

# Sixth Form Prospectus



READ SCHOOL  

---

DRAX





## READ SCHOOL SIXTH FORM

# Time to be independent

At Read School we have our sights firmly set on our students' futures. We want them to succeed, both in the classroom and as young men and women, embarking on the next stage of their academic or career journeys. Our Sixth Form programme is designed to enhance their life while at school, so that they are ready to stride boldly from our doors into the waiting world with confidence, whether that is to be university or the world of work.

Our Sixth Formers are prepared to meet the challenges which are put in front of them to succeed. Through a carefully selected academic curriculum supported by a very comprehensive enhancement programme, in conjunction with a great deal of one-to-one contact with their teachers, Read Sixth Form students are taught to be enquiring of others and demanding of themselves.

In the Read School Sixth Form students select from a portfolio of A-level or BTEC subjects forming a timetable which is tailored to every student's requirements. Sixth Form lessons are taught in small classes of typically around 2 – 10 students where we have high expectations of students but those students in turn will receive individual attention to meet their needs in order to best ensure their success and enabling them to realise their full potential. As an academic high-flyer a student will be stretched; if they need an extra helping hand, we're here to give it.

We provide an environment where we encourage our students to have high aspirations but also help them to cope with the inevitable pressures of examinations.

We have a long history of nurturing the 'whole person' by cultivating a broad range of abilities, motivating our students individually and promoting positive self-esteem through all aspects of the curriculum, both inside and outside the classroom. We place a strong emphasis on developing the interpersonal skills and aptitudes needed in the workplace and are always very proud of the fine young men and women that our Sixth Formers become. This is epitomised in the profiles and testimonials written here by former Read School students.

There is much to be gained for existing Year 11 students in completing their education at Read and being recognised as a senior member of the community in which they have grown up. We also welcome applications from young people from other local and international schools.

**Our Sixth Form team are happy to discuss your options for the Sixth Form and beyond at any time. I strongly encourage you to come and see what we have to offer!**

**Ruth Ainley**  
Head



# Contents

What to expect in the Read School Sixth Form .....	<b>4-6</b>
Read School Sixth Form Circle of Learning.....	<b>7</b>
University Applications .....	<b>8-10</b>
Sixth Form university destinations.....	<b>11</b>
Apprenticeships .....	<b>12-13</b>
Careers mentoring .....	<b>14-15</b>
Extra curricular programmes Sport.....	<b>16-19</b>
Extra curricular programmes Performing Arts.....	<b>20-21</b>
Duke of Edinburgh Programme.....	<b>22-23</b>
World Challenge Expeditions .....	<b>24-27</b>
Combined Cadet Force.....	<b>28-29</b>
A time to take responsibility .....	<b>30-31</b>
Alumni/ae profiles .....	<b>32-45</b>
Draxonians' Association.....	<b>46-48</b>



Pupils display high levels of self-confidence, self-understanding and maturity for their age and make an outstanding contribution to the school and the wider community.”

Read School ISI Inspection 2018



# What to Expect in the Read School Sixth Form

- Small teaching groups.
- Individually tailored teaching methods
- The expertise of highly qualified staff
- A strong system of pastoral care
- Personal tutors
- Separate, well equipped Sixth Form facilities
- A vibrant extra-curricular programme, including CCF and DofE
- The opportunity to become actively involved in whole school events
- Careers advice targeted at university entry and the workplace, together with support in the application process for life beyond the Sixth Form
- A Sixth Form with a separate identity to the main school, but with a strong shared ethos of developing the individual to ensure they reach their potential

In the Read School Sixth Form students become actively involved in activities outside the classroom, designed to complement their academic activities and develop valuable leadership and team building skills and experience.

## Sport

- 1st Team rugby, hockey, football, netball, cricket, athletics, rounders and tennis
- Sports coaching awards may be gained through coaching and mentoring younger pupils
- Planning is currently underway for a 2021 1st team overseas sports trip, combining the opportunity to play team sport competitively with the chance to visit an exotic international location

UCAS application, outside of their predicted grades. In the Read School Sixth Form, many students are working towards the prestigious gold award.

## Combined Cadet Force (CCF)

Established in 1914, Read School CCF is one of the oldest cadet forces in the country, comprising both Army and RAF sections. Pupils are encouraged to continue in the CCF throughout

## Duke of Edinburgh Programme

Read School is proud to be a licensed D of E centre and students from Year 9 upwards are encouraged to take the D of E award which is a great opportunity to develop new skills and resilience as well as having fun. For Sixth Formers DofE is said to be the single most desirable factor influencing their





the Sixth Form where they have the opportunity to become officers, helping with the training of the younger cadets. This type of experience carries weight on CVs and UCAS applications and serves to develop leadership skills, self-confidence and self-discipline. Sixth Form cadets are also offered the opportunity to participate in military and adventurous training at camps in the UK and overseas.

### Work Experience

A work experience programme is available to Read Sixth Form students which is designed to provide an insight into a variety of different careers. Work experience may be set up as a weekly activity on an enrichment afternoon or in block placements over an extended period of time in the summer holidays. It is an invaluable opportunity to build skills and learn more about the world of work.

### Life Skills and Helping Others

As part of a 3-18 school and wider school community, Sixth Form students have the opportunity to support younger pupils by serving as a Classroom Support Assistant (CSA), sports coach or volunteering to help run after school activities. Experience gained here may be applied towards the DofE award.



### Residential & Educational Trips

Read School offers a number of opportunities for Sixth Formers to participate in overseas educational trips and visits, including:

- World Challenge (a bi-annual month-long adventurous expedition with recent trips including Indian Himalayas, Costa Rica and Ecuador)
- Iceland (bi-annual visit)
- Ski Trip to Italy (annual)
- Berlin (historical and cultural visit)
- Barcelona (Creative Arts and languages)
- Paris (linguistic and cultural visit)
- French exchange to Bordeaux





## Team Building

In order to integrate students into the Sixth Form, all participate in a series of activities in the first week of term. An induction day in school helps to familiarise individuals with the routines, opportunities and responsibilities of life in the Sixth Form. A day of teambuilding activities such as raft building and climbing at a local facility or activities at a local university provides an effective way for students to forge new positive relationships with their peers. All those entering the Lower Sixth, whether returning or new students, benefit from these opportunities.



## Wider Learning

Guest speakers are invited into school several times each term to speak to the Sixth Form students during enrichment afternoons. These speakers come in to talk on such varied subjects as:

- Learning how to succeed
- Stress management
- Resilience & mental health
- An introduction to the EPQ
- Personal finance
- Choosing the right course and university for you
- Personal statement development
- 'Game theory' and the distribution of global economic resources
- An introduction to public speaking
- Mock interview practice

## Practical Skills

We provide all Sixth Form students with a 'cooking for yourself at university' with recipes, hands on experience and practical culinary tips to support the most reluctant cook!



**“A representative from Northumbria University came to give us a presentation on the transition from year 11 to year 12. He encouraged us to recognise our personal achievements and how to set S.M.A.R.T goals in the future that are specific, measurable, attainable, realistic and time based. I think the talk was very beneficial to all Year 12 students and brought up a multitude of ideas that we should bear in mind as we progress through 6th form.”**

