

NEWSLETTER

May 2021

Welcome to our May Newsletter - My May newsletter introduction last year reflected a sense of cautious optimism, tempered with some trepidation, as we found ourselves seven weeks into the first lockdown and having to 'dig deep'. What a long journey it has been and I could not be more relieved and delighted as we take careful, small steps back to a more 'normal' approach to school and college. Senior staff have spent much of the last half term visiting lessons, to support both students and colleagues in settling back into high-quality classroom teaching. We have been pleased to see an increasingly consistent focus on the use of Star Performers in class to encourage students to demonstrate positive behaviours and the school's values, on our Word of the Week and on the use of the all-important Tier 2 and Tier 3 vocabulary, that supports students' understanding of all subjects across the curriculum.

We are cautiously moving back to hosting year group assemblies, which we value highly and that require exceptional behaviour standards from all students. We also find ourselves excitedly considering our plans for the end-of-term, face-to-face Aiming High assemblies and our September Presentation Evening - during the last year, we have really missed the formality and celebration that these events bring.

There are so many groups of students who deserve a 'shout out' for their resilience and excellence during this most challenging of years. It would be remiss of me not to make a particular mention of our Year 11 and 13 students who have acquitted themselves so well during the most demanding of assessment seasons. I also want to mention the students who have gone out of their way to seek out the many Careers opportunities on offer, both virtually via the Google Classroom and those students who have actively gone about securing some really highly-sought-after apprenticeship positions. The rapid development of our Friends of Richmond School and Alumni network has helped to ensure our students have access to the very best career opportunities and accompanying advice and support. Finally, the highlight of my week is to meet with and chat to the winner of the weekly 'Headteacher's Values Award'. These are the students, who from a number of nominations made by staff, are deemed to have displayed the school's values at the very highest level. These students definitely deserve a really big 'thank you' for being such exceptional role models and for contributing so strongly to the school's positive culture. You can see this half-term's winners on page 46.

As ever, I wish you all a happy and relaxing half-term break and thank you for your ongoing support.

Best wishes

Jenna Potter
Headteacher



AWESOME ALUMNI NEWS

There are some fabulous features and Q and As with former students. Turn to pages 37-45 to find out more.



FANTASTIC FUNDRAISING

Students and staff raise over £6,000 in memory of Mr Clark - a full report is on page 7.



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**Richmond School
& Sixth Form College**

Being the best we can be



Being the best we can be

ARETÉ LEARNING TRUST NEWS

NEW CEO FOR ARETÉ LEARNING TRUST



Richard Crane has been appointed as the Chief Executive of the Areté Learning Trust, of which Richmond, Northallerton and Stokesley Schools are members.

Richard brings a wealth of experience and expertise to the role, joining the Trust from Durham County Council where he was the Head of Education and Skills, responsible for strategy and development to raise attainment, ensuring children achieve their potential and progress successfully from education to the workplace. Prior to this, Richard was the Headteacher of three secondary schools.

Richard said: “I am delighted to be CEO of The Areté Learning Trust. I am looking forward to supporting each of the schools in the Trust with their continued development and improvement. I aim to develop collaboration both across the Trust and regionally and nationally with other educational providers to ensure that Areté pupils receive the best-possible learning experience and that our staff get the best-possible professional development in order to facilitate successful outcomes for the learners across the Trust.

“I feel privileged to be joining such a committed and hard-working staff team with enthusiastic and engaged students, and supportive parents, carers, governors and trustees. I have been very impressed with the sense of community within each school and how everyone pulls together to deliver our Trust vision of ‘being the best we can be’.

Richard is heading up the Trust at a very exciting time, following major investment to enhance facilities at each of the member schools. Northallerton’s students will benefit from extensive refurbishment and extension to the school along with a brand-new sixth form centre. At Stokesley, the sports hall has been refurbished and other sports facilities upgraded, with Richmond opening a fantastic new 3G sports pitch.

Richard’s appointment follows the retirement of Catherine Brooker who, following twenty years as a Headteacher, was responsible for leading the Trust from its inception in 2015, overseeing the superb investment and enhancement to the new facilities at each school.

Stewart Brennan, Chair of the Areté Learning Trust Governing Body, concluded: “Richard has extremely strong and impressive credentials, having held senior strategic roles and headteacher positions.

“With his extensive experience and forward-thinking approach, we are looking forward to him leading the Trust to ensure we offer the very best opportunities and outcomes for our young people.”



IN THE COMMUNITY

CALLING OUT FOR VOLUNTEERS TO SUPPORT HELP FOR HEROES AT TESCO, CATTERICK



Are you able to spare a couple of hours to help raise money for Help for Heroes at Tesco in Catterick Garrison on 26th and 27th June? Simply sign up [HERE](#) and be part of the fundraising initiative across Tesco's National Collection Weekend which coincides with Armed Forces Day on 26th June. Tesco and Help For Heroes are marking the day by encouraging people to support wounded veterans and their families who have been impacted by injury or illness sustained while serving their country in the British Armed Forces.

Help for Heroes relies on the generosity of the public for the majority of its funding and saw a loss of approximately 75 % to its income from national collections during 2020 as a result of the pandemic. Find out more about the project [HERE](#)

CONGRATULATIONS TO OUR NEIGHBOURS AT THE TERRACE CARE HOME

It is wonderful to hear that The Terrace has been shortlisted in the Best for Specialist Care category of The Care Home Awards 2021, which recognises individual homes for the exceptional specialised care they offer.

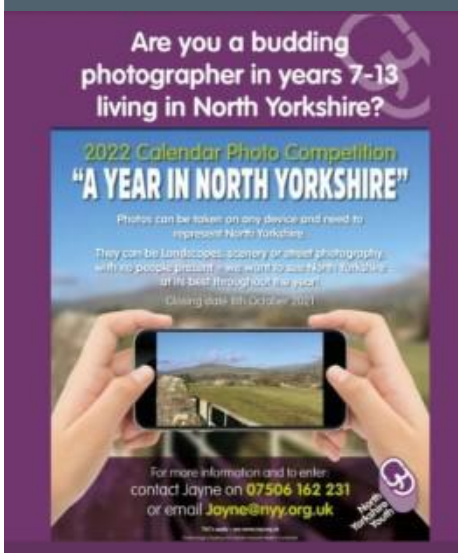
You can find out more about their nomination at [RICHMONDSHIRE TODAY](#)



CAPTURE YOUR PERFECT SHOT FOR “A YEAR IN NORTH YORKSHIRE” CALENDAR COMPETITION

We are fortunate to live in one of the most beautiful parts of North Yorkshire, so here is a great opportunity for students to show off their photography skills and potentially see their images feature on 'A Year in North Yorkshire' 2022 calendar. The closing date isn't until 8th October 2021, so there is plenty of time to capture your perfect shot. Photographs can be landscapes, scenery or street photography, just make sure there aren't any people present in the pictures.

Photos can be taken on any device and need to represent North Yorkshire. For further information email Jayne@nyy.org.uk call Jayne at North Yorkshire Youth on 07506 162 231 or visit [North Yorkshire Youth](#)



IN THE COMMUNITY

THE IMMENSELY POSITIVE IMPACT OF THE DUKE OF EDINBURGH AWARD ON YOUNG PEOPLE

Chris Kaye, at BFBS Catterick Radio, interviewed Ellie Lovatt, in Year 12, to find out about her experiences of the Duke of Edinburgh Award. They talked about the impact that the scheme has on young people and the legacy that HRH Prince Philip leaves behind. Listen to the interview [HERE](#) which was aired the day before HRH Prince Philip's funeral.



CALM AND COLLECTED

We were most impressed with the conduct of our students during a fire evacuation drill today. Calm and collected, they filed out of school in an orderly manner, remaining silent and attentive at all times. Fully understanding the potential seriousness of the situation, they listened to staff and ensured the safe, speedy and efficient evacuation of the buildings. Their behaviour was impeccable and the students were a credit to themselves, the school and their families.



A FIRST RESPONDER VOLUNTEER HERO

We are delighted to hear that Paul Hunt has become a First Responder. We are sure that he will be a huge asset to the First Responders and congratulate him on his latest voluntary work in our local community.

Paul, who worked at Richmond School for 19 years as a Team Leader Technician, has always supported his local community, having spent 21 years as a retained Leading Firefighter at Richmond. Now he is retired, he is utilising his time working within the community on volunteering projects and charity work. Paul is an advanced motorist and member of local IAM group and now Richmond's latest first responder volunteer hero! This brings Richmond Responder Volunteers to a mighty seven.

It is hoped that Yorkshire Ambulance Service NHS Trust Volunteer recruitment will fully open up soon. If you are interested in finding out more about First Responders then keep an eye out on [FIRST RESPONDERS](#)



IN THE COMMUNITY

STAY CONNECTED

Follow us across our social media channels to keep up to date with all our news.

You can now find us on Instagram:

[@richmondschool_sfcollege](#)

as well as on Facebook :

[@RichmondSchoolandSixthForm College](#)



@richmondschool_sfcollege



@RichmondSchoolandSixthFormCollege

FOLLOW TOM KERRIDGE AND MARCUS RASHFORD'S FULL TIME MEALS INITIATIVE

The Full Time Meals initiative is spearheaded by Marcus Rashford, the Manchester United striker, who continues to raise awareness and put his weight behind the issue of child food poverty, and Tom Kerridge, celebrity chef. Together they have created 52 pocket-friendly and seriously tasty recipes that the whole family can enjoy, but also perfect for young people about to leave home and starting to cook for themselves. These recipes are simple and easy to follow with emphasis on limited equipment and inclusion of store cupboard goods with a longer shelf life. Every Sunday morning, they will launch a new cook-along video on their Instagram page which you can follow [HERE](#)



Sally Byrom, Lead Learning Manager, said: "I am a great admirer of Marcus Rashford and the way in which he has used his public platform to bring about positive changes. He is a fantastic role model for us all. I wanted to highlight his work to our sixth form students and so was delighted when he and Tom Kerridge launched their 'Full Time' initiative. As well as being a brilliant idea for struggling families, I thought that our sixth formers, some of whom will soon be heading off to uni, might find the recipes and tutorials useful! Nutritious, cheap and easy meals – perfect for students everywhere!

You can enjoy the Full Time Sixth Form assembly at [Full Time](#)

Tom and Marcus said they were inspired to join forces due to their personal experiences of growing up in single-parent households on low incomes. Among the dishes confirmed so far are fish pie, Mexican-style chicken and spaghetti Bolognese, Rashford's favourite childhood meal.

There will also be tips on preparing lighter courses such as overnight oats and sandwiches.

Joining the duo as celebrity guests will be the likes of broadcaster Fearne Cotton and fitness guru Joe Wicks, alongside other famous faces from the worlds of sport, music and television.

Rashford, a self-confessed novice in the kitchen, will take part in around 20 of the video "how-to" sessions.



IN THE COMMUNITY

STUDENT SUPPORTS MIND CHARITY AND IS SET FOR A CAREER AS A MENTAL HEALTH NURSE

Running a mile each day in all weathers, Sarah Manning has raised £363 for Mind, the charity that supports people who are experiencing problems with their mental health.

Sarah, 15, and a Year 10 student, ran a mile each day, over 27 consecutive days, to highlight the percentage of university students who report a mental health concern. At 27%, this is a worrying statistic and represents a problem that is five times greater today than it was ten years ago, a figure that is anticipated to have increased further during the pandemic.

Sarah said: "I kept motivated to run, even though the weather was unpredictable with many rainy and freezing cold days. I really enjoyed doing it and I saw many things I wouldn't have normally paid attention to, for example sun sets and seeing cute lambs playing in the fields. It made me appreciate just how positive exercise and being close to nature outdoors can make you feel. I will definitely consider doing a fundraiser again and will continue to run often."

Sarah has impressed her teachers, not only with her dedication with her running challenge but also with her determination to pursue a career in the healthcare sector. Keen to become a mental health nurse, Sarah was successful in securing a place on the highly-competitive 'Next Gen Nurse' programme, a NHS virtual work experience through Speakers for Schools. Sarah heard from nurses who are part of the NHS Nursing ambassador network. Sarah said: "I enjoyed listening to and asking questions of the nurses and splitting off into groups to talk. I learnt about the different careers in nursing and ways to access them. It has definitely confirmed my career plan of wanting to be a mental health nurse."

Sarah, along with two other Richmond students, Theodora Moutzis and Archie Dolan, were the only students from across the whole of Yorkshire to attend the online event. There were just 50 places nationally, for Year 10 to Year 13 students, with the majority of students coming from the South of England.

Ms Mannion, Careers Leader, said "I have been so impressed by our students and their commitment to the NHS. This event was so professional and engaging and was an important stepping stone towards our students' career goals."

Sarah has arranged to volunteer in a local care home, later in the year, to support residents with dementia and to gain greater experience of working with people who are suffering with mental health issues.

Jenna Potter, Headteacher, concluded: "Sarah is an incredibly kind, thoughtful and dedicated young lady and I really admire her drive and passion to support others and to achieve wider experience of mental health conditions. She has shown immense resilience and independence in her fantastic fundraising efforts and should be incredibly proud of herself."

If you would like to support Sarah, donations can still be made [HERE](#)



IN THE COMMUNITY

STUDENTS AND STAFF SMASH CHALLENGE AND FUNDRAISING TARGETS IN MEMORY OF DAVE CLARK

Students and staff have walked, cycled and run an amazing 46,697 miles in memory of Dave Clark, the school's former Deputy Headteacher. Throughout March, they covered more than five times their original target of 8,000 miles, a spectacular achievement, raising £6,322 to be shared equally between the Great North Air Ambulance Service and to buy new equipment for the school's fitness suite.



The response to the March Miles challenge has been truly overwhelming, with an impressive 888 students and 71 staff taking part, a huge team effort that engaged all year groups and evoked such wonderful community spirit. Sophie Bendelow, Community Fundraising Officer at the Great North Air Ambulance Service, said: "We are absolutely overwhelmed by the support we have received from Richmond School and Sixth Form College since the passing of their Deputy Headteacher, Dave Clark. We are sure he would be so proud of the staff and pupils who have joined together as a team to raise vital funds for our charity and get some new equipment for their fitness suite. On behalf of everyone at GNAAS we just want to say a huge thank you to those who took part or donated to this challenge."

Organised by PE teachers Jack Moore and Helen Southgate, March Miles created some friendly competition. Each tutor group across the school and college submitted their miles, with 9 Dutton racking up the highest total of 2,108 miles. Each student completed an average of 46 miles with the staff average being an impressive 86 miles.

Helen Southgate and Jack Moore said: "We are hugely grateful to absolutely everyone who has supported this challenge. Whilst we know how fantastic our students and staff are at supporting events such as these, we have been completely overwhelmed by just how many people have embraced this initiative for all the reasons we hoped they might; to get active, to take on a personal challenge, to be a part of Team Richmond School and to raise money in memory of Dave Clark, a much loved and greatly missed member of staff.

"Seeing students and staff out and about getting their miles in has been really heart warming and the efforts of everyone throughout March have reflected the amazing team spirit which exists here at Richmond School and Sixth Form College. When we started this challenge we were still in a period of school closure and it was really lovely to have a sense of working together on something at a time when we were having to remain relatively separate from each other."

The School fitness suite will be refurbished with the money raised and the space will be enhanced to make it accessible for all abilities. It is hoped that a piece of adaptive equipment will be purchased that every student can benefit from.

Jenna Potter, Headteacher, concluded: "To say we are delighted with what our staff and students have achieved is an understatement. The generosity of time, effort and donations means so much to us and the Great North Air Ambulance Service. This is something that Dave would have been incredibly proud of, uniting his desire to encourage young people to get outdoors, stay fit and be part of a team whilst doing something for the benefit of others."

If you would like to donate to the March Miles fundraising, please visit [OUR JUST GIVING PAGE](#).



IN THE COMMUNITY

CELEBRATING RICHMOND 950!

A very grand and happy birthday to Richmond, the original Richmond in North Yorkshire, which is 950 years old! To honour this momentous and historic landmark in our town's history, we are delighted that our students are learning all about the heritage of our wonderful town. We have invited them to come up with ideas to complement the fabulous range of events that are already taking place in Richmond over the coming months. Do head over to [RICHMOND 950](#) and find out how the community is coming together to commemorate the 950 years, or follow on [FACEBOOK](#) . You can enjoy the presentation that our students watched [HERE](#)



Sophia Mawer, Lead Teacher for History, said: "Richmond 950 is a really exciting project for the whole community, with a wealth of excellent activities for everyone to get involved in. I am really looking forward to seeing the ideas that the students come up with for Richmond School's marking of the 950 anniversary and I hope that a lot of students with their friends and family support the huge range of events planned."

STUDENTS SUPPORT RICHMOND TOWN COUNCIL WITH MARKET RESEARCH PROJECT



A huge thank you to Adam Dixon and James Roberts, Year 12 students, who braved wintry conditions on to conduct a market research survey about local shopping habits and opinions, on behalf of Richmond Town Council. Their interviews with members of the public added a different dimension to the overall research that is best achieved by engaging in a face-to face situation.

The students' research is part of a larger project that includes an online survey. The questionnaire, designed by a professional market researcher, asks participants to indicate what aspects of Richmond they find appealing, as well as exploring where there might be 'room for improvement'. The questions cover the amenities in the Market Place before focusing on the Indoor Market Hall.

The survey is part of efforts to increase use of the Grade-II listed Market Hall building and ensure it has a sustainable future.

The Town Council has already worked with the volunteer-run Richmond Information Centre (RIC) to create a modern new information facility for the town within the hall. Community leaders say this intervention helped to secure the future of the centre, which aims to provide a friendly, welcoming focal point for visitors to Richmond, as well as a useful information point for locals.

The students enjoyed meeting Baroness Harris of Richmond, Lorraine Hodgson, Mayor of Richmond, and Cllr Brewer, before they headed outside to carry out the interviews. Thank you to Mrs Clish and Ms Mannion who also gave up their time on Saturday to support the project.

IN THE COMMUNITY

SHOUT OUT FOR A JUNIOR FOOTBALL COACH FOR RICHMOND ROCKETS JFC

Are you passionate about football and think you have what it takes to become a junior football coach, supporting our youngsters to develop their skills in a safe and friendly environment? Please get in touch at [HERE](#) if you'd like to join Richmond Rockets JFC and find out how they can support you to achieve this.



Formed in June 2019, Richmond Rockets is a junior football club that is passionate about grassroots football and has a strong desire to create a club where the children are at the centre of everything they do; where their learning, development and love of football comes before anything else. They work closely with North Riding FA, have affiliation and insurance with them. They also hold the FA Charter Standard accreditation award. The club welcomes girls and boys and have an Under 10s, Under 9s and Under 8s team with the potential to form an Under 7s team very soon. They play matches in the Hambleton & Richmondshire Junior Football League and also run their own Mini Rockets sessions on Saturdays which is a fun introduction to football and games for 4-6 year olds delivered by Pete, with help from Mandy.

Pete, their chairperson and coach is FA Level 1 qualified and working towards Level 2. Rob and James are also FA Level 1 qualified coaches and DBS checked. Nikki has joined us recently as a volunteer coach and has completed the FA Playmaker Course.

Their emphasis is on having fun and developing their young players in a safe and creative environment. All abilities are very welcome, they just need children to be enthusiastic about football and have committed parents/carers who love to get involved and support!! They are always looking for parents to join their committee and help us make our small and friendly club a big success



FUNDING TO HELP OUR STUDENTS DRIVE SAFELY

We are pleased to report that Richmond Sixth Form College have been awarded £1,074 from the North Yorkshire Police Fire & Crime Commissioner's AJ1 fund to support 'driving safely'. The successful bid will help some of our newly-qualified drivers with additional driving experience and tuition to raise awareness of some of the incidents that can affect teenage drivers.

Working in conjunction with the Institute of Advanced Motorists, the college is hoping to offer a number of sixth form students the opportunity to drive alongside an instructor who will guide them in dealing with a number of possible driving

scenarios. These include: driving on a motorway, driving on country roads and parking and manoeuvring – three of the aspects of driving that could be covered in a one hour session. There will be no cost to students for these sessions. Students who are interested in this great opportunity, to take extra tuition through this scheme, should contact Mr Dawson who will be able to advise on the criteria they will need to fulfil in order to be considered.

It is thanks to Mr Dawson, the coordinator for the safer driving programme and also the young driver advocate at the local branch of the Institute of Advanced Motorists, that the funding has been made available. He said: "Two of our sixth form students benefited from the safer driving tuition in 2019 and they found the training invaluable. It will be wonderful if the initiative is able to go ahead this year."

The AJ1 fund will see over £350,000 granted to improve road safety in 81 communities across North Yorkshire and York. This has been made possible by the sale of the historic AJ1 vehicle registration, the first number plate used in the North Riding of Yorkshire, by the Police, Fire and Crime Commissioner.

PERFORMING ARTS

EXCEPTIONAL DANCE CITY WORKSHOP OFFERS ADVANCED TRAINING OPPORTUNITIES

Students from Years 7-12 took part in a taster workshop for a Centre of Advanced Training (CAT) scheme offered by Dance City in Newcastle. This included students who have shown excellent skills in lessons relating to the speed of picking up movement, creative work and performing in class that enabled 22 of our dancers to access this workshop. The scheme allows students to gain an insight in the demands of professional dancing and offers advanced training to help prepare participants for skills needed to be successful within the arts industry. Students from 10 to 16 years old who enjoyed the taster session are encouraged to audition for the scheme. The auditions will take place on 3rd June 2021, from 10:30-1:15 or 1:30-4:15, Dance City Newcastle. Further information can be found at [DANCE CITY CAT SCHEME](#)



Nicola O'Malley, Dance teacher, said: "The workshop was a great way for students to understand what would be expected when joining the CAT scheme. They were pushed to their limits with a challenging technical phrase of movement to learn, to demonstrate creative skills within a three-minute time frame and then perform confidently to the leader after just a short amount of rehearsal time. The students involved thoroughly enjoyed the content of the class and were able to keep up with a challenge thrown at them throughout the half-hour workshop. I am very proud to say how many talented dancers we have at Richmond School and Sixth Form College and I wish them the best of luck in being successful during the audition process. Well done and let's 'keep dancing and working towards your dreams'.

Contemporary dance training at the Dance City Centre for Advanced Training includes:

- A minimum of seven hours of training, split over three classes per week.
- The choice to attend your two mid-week classes in Darlington or Newcastle. Mid-week classes cover contemporary technique and classical ballet.
- All CAT students attend weekend classes at Dance City in Newcastle. Weekend classes cover contemporary techniques, creative movement, and body conditioning.
- Regular opportunities to perform in the Dance City Theatre.
- Two intensive, week-long dance workshops each year (during school holidays) with a guest teacher or choreographer.
- Opportunities to attend workshops with leading dance companies and guest teachers.
- Organised theatre trips to see leading dance companies.
- Regular support for the prevention and management of injuries.
- Termly progress reports from teachers.
- Individual mentor support and mid-year tutorials.
- Advice and guidance during the application process for vocational training.



PERFORMING ARTS

STUDENTS MASTERMIND 'MOVING FORWARD' DANCE SHOW AND COMPETITION

We are thrilled to share the fantastic Moving Forward showcase with you and to announce the competition winners. So, sit back, relax and prepare to be entertained and impressed by the amazing dancers here at Richmond School and Sixth Form College – simply follow this link [MOVING FORWARD](#). You'll have a taster of all our wonderful entries, the grand group finale, building up to the eagerly-anticipated reveal of our competition winners when you can enjoy longer clips of their routines. This is a fantastic piece of work and we are most appreciative to all our dancers who have created such wonderful performances

Following on from the reveal of Moving Forward, the Year 13s' virtual dance show, we are really excited to highlight our winners from the categories of 'Best Costume, Best Choreography and Most Professional'. All the students who entered did an amazing job and the Year 13s, Mrs O'Malley and Miss. Pemberton were blown away with the entries and standard we received. Please see the winners below:

Choreography: India O'Neill Year 7 - Daisy Pyrah Year 8 - Bethany Wilkinson Year 9 - Anthony Edwards Year 10 - Alex Macpherson Year 12 - Millie Dixon Year 11 - Usha Rai Year 13

Professional: Ebony Lambe Year 7 - Robyn Blackmore Year 8 - Ellie Hughes Year 8 - Charlie Wallace Year 9 - Alfred Atkin Year 9 - Abi Joyce Year 10 - Cora Aked Year 11 - Abbey Charles Year 13 - Charlotte Harrison Year 13

Costume: Hugo Hadley Year 7 - Ella McArdle Year 9 - Elsa Wright Year 9 - Charlotte Morris Year 10 - Faith Nacamavuto Year 12 - Ruby Weaver-Cooke Year 11

Mrs O' Malley, Dance Teacher, said: "I would like to personally thank the Year 13s for all their hard work to come up with an opportunity for all students to engage in something fun and showcase their creativity and excellent performance skills. They have been very professional in the way they have communicated with staff and students and they deserve every bit of success in the future.

"They are great role models to our younger students and it has been a pleasure to watch Abbey, Usha, Charlotte and Grace grow from Year 7 at Richmond School where some have had no dance training outside of school.

"We have also had the pleasure of Kassie joining us since the start of Sixth Form who has been a great asset to the school and together they have all developed into excellent leaders and creative practitioners. Very well done and the Dance department is very proud of you all."



PERFORMING ARTS

FANTASTIC SUPERHEROES DANCE WORKSHOP OPPORTUNITY FOR PRIMARY STUDENTS

Our Dance Teachers, Mrs O'Malley and Miss Pemberton created a terrific Superheroes dance workshop for our local primary schools to celebrate National Dance week. You can enjoy the workshop [HERE](#)

The workshop aims to engage younger students through fun activities where they can be active and explore technique, creativity and develop their performance skills. We hope many of the primary schools had the opportunity to use the workshop. We have always been impressed with the quality of dancing from students in our primary schools in the past and can't wait to see their latest performances. Please enjoy these photos from a primary dance event we hosted in December 2019.



CALLING ALL YOUNG SONGWRITERS AND CREATIVE MUSIC MAKERS: BBC YOUNG COMPOSER COMPETITION

The 2021 BBC Young Composer competition is open and with all the outstanding musical talent and creativity at Richmond School and Sixth Form College we'd love to see lots of our students entering their compositions.

Open to students aged 12 to 18, there are three age categories and compositions can be from any musical influence.

There is plenty of time to put your entry together, the closing date is not until 5pm on Monday 28th June.

So if you love to create your own original music, and are bursting with creativity, originality and potential, then this is a fabulous opportunity.

Winners will participate in a tailored development programme working with a mentor composer on a project, culminating in a performance or broadcast opportunity.

Entry is simple, simply follow BBC YOUNG COMPOSER, complete your details and upload your files.

BBC Young Composer 2021



PERFORMING ARTS

IT'S PANTO TIME.....OH YES IT IS!!!

The Year 9 Drama club has been running since the start of the academic year. It currently has at least fifteen regulars who have a keen interest in performing, directing, dancing, script writing or technical design. Once the group was formed we had a lot of initial ideas including, an educational piece targeted towards primary school children. But when it came to voting the group unanimously decided to go with the pantomime 'Cinderella'.

The students were given the option to either engage in rehearsed improvisation to create the pantomime from scratch, or to write a full script from scratch. Former student Eve Hughes volunteered her time to take on the role and wrote a comical piece, which was easily adaptable to suit the cast. Cinderella was originally planned to be presented to an audience just after the Christmas holidays. But due to COVID-19 it was placed on hold... but not for long!

Once the group started again in March, it was action stations! Nathan Wilson, Thomas Pyrah and George Williams stepped in as lighting and sound design. Ella McArdle was appointed assistant director, choreographer and costume designer! Miss Heslop, Drama Teacher, wants this to be a team effort and for the students to take on responsibilities, to enable them to experience what it is like to work in the performing arts industry and how difficult it can be to put on a performance.

Miss Heslop said: "The level of determination, resilience, creativity and drive never fails to amaze me every week. The industry is extremely challenging and all students have taken to this project with great ease. It's a pleasure watching them grow!"

Cinderella will hopefully be filmed and shown to an audience in July. So watch this space!



SPORT

FIVE-A-SIDE FRIDAY IS A HIT WITH SIXTH FORMERS

Every Friday, our Sixth Form students meet to play football at the Dave Clark Arena. It's a fantastic way to finish the week and allows the students to get together in a fun and informal setting, forge friendships and also be active. Typically, more than 40 students are playing each week.

The weekly event is the brainchild of Uchenna Anyadiiegwu, Headboy, who said: "I was really keen to start "Five a side Friday" because social sport is an excellent way for players of different skill levels to mix. It is also really good for students who are new to college to help them settle in and meet people. Of course, it has taken longer to get going due to lockdown, but we are really pleased about how successful it has been. It also adds to the fun to play on the new 3G pitch!"

Les Richardson, Head of Sixth Form, added: "The Friday five-a-side football is an excellent initiative as it brings together students from across the whole Sixth Form. As Uchenna predicted, students who didn't know each other before playing football together in a fun and relatively non-competitive way, have now made new friends.

"It has been lovely to see students laughing and enjoying themselves on the football field in a safe setting. This is particularly important this year and so beneficial after lockdown. We are sure that the Friday session will become a regular feature in Sixth Form going forward."



GREAT FUN, CAMARADERIE AND TEAMWORK AT YEAR 12 ROUNDERS TOURNAMENT!

The recent Year 12 rounders tournament, organised by the CTEC sport students, was a huge success with all six tutor groups taking part. Everyone had a great time and the sense of camaraderie was infectious with each team working together and cheering each other on. After tense and very close games, 12 Pike and 12 Hodgson made it to the final, with 12 Hodgson having the competitive edge and coming out as the winners.



SPORT

It was fantastic to have such a large turnout and to see some of the tutors getting involved in the games, with those students and staff not playing supporting their teams and creating a fabulous atmosphere.

Tom Westgate, PE Teacher, said: "I would like to thank our CTEC sport students, led by Poppy Hazell, Jack Moore, Alex Percival and the CTEC double group, for organising and executing such a superb event. They approached the task with maturity and worked really well as a team, promoting the event through tutors and the college's social media channels. It was a tremendous success and everyone really enjoyed taking part or supporting the players."



FUN FOOTBALL ACTIVITIES AT THE CATTERICK GARRISON FOOTBALL CENTRE'S SUMMER SOCCER CAMP

We are pleased to share details of a summer soccer camp. This year will see the return of the 'CGFC Summer Soccer Camp'. The event runs for five days, Monday 26th July – Friday 30th July and is open to children from under 6 (year 1) to under 14 (year 9.) Children can attend the full week or there is a daily rate. The camp will be held at Catterick Garrison Football Centre, Smuts Road, Catterick Garrison, DL9 3AX. The Summer Soccer Camp is a success every year offering a week full of fun football activities and education. In previous years, older age groups have been offered the opportunity to learn about coaching and even run drills themselves for the younger children.

The 'CGFC Summer Soccer Camp' is run fully by Catterick Garrison Football Centre and a team of their coaching staff who are all FA licenced coaches. They all hold valid DBS certificates and are first aid trained. There are two pricing structures for the summer camp.

- Bring your own lunch – £15 per day or £65 for the full week
- Lunch provided – £18 per day or £80 for the full week

A £10 deposit is required to secure your child's place and the full balance needs to be paid seven days prior to the commencement of the camp. For all enquiries or to register your interest, please contact info@catterickgarrisonfootballcentre.uk



Catterick Garrison Football Centre

CGFC SUMMER SOCCER CAMP
26th-30th JULY



SPORTS LEADERS BECOME 'GAME OF OUR OWN ACTIVATORS'

Richmond School, as part of the FA Girls Football School Partnership, have provided girls in Years 8 and 9 with the opportunity to be part of the 'Game of our own Activator' programme. This sports leadership programme involves an online training element to improve sports leadership skills, getting involved in supporting girls' football at Richmond School and organising an event for girls in National School Sports week (21-25th June 2021).



There are a number of roles that female young leaders can undertake in sports leadership but this programme focuses on two main roles; delivery and marketing. We understand that some girls may love playing, coaching or refereeing and therefore a 'delivery' leadership role is ideal for them. Other girls may prefer organising an event, designing posters or social media campaigns to advertise events or write a report to put in the newsletter and share on social media to raise the profile of girls' football. These girls will be suited to a 'marketing' leadership role. The programme was shared with all girls in Years 8 and 9 and all interested pupils were invited to apply. We received a large number of entries and selected 13 students to start the training. They attended a live launch where they were inspired to start their sports leadership journey. The girls now have a further three hours of training to complete before they decide on their plans for National School Sports Week.

Lynsey Carruthers, PE Teacher, said: "The girls were really focused throughout the workshop and created some outstanding materials. They all have a very keen interest in sport and I was very impressed with how well they worked together in their teams. I am really looking forward to the next stage of the programme and can't wait to share their ideas for National Sports Week."

YEAR 7s ACHIEVE GOALBALL SUCCESS

A group of 15 Year 7 students have taken the opportunity to be part of the 'Achieve' programme which aims to support young people improve self-confidence, well-being and develop resilience. The programme, run jointly by North Yorkshire Sport, James Kirton (an ex-Olympic swimmer) and Richmond School, aims to use sport and activity to develop aspiration and motivation and support the students to create a brighter future for themselves.

The programme will develop essential life skills and build on local opportunities within the community. The students really enjoyed trying Goalball. Stephen Newey from Goalball UK came and ran a fun session and introduced the students to a brand-new sport. Goalball was designed for athletes with a vision impairment and involves trying to score a goal whilst being blindfolded using a ball with a bell inside. The students had great fun whilst learning new skills and all were left wanting to play the game again.



ACADEMIC

DON'T FORGET TO ENTER THE ARETÉ LEARNING TRUST CHALLENGES

There's still time to enter the Areté Learning Trust Challenges and they are a great way to spend some of your time over the half-term holiday. The closing date is not until Friday 4th June so what are you waiting for? Prizes will be awarded in each subject across three categories (KS3, 4 and 5) and the challenges are open to students in all year groups, in all three Areté Schools: Northallerton, Richmond and Stokesley.

You can find out all the information about each challenge and details of how to submit your entries at:

- [BIOLOGY CHALLENGE](#)
- [DRAMA CHALLENGE](#)
- [ENGLISH CHALLENGE](#)
- [FOOD PREPARATION CHALLENGE](#)
- [MATHS CHALLENGE](#)
- [PHYSICS CHALLENGE](#)



WORLD ART DAY

It was World Art Day on 15th April, but we don't wait for a year to celebrate everything that is so special about Art, we do it every day! We are immensely proud of the outstanding artwork that our students create and delighted that so many of them choose to study Art at GCSE and A-level. In the last few months alone, we have celebrated some great successes in the department, with sixth form student Rosie Tupper having a picture exhibited at The Station and Emma Hodgson's work admired by Jesse Lane. In addition, the beautiful designs by Connie Lord and Elsa Wright, Year 9 students, were selected for the official Christmas cards of our school and the Chairman of Richmondshire District Council.

We are most appreciative of our Art teachers, Mrs James, Mrs Barber and Mrs Tomlinson, who share their expertise to inspire our students and offer them so much support.

Each year on World Art Day celebrations help reinforce the links between artistic creations and society, encourage greater awareness of the diversity of artistic expressions and highlight the contribution of artists to sustainable development. It is also an occasion to shine a light on arts education in schools, as culture can pave the way for inclusive and equitable education.

There is much to learn, share and celebrate on World Art Day, and UNESCO encourages everyone to join in through various activities such as debates, conferences, workshops, cultural events and presentations or exhibitions. You can find out more [HERE](#)



STUDENT LEADERSHIP GOES FROM STRENGTH TO STRENGTH



We are delighted to announce the appointment of thirty two Year 10 student leaders. While student leadership has been firmly established in the sixth form for a number of years, it's still relatively new and very much a rapidly developing project in the main school, this being our third cohort. At Richmond School and Sixth Form College, we believe that our students should be given opportunities to lead and inspire others by striving for excellence and being the best they can be in all aspects of school life. Student leadership is so much more than having a list of jobs to fulfil or wearing a special badge or tie - at Richmond School, student leaders are role models, they are highly regarded across the school and they are expected to make a genuine and positive contribution to school improvement.



With those goals in mind, we wanted to give our new student leaders some training to enable them to develop a deeper understanding of what leadership entails so we came up with the idea of running a leadership workshop. This was organised by Ms Mannion and led by guest speaker, Kevin Netherton, age 29, CEO of Euroventure, who inspired the student leaders with stories of his own experiences of leadership from captaining a war ship in the Royal Navy to setting up and leading his own businesses. Mrs Potter and Mr Crane also led a session on leadership, opening up about their own leadership experiences and some of the challenges they have faced. The student leaders responded very positively to the event, found it incredibly inspiring and gave us some very complimentary feedback:

"Personally, the way Kev presented it really inspired me and it made me actually feel really good. It changed my outlook on everything and made me feel really positive. He couldn't have done it better."

"I really liked seeing Mrs Potter and Mr Crane outside of the school environment. They were very open and honest in what they were telling us, for example Mrs Potter was not afraid to talk about the challenges of running a large school."

"Kevin (from The Yorkshire Leadership Academy) was confident and communicated really well, he knew how to engage us in discussions. We learnt how to develop our skills through public speaking, work experience and extra-curricular opportunities."



Over the last three years, our student leaders have made a valuable contribution to the life of the school; student leaders in both Key Stages 4 and 5 have helped to shape the direction of this project by contributing to and leading their own meetings, collaborating and deciding what their priorities should be and liaising with the relevant members of staff. Before Covid-19 struck, student leaders met with the school Catering Manager to reduce the use of single-use plastic across the school; they were acting as ambassadors to give tours to visitors and helping at school events, as well as attending meetings with governors and senior leaders to discuss key aspects of school improvement.



In the autumn term, the Year 11 student leaders helped to determine the content of the Learning for Life programme for their year group. The established programme of assemblies and visiting speakers has not been able to happen this year but the student leaders communicated with the Lead Learning Manager about what they and their fellow students felt they needed to help them with their studies. As a result, the programme now consists of students being introduced to a series of tried and tested, evidence-based study techniques with some study time allowed to enable students to trial the technique learnt that day.



Under the supervision of Mrs Weston, the senior student leaders from Year 13 conducted the interviews to appoint our new Year 10 student leaders. This was an incredibly valuable experience for both interviewers and interviewees and the senior student leaders really stepped up to the challenge by drawing up the questions and grading the candidates' responses themselves. All participants took the process very seriously with the interviews being conducted in a highly professional manner, a valuable experience for all concerned.

Obviously Covid-19 has prevented student leaders from participating in face-to-face meetings with people from outside their year group; however, they have adapted and found numerous, innovative ways to contribute to our new virtual way of working by taking part in on-line assemblies and other video messages on behalf of the school. In fact, the student leadership launch assembly was replaced with a promotional video which was scripted, directed, filmed and edited by the student leadership team themselves.

So what next? Well, when the Covid restrictions are eased, we have plans for student leaders to act as learning mentors to students in Years 7 and 8; we plan to introduce further improvements to making our school more environmentally friendly and we want students in different year groups to have the opportunity to work together alongside senior leaders to help shape our school development plan.

Mrs Weston, Lead Learning Manager, said: "Our Student Leaders have enormous energy and an abundance of ideas; they know our school's strengths and weaknesses better than anyone so of course, we want to harness their brilliance to help them to help us 'be the best we can be'. They are our finest ambassadors and we want to give them opportunities to get out into the community, meet the public and to show everyone what a great school we are!"



BUDDING HISTORIAN IS OVERWHELMED WITH ORIGINAL WORLD WAR 1 ARTEFACTS

A budding Historian, whose strong interest in the history of World War 1 inspired him to create his own film, has been overwhelmed by the gift of original artefacts from the Battlefields. Myles Fairhurst, a Year 7 student, is creating a film, 'The Lost Soldier'. After a trailer for the film featured in the local press and on BBC Look North, PC Sean Godfrey, a World War 1 history enthusiast and Chairman of the Cleveland Branch of the Western Front Association, contacted Richmond School with an amazing offer for Myles.



Sean said: "When I heard about Myles' story, I was greatly impressed with his enthusiasm, creativity and passion. I was blown away that at just 11 years old, he is producing his own film and has such an incredible knowledge about the history of World War 1. Each year, I spend a week walking around the Battlefields of France and Belgium and the landowners and farmers kindly allow me to gather and collect many original pieces from the conflict. As the old soldiers used to say, Myles is 'doing his bit' to help promote Remembrance of those who fought in the war and he is doing it in such an original way."



Sean presented Myles with shrapnel balls, shrapnel from high explosive shells, the nose cone of an artillery shell, part of the fuse of an artillery shell, the base of an artillery shell, a British Lee Enfield bullet case and a German Mauser bullet case. Myles will treasure a WW1 Princess Mary tin, this is one of 426,000 decorative brass tin which Princess Mary sent and distributed to serving members of the British, Colonial and Indian Armed Forces on Christmas Day 1914. He also received an original First World War postcard that soldiers of the Durham Light Infantry would send to their families from the trenches, as well as

folders on the Somme and Passchendale, featuring copies of original documents from the battle, including three aerial pictures of Passchendale where Myles' Great Great Grandfather fought. Myles is also looking forward to reading 'Charley's War, a book from a weekly comic called 'Battle'.

Myles was lost for words and completely overwhelmed with gratitude and sheer joy when he was given the artefacts, saying: "I was speechless, I really couldn't believe that I was holding pieces of shrapnel and bullets that were discovered at the Battlefields. I cannot thank Mr Godfrey enough for giving me these amazing books and information which I can't wait to read through. He has also kindly offered to find out more about my Great Great Grandfathers who fought in World War 1, which will be so interesting."



Jenna Potter, Headteacher, concluded: "I am overjoyed that 'The Lost Soldier' film has united two passionate Historians who can share their interest in World War 1. It is wonderful that Sean is passing on his expertise to Myles. It is so rewarding for Myles to have his work recognised and to have his interest in World War 1 history to be nurtured in this way."

Myles is continuing to work on 'The Lost Soldier' film and is aiming to release it in November to coincide with Remembrance Day.

Sean Godfrey is a highly regarded speaker about the First World War and is well known in the North East for his vast knowledge, in particular about the Durham Light Infantry. Sean's only fee for his talks is his travelling expenses. For further information on how to book Sean for a talk, please contact: [Sean Godfrey](#) Sean is planning to do a talk on 15th September, on behalf of the Richmond Branch of the Western Front Association. This event will be open to the public and will be hosted at Richmond Cricket Club. More details will be available soon.

ACADEMIC

EVIE ENJOYS GOETHE INSTITUT'S AMONG 'US' EVENT

As a PASCH school, students in Years 10 and 11 were given the opportunity to join together with students of German from the Czech Republic to connect and play the popular online game 'Among Us' in German. Participating students were given a list of useful vocabulary in advance in order to play the game and the first session was a getting-to-know you session where students used German to introduce themselves.

Evie Farnell, a Year 11 GCSE German student attended and said: "I was very nervous going into the event as I didn't know anyone else who was doing it. Once everyone joined, instructions were given out - all in German. It was overwhelming at first, but Simone spoke slowly and repeated parts so it was understandable for everyone. We were put into smaller breakout groups of about five or six. We slowly got the hang of the game and by the end no one was embarrassed as we all were shouting and laughing with each other in semi-broken yet understandable German. "It was such a fun experience and my group were all quite sad when the hour was up and it ended. I would definitely do it again if the chance arises!"



CORA GETS CONNECTED THROUGH UK-GERMAN CAFÉ CONNECT

Café Connect is an initiative run by the UK-German Connection and its aim is to provide a platform for discussion between German and British teenagers. Events are advertised on Google Classroom and Cora Aked, one of our Year 11 GCSE German students, took up the opportunity and reports: "We had sessions on a Tuesday and a Thursday - one with a language focus, and one with a cultural focus. Each session had a different topic, such as hobbies, school, festivals (even Harry Potter!) and we were put into small breakout rooms with a mix of German and English students to just chat about that topic."

"The idea of talking to somebody new in a different language can be daunting at first, but everybody at Café Connect was so helpful and so patient, and the focus is much more centralised around culture than anything else! I had such a brilliant time, the people I met were all lovely and you don't have to speak perfect German at all! I think it's one thing knowing the language, but it's also so important to learn about the country itself, and learning about these similarities and differences was fascinating!"

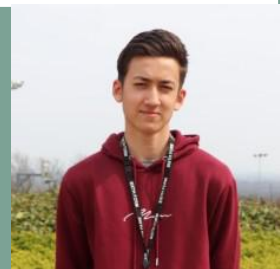
For further information about Café Connect visit: ukgermanconnection.org

EDINBURGH UNIVERSITY SUMMER SCHOOL BECKONS FOR DILLAN

Congratulations to Dillan Hollas, Year 12, who has secured a place to study politics and philosophy on the Sutton Trust online summer school with Edinburgh University. These courses are extremely competitive so Dillan has clearly stood out from many applicants to be awarded a place.

Mr Bunce, Lead Teacher for Philosophy and Theology, said: "Dillan has been engrossed in our philosophical odyssey since starting the course at the beginning of Year 12. It's an absolute joy to see a student grasping as many philosophical opportunities offered by the academic departments of some of the country's leading universities. It's an approach that is rooted in 'Being the best that we can be' (which itself has its origins in the philosophy of Aristotle!). Well done, Dillan!"

During the digital summer school, Dillan will explore the contexts of domestic and international conflicts about power and resources, the morality of political action, the limits of freedom and justice, and the processes of governance at various levels. He will work with the university's team of academic staff and current students to deepen his understanding of the subject in interactive online classes, independent work, and engaging group projects. Philosophy has been taught at the university since its foundation in 1583, and Edinburgh is currently ranked 6th in the UK and 20th in the world for philosophy teaching (QS 2020). Dillan will work on topics such as mind, ethics, time travel and language through interactive online classes, independent study, and engaging group project work. Further information is available [HERE](#)



STEPHEN LAWRENCE DAY—LEGACY OF CHANGE

Sixth Form students learned about Stephen Lawrence as part of national Stephen Lawrence Day. The theme was “We all have the power to make a difference”.

What happened to Stephen Lawrence?

Stephen was 18 years old, a sixth form student who wanted to become an architect. On the evening of the 22nd April 1993, Stephen was walking down a street in south London, with his friend, Duwayne. Racial abuse was shouted at Stephen and Duwayne and then Stephen was attacked by a gang of up to six white males. The attack lasted seconds but in that short time, Stephen sustained two fatal stab wounds. The gang ran off. Stephen managed to run a short distance before he collapsed and was pronounced dead later in hospital.

The murder of Stephen Lawrence and his family’s decades-long struggle for justice has had profound ramifications for Britain.

Nelson Mandela met Stephen’s family and helped to highlight that Stephen’s murder was racist. The Lawrence family challenged the police and uncovered institutional racism within the police itself. This led to an Inquiry into Stephen’s murder and a review of the investigation undertaken by the police. This was led by Sir William Macpherson, a retired High Court Judge. The Macpherson report uncovered racist behaviour by members of the police force, during the murder investigation. Eventually, many years after Stephen’s death, two of the suspects were finally charged with his murder and given long sentences in 2012.

What can we do?

Stephen Lawrence Day is about the part we all play in creating a society in which everyone can flourish. It is an opportunity for children and young people to have their voices heard, make the changes they’d like to see and create a society that treats everyone with fairness and respect.

In Learning for Life, sixth form students discussed the following:

You are on the cusp of adulthood, with your own life ahead of you. What sort of person do you want to be? As young adults you will experience the pressure of “expected” ways to behave and “things” to have and own; things to experiment with. How will you make choices that keep you and others safe?

Ms Mannion, Careers Leader said “Schools around the United Kingdom can play a key role in championing a Legacy of Change in honour of Stephen Lawrence. Resources have been provided from the Stephen Lawrence Foundation and we are committed to giving our support.”

Last week Stephen’s mother, Baroness Lawrence appeared on TV on GMB. You can watch the feature [HERE](#) Baroness Lawrence talks frequently about “the three Cs” – classrooms, community and careers – and Stephen Lawrence Day is focussed on giving young people a voice to help create a society which treats everyone with fairness and respect.

There is more information on the website: [STEPHEN LAWRENCE](#)



STEPHEN LAWRENCE
INSPIRES US TO LIVE OUR BEST LIFE

GLOBAL MONEY WEEK

This year's Global Money Week was titled 'Take care of yourself and take care of your money'. Mrs Clish examined the function and purpose of money, stressing the importance for our students of being financially aware and sensible with money.

You can find out more about Global Money Week [HERE](#)



STAY SAFE ASSEMBLY

As a school and college, it is our duty to ensure that students are kept safe and are well informed about the risks involved with social media, the use of phones and how organised criminals can target vulnerable students to help them. Mr Braham presented an assembly about the dangers of organised crime and how, following the impact of Covid-19 and the increasing use of social media, it is now more important than ever that students, staff and families are aware of the risks. Please do

spare a few minutes to watch the assembly [HERE](#) about 'County Lines', the term used to describe a form of organised crime where criminals based in urban areas put pressure on vulnerable people to help with transporting weapons, drugs and money throughout the local area.

The assembly and messages are for all students in all year groups as it can happen to anyone. We need to stay safe, be vigilant and report any suspicious activity.

ONLINE SAFETY NEWSLETTER



Please spare some time to read through our latest Online Safety Newsletter which you can view [HERE](#). It features some very important information for students, parents and carers, including news about chatting and gaming channels such as House Party, Discord, Nintendo Switch and Snapshot, including risks to be aware of and safety tips to follow.

WOMEN'S SAFETY ASSEMBLY

Following the reporting of the death of Sarah Everard, a small group of sixth form students came to see Miss Byrom to ask if they could cover the issue of women's safety in an assembly. They were keen that their peers should be made aware of the statistics relating to crimes against women, as well as thinking about what they could do to bring about a safer environment for women.



Miss Byrom put the assembly together which you can view [HERE](#). She tried to suggest small, but effective ways in which we can all try to promote a safer and healthier culture regarding attitudes to women.

Miss Byrom, Lead Learning Manager, said: "We can all play our small part in raising awareness of women's safety. The assembly was particularly relevant to the older students, who may be starting to enjoy more freedom and more active social lives, as lockdown restrictions ease. I also wanted to alert sixth formers, who will soon be heading off to university, about the need to stay safe in less familiar surroundings and with less well-known friends.

ACADEMIC

CONNECTING WITH NATURE

During Mental Health Awareness week and we shared lots of informative resources with our students. This year, the theme for the week was nature, which is so important for our mental health. During the long months of the pandemic, millions of us turned to nature, with research revealing that 45% of us reported that being in green spaces had been vital for our mental health.



Please do spare a few minutes to read Mr Braham's presentation [HERE](#) which is full of great tips on how to get back to nature. There is further information available on the Mental Health Foundation [WEBSITE](#)

STUDENTS LEADERS' FABULOUS ASSEMBLY

Our Year 10 student leaders have created a fantastic and thought-provoking assembly. This stemmed from a request by the Senior Leadership Team to think about what could be done to raise awareness of littering in school and to encourage everyone to do their bit to keep the site clean and tidy. You can enjoy their assembly [HERE](#)



Our students are extremely fortunate to enjoy exceptional facilities in a beautiful setting. Our Student Leaders aim to encourage all students to respect our school and its facilities by not leaving any litter in classrooms, outside or in the restaurant. Caring for our environment is a key priority for the student leaders.

Mrs Weston, Lead Learning Manager, said: "Our Year 10 Student Leaders are very enthusiastic about making Richmond School the very best it can be; they worked together as a team to produce this very creative assembly which delivers an important message. They would also like to say a huge thank you to the school's maintenance team who are working extremely hard to maintain a safe and clean learning environment during these challenging times. They believe all students should support this work by tidying up after themselves and showing respect for

ASSEMBLY BY MRS POTTER AND MR CRANE

We hope you will enjoy watching this assembly which includes an introduction to our students from Mr Crane, the CEO of Areté Learning Trust. Mrs Potter outlines key successes so far, since we returned to school after Easter, and the expectations for the rest of the summer term. You can watch the assembly [HERE](#)



RACIAL WEALTH GAP ASSEMBLY BY THE YEAR 13 EQUALITY AND DIVERSITY GROUP

This is the final piece of work from the Year 13 Equality and Diversity Group before they leave college, which you can watch [HERE](#)

The students have worked so hard throughout the year and have been utterly committed to raising awareness of racial issues across the school and sixth form. They have challenged themselves to find resources and have overcome their reluctance to record presentations, showing great resilience.

Miss Byrom, Lead Learning Manager, said: "The Year 13 students were instrumental in the establishment of this group and the fantastic work which they have started will be continued next academic year by some equally dedicated Year 12 students. I am really grateful to the Year 13s for all the work completed so far and for the honest and positive approach they have shown throughout all our meetings and discussions."



STUDENTS REWARDED WITH BEST-EVER BRILLIANT CLUB RESULTS

Eleven hard-working students have been rewarded with the college's best-ever results after completing the prestigious Brilliant Club Scholars' Programme. The tenacious Richmond School and Sixth Form students all graduated with outstanding grades for their final assignments that were the equivalent of a first or 2:1 degree.



The Brilliant Club is a charity that recruits, trains and places doctoral and post-doctoral researchers in state colleges to deliver courses of university-style tutorials based on their own area of expertise, with the aim of increasing the number of students progressing to highly-selective universities. The results of the initiative speak for themselves, with Scholars Programme graduates being almost twice as likely to progress to leading Russell Group universities. The students are not only recognised for successfully managing the additional academic rigour of the programme alongside their A-level studies but also developing the invaluable skills required for university study.

The students worked with Tom Walsh, their PhD tutor, who supported them throughout the project, who said: "I was blown away by the quality of work. I have marked 170 undergraduate essays from Durham University first year students and the work from the Year 12 Richmond Sixth Form students was of the same standard – if not higher. The academic writing was of a high level, it was sophisticated in terms of what students were writing.

"Channelling their interest into hard work will pay dividends at university. If this group of students can continue with this work ethic, they will do very well in the future. The students should have massive confidence in the skills that they have developed and I know they will go on to be successful in their careers."

The students unanimously agreed that the programme, which was focused on the Middle East and its culture had been invaluable. Ben Gill said: "The Brilliant Club really helped me with my essays. I do A-level History and it has helped me to structure my essays and bumped up my marks already." Beth Wray added: "I have managed to improve my grades for my A-level subjects so I feel this has had an immediate impact on my studies."

Since 2016, over 55 students from Richmond Sixth Form College have graduated from The Scholars Programme. Sandra Johnson, Assistant Headteacher, who has co-ordinated the Brilliant Club initiatives throughout this time, cannot praise the scheme highly enough, saying: "I cannot think of a better way for students to get a feeling and understanding of the step up to university-style learning and the skills they need to develop to succeed. All our students who have graduated from the Scholars Programme have benefitted hugely from the experience and it has certainly helped them stand out in their university applications."

"This year has been particularly challenging for our students, so for them to have produced such spectacular results is especially impressive. We are really proud of their achievements and believe that this success will continue to impact positively on their studies and their potential for the future. We were delighted to be part of a virtual graduation ceremony where Ellie and Archie had the opportunity to present some of their work and we took great pride in presenting the students with their certificates of achievement."

Jade Lawson, at the Brilliant Club, commented: "It has been a pleasure to see another cohort of Richmond Sixth Form College students develop their skills and confidence over the course of The Scholars Programme with the support of their PhD tutor, Tom Walsh, and teacher, Sandra Johnson. Despite the challenging circumstances brought about by Covid-19, all students excelled themselves, receiving outstanding grades in their final assignments. They should all be very proud of their achievements, as we are at The Brilliant Club.

We can't wait to see what this promising cohort of Scholars go on to achieve in the future and we wish them the very best of luck as they graduate from The Scholars Programme!"

STUDENTS ATTEND FASCINATING THEOLOGY MASTERCLASS AT CORPUS CHRISTI COLLEGE

Four Year 12 Philosophers were selected by the Department of Theology & Philosophy to attend virtual masterclasses at Corpus Christi College, University of Cambridge. The first Masterclass was theological and focused on Creation & Cosmology. Ellie Lovatt and Dillan Hollas attended and we are delighted to share a report on their experiences:



Currently within the two modules of metaphysics of God and Moral philosophy, we have so far learned about general moral philosophical thinking, delving into types of utilitarianism developed by Mill and Bentham. But in relation to the Corpus-Christi master class the metaphysics of God section of philosophy has been particularly interesting learning about the school of thought of theological enlightened philosophers who shaped our thinking both the reality of god and his construct as a whole. These philosophers include the likes of Rene Descartes, David Hume and William Paley who have really shaped our thinking of them being mentioned so much in the Christian-Judaic perception of theology.

By far the most interesting point in philosophy is learning about the development of philosophy: How we have come from the ancient philosophy of Socrates and Aristotle to the likes of Norman Malcolm and John Hick developing the modern philosophy we study. With the structure of the course in philosophy we jump back and forth in between different time periods and of course this affects the philosophy. This is intriguing when contrasted to other views of philosophers, such as Plato, who had no perception of Christ, but still had a personal faith.

The structure of the Corpus-Christi was:

- 1st lecture) Life elsewhere in the universe and particularly how philosophy can be used in cohesion with astrophysics
- 2nd lecture) Q and A with current students at Cambridge and a virtual tour
- 3rd lecture) how to write Applications to Cambridge

4th Lecture) St Augustine's "Confessions", a personal and non-personal perception of God

The final portion of the lecture was the most interesting overall as it ran slightly parallel to our studies in metaphysics of God in A-level philosophy and this development on our current learning was particularly engaging. We had already learned about Augustine with his theodicy with the problem of evil, so this additional contextual and academic delve into his book "confessions" was particularly engaging and interesting. Augustine was a truly interesting character who was exposed to an academic and full-on education from such a young age which likely influences his enlightenment. Arguably, he is an influential character in our perception of God today, not only as a society but individually.

The advice we would give to the aspiring philosophers of the future is to attend master classes like this as they are additional assets for your personal statements and separates you from an applicant who might not have such an extensive knowledge field as you. Any work experience or additional extracurricular activities will work in your favour in the future and these are highly recommended and valuable in the eyes of universities.

Dillan Hollas and Ellie Lovatt (Year 12)

ACADEMIC

PHILOSOPHY MASTERCLASS AT CORPUS CHRISTI COLLEGE

Hayleigh Mclean and Archie Marshall, Year 12 students, were selected by the Department of Theology & Philosophy to attend a virtual philosophy masterclasses at Corpus Christi College, University of Cambridge. Hayleigh and Archie found the Masterclass to be highly beneficial and we are really pleased to share their experiences of the event and why they find philosophy such an interesting subject.



ARCHIE MARSHALL: I am currently studying Philosophy at Richmond Sixth Form College. The course is split between two teachers; Mr Coldwell, who is covering the metaphysics of God, and Mr Bunce, who is covering moral philosophy. In moral philosophy we are studying the work of utilitarian philosophers Jeremy Bentham and John Stuart Mill and their 'Act' and 'Rule' forms of utilitarianism. In the metaphysics of God we are currently studying religious language, more specifically whether religious language, such as that found in the Bible, is intended to be cognitive or non-cognitive. I personally find moral philosophy to be the most interesting aspect of my philosophy studies because there are no definitive answers – what one person sees as a perfectly moral way to act will be seen as completely immoral by another. This means that you can debate with others and see others' perspectives on moral issues.

The day began with a subject talk from Professor James Warren entitled 'Three Problems With Truth' and an open Q&A about the problems with knowledge he had outlined., There was then a virtual tour of Corpus Christi and a Q&A with some of the current undergraduates studying philosophy alongside a talk on how to make a competitive application to Cambridge University. Finally there was a second subject talk from Dr Dan Williams titled 'The Nature of Self-Deception' alongside a Q&A about the concepts he outlined.

I found both subject talks interesting and highly engaging, with my preferred one of the two being the talk given by Professor James Warren. I found it particularly interesting because it is a topic that we haven't looked at in any significant detail in our A-level course, as of yet, and I think one of the problems that he raised was fascinating – if we had a heap of sand, and we removed one grain at a time, at which point do we no longer classify it as a heap? And even then, why would a one grain difference change how something is classified?

I would highly recommend any student with even a passing interest in any aspect of philosophy to attend a masterclass. I think they are highly captivating talks given by experts in the field that encourage you to expand your knowledge. Following the masterclass, I think I am more inclined to study philosophy further at university.

HAYLEIGH MCLEAN: Philosophy has been the most intriguing subject so far especially when it comes to bizarre analogies philosophers have made to explain their theories. I find philosophy interesting because it teaches you how to think rather than what to learn, and this helps improve the ability to reason – a skill highly valued in many careers.

The masterclass day was directed by Corpus Christi, a college in Cambridge University. At 10:30 we had a one-hour live lesson on "three problems with the truth" with Professor Warren discussing the logic and meaning of the word "truth", followed by a large Q&A and a virtual tour around the historic college by one of its students. Next, there was a talk on "advice on making a competitive application to Cambridge University", finishing off with Dr Dan Williams "The nature of self-deception" and how philosophers and psychologists have dealt with this mental mystery, which I personally found the most fascinating because it joined philosophy with psychology into a world-relevant discussion.

The masterclass provided me with truly useful information as well as a direction on where my interests lie. This knowledge will guide me in the future (especially for university and academic discussion) and it was an experience just to be present at the class. I found the masterclass experience invaluable for guiding my interests and preparing for my future, and I will be applying a lot of what I learnt in my own life.



IOANNA SHARES HER PASSION FOR LANGUAGES

Ioanna Pampalou, a Year 12 student, grew up in Greece, moving to England when she was 15. With Greek as her first language, Ioanna has not only become fluent in English, but she is also taking German at A-level, alongside Biology, Maths and Physics. We really enjoyed chatting to Ioanna about her move to England, the differences she has found between the Greek and English cultures, her love of languages and her plans for the future.

Tell us a little about your birthplace and your move to England:

I was born and grew up in Greece; my birthplace is Chios, an island in the North Aegean Sea. When I was 15, my family and I moved to England. Greek

is my first language but I have learned English since I was seven years old. English is a compulsory lesson at school and students learn English from Year 3 until Year 12. Unfortunately, the aim of these lessons is grammar and vocabulary, so there was scarcely any speaking and listening. However, my parents believe that the ability and the skill to communicate in English is very important; so from seven years old, I took English as an extra-curricular activity and when I was ten, I started to learn German too.

I attended Year 11 in Bedale High School. I am really grateful to my teachers and my classmates because they supported me a lot. From the first day I went to school, I felt I belonged and was valued there. I was given many opportunities to develop my knowledge and personality, to adjust to my new environment and meet the expectations of a different educational system.

What influenced your decision to choose to study at Richmond Sixth Form College?

My teachers in Bedale High School, especially Mr Moulding, my Maths teacher, who knew I was interested in Maths and Science, encouraged me to study at Richmond Sixth Form College and Richmond is amongst the best in that field in our area. Then when I visited the Sixth Form open day, I was impressed by the way it was organised, I had the chance to meet some teachers and ask questions. Another reason that led to my decision to study here is that Richmond Sixth Form is a small college, meaning that the selection criteria are to a very high standard and the support offered to students is really personalised. To be honest, I would not dare to be in a huge college hidden behind anonymity and I was not impressed by the marketing of other colleges that I visited, before I made my final decision. Additionally, I really liked that last year, during the first lockdown, the teachers provided us with material and helped us with bridging the gap of our missing education. Finally, the relationships I have built with my classmates and my teachers remind me a lot of my school in Chios.

What are the main differences you have found between education in Greece and in the UK?

I believe that the educational system here is based on different values than the Greek one. Each and every student matters and they are in the centre of the learning process in both systems. However, here you have a more holistic approach, the first priority is the emotional wellbeing and then the academic development of the students. I still remember that Mr. Kelly, my headteacher in Bedale High School had emphasised that I need to like to attend school. In Greece a student must go to school and be a successful student, there is no option not to be a good student, even being an average student is not enough. Additionally, here students can build their own learning plan, they can choose the subjects they like and they are supported to do so. In Greece there is only one pathway with set subjects.

In the UK, there are many practical, hands-on lessons like Textiles, Food Technology, and Design Technology that provide students with skills. Additionally, a great difference is that here students do many practicals in sciences; unfortunately in Greece there is a lack of funds so the teacher can only now and then demonstrate an experiment.

ACADEMIC

Finally, what I enjoy the most here is that there is no competition amongst students. In Greece, there is a lot of competition for who will be the first in the class, in the school etc. Although I used to be the first student in my school, my classmates didn't like that, they believed that teachers were fond of me because my parents were teachers.

What are the main cultural differences you have found between the two countries?

The Greeks are noisier and I could say more stressed, probably because of the austerity and the many political problems they have had to face in recent years. However, they have learnt to be more organised than they used to be. Additionally, they have to battle against the lack of meritocracy, unfortunately there is a kind of corruption even for the simplest things, for example if you need to go to the post office but you have a friend that works there you just go to say 'hello' to them and you don't need to wait in the queue.

On the other hand, there are still strong family bonds. The Greeks are more 'traditional', they nurture customs and traditions. Families are very supportive and we look forward to gatherings and celebrations in order to be all together.

The English are more tolerant towards different cultures. They are independent and more open to change. I believe that the English are less stressed because they have a well-organised life and there is always a plan B. I like that here there is meritocracy and independence. The lack of gossip is also evident here, everyone minds their own business. I was impressed that you celebrate only birthdays and Christmas. In Greece we used to celebrate every national and religious day! For the majority of the English people everything is just a social event that is celebrated with a bunch of friends. In Greece, there are around 40 people for minor celebrations like birthdays and 250 at least for weddings, everyone enjoys an abundance of food and dance.

What inspired you to choose German A-level and also to take on an A-level in Greek?

In my opinion the knowledge and the ability to communicate fluently in foreign languages are a key qualification for any professional development. Nowadays, Germany is amongst the most powerful countries in Europe, their economy and scientific sector are developed. Additionally, knowing German enables me to access bibliography that I may need for my further studies.

I have taken Greek A-level to honour my country and our civilisation and to certify my knowledge by getting a qualification that is accepted here.

What inspired your interest/passion for languages?

My parents are my role models. My mother has studied English, German, French, Hebrew and my father English and Spanish, also my younger sister learns French. I admire the fact that my mother was an Erasmus+ coordinator in Greece and she could travel in Europe and could communicate with others. I like travelling a lot and I am interested in learning about different cultures so I think the knowledge of a foreign language is essential.

Are you looking to use your languages in your working life?

The ability to communicate is the most important skill one must ensure. Definitely, my knowledge will be helpful for my development.

What other A-levels are you studying?

I love Maths, another language you could say, and Science. Therefore, I am studying Maths, Physics and Biology.

Are you planning to go to university; if so, where would you like to go and which course are you considering studying?

There are a few things that fascinate me like Biosciences, Maths and Astrophysics but I think I need some time to make my final decisions.

CAREERS

DON'T MISS THESE FABULOUS APPRENTICESHIP OPPORTUNITIES FOR YEAR 11 AND YEAR 13 STUDENTS



We are delighted to be working with some fantastic local businesses this year who are searching for Apprentices to join them. Listed below are some really exciting roles that are currently available. If any of our current Year 11 or Year 13 students are interested in finding out more, or would like to apply for any of these opportunities, please initially contact Miss Hamer, Careers Advisor as soon as possible at rhamer@richmondschool.net

IT / Customer Service Apprentice – WJP Software Ltd, Bedale WJP SOFTWARE
Technical/Quality Apprentice – Tynedale Roadstone, Barton TYNEDALE ROADSTONE
Business Admin Apprentice (Y13s only as own transport required) – near Richmond
Office based Construction Industry Apprentice – Oasis Cladding, Richmond OASIS CLADDING
Apprentice Hotel Assistant – The Wheatsheaf Inn, Carperby near Leyburn WHEATSHEAF INN
Platers/Machinists/Electrical Apprentices, – Allerton Steel, Northallerton ALLERTON STEEL
Various bakery and butchery Apprenticeships (transport required) – Richmond area
Business Admin / Sales Apprentices (transport required) – Hill Cross Furniture, North Cowton
HILL CROSS FURNITURE

Business Administration – Milners of Leyburn MILNERS OF LEYBURN

Cummins in Darlington are also currently recruiting technical Apprentices – further details can be viewed and applications submitted [HERE](#) – Miss Hamer can help any interested students to apply for these roles, if needed.

Students can also keep up to date with all apprenticeship opportunities in the Year 11 and 13 Careers Google classrooms so they are encouraged to check this regularly for new opportunities.



CELEBRATING INTERNATIONAL DAY OF THE MIDWIFE

We were proud to mark International Day of the Midwife by celebrating the success of Laura Smith, our former student.

Laura always wanted to become a midwife and through her unfaltering passion and sheer determination she achieved her dream. Laura graduated as a Bachelor of Science in Midwifery with First Class Honours and is loving her job as a midwife at Doncaster's Women's Hospital.

You can find out more about Laura's pathway to becoming a midwife [HERE](#) and there is further information about midwifery at [INTERNATIONAL DAY OF THE MIDWIFE](#)



CAREERS

JIMMI ENGINEERS AN APPRENTICESHIP

Showing great initiative, Jimmi Maidstone, in Year 11, has secured himself an Engineering apprenticeship with Paxtons in Northallerton. The company wasn't recruiting for an apprentice agricultural engineer, but Jimmi saw an advert for another role and contacted them directly. Impressing Paxtons with his resourcefulness and positivity, Jimmi was invited for an interview and received fantastic feedback, along with an offer of an apprenticeship!



Neil Tiplady, Group Service Manager at J.G. Paxton & Sons Ltd, said: "Jimmi presented himself very well at the interview and also spoke very well. He seems very mature for his age and shared a lot of his experiences with us on how he has learned to repair and maintain motorbikes and cars. I'm sure he will fit in with team at Northallerton and become a capable technician."

Jimmi said: "I've always had an interest in farming and agricultural machinery and I really wanted to start my career in this field. I am over the moon to have been offered an apprenticeship with Paxtons and would like to thank Miss Hamer for all her guidance on putting my CV together."

Ruth Hamer, Careers Advisor, commented: "Jimmi has really impressed me with his focus and determination. He independently researched and contacted businesses that he would like to work for. He compiled his CV and a fantastic covering letter, with minimal assistance from me, but also was not afraid to ask for some help to do this. Jimmi has been a pleasure to help over the last few weeks and has demonstrated excellence, resilience independence and respect. He really deserves to do well after he leaves us and he has shown all the traits of someone destined for a successful career."



LEARNING ABOUT THE BENEFITS OF APPRENTICESHIPS

Aaron Pepe, Contracts Manager at Swale Scaffolding, came into Richmond School to talk to a group of Year 11 students who are interested in apprenticeships. It is the first employer meeting that we have been able to arrange for some time due to Covid restrictions and it was held under social distanced conditions. The students were a credit to the school, following all social distancing measures, ensuring that they remained two metres from the speaker and wearing masks throughout.

Aaron, a former student at Richmond School, commented on this and explained how important it is to follow instructions, and particularly health and safety procedures at all times in the workplace. He outlined the apprenticeship role, the training and "a day in the life" at Swale Scaffolding. Students were also given an overview of Swale Scaffolding and the construction projects that they work on ranging from residential properties to schools and, a new build care home that they are working on in Cumbria.

Swale Scaffolding have 2-3 vacancies to fill and asked the students to make contact if they are interested in applying to arrange a meeting at their site in Brompton-on-Swale. Following the success of ex-student, Matty Davies, who was taken on last year, the company are very keen to employ students from Richmond School who demonstrate our school values and are committed to an apprenticeship.

Ruth Hamer, Careers Adviser, said: "It was fantastic to welcome Aaron to school again. It was an invaluable experience for our students to be able to chat face-to-face with a potential employer and find out about an Apprenticeship before applying. The students asked questions about the job, and the business, to help them to decide if it would be right for them. It is always an absolute pleasure to work with Swale Scaffolding and support them in finding their new Apprentices, and, after such a tough year, it is wonderful to offer such opportunities to our Year 11 students."

CAREERS

STAR APPRENTICE Praised for his outstanding work and commitment

We are thrilled to hear that Matty Davis, former student, is impressing his employer, Swale Scaffolding, with his enthusiastic approach and eagerness to learn. Matty, started his apprenticeship last summer and has quickly become a great asset to the company.

Paul Ward, Managing Director at Swale Scaffolding, said: "Matty is a great lad and such a character, approaching every task with enthusiasm, confidence and total commitment. He is the first to roll up his sleeves and get stuck in. He is currently seconded to one of our large sites in Tyneside and the Site Manager has also made positive comments regarding Matty."

"Matty has already had his first few weeks at the training centre in Teesside and has so far passed training for "on site safety" and "emergency first aid" with his technical scaffolders training scheduled to start over the coming weeks. We are delighted to present Matty with his first set of "Scaffolder's Tools", including his own belt, spanners, level, tapes and hammers. He is very much an integral and key member of our team."

"We are so appreciative of the support of the careers' team at Richmond School and Sixth Form College for raising awareness of apprenticeship opportunities with Swale Scaffolding and we look forward to welcoming many more students in the future."

Liz Mannion, Careers Leader, said: "It is wonderful to hear this news about Matty who is giving 100% to his work and a great role model for our younger students. Students can often come into their own when they undertake an apprenticeship, and this really is the case here."



APPRENTICESHIP OPPORTUNITIES WITH RICHMONDSHIRE DISTRICT COUNCIL

The Council have launched their second 'Earn, Learn, Succeed' apprenticeship programme with four opportunities for Year 11 and Year 13 students. The roles include:

- Environmental Health and Licencing Administrative Assistant Apprentice – Business Administration Level 3 Qualification
- Housing Management Administrative Assistant Apprentice - Business Administration Level 3 Qualification
- Planning and Climate Change Administrative Assistant Apprentice - Business Administration Level 3 Qualification
- Procurement and Supply Assistant Apprentice – Procurement and Supply Level 3 Qualification

Full details on the roles and how to apply can be found [HERE](#)

The closing date for applications is 10pm on Sunday 6th June 2021, with interviews following at the end of June/early July. The proposed employment start date is September 2021, and all courses are in partnership with Darlington College of Technology. Queries regarding any of the apprenticeships on offer should be directed to [ap-prenticeships@richmondshire.gov.uk](mailto:apprenticeships@richmondshire.gov.uk) or on 01748 901022.

Three of our former students, Megan, Rob and Ash, are already working as apprentices at Richmondshire District Council. You can find out how they are getting on [HERE](#)



CAREERS

DEVELOPING THE NEXT GENERATION OF HEALTHCARE SPECIALISTS



Lucy Moss and Emma Baines are set for NHS careers in Nursing and Occupational Health. Lucy has applied for an Adult Nursing and Emma an Occupational Therapist degree. Last year they met with the Richmond District Nursing team for an insight meeting and this year they have been working with Ms Mannion on their interview preparation, via Google Meet, where they were able to practise responses to frequently asked questions, and brush up on their remote interview skills.

Emma said: “I am choosing to do a degree of Occupational Therapy because it has always been a fascination to me. I would say, myself and hopefully my fellow friends would agree, that I have a warm, confident personality which I think is an essential attribute for this type of career as well as the determination to follow the steps to get to that goal – including all placements and experience needed.

“Unfortunately, when I was younger I was involved in a road traffic accident. I was run over by a car and was unable to walk for a long period of time. Thanks to the help from Occupational Therapists and several other NHS key workers, I was able to get back on my feet and carry on being a normal child. I am very thankful for all those who helped and by an expression of my gratitude I want to give something back to the NHS. “I hope that others my age see, especially in recent times, how extraordinary NHS key workers are and the effort they put in to keep the wellbeing and safety of their own community maintained. And hopefully one day, Lucy and I will do the same.”

Lucy commented: “I am choosing to study a degree in nursing due to having a large personal interest in the profession through learning about the roles and responsibilities of a nurse in my health and social studies. In addition I have had multiple conversations with nurses who work in the NHS, for example my auntie who I have always had really positive discussions with regarding her career, as well as her stories which were both tragic and heart warming. In addition, I also had a conversation with the district nurses in Richmond who explained to both Emma and me that being a nurse isn’t always easy but is an extremely rewarding job with so many advantages. Due to my caring nature I feel as though I can provide the best care possible to patients whilst providing them with emotional support in tough times and hopefully make their days even just a little bit easier. I think that a career in nursing will be challenging, often exciting and allow me to grow and serve my community. I think working in the NHS is a fantastic career choice and I have nothing but admiration for the efforts of all the NHS staff in recent times during the COVID-19 pandemic.



Three students successfully achieved places on the ‘Next Gen Nurse – Meet the people behind the masks’ virtual work experience programme. Archie, in Year 12, and Sarah and Theodora, in Year 10, heard from nurses, who are part of the NHS Nursing ambassador Network, and work across a range of disciplines. They found out more about the profession, the key skills that are suited to a wide variety of roles within nursing; from science, technology and innovation to leadership, management and collaboration and how they can start to develop them.

Sarah said: “I enjoyed listening to and asking questions of the nurses and splitting off into groups to talk. I learnt about the different careers in nursing and ways to access them. It has definitely confirmed my career plan of wanting to be a mental health nurse.”

Theodora was one of only fifty Year 10 to Year 13 students attending online from around the UK, with the majority of students coming from the South of England. There were only three students from across the whole of Yorkshire, with Theodora being one of the youngest to achieve a place. Theodora said :“I enjoyed the insight event as the speakers really concentrated on everyone attending and answered every question we had.”

Ms Mannion said: “I have been so impressed by our students and their commitment to the NHS. I attended the Speakers for Schools event which was so professional and engaging . Theodora would like to study Medicine in the future and this event is an important step towards her career goal.”

CAREERS

ELLIE IS AIMING HIGH FOR A CAREERS AS AN RAF FIGHTER PILOT

Ellie Lovatt, in Year 12, devotes a huge amount of her time to the RAF Cadets. Holding the rank of Corporal, and a member of the Central and East Yorkshire netball team, Ellie has demonstrated enormous dedication and resilience. Ellie is hoping to join the RAF as a fighter pilot and we were delighted to catch up with Ellie to find out about her work in the RAF cadets and her dream to become a fighter pilot. Please read on to find out about Ellie's truly inspirational experiences and the excellent advice she offers for students on how to develop their skills and seek out new challenges. We hope this will inspire other students to get involved in similar groups.



What inspired you to join the RAF Cadets? I have wanted to be in the military since I was twelve. It wasn't until I was attending a community event with Explorers that I discovered the Air Cadets and there was an established Squadron near to where I lived! I signed up on the spot and began as a Probationer in June 2018. For a while, I was extremely busy, out of the house at least five nights a week, and eventually chose to leave everything other than cadets so I could prioritise working towards my GCSEs. However, there are so many opportunities in Cadets, so I never truly felt like I had lost something when I left Scouting – I knew I had gained everything I could and it was time to focus on other things.

What do you typically do at the Cadets? In 'normal' times we would parade twice a week, on Wednesdays and Fridays, from 7:00 – 9:30. Camps take place from Friday evening until Sunday, and Inter-Wing events, such as Sports and Road Marching, take place on a Sunday. Longer camps also take place during school holidays. A high attendance during the week is expected, especially if you have hopes of being promoted. We cover a huge variety of topics in Cadets, including classroom-based learning and more active activities such as fieldcraft, first aid and leadership.) Due to Covid, we have only had a few face-to-face meetings since last March. Instead, we have had 'virtual' Cadets once a week where we have been doing more of the classroom-type work.

What skills have you learnt from being a cadet? I have learnt numerous skills so far, most predominantly I have developed my self confidence, especially when it comes to leading and teaching people and having faith in my own knowledge. In terms of more tangible skills, I have a big interest in First Aid and the first course I attended with cadets was my Bronze First Aid. I have also done Bronze Leadership and JNCO – which develops the skills you need to be a good JNCO, such as presentation and team/leadership skills, how to 'take Drill' and it solidifies your knowledge of key subjects such as uniform prep and expectations which you are expected to teach new recruits. I would also say that I have learnt a lot about both self-discipline and respect for myself and others. There are many different courses and camps that you can do with Cadets depending on what interests you have, and as personally I prefer things that are 'hands on' to classroom learning these are the sorts of courses I have done. I also have netball training and road marching which I attend while others may be away on camps.

What do you enjoy most about being a cadet? I would say what I enjoy the most is the knowledge that I am part of a huge family of like-minded individuals. You make incredible friendships with people who you may only see every few months! The Cadet community is really special and really helps to foster the talents of each and every one of their members. Within the overall community smaller groups also form among those who have an interest in the same activities – I have a strong group of friends that I've made from attending Wing Sports events, and another from Road Marching. There are so many opportunities in Cadets that it would be impossible to do them all! The attitude is 'the more you do at Cadets, the more you will get from Cadets' and I can certainly vouch for that. I have hopes of making it to the Regional netball team, and I am also hoping that perhaps next year I will have proved myself enough that I will be allowed to take part in the Nijmegen marches in the Netherlands. Things like these strengthen friendships even more, it doesn't matter if someone can barely remember your name from last time you met – they will still be delighted to see you!

CAREERS

What is the age range of the cadets and how long have you been a cadet? You can join between the ages of 13 and 17, and there isn't an age where you must 'leave' as such – when you're 18 you are classed as a 'Staff Cadet' but can still join in all the activities, and once you're 20 you can choose to become a member of staff

Which cadet netball team do you play for and what do you particularly enjoy about playing in the team? I play on the netball team for our Wing – Central and East Yorkshire. I've made it on the team both years I've trained. We then compete against the

other wings, such as Greater Manchester, Yorkshire and Durham. During this time we are also being watched by the head of the Regional team, who will choose who she wants to attend training and potentially make it onto the team for the next level up. I love playing on the team as I have formed a really special group of friends and also met my best friend through it! I am pushed to be the very best I possibly can and have been taught how important it is to believe in yourself.

What A-levels are you studying? I am studying Computer Science, Philosophy and Physics (I've been told this is an unusual combination!) When choosing my A-Levels I focused on what I enjoy. Physics and Computing were my favourite subjects and also my highest-achieving at GCSE, and I have always loved philosophical debates and writing. I have stuck with what I knew would give me both the greatest happiness and achievement.

How are your plans coming along to apply to be an RAF fighter pilot? Prior to joining the Cadets, I had a few different ideas for what I wanted to do and, for a while, felt I had settled on being an aerospace engineer. However, all thoughts of that left my mind the first time I went flying – an opportunity we have as a member of Air Cadets is 'air experience flights', where you spend a day at a local AEF (such as No.11 AEF at RAF Leeming) and have the opportunity to fly a Grob Tutor plane with the accompaniment of one of the pilots. It is almost impossible to describe how I felt – an overwhelming sense of joy and an absolute certainty that this is where I belonged. When I came home, my parents said they had never seen my smile so wide! I've been flying three times since then (each flight around 30 min) and each time you are taught more and given more freedom. I especially love learning how to do aerobatics, it's like being on a rollercoaster where you're in control and the opportunity to ask the pilots whatever you want has meant I've been given tons of really helpful advice.

I will be applying to the RAF and to university at the same time. The application process has many elements, including medical and fitness tests, interviews and aptitude tests. If I am unable to be a pilot or an officer, for whatever reason, I will apply instead to be a Medic. As pilot is a very popular role it is difficult to get in straight from College, largely because you will be competing with people who have the additional knowledge and maturity that you gain from attending university. Ideally, I would like to get in straight away but I know the importance of having all options open. If I attend university, I want to study Outdoor Education/Leadership and I would hope to be close to a University Air Squadron. The total process to become a fully trained pilot can take up to seven years. Firstly, you must complete Officer training at RAF Cranwell before you move on to elementary pilot training. From there you are streamed off for more training in either Fast jet, Helicopter or Multi-Engine craft at a specialist training school.

My personal preference is to be a fighter pilot, however you do not entirely influence which aircraft you will be flying – it may be that you are more suited to a different role or there may be a shortage of spaces. Once you have completed this training you will be sent to an RAF station where you will continue to train with a specific aircraft and become a qualified operational front line pilot.



CAREERS

MS MANNION IS A SPEAKER AT NATIONAL APPRENTICESHIP CONFERENCE

Ms Mannion, Careers Leader, was honoured to speak about degree apprenticeships at the Westminster Higher Education Forum keynote seminar. The event focused on the application process, the cooperation between universities and employers and quality and standards.



Ms Mannion was asked to talk about the issues within schools with regard to degree apprenticeships and how the UK can potentially tackle inequalities and help to drive social mobility. The other speakers were from universities and employer organisations with Richmond School and Sixth form being the only school taking part.

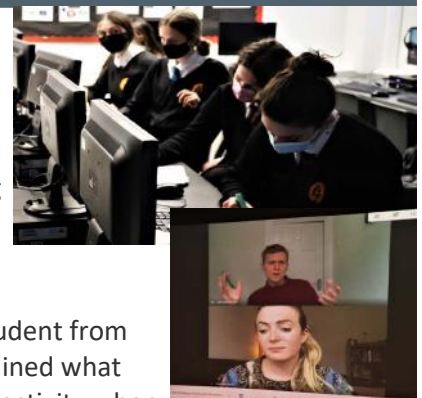
Ms Mannion said: "The conference was chaired by Kim Johnson MP and I felt very privileged to be invited to the event. I really wanted to represent Richmond School and Sixth Form College and give feedback that I have had from students and parents.

"Clearly, degree apprenticeships are very positive and the way forward, however I also talked about the fact that they are not always easy to find. I discussed some of the barriers to students accessing degree apprenticeships, especially for students living in rural areas such as North Yorkshire. I explained that I would be happy to help develop solutions to support students. I learned a lot from attending the conference and hearing about UK-wide issues."

Following the event, Ms Mannion has been contacted by a representative from UCAS who was on the conference who has asked her to work with them to look at how students transition to degree apprenticeships and how to bridge the gap between Sixth Form and degree apprenticeships.

STUDENTS INSPIRED BY MEDICAL PROJECTS CAREER EVENT

Ten year 10 students attended a medical projects careers event. All students had expressed an interest in medicine during their Science lessons. The session was led by a medical student from The University of Manchester, who shared their experiences and went through some of the skills that they had learnt. A practising medic also spoke about their work. The event, delivered by Google Meet, was facilitated by Ms Mannion, Careers Leader.



The session included a talk about applying to medical school when the medical student from the University of Manchester discussed what to consider before applying and outlined what the application process involves. The students enjoyed an insight into diagnostics activity when they were taught how to diagnose a patient. They learnt about observations and considered how to take a patient's history. During the session on Medical Ethics the students were presented with a real-life medical ethics scenario, and debated how they would react as the situation develops.

Mr Haye, Lead Teacher for Science commented "It is great that we have so many students interested in pursuing a career in medicine and that they are so pro-active in wanting to improve their knowledge and engagement with the profession. This has been a great opportunity for the students at a time where medical careers are so much in the spotlight."

Following the event, students will be able to post any additional questions on the MCS Projects Ltd Facebook or twitter pages where they will be answered by a medical student. They will also be able to view additional videos of practising medics speaking about their work.

As we are not able to offer work experience this year, the event helped to support the students with their work-related learning and the event was funded through the Careers and Enterprise Company. It was also an excellent way to focus on Careers in the Curriculum which is an essential part of careers education at Richmond School and Sixth Form College.

ALUMNI

OUR YORKSHIRE FARM—REUBEN STARTS HIS APPRENTICESHIP

We really enjoyed catching up with our former student, Reuben Livingstone-Owen, who left school last summer to pursue an apprenticeship with Taylor and Braithwaite in Appleby. Reuben lives at Ravenseat Farm, known to many as 'Our Yorkshire Farm'. The first episode of the new Channel 5 series was shown on 13th April and saw Reuben starting his apprenticeship as a mechanic. You can catch up with Reuben at [OUR YORKSHIRE FARM](#)



JOSH COBURN HAILED FOR ON AND OFF PITCH ACHIEVEMENTS

It's been an amazing few weeks for Josh who made his debut with Middlesbrough Football Club in April and scored a goal in his first home game against Sheffield Wednesday. This led him to be crowned Boro's goal of the month which you can see [HERE](#)

In addition, Josh has been recognised for his on and off pitch achievements by League Football Education (LFE), acknowledging the football and academic progress of Josh, an under-18 player on an apprenticeship with Middlesbrough, an EFL club. The recognition is also designed to assess other factors, including involvement in community or charity-based initiatives.



We are delighted to share this news with you [HERE](#) which reports how striker Josh rose to prominence in April when he gained a first outing in Boro's senior team during an away victory over Rotherham United, and then scored on his home debut against Sheffield Wednesday three days later. Former student Josh, 18, who signed a professional contract in January, has made four Sky Bet Championship appearances off the bench in total, while he has also demonstrated great maturity and dedication to continue working towards his Extended Diploma.



GLOBE-TROTTING JOURNALIST GOES BACK TO SCHOOL

Introducing Richard Sargent, whose work as a video journalist has taken him to some amazing countries to cover some incredible stories. Richard is hanging up his camera to make a career change and become a French teacher. We were thrilled to meet with Richard and chat to him about his career path, which has seen him work for the BBC, Sky News and, most recently, for the news agency Agence France-Presse in Paris. He has covered some of the world's biggest stories over the years, from elections across the world, Europe's migrant crisis in 2015, to devastating earthquakes in Indonesia and Myanmar's decade-long experiment with democracy before the military coup this year. Among many other stories, he covered Red Carpets at the Cannes Film Festival and motorbiked around northern Myanmar in search of the last generation of tattooed head-hunting warriors. Do read on to find out more about Richard's fabulous career so far, and what has inspired him to go into teaching.



What A-levels did you study at Richmond Sixth Form College? I studied French, German, Maths, Further Maths and General Studies at A-level. I had a place at Uni to study Maths but then I realised that languages were for me, pulled out and re-applied...much to the initial disappointment of my Dad, who had been one of my Maths teachers at Richmond!

Did you go to university? If yes, where did you go and what did you study? I ended up going to Nottingham University to study French, German and Russian. I knew I wanted to continue with my French and German, but I also wanted to start a new language from scratch. Nottingham was a fantastic choice – a really dynamic city and a prestigious Uni with a thriving languages department.



When did you decide that you would like to follow a career in journalism? Many journalists know from an early age that is the career for them, but that wasn't the case for me. I actually fell into the profession. After graduating from Nottingham, I returned to Russia to improve my language skills as an intern at the BBC's Moscow bureau. I was working with BBC Monitoring, translating Russian radio and TV broadcasts into English, but I soon realised it was much more fun over the other side of the office, where the journalists were at work...or rather they weren't, as they spent most of their time out of the office reporting.

I managed to wangle my way across and had an incredible couple of months, carrying the tripod for correspondents on stories and writing a couple of my own pieces for BBC Online. This internship opened up doors back in the UK, where work placements at BBC Bush House and TV Centre gave me enough experience to apply for a Postgraduate Diploma in Broadcast Journalism at the University of Central Lancashire in Preston.

What was your first job and subsequent roles? My first job was with BBC Radio Cleveland in Middlesbrough, roving around the Northeast in search of off-agenda features. It was a great learning experience and taught me the basics of the trade and importance of local journalism.

Winning a place on the Sky News Graduate Traineeship then saw me move to London and jump into national and international news. It was a rollercoaster of a scheme and I ended up as a producer on the early morning World News programme. This meant working gruelling nightshifts for 1 ½ years, producing TV reports, setting up the programme and often being in charge of the live show and putting it out to air from the TV gallery.

ALUMNI

You mentioned that most recently you worked in France for a news agency – please tell us a little about this, what was your typical day.

My French skills allowed me to take the leap from Sky News to international news agency Agence France-Presse (AFP) in Paris, where I trained as a Video Journalist. With AFP, I later moved to Thailand, Hong Kong, London and my final job was back in Southeast Asia as Myanmar Bureau Chief.



There's definitely no typical day when you work in journalism. I have had a front-row seat on some of the world's biggest stories over the years, from covering elections across the world, Europe's migrant crisis in 2015 and Russia's military incursions into Georgia and Ukraine to devastating earthquakes in Indonesia, the Fukushima tsunami and nuclear catastrophe in Japan and Myanmar's decade-long experiment with democracy before the military coup this year.

It was far from all doom and gloom though. Among many other stories, I covered Red Carpets at the Cannes Film Festival in full tuxedo, cage dived off Australia with great white sharks and motorbiked around northern Myanmar in search of the last generation of tattooed head-hunting warriors.

What has inspired you to go into teaching? Moving back to the UK, I've decided it's time for a change. In Myanmar, I 'moonlighted' as a volunteer English teacher for disadvantaged youngsters at a local cafe. Many of them had not had any education after primary school. I loved it and it got me thinking how lucky I had been to have such inspirational teachers at school. Without them, I wouldn't have had the confidence to study languages or embark on my international career. This is what languages can do. They open doors to other countries, cultures and opportunities. The cuts to foreign language teaching in schools break my heart and I want to try to help turn this around and inspire today's students to learn languages and think globally. I'll be teaching French at a state school near Bristol.



What did you enjoy most during your time at Richmond School and Sixth Form College? I have extremely fond memories of my time at Richmond School, both academically and outside of school, from playing rugby to getting involved in the wind and swing bands. We had a lot of fun in class, but it was an A-level trip to Berlin that really piqued my interest in recent German history and inspired me to change my university studies to languages.

What are your impressions of Richmond School after returning more than twenty years after you did your A-levels? It's been fantastic to come back and see a school that's thriving more than ever. The infrastructure has changed a lot – I've been completely lost in all the buildings that have gone up since my time here – but I can tell the community spirit is incredibly vibrant.

I have so much respect for all the teachers and students for making it through the past challenging year. I just hope my new school lives up to the extremely high expectations set by Richmond School!



ALUMNI

DANCE INSPIRATION

RHIANNON TUTE: Each day, during National Dance Week, we shared a video with a former student who has gone on to pursue dance at a higher level.

Rhiannon has danced from a young age, including studying Freestyle technique that led to entering competitions and performing regularly.

She developed her love for Contemporary Dance whilst at Richmond School and studied this at Middlesex University. Rhiannon is very creative and is currently teaching to pass on her expertise and love for Dance. Enjoy Rhiannon's video [HERE](#)

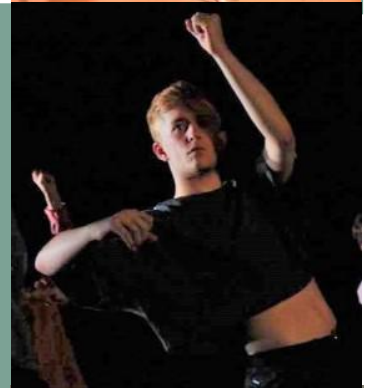


EVA MIDGLEY: Eva explored many styles of Dance but developed her love for Contemporary Dance at Richmond School and Sixth Form College. Eva is extremely creative and her ability to adapt to different styles secured her a place at Northern Ballet School in Manchester. Eva started her ballet training, aged three, at the Janet Seymour School of Theatre Dance, and has never looked back. She is very talented and we wish her the best of luck in the professional world of dancing. Enjoy Eva's video [HERE](#)



BRANDON SUTHERLAND-PARKER: We are delighted to share an inspirational video from Brandon Sutherland-Parker. Brandon's passion for Dance started at Richmond School and Sixth Form College and led him onto studying Dance at Middlesex University. In his final year, Brandon can go into performing or teaching as he excels in both areas.

Brandon has also inspired many students at Richmond School to begin or continue their love for Dance through leading the School Dance Company. Enjoy Brandon's video [HERE](#)



HANNAH SMITH: Hannah has had extensive professional training and has been involved in many projects. This valuable experience and knowledge has led her to be a Dance teacher. Hannah is extremely versatile and can turn her skills to many styles and varied techniques due to her willingness and commitment to get involved in anything dance related since a young age. Hannah embraces everything that is thrown at her, which is why she has been so successful during her Dance career.

Enjoy Hannah's video [HERE](#)



CHARLOTTE PORTER: To conclude our series of inspirational videos, we are delighted to introduce Charlotte Porter. Charlotte runs her own award-winning Dance school, 'Charlotte Jacqueline School of Dance', based at The Station in Richmond.

Charlotte has danced all her life within different styles and techniques and is now teaching others to inspire the future generation. Charlotte has been nationally recognised as 'Rural Young Person of the Year 2020' at the Rural Business Awards for her dedication to providing rural arts opportunities. Charlotte offers classes in ballet, tap, modern theatre and jazz to children and adults. Enjoy Charlotte's video [HERE](#)



You can find out more about Charlotte's Dance School [HERE](#) or follow her [FACEBOOK PAGE](#)

I WAS SUPPOSED TO BE A FARMER!

We asked Nigel Farndale to write a piece about his time at Richmond Sixth Form College and his journey to becoming an award-winning journalist and author. Nigel is a senior editor at The Times, a paper for which he also writes columns and features. He has won a British Press Award for his interviews with, among others, Donald Trump, Paul McCartney, Hillary Clinton, Stephen Hawking and Elton John.

His books include 'The Blasphemer', a bestseller which was nominated for the Costa Novel Award. 'The Dictator's Muse', Nigel's new book, will be published by Doubleday on 24th June

2021. Please read on to discover more about Nigel's fascinating career and how he was supposed to be a farmer! You can find out more about Nigel and his work at nigelfarndale.com



NIGEL FARNDALE

I was supposed to be a farmer. My father farmed in Wensleydale, as my grandfather had done before him, and the plan was that I would do the same. The problem was that my favourite subject at school was English. Obviously I didn't need an A level in 'Eng Lit' to get into the agriculture college I was being lined up for, but in 1981 I persuaded Austin Lynch, the cool, CND-badge-wearing skinhead who was the head of the sixth form at Richmond, that it would be a neat idea if I did one anyway.

I was lucky because my English teacher, Andrew Thompson, was one of those inspirational, bearded mavericks who would jump on the desk to recite poetry. He got us reading off the curriculum, introducing us to African-American literature, for example. It probably helped that one of my A level English classmates became my first girlfriend. Her name was Fiona and she lived in one of those elegant Georgian houses in Frenchgate. When we were reading Wuthering Heights or Tess of the D'Urbervilles, the stories seemed especially poignant.

At the end of the sixth form she and I, along with a handful of other Richmond pupils, signed up to a 'cultural exchange' to the Soviet Union, having seen a flier about it pinned up on the notice board. Given that this was the summer of 1983, a peak of Cold War tension, it was an unforgettable experience. My horizons were broadened. Apart from anything else, it was the first time I had been on a plane.

After that, I wrote to Mr Thompson admitting that I didn't really want to be a farmer. I wanted to be a novelist. He wrote back saying: 'Why not? But it will be a long road.' It certainly was.

Before you can write well you have to be well read, so I devoured books, sometimes while doing tractor work. After a year of farming I left to do a degree in English at Oxford Polytechnic which was combined with an exchange to Rhode Island University in America. Around this time I figured that journalism counted as writing too and that it might be a good way to learn my prospective trade. I started a student magazine and managed to land an interview with Harold Wilson, the former Prime Minister. My rule was that there was no harm in asking famous people to do interviews. They will probably say no, but they might say yes.

After graduating I came back to farm for another year, but was still not feeling 'hoofed' as they say in Yorkshire, so I did a master's degree in philosophy at Durham University and, after sending the acerbic Telegraph journalist Auberon Waugh a disobliging critique of Literary Review, the magazine he edited, I started writing book reviews for him. Luckily he had been amused by my hatchet job. I then did a short sub editing course at City University in London and some work experience at The Spectator, a magazine I still write for occasionally.

ALUMNI

My first proper job in journalism was as a freelance sub editor on Punch. From there I went to work as a staff writer on Country Life and then, for twenty years, I was the chief interviewer on the Sunday Telegraph, winning a British Press Award along the way. These days I'm a senior editor on The Times, though I still do the occasional interview and column.

Being an interviewer is fun. As scoops go, it was not quite up there with Watergate, but in 2008 I became the first journalist to uncover the secret of Donald Trump's brushed-forward, combed-over hairstyle, the one that looks like a sunken apricot soufflé. He wets it, he told me, and then applies copious amounts of hairspray. When he announced he was running for president, that article went viral around the world.

Another occasion when an interview of mine went viral was when I met Art Garfunkel in 2015. The singer nearly walked out at the start but then ordered some pea soup (it was 10am) and settled down. Although he was reluctant to talk about Paul Simon, I got the feeling this was because he was nervous that his true feelings would rise to the surface. I kept steering him back to the subject, until, eventually, Garfunkel admitted that he thought Simon a 'jerk' and an 'idiot'. The line of his that generated the most headlines was 'I created a monster'.

I never knew where my next assignment would take me. One week I might be interviewing Stephen Spielberg in sunny California, the next Prince Charles in rainy Cumbria, the one after that, Mick Jagger in Toronto. I spent a week in Bucharest with Ilie Nastase when the tennis star was making a bid to become mayor of that city; another in Cairo with Fifi Abdou, Egypt's most famous belly dancer when she was in hiding from Muslim fundamentalists who had threatened to 'slice her into a thousand pieces'; and a further week criss-crossing Venezuela with the mayor of Caracas, the former Miss Universe Irene Saez, when she was running for president against the Marxist Hugo Chavez. One of my strangest assignments was spending a week in Siberia with Prince Michael of Kent.

Meanwhile, after the usual trial by rejection slip, I had reached the end of that long road that Mr Thompson had talked about and The Blasphemer, a parallel narrative novel set in the First World War and the present day, became a bestseller in 2010 and was shortlisted for the Costa Novel Award. My seventh book, The Dictator's Muse, set in the London and Berlin of the 1930s, is published in June.

I haven't yet gone back to being a farmer in Wensleydale, but never say never.



ALUMNI

A TREMENDOUS HONOUR FOR AARON

We were immensely proud of Aaron Chilton, Alumnus, a musician with the Coldstream Guards, who supported the Band of the Grenadier Guards on bass drum as the Band led Prince Philip's funeral procession.

Aaron and his fellow bandmates had an incredibly busy week before the funeral, rehearsing long hours every day. He was honoured and humbled to be part of the occasion.



CELEBRATING INTERNATIONAL NURSES DAY WITH OUR ALUMNI

Coinciding with Mental Health Awareness Week, we are also celebrating International Nurses day by giving a shout out to all our former students who have gone on to become nurses, such as Beth, Annabelle and Alisha, below.

International Nurses Day is celebrated around the world each year on 12th May, to mark the anniversary of Florence Nightingale's birth. We are very proud of our former students who have followed a career in nursing.

Beth worked at the Freeman hospital for seven and a half years, after qualifying as an Adult Nurse from Northumbria University. She spent her entire time working on Ward 5, gaining promotion almost two years ago to Sister in charge. Ward 5 is a surgical ward, which cares for people who have had surgery on their bowel or have a disorder of the liver and pancreas. Beth left the Freeman last week to take up the position of Practice Nurse at a GP's practice in Darlington – she is really looking forward to a new and exciting challenge in a completely different area of the NHS.

Annabelle left our sixth form in 2016 to study at Salford University. She is now a paediatric staff nurse at Royal Manchester Children's Hospital, the busiest children's hospital in the UK. Annabelle works on a mixed surgical ward, which also specialises in bowel and kidney conditions. It is a very busy unit and they treat patients with a wide variety of medical needs, from newborn babies up to teenagers. Annabelle feels very lucky to be able to work in a career that is very challenging but also very rewarding. The door is open for many more opportunities as she continues along her professional journey.

Alisha has been working as an aspirant neonatal nurse during the Covid pandemic and you can find out more about her work [HERE](#)



FOLLOWING A CAREER IN ECONOMICS, BUSINESS OR FINANCE: GREAT ADVICE FROM LIAM LAVERICK

There are many career opportunities in the world of Economics, Business and Finance and Liam Laverick has some great words of advice for students who may be considering a role in these sectors. After completing his secondary education with us in 2018, Liam is currently in his final year studying BSc Economics at the London School of Economics and Political Science. Liam will be starting his career at a small financial advisory firm in September, focusing on Mergers and Acquisitions.



When did you develop an interest in Economics? When I was very young -

I know that everyone says this but I honestly cannot really remember a time I was not interested in Economics, the more you learn about the subject the more you come to realise every choice we make and everything we do has roots in economics.

What particularly interests you about Economics and the Financial Services Sector?

Economics is everywhere, from simple choices such as what we want to eat for dinner, to factors influencing how much tax we pay and everything in between. What's more, Economics combines insights from a range of disciplines including History, Philosophy, Mathematics and Geography, giving would-be students of Economics a well-rounded and varied educational experience. The financial services sector is the best place for anyone interested in business or current affairs to start their career, it helps one to develop a host of transferable skills and to engage with the nitty gritty of a business' finances and operations. Some of the most notable figures in politics, philanthropy and science have been involved in financial services at some point in their lives – Elon Musk has a degree in economics and founded a financial services company PayPal, and Rishi Sunak set up his own investment firm before becoming an MP.

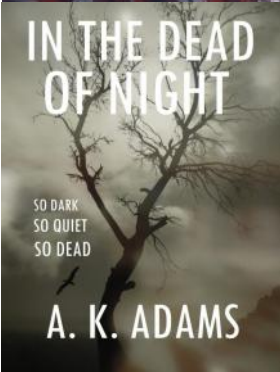
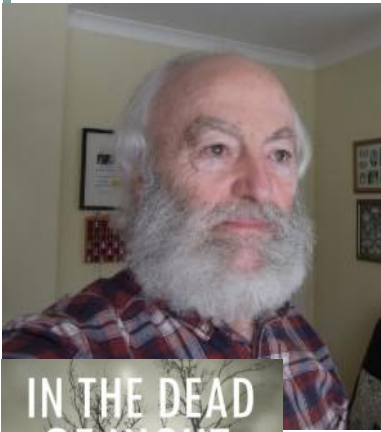
Can you explain the different career opportunities available to students who study economics of finance-related courses? This list is by no means exhaustive. I think a degree in

Economics, and to a lesser extent Finance, opens many doors to interesting, rewarding and, in some cases, niche and unique careers. I have friends who have secured graduate roles in: Publishing and Editorial firms (the BBC and Sky to name a couple), Software Development (for Barclays), The Civil Service (in the diplomatic and government economics fast streams), Government agencies, Teaching, Fashion (Vogue and Louis Vuitton), Entrepreneurship (be that working for start-ups or setting up their own company, though I must say the latter is rare), Financial Services and Consulting (from household names such as NatWest and McKinsey, to boutique family-run firms), Sports and Sport Business (Armago, a start-up focused on connecting students through sport), The UK Armed Forces (Sandhurst has a stellar reputation among graduates)

What subjects did you choose for A-level and why? Mathematics, Economics and History with Further Mathematics to AS. My choice was influenced by a mixture of skill and passion, choosing the subjects I was good at. I also considered teaching quality, which made the choice difficult as I do believe that all of the staff at Richmond teach with a degree of conviction and passion that is rarely seen in other schools. Mathematics and History were my favourite GCSEs and I was pushed to achieve the best grades possible and was given a great insight into what A-level study of the subject involved, as well as how to position myself during GCSE to excel at A Level study. Moreover, I found both of these subjects to be fascinating and was able to explore areas that I found genuinely thought provoking.

Can you talk about the type of support you received in Sixth Form to help you with your choice of university course, application, and careers advice? Without equivocation, Richmond Sixth Form College provided invaluable advice on University choices and future careers guidance. They tailored such advice to my personal circumstances, and worked on an individual level to provide me with an understanding of the UCAS system, guiding me towards universities that would fit my personality.

INTRODUCING ARTHUR WHEELER, AKA CRIME WRITER A K ADAMS



We were thrilled to be contacted by Arthur Wheeler, who attended Richmond School in the 1960s and, following a successful career in the healthcare industry, became a crime writer. Arthur has recently published his seventh novel 'In the dead of night' and is already penning his eighth! Arthur's books are available locally at Castle Hill Bookshop, as well as Amazon and Waterstones and you can follow him on facebook at [A K Adams Author](#)

Find out more about Arthur's progression from Richmond School to published author below:-

I attended Richmond School for one term in 1959, before my father (an Army officer) was posted to Kenya. I took Cambridge Overseas School Certificate O-levels at my secondary school in Nairobi and my top grade was in English Language/Literature. During my time in Kenya, I climbed Kilimanjaro twice and attended the Outward Bound Mountain School in Tanzania. I then returned to Richmond School from January 1963 (a cold winter!) to July 1965 when I studied Physics, Chemistry & Biology at A-level and was captain of first XI cricket team.

I went to West Ham College of Technology in 1965 (now the University of East London) to read Zoology, with Chemistry and Psychology as subsidiary subjects, graduating with a B.Sc. Hons in 1968.

From London I went to the University of Hull to do a P.G.C.E. in Biology and Physical Education and began a teaching career at St. Mary's School, Darlington in 1969. I left in 1973. Feeling frustrated with teaching, I joined a pharmaceutical company (Parke, Davis & Co.) in a sales role, and then moved into Marketing at their head office in Pontypool, South Wales.

I spent the next 38 years in the healthcare industry (Sales & Marketing roles) working for four different companies that manufactured items such as wound care dressings, incontinence management products, an ostomy range, and equipment (hospital beds) for managing pressure sores. These were supplied into the NHS.

After retiring, I began my first novel (An Unknown Paradise) in the Spring of 2012, written under my pen name of A. K. Adams. Since then, I've had six more published and all are 'stand-alone' plots. The genre is 'crime thriller.' I chose this genre because I'd enjoyed reading authors such as James Patterson, Peter James and Jeffrey Deaver and welcomed the challenge of creating the anticipation of 'what happened next?' for my readers. All are available online and through bookshops. I usually place some into Castle Hill Bookshop, Richmond, on a 'sale or return' basis. My ideas for the novels tend to come from comments made by friends as in "you'll never guess what happened to me today . . ." or, from a newspaper or online news item, and then I let my imagination begin to take over. My seventh novel (In the Dead of Night) has just been published, and I'm three quarters into my eighth novel now.

I've had most of my books reviewed in The Northern Echo, and given talks to various groups such as the W.I., the Rotary Club, and The Yorkshire Country Women's Association. As a crime writer, the 'must go to' event is the four-day Theakston's Crime Writing Festival which takes place in Harrogate each July at The Old Swan Hotel where Agatha Christie spent time when she had 'gone missing' many years ago. I've attended several of these over the past few years (but not 2020!) and met key authors such as Lee Child, Val McDermid and Anne Cleeves.

I'm probably not the best person to give advice to aspiring writers or reporters, but if anyone is interested in talking with people, have an enquiring mind, likes getting to the bottom of why something has happened, hitting deadlines and can write, then a career in journalism could be for them!

ARTHUR WHEELER

HEADTEACHER'S VALUES AWARD



Sophie Tarran, in Year 7, was nominated by Mr Randall, who said: "Over the course of the school year Sophie has shown great independence and excellence working hard to complete all of her home learning to an exceptional standard. Sophie has used her knowledge organiser booklet to great effect and used a variety of different techniques to show her independent learning in her home learning book where she has taken great care and consideration in not just the content of her work but also its presentation. Added to this Sophie has produced an exceptional reading log where she has recorded her regular reading throughout the school term and lockdown where she has read books from Harry Potter and the Hunger Games amongst others!

"Sophie has embraced the home learning set and has really pushed herself to become the most successful learner she can be."
(w/e 26th March)

Savannah Walker, in Year 11, received two separate nominations, the first time this has ever happened. She was nominated by Mrs Barber and Mrs Wand.

Mrs Barber said: "I would like to nominate Savannah for the Headteacher's Values Award. Savannah has shown real resilience in her approach to all of her Art work over the past two terms, during the lockdown period and whilst in school. Her confidence, maturity and motivation have had a highly positive impact on her creations and she is working hard to complete all tasks. Savannah has frequently completed significantly more work for homework than has been set and she is pushing herself to achieve the best-possible grade that she is capable of. This was particularly evident in her achievements over the Easter holidays. It has been a pleasure to see Savannah develop such a mature and conscientious approach in Art. She has transformed her coursework with her dedication and independence. This is to her credit and will have an incredible impact on her grade. Well done Savannah."



Mrs Wand said: "I would like to nominate Savannah for the Headteacher's Values Award. She has been consistent in her positive and proactive approach to her learning in English throughout the GCSE course, including during the recent lockdown. She gives everything 100% effort and will always seek and follow advice or reassurance when needed. She has been particularly focused on being the best she can be in recent weeks in the preparation for the assessment period, working tirelessly at home to produce lots of effective revision materials. She also sent me several essays that she has written independently to practise writing about each of the characters in 'An Inspector Calls'. Through a combination of resilience, determination and sheer hard work, she has made significant progress and should be really proud of her efforts."

(w/e 16th April)

Mereseini Baleilekutu and Isaac Ulunasobu, in Year 7 were nominated by Mrs Lark, who said: "Mereseini and Isaac have shown excellent independence and creativity.

They came up with the idea to create and lead their own English lesson. We have been studying travel writing this term and inspired by the idea of visiting beautiful places they asked if they could teach a lesson to the class about their home country, Fiji. They did all the research and preparation in their own time and presented a wonderfully engaging lesson, with great music and visuals, and spoke clearly and confidently. They brought in a beautiful Fijian rug and taught us all about kava and many other wonderful traditions of the island. Afterwards the whole class then wrote their own piece of travel writing, imagining they had been to Fiji."



You can enjoy their presentation [HERE](#) and learn about Fiji's culture and what makes it such a special place for them.
(w/e 23rd April)

HEADTEACHER'S VALUES AWARD



James Longstaff, in Year 13, was nominated by Mrs Harrison, who said: "Quite simply James is the best Physicist I have ever taught! He has exhausted every exam question he can get his hands on in order to ensure he has covered every aspect of the course to the nth degree, Not only that, but he always completes every single piece of work, and then also hands it in early every time. He is a sponge with knowledge, but then also has this spark that lets him see beyond the question which is a rare thing indeed in A-level Physics! I have been amazed with his work ethic in both lockdowns and he never lets anything get to him. He is always smiling and joking, and never stops talking.

"In addition to all of the above, he is selfless when it comes to helping other students in the class, taking the time to explain how to approach questions and working with them to ensure they also understand the process they need to follow. He is the most independent student and is so ready for the next step, even I find it hard to keep up with him. He is respectful, creative in his approach to the most-demanding questions

and truly excellent. I could go on and on about how he meets all of the school and college values in every way, but it is easier to say I am immensely proud of him and everything he has achieved." (w/e 30th April)

Scarlet Hunter, in Year 7, was nominated by Miss Weir, who said: "Scarlet goes above and beyond every single lesson. She is always asking for extra work and how to improve on what she has done. Scarlet not only shows immense excellence in all her science lessons but demonstrates great independence. Scarlet brings in a book of science research that she has independently created to her lessons. She uses this to ask questions to deepen her understanding. Scarlet thinks ahead to what her next lessons must be and comes armed with what she has found out and questions that she has.

"We have been learning about variation and its causes. Scarlet has been researching this and is bringing to class GCSE standard knowledge. This is incredible for a Year 7 student. We were looking at attached and free earlobes as an example of variation. Scarlet then went home to talk about this. She researched the genetics of this and emailed over the bank holiday to tell me what she had found out. Scarlet also then did a survey of her family members at her own birthday party to look at who had which type of earlobe. Scarlet has told me about her findings and I have tasked her in creating a family tree to look at the inheritance of earlobes in her family. Scarlet is truly dedicated to learning and has a thirst for knowledge that is admirable. I see a future scientist in Scarlet."

(w/e 7th May)



Elissa Brown, in Year 11, was nominated by Mr Boulton-Lear, who said: "Earlier in the year Elissa often panicked whenever there was any form of assessment and lockdown was also a challenge for her.

Since coming back into school at the end of home-learning, Elissa has had a real determination to succeed. She has shown independence in her preparation for her assessments and exams, clearly revising well. She has a fantastic, positive attitude. She has shown immense resilience in her application to study and in the way she has applied herself through the assessments.

In particular, Elissa prepared a spoken language assessment, which she was really nervous about delivering. She had clearly spent a lot of time preparing this and I was immensely proud that she stood up in front of the class to speak. She could not complete this speech on this occasion because of her nerves but requested to have another go, which shows courage and resilience. In her written assessments, Elissa spends every second focused on the work and

trying as hard as she can to succeed.

She has had numerous star performers from me since the end of lockdown because she always applies maximum effort in class. She is the epitome of excellence and is a shining example of how making the effort and having focus leads to positive results."

(w/e 14th May)

BRENDA BIDS A FOND FAREWELL



After a career spanning 37 years in the Science Department at Richmond School, we are sorry to say farewell to Brenda Price who is retiring from her role as a Senior Science Technician. Brenda has seen generations from the same families pass through the school and experienced the many changes in technology and teaching practices that have evolved over the years.

Brenda started working as a part-time assistant technician and mid-day supervisor, which she carried on doing for 25 years. Her specialist subject was biology. After accepting more hours in the Science Department, Brenda went on to do lots of courses and was promoted to Senior Science

Technician. The additional training gave Brenda the opportunity to learn more experiments and pass these on to the students. She particularly enjoyed being able to bend glass, something the students found interesting and creative. Brenda's greatest satisfaction from her role was being able to support the A-level students with their investigation course work where she could share her knowledge and suggest things that may help their experiments work. Showing the younger students how to do simple tasks was also rewarding for Brenda, such as demonstrating how to use a microscope. Ultimately, Brenda took great pride in her role, which carried a great responsibility, with health and safety in the department being paramount at all times.

Brenda has many, many memories from her time at Richmond School and said: "I have learnt so much here and seen many characters come and go, made lasting friendships and can say that it is the people that in the school that help to make it so special. We have had some sad times, losing members of staff, but so many joyous times, and taking great pleasure in watching students achieve and do well.



"There have been a lot of fun times, such as the activities day when all the teachers and pupils would have the opportunity to do something different. I used to go with Harry Sargent to play golf, and the students were surprised and amazed that the lady who they only ever saw in a white coat could play golf so well! I also recall the great enjoyment we had from the staff 'Strictly Come Dancing', in which I took part twice – again, the children looked at the staff in a different light when they do something unexpected!

"It has always been so wonderful to watch staff flourish and see so many students come back to work at the school. That says so much about our school. I remember Jenna Potter arriving here as a young bubbly teacher, then she moved elsewhere, coming back as a deputy head and it has been fantastic to see her promoted to Headteacher. Staff really are nurtured and it shows that people enjoy their time here.



"One of the most important aspects of working at Richmond School has been the people I have worked with in the department, we are a close-knit team and we share our ups and downs. My work has been so varied and enjoyable that I didn't want to ever leave. I was always so happy."

Brenda will be a great loss to the Science Department and the staff were privileged to be able to meet to share their stories and memories with Brenda, including video messages from former colleagues who wanted to pay tribute to Brenda's contribution to the school.

Jenna Potter, Headteacher, said: "Brenda has been an invaluable member of the Science Department and the wider school community for almost four decades and we really will miss her experience. She has supported thousands of students during her time with us, as well as many staff who have all benefited from her knowledge. So, on behalf of everyone at Richmond School, thank you Brenda for everything and we wish you a very happy retirement."