had a real tough job and it will take a lot of time and empathy for schools to get back to grips with the education and world of work missions that you are all on. It's nice to know Richmond School is using all its resources to support you and the students to keep striving for the best career guidance possible."

Liz Mannion, Careers Leader, said: "It is lovely to be nominated. Much of our careers support this year has been virtual and this has meant lots of new, exciting opportunities for students. We have also had the support of Ruth Hamer working in the careers team. Ruth always goes the extra mile for our students, especially preparing them for apprenticeships."

Jenna Potter, Headteacher, said: "This is a fantastic achievement and is down to the dedication, expertise and passion of our careers team. To be nominated at a national level is a huge honour for Liz and Ruth and I am immensely proud of them."

NYBEP is one of our partner organisations for work experience and careers education who work with schools and businesses to develop skills, inspire and nurture talent for tomorrow's workforce.



CAREERS

ASK THE AMBASSADORS!

STUDENTS AT THE UNIVERSITY OF YORK SHARE THEIR EXPERIENCES

Student ambassadors from the University of York have created a range of informative and engaging videos where they talk about: why they chose to go to university, careers they had in mind when applying to universities and how university has helped them make choices and prepare themselves for the future. They give overviews on different courses offered including: Electronic Engineering, Archaeology and Heritage, Politics with International Relations, Criminology, English language and linguistics, Biochemistry and Sustainability Sciences. Click

here [HERE](#) to hear the ambassadors talk about why they chose to go to university and you can watch the other videos at the links below.

ASK THE AMBASSADORS



Liz Mannion, Careers Leader said: "FutureHy kindly filmed these videos especially for Richmond School and Sixth Form College as we wanted to go the extra mile for our students so they could see something up to the minute for Careers Week (as we are not able to have face-to-face assemblies at the moment). A very big thank you to Dan Smith and Louisa Dobson from FutureHy for their continued excellent support for our students, particularly during Lockdown. Thank you too to all the student ambassadors for taking the time to do the videos." The links to the other videos are below:

[Did you have a specific career in mind when applying to universities?](#)

[Has university helped you make a choice about your future?](#)

[Has university helped prepare you for the future?](#)

HEALTH CAREERS GET A COVID BOOST

More and more students are applying for careers in nursing and the caring professions. Numbers are up by a third this year – with 60,000 applying to study nursing, according to the university admissions service UCAS.

For any students interested in a career in health there is a wealth of information on The WOW Show website with a health careers special [HERE](#) to help them. This looks in detail at 14 careers as Allied Health Professionals; and their National Careers Week Special features staff at The Christie NHS Foundation [HERE](#)



There are also specialist Careers Guides on Therapeutic Radiography and Podiatry [HERE](#)

Ruth May, the chief nursing officer for NHS England, said: "During COVID the level of interest in working for the NHS has trumped lots of other career options and that speaks volumes about how people recognise our profession."

We hope these free resources will help and inspire our students

CAREERS

THREE FORMER STUDENTS EXCEL WITH RICHMONDSHIRE DISTRICT COUNCIL'S APPRENTICESHIP PROGRAMME

We have loved hearing how well Megan, Rob and Ash are getting on with their apprenticeships which they recently started at Richmondshire District Council. Megan has made a great start to her role as a Business Administration and Change apprentice. Megan went straight into working at a local school for a few years after her GCSEs and has been waiting for the right opportunity to build a career and gain a recognised qualification. Megan is undertaking a wide range of administration tasks across a number of departments including Planning, Waste Management, and Licensing. Megan said: "It's a great way to achieve a qualification while gaining experience from people who are good at what they do."

Rob joined the council as a Human Resources Support apprentice after graduating from the University of Leeds. After initially working in the hospitality industry, the impact of Covid on this sector made Rob seek a new and challenging career at the council. Rob said: "An apprenticeship might not be how you imagined your career to start, but it is a fantastic opportunity to get into secure work. Do it!"

Ash is the council's new Junior Content Producer apprentice. Having previously worked in the retail industry Ash wanted to pursue a career in ICT, a subject he has a real passion for. Ash will be assisting the council with developing content for across a variety of media including digital, social media, broadcast or in print. Ash said: "Being able to use the skills I am learning to provide services for local people is a motivating and positive part of my job,"

Tony Clark, Chief Executive of Richmondshire District Council, commented: "Our apprentices have settled into the council very quickly – at a time when it is very hard to start a new job. We hope to see many more people of all ages join us through this scheme which will nurture new talent and retain job skills within Richmondshire."

For details about apprenticeship opportunities in Richmondshire visit [RICHMONDSHIRE APPRENTICESHIPS](#)



Richmondshire District Council
supports apprenticeships

learn
earn
succeed

Being able to use the skills I am learning to provide services for local people is a motivating and positive part of my job.

Apprenticeships
National Apprenticeship Week 2021
16 Nov - 12 Dec 2021

RICHMONDSHIRE
DISTRICT COUNCIL



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RICHMONDSHIRE
DISTRICT COUNCIL

CAREERS

FANTASTIC OPPORTUNITY FOR YER 12S TO TAKE PART IN
LOUGHBOROUGH UNIVERSITY'S ENGINEERING EXPERIENCE ON 6TH-7TH JULY



Loughborough University

ENGINEERING EXPERIENCE FOR YEAR 12 STUDENTS



TWO-DAY RESIDENTIAL EVENT ON 6TH AND 7TH JULY 2021

For students interested in furthering their studies in engineering, or considering a career in this field, this residential event at Loughborough University, one of the UK's leading universities for engineering, is an opportunity not to be missed.

The university is hoping to run the event as a two-day residential on their Loughborough campus but if, due to the pandemic, they need to change those plans a virtual event will take its place and successful applicants will automatically be awarded a place for that. The deadline for application is 12 noon on **9TH APRIL**. Find out more and apply [HERE](#)

There is a small charge for the residential event of £60. If you are successful and gain a place, please contact Ms Mannion as there may be some funding available to cover this.

Participants have the opportunity to take part in a number of different 'taster sessions' within our engineering departments while experiencing the University campus and student accommodation first-hand.

University staff and students are on-hand throughout the two days to talk about the courses we offer and answer questions.

Tips on applying: Places for the event are allocated based on the information provided in the application form

[HERE](#)

As part of the form you have the opportunity to explain why you would like to attend the residential, this is in a statement of 200 words maximum.

You can find out more about studying Engineering at Loughborough at [LOUGHBOROUGH ENGINEERING](#)

CAREERS

PRESTIGIOUS AWARD TURNS THE TALENT OF TODAY INTO THE LEADERS FO TOMORROW

Students at Richmond and Northallerton Sixth Form Colleges have received a tremendous boost to their careers support with £26,000 of funding from the Ivy House Award. Sponsored by Nat West, this is a fantastic programme to enhance careers and employability that develops leadership, confidence and life skills. Liz Mannion, Careers Leader at Richmond School and Sixth Form College, secured the funding and the Areté Learning Trust colleges are privileged to be two of only 15 sixth form establishments across the UK, and the only ones in North Yorkshire, to gain this valuable funding.



Having spent 20 years working with over 40% of the FTSE 100 CEOs, Ivy House reviewed why these life-changing skills were only given to those who had already reached the pinnacle of their careers. They therefore designed the Ivy House Award to deliver the training to young people at a time when it could change the whole course of their lives and careers, and when it can make the biggest difference. The Award gives students aged 16-18 the knowledge, skills and confidence they need to step up and take ownership of their future and career paths.

The programme will be delivered over 20 sessions and combines the very best learning with the flexibility of an online platform. With 40 core videos, the project includes a series of quizzes, psychometric tools, bespoke exercises and discussion topics, all designed to deepen students' understanding of who they are, the life they want to create and begin developing the skills necessary to make it happen.

Ms Mannion said: "I attended an online careers event for teachers, through Eton College, and was invited to apply for funding. The application process was rigorous so I was over the moon to be awarded funding for both Richmond and Northallerton Sixth Form Colleges. It means so much for our students. It's a fantastic employability initiative which helps them build up resilience and skills in a changing world. It supports our Learning for Life programme which reflects our college values.

"Usually, our Year 12 students would go out on work experience so this programme will help bridge the gap and support the next steps in their careers and to access higher education and degree apprenticeships."

The programme is completely Covid-proof as it can be run online, or face-to-face, depending on circumstances. The project will run over two years so 80 Year 12 students in each college will benefit during this time.

Anna Cox, Assistant Headteacher responsible for personal development at Northallerton School and Sixth Form College, concluded: "I am delighted that we have been offered this programme and so many students can benefit. This is fabulous news for our students who have the unique opportunity to develop and to help them achieve their potential in their careers and in the world of work. It will also help them to have competitive applications for university and degree apprenticeships."

To find out more about the Ivy House Award, funded by Nat West, visit [IVY HOUSE AWARD](#) and for details of the other 13 schools and colleges which have been awarded the funding visit [IVY HOUSE AWARD FUNDING](#)

ivy house
LONDON



NatWest

CAREERS

FANTASTIC HAIRDRESSING APPRENTICESHIP OPPORTUNITY WITH SAKS

Are you creative, committed, with a passion to learn and interested in an applying for a Saks hairdressing apprenticeship then send your cv to scotchcorner@sakshair.co.uk. You can find out more about the Saks apprenticeship scheme at [SAKS APPRENTICESHIPS](#) or read on to hear about the positive experiences of former student, Olivia Frankland. Oliva, who joined the Saks team at Sedbury Hall after her GCSEs last summer, said: "Since I started working at Saks Sedbury, it's been like my second home. Anna and everyone else have been so supportive and welcoming.

"They have really encouraged me to learn new skills and improved my confidence massively. I have had a lot of first-hand experience when working at the salon, it has a great atmosphere and everyone gets along very well. I go to Saks college once a week and have regular meetings with my educator about how things are going and my progress.

"At college I take part in a mixture of theory and practical lessons. I find these both really interesting and easy to follow. All the educators are really nice and will help you with anything you are unsure about.

"Every apprentice has been given a free training head from the academy to practice anything you want on it, from hair-ups to cutting and even colouring, I have also been given training booklets as part of my course work which I work on at home and college. I would really recommend taking on a Saks apprenticeship because it is the best decision I have ever made."

Liz Mannion, Careers Leader, said: "It is wonderful to hear how well Olivia has settled in at Saks and that Anna is keen to take on another apprentice this year."



send your cv to:
scotchcorner@sakshair.co.uk



THE NINE TO FIVE WITH STACEY DOOLEY

Don't miss these great work experience videos on BBC Bitesize – Five teens, four industries. Will they thrive or struggle? Stacey Dooley and the five teenagers share their advice and stories from their ultimate work experience. Click [HERE](#) here to find out.



bbc.co.uk/bitesize

CELEBRATING INTERNATIONAL WOMEN'S DAY WITH A CAREER THAT UNITES A PASSION FOR SPORT AND INTERNATIONAL DEVELOPMENT

On International Women's Day the achievements of inspirational women across the globe, both past and present, are celebrated. So what better day to share news of Lucy Mills, alumna, who has forged a fantastic career since leaving Richmond School and Sixth Form College – one that has united her passion for sport and international studies, taking her to South Africa, Denmark and, most recently, Spain.

Since completing her studies, Lucy has held senior roles in the field of football. Working in the Sport for Development sector in South Africa, Lucy was responsible for promoting social development among children and youth across Africa. She also worked on the official legacy campaign of the 2010 FIFA Men's World Cup, using football to promote social development (education, gender equality and health).

Moving to Denmark, Lucy took up the role of Head of Women's Football for a professional club, and was the only woman on the Senior Leadership Team, which was a huge learning curve about the realities of sport business. Day-to-day, Lucy was lobbying for girls and women to have better opportunities and representation in football.

Three years ago, Lucy was appointed Programme Manager at FC Barcelona, based at the famous Camp Nou stadium. She manages sport and social programmes in Europe and the Middle East for refugee children and youth on sports fields in and close to refugee camps.

For any students who are considering a career in international development and/or sport then Lucy's experiences will certainly be of interest and value – from the skills she learnt at school and university, the importance of teamwork in sport, her knowledge about international development and the world of football and much, much more – so please do read on!

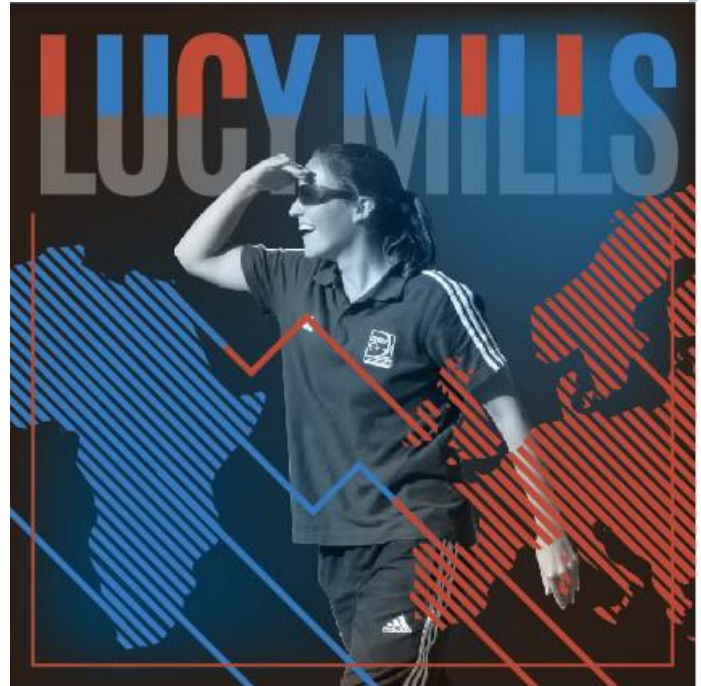
Lucy Mills shares her experiences from Richmond Sixth Form College, to university, South Africa, Denmark and Spain:

Richmond School and Sixth Form College: I studied A-Level English Literature, Art and German. Although my professional career seems far from these subjects, there are aspects of my A-levels that have greatly helped me over the years. Studying English Literature taught me to analyse and organise ideas and information, which are important skills I apply in my job today for tasks such as writing sponsorship proposals. Studying German gave me the fundamentals of language and grammar, which helped me to learn Spanish when I moved to Barcelona three years ago.

University: I studied an Honours degree in International Development at the University of Leeds (2004 – 2007) and a Master's degree in Development Studies at the University of Cape Town, South Africa (2008 – 2009).

I did not actually know that I could study International Development when I was at Richmond School. During my A-level years, I was really interested in international political and social issues. It was only when I arrived at the University of Leeds (originally to study English) that I realised such a course existed and enrolled on it.

Studying a degree in International Development includes learning about global and North-South economics, development theories, non-governmental organisation management, environment and sustainability, and wide-ranging social issues such as education, public health and HIV/AIDS, and gender equality. It's an exciting course that can take graduates in many different directions, including international institutions such as the United Nations and the World Bank, international charities such as Oxfam and Plan International, and UK government programmes for international aid and diplomacy.



Sports: I always loved sports at school and university. I learnt so many important skills that have helped me in later life. I played on the Richmond School hockey team throughout middle school and sixth form and my teammates are now life-long friends. At university, I played football, both socially and competitively. I captained my team at the University of Cape Town and we had nine different nationalities on the team, from Namibian and Angolan to Danish and Norwegian. We travelled together for tournaments, advocated together around issues like unequal pitch time or funding, but most of all we laughed together – the best thing about team sports.

South Africa – Sport For Development: My professional career combines my two big passions: international development and football. I entered into a new sector that was emerging in international development called “Sport for Development” (there are now university degrees specialising in this sector). After I graduated from my Master’s degree, I continued to live in South Africa for a further five years (2008 – 2014). I worked on the official legacy campaign of the 2010 FIFA Men’s World Cup. The legacy campaign was about using football to promote social development (education, gender equality and health) among children and youth across Africa. As a Programme Manager I worked on football and social programmes in 16 countries, including Botswana, Cape Verde, Ethiopia, Ghana, Kenya, Mozambique, Rwanda, Tanzania, Zambia, and Zimbabwe.



Denmark – Professional Football: In 2014, I returned to Europe and continued to work in football. I worked at a professional football club in Denmark as the Head of Women’s Football. I was the only woman on the Senior Leadership Team which was a huge learning curve about the realities of sport business in that the majority of the decisions are made by men and for the interests of men and boys. I sat in on meetings about strategy, sponsorship and media along with 10 men. My day-to-day was lobbying for girls and women to have better opportunities and representation in football. There were times when I was out of my comfort zone, made to feel unwelcome, and ended work days feeling exhausted and demoralised. I did find a supportive network outside of the club which women in male-dominated sectors often do. The football world is changing, though, and starting to wake up and take female athletes and leaders seriously, so -while there is still a LOT to be done to make the sport accessible for everyone – I am optimistic about the future of the sport for women. There are many more professional opportunities for women who want to work in football and it is possible to apply almost any professional vocation or skill to the sport (think business, law, media, marketing, journalism coaching, physiotherapy and social work)

Current Role at Futbol Club Barcelona: Three years ago, I moved to Barcelona, Spain. I am in my third season at FC Barcelona, based at the famous Camp Nou stadium. I work in the International Programmes team in the Barça Foundation, which plays an important role in Catalan society and in 60 countries worldwide. The Foundation runs sports-based programmes that promote social inclusion, prevent youth violence, and improve access to education among children and youth in the most vulnerable communities worldwide. We never focus on improving football ability or competition; instead, we focus on inclusive participation, fun, and improving life skills and transmitting positive values.

In my role as Programme Manager, I manage sport and social programmes in Europe and the Middle East for refugee children and youth on sports fields in and close to refugee camps. We have around 250 coaches and 8,000 girls and boys in the programme every year. We also do cool stuff like involve the FC Barcelona men’s and women’s team players and hosting festivals. As a big women’s football fan, it’s fun to leave the office and watch a Barça Women’s match in the stadium across the road. The team has international stars such as FIFA player of the year Lieke Martens (Netherlands) and African player of the Asisat Oshoala (Nigeria), and the team was in the semifinals of the UEFA Women’s Champions League Final last season.

Get In Touch: If anyone wants to contact me for advice or to ask any questions, it would be great to hear from you. Please ask Mrs Lundberg for my contact details.

HANNAH IS ON TRACK FOR A CAREER WITH THE POLICE

Hannah Speakman, alumna, who has recently volunteered in school to help with Covid testing, is in her second year of a BSC (Hons) in Professional Policing and was only too happy to speak to us about how her course is going, her plans for the future and also some advice for students who may be considering the Police as a career path. We hope you enjoy reading Hannah's Q and A below.

What A-Levels/courses did I study at Richmond? Double CTEC Sport (Distinction* and Distinction, equivalent of A* A) and CTEC Health and Social Care (Merit, equivalent of a B)

Where are you studying and what is the course you are reading? My course is a BSC (Hons) in Professional Policing at Edge Hill University in Ormskirk



Why did you choose this particular course and university? I chose the course as I struggle with exams and much prefer practical elements. This course was heavily coursework based and also had many practicals to replace exams which was good for me. It still requires some exams (I did two in my first year), however the exams and practicals are well balanced out. I have always enjoyed helping others and being hands on rather than at a desk. So, the Professional Policing course seemed perfect.

The first day I visited Edge Hill, I knew it was perfect for me. It had a friendly feel, a beautiful campus, and was close to two main cities, plus the lecturers and people who showed me around on my introduction day were amazing. Edge Hill also has a crime house where all Policing Students do their practical work and in which they have set up fake crime scenes, so this was a massive thing for me as I learn better doing things practically rather than out of a book.

When did you decide you wanted to pursue a career with the police? I knew I wanted to be in the police, as a standard police officer before I decided to do the Professional Policing course. Since being at Edge Hill and talking to my lecturers, who are ex-police officers themselves, and learning from some of the modules that I have taken, I have chosen to pursue a career as a Family Liaison Officer.

How long is the course and what qualification does it give you? The course is three years and, in the long run, it gives me the opportunity to apply to a police force and it gives me a secure place after the degree has finished.

What are the main topics and aspects of the course? In a nutshell, the course builds your knowledge about police officers and how they work and helps you to get to grips with the detail that goes along with each piece of law. In addition, it covers what a police officer's job and roles are in relation to a victim and criminal. There is also a practical side to the course. I learn how to undertake interviews with a victim and a criminal. As part of one of my assignments a 'crime scene' is set up and I must uncover the scene and find evidence/the criminal and solve the crime that has been given to me by my lecturer.

What is the balance of theory and practical? Both- very much 50/50. With the current circumstances it has had to be more theory based but hopefully by my final year I will be able to do more practical aspects.

Do you do any work in the community? I have recently been helping with Covid testing at Richmond School. However, before I left to go to University, I volunteered at Richmond Rugby Club where I coached the Micros (under 6s) every Sunday morning, for the best part of five years.

What are your plans after you finish the course? I hope to work in a police force for a year or so doing admin or at a call centre and then hopefully do a ski season for six months, before returning to go into a police force as an officer. My long-term goal is to work my way up to becoming a Family Liaison Officer.

Are there any specific A-Levels that you need to study to do a degree in Professional Policing? When I applied to universities, it wasn't based on the subjects themselves but on the number of UCAS points you achieved. However, I would say subjects such as psychology and even PE are helpful as there are practical elements. And of course, being an officer requires you to run after criminals and victims so it is always helpful to have an extra A-Level in PE to help. But really you could have any A-Levels and as long as you collect the correct amount of UCAS points you should be fine.

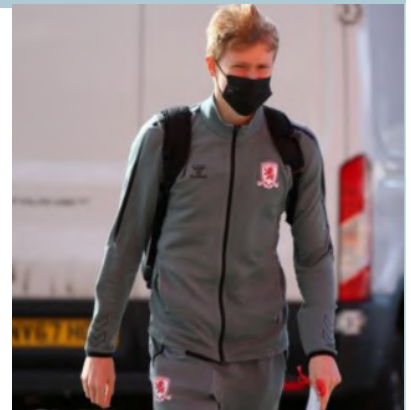
What qualities in a person are being looked for to be successful in applying for this course? For the course itself I would say resilience as coursework and practical elements can be long-winded and need patience and resilience to be the best. Confidence and teamwork are another two key attributes as the course requires lots of group work during seminars. There are also a lot of practical assessments to complete so the more confidence you have and the better team player you are then the better you will do.

Does it help an application if the person is in the police cadets? I'm not personally in the police cadets nor have I been. However, it wouldn't put you at a disadvantage at all. It always looks good having something like that when applying as you look passionate.

What advice would you give a student who is considering the course/career path? Do lots of research and think about the different choices there are for policing. There are more options than just the degree. However, I would strongly recommend the degree as I have learnt so much already in the two years I've been at Edge Hill. Do as much as you can at A-level to better your chances of getting higher UCAS points and if you do choose policing, look at Edge Hill. I absolutely love it and if university becomes your option enjoy every second and work as hard as you can.

JOSH STRIKES A PLACE ON MIDDLESBROUGH FC'S FIRST TEAM!

Fantastic news for Josh Coburn, former student, who has been given the opportunity to be part of Middlesbrough FC's First Team! Josh had been playing with the Under 23s, but last week he was asked to train with the First Team. It was then announced that he would be training with the First Team for the rest of the season and is now on the MFC website as a first team striker. This is amazing news for Josh who started with the club's Academy in September 2019. The progress he is making is most impressive and reflects the high standard of his game and his great teamwork. Josh was honoured to be on the bench on Saturday when Middlesbrough beat Stoke 3:0.



Craig Liddle, Academy Manager, said: "Josh has worked extremely hard during his time as an apprentice and now as a young professional. We are all very proud of his development since he has been at the football club and to be in the match day squad at such a young age is a fantastic achievement and well deserved. It's another step in the right direction and with Josh's attitude and application I'm extremely hopeful that he will continue to progress and have a bright future at the football club."

Congratulations Josh, we are so proud of you!



THANK YOU TO CHARLOTTE PORTER, ALUMNA - SWALEDALE SCOUT GROUP'S GUEST SPEAKER



We were delighted to hear that Charlotte Porter, alumna, was a guest speaker for the Swaledale Scout Group, of which some of our students are members. Charlotte runs her own award-winning dance school, the Charlotte Jacqueline School of Dance, at The Station in Richmond. She talked about her journey into dance, starting at 10 years old, late for many, being inspired by Mrs Seymour, the local dance teacher, dancing in Germany and then working in France before returning home and eventually setting up her business. Charlotte also talked about pushing herself outside her comfort zone by joining the Mountain Rescue and being one of the youngest in the organisation, along with Chris Curry, another of our former students.

Charlotte said: "It was wonderful to speak with the Swaledale Scouts! It is so lovely to see so many of them interested in both the arts and also being involved in their community! We chatted about what life was like as a professional performer, living abroad and what the training included. Many also wanted to know about volunteering with the Mountain Rescue and it was lovely to see that lots of them would love to volunteer when they are older. Scouts is such a wonderful organisation, and we owe our initial dance school set up to the Richmond Scouts for allowing us to hire their Scout Hut on Quakers Lane. It was also great to see some of them involved in and supporting other local clubs."

Richard Tarran, leader of the Swaledale Scout Group said: "Thank you so much to Charlotte for giving up her time to be our guest speaker. She brought energy, zest, enthusiasm, positivity and inspiration to Swaledale's Monday evening Scout meeting."

The Swaledale Scout Group are looking for an assistant, over 18 years old, to help with their meetings. If anyone would like to discuss this opportunity further, please contact Richard Tarran on richtarran@aol.com or 07866 410616. It is a great voluntary role and would be ideal for anyone looking to fulfil their Duke of Edinburgh service element.

There are currently 11 Scouts in the Swaledale Troop (10 ½ up to 14 ½ years old). There is also a Beaver Colony (5 ¾ up to 8 ½ years) and a Cub Pack (8 to 10 ½ years).

HEADTEACHER'S VALUES AWARD

The Headteacher's Values Award is based on nominations made from staff each week for a student who has been exceptional in his/her demonstration of the school and college values in their work or an activity. Our school values are: creativity, excellence, independence, resilience, respect and teamwork. Mrs Potter meets with the winning student each Friday and we have pleasure in sharing the success stories with the wider school community.

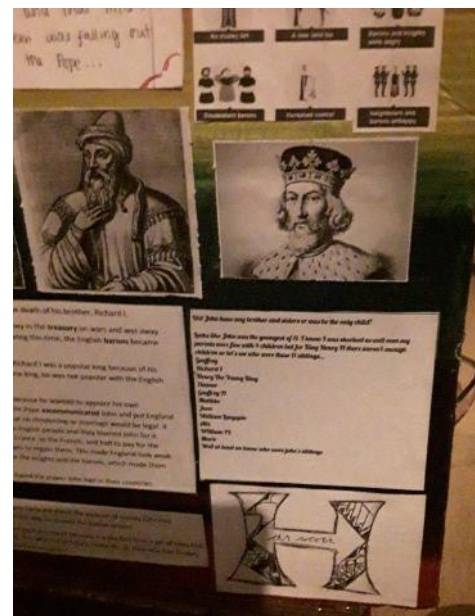
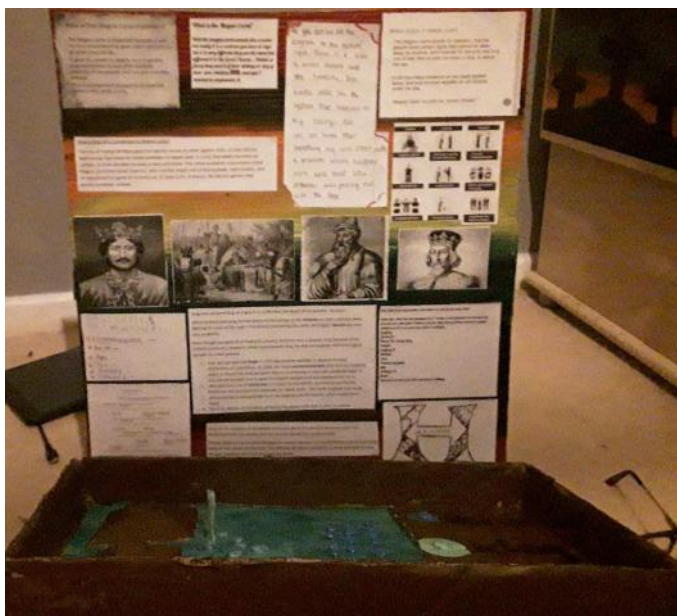
Teddy Wood, in Year 7, was nominated by Mrs Collier, who said: "At the start of this half term, Teddy seemed to find the new set up in school somewhat stressful. He struggled to work independently within the time limits of the lesson and seemed to find it hard to overcome any issues he encountered. However, since then he has shown great resilience and determination, to improve his confidence in dealing with these very unusual circumstances. He is now working independently through his work, trusting his instincts more and showing a greater ability to deal with situations that don't go exactly as planned.

"He is starting to challenge himself in lessons, working hard and producing some excellent results. He has also persevered with google classroom, working hard to teach himself how to use it and how to get the most out of his lessons. Finally, his manner in the classroom has improved and it is a pleasure to see him more relaxed and enjoying his time in school more. Well done Teddy, keep it up!"



Mereseini Baleilekutu, in Year 7, was nominated by Dr Scott, who said: "Mereseini has, from the start of the year, shown a keen interest in History. Her interest has never wavered and for an assignment on 'Castles' she produced a model she had constructed to give a 3D option to demonstrate a castle's features.

"This was not the end of her initiative, however. During lockdown, Mereseini went above and beyond to produce a detailed model together with illustrations and explanations of the 'Magna Carta'. To complete such a task shows absolute creativity and excellence in its production but I feel that she has done more than that. She shows us all that even under the awful constraints placed upon children from lockdown, that ability to keep going and give of one's best is possible with determination and resilience. In her words: 'So for this project I am going to build this. It might sound crazy but...I love history and I will go overboard for it. And I love crafting as well.' I'm so glad you did, Mereseini, you made my day.' Well done Mereseini."



HEADTEACHER'S VALUES AWARD

Will Thapa, in Year 9, was nominated by Mrs Norman, who said: "I would like to nominate Will Thapa because I have been so impressed by the regularity and the high quality of his work in French throughout this lockdown. All his remote learning tasks have been completed to the highest standard and he has not missed a single one!

"He also attended and participated in all his live lessons and obtained a 100% score on all the quizzes set.

"Will is a hardworking student who really wants to achieve his best in every lesson - an exceptional role model and an exemplary student who embodies the school values of resilience, independence and excellence. Merci et Bravo Will!"



Mohammad Alkasem, in Year 9, was nominated by Mrs Macey, who said: "I would like to nominate Mohammad for being an amazing ambassador for Richmond School, showing compassion and empathy and having an amazing community spirit.

"Mohammad has given up copious amounts of his own time to assist me with Ahmad, our new Syrian student.

"He has spent hours with him in school, showing him around, translating and making sure his transition into Richmond School life is as seamless as possible"



Joely Weston, in Year 13, was nominated by Miss Montgomery and Miss Weston, who said: "Throughout the two-year English Literature course Joely has met every deadline, setting herself the very highest targets and she has responded to staff feedback to improve her work.

"During both lockdowns, despite significant family responsibilities, she continued this impeccable standard. In addition, this year she has managed her responsibilities as Headgirl, never once complaining or making excuses.

"She deals with every difficulty and obstacle with good grace, a can-do attitude and, above all, she is a polite and thoughtful individual. She embodies all of the school values."



FAREWELL MRS BROOKER

We would like to wish Catherine Brooker, the Chief Executive Officer of the Areté Learning Trust, all the very best in her retirement. We are so sorry that Mrs Brooker is leaving, she will be greatly missed by all the staff across the three schools in the Trust, Northallerton, Stokesley and ourselves. We would like to share a message from Mrs Brooker and send our very best wishes to her for a very happy and fulfilling retirement.

Message from Catherine Brooker

Having started my career in education in the 1970s in East London, I end it here in North Yorkshire, more than 40 years later. During that time, I have faced all sorts of challenges, particularly in the 20 years as a Head. However, who could have foreseen the quite exceptional circumstances of the last year?

There is much in the media about the potentially damaging impact of the pandemic and the new challenges these will present. Public services have often been an easy target but the crisis has led to a re-thinking and a greater appreciation, not only of NHS staff but of other service professions including teachers and school support staff.

I am so grateful that many parents have expressed your appreciation generously, as I know what a fillip this has been to staff in our schools, many of whom have been managing their own family commitments, and home schooling their children whilst sustaining and developing learning for their students. I hope that we shall see this greater social solidarity underpinning our communities during the recovery years, with a greater recognition of the ways in which we all depend on each other. As the crisis developed, I would say that our teachers have been magnificent in their response, rapidly developing their skills in order to support home learning more effectively, sharing resources, materials, ideas and, most importantly, maintaining communication with and support for families in creative ways.

I should also like to pay particular tribute to our school leaders who have been under immense pressure and who have worked tirelessly to support staff, students and families, in the face of repeated changes to policy and increased demands – their professionalism, integrity, courage and commitment have been inspiring.

I am pleased to advise you that the trustees have appointed Richard Crane as my successor. Richard is currently Head of Education and Skills in Durham. I have been working closely with him since his appointment in December to secure an effective handover and know that I leave the trust in safe hands. He will be well supported by our Heads and by the central team of loyal and hardworking ALT staff. I look forward to hearing about the continued success of our trust schools in the future and my very best



ONE YEAR ON.....

The 23rd March marked the anniversary of the UK's first Covid lockdown. It has been a challenging year for everyone, but what has been constant throughout the twelve months in our school and college family is the unfaltering sense of community spirit, the care and kindness shown for each other and the determination to get through this difficult period of our lives.

We hope you will take a few moments to browse through our image montage video at [ONE YEAR ON](#) and spare some time for reflection - to remember those who are no longer with us, those who have suffered through ill health or other difficulties, and to continue to support friends and family who are coping with all of this.

It is also a time to appreciate the good that has come out of this unprecedented situation, how our students have shown such immense resilience, doing amazing things in their communities and continuing to be the best they can be in spite of the goalposts changing, often at short notice.

Although there may still be tough times ahead, as we continue to see the Covid testing and vaccination programme rolled out, and the gradual lifting of lockdown restrictions, we are looking forward to regaining more normality to life at school and sixth form. We thank our students, staff, parents, carers, alumni, governors and everyone who has a fondness for Richmond School and Sixth Form College for their ongoing support. **Jenna Potter, Headteacher**