**Lauren Shields** (Year 12)

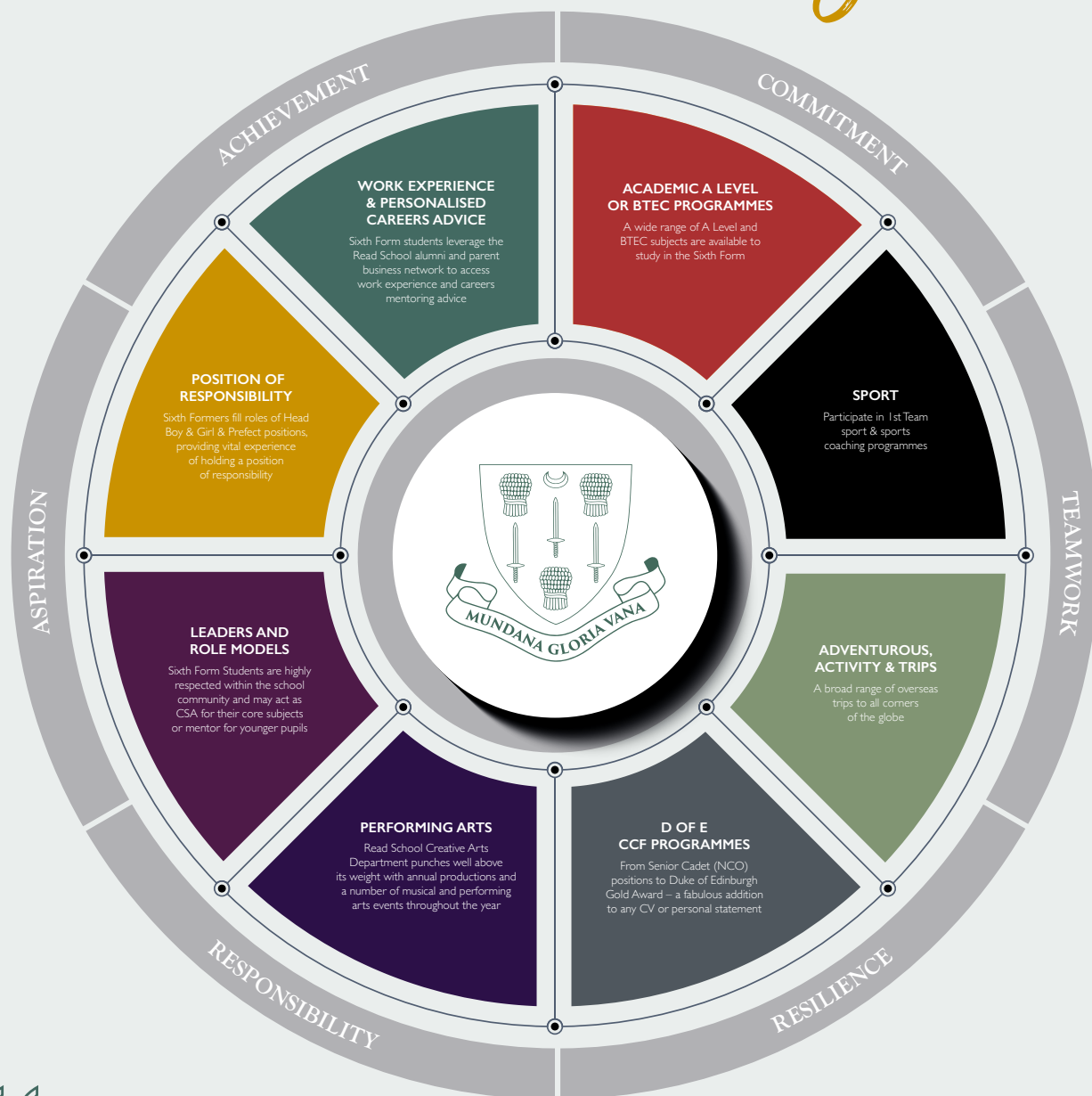
---





# Read School Sixth Form

## Circle of Learning



Read School Sixth Formers will develop skills in leadership, teambuilding and self-reliance. What they learn with us, they will use in the everyday world, for the rest of their lives. We recognise the individual, not the number or the statistic and while our students consistently perform well in public examinations, our ‘circle of learning’ equips them with so much more”

Ruth Ainley, Head



Read School Sixth Form students attend Philosophy Open Day at Oxford University's Mathematical Institute. The event promotes the combined study of Philosophy plus science or maths based subjects.

# University Applications



University advice is available to students from Sixth Form Tutors and teachers throughout the Sixth Form and it is never too early to start thinking about this. Many Sixth Formers have no idea of what they would like to do in their career; or what they might study at university. Therefore, investigating possibilities

as soon as possible is the best way to ensure the right choice is made. Weekly tutorial sessions help to guide pupils through exploring their own strengths and weaknesses and we host a number of different universities during weekly tutor periods who give talks on their respective offerings.





**Our aim is to maximise the potential of the individual student in class and out, so that universities and employers are receiving competent and enthusiastic young adults at the next important stage of their lives.**

**Mrs P. Kavanagh** (Head Sixth Form)

---

Visits to open days at local universities are also encouraged, so that students quickly get a feel for what kind of university they want to study at: campus or city centre based. These tend to happen during the summer term of the Lower Sixth and the autumn term of the Upper Sixth. It is also a good idea to take a little time to visit likely universities during the Easter holiday in the Lower Sixth.

At Read School we aim to have all UCAS forms completed before the Christmas holidays, long before the January deadline. Many degree subjects do not lead directly into a career and are simply a starting point for careers for 'graduates in any discipline': i.e. non-vocational. Once you have a degree, many

more career opportunities are available to you. It is, therefore, important to choose a subject that particularly interests you and that you enjoy.

### **Personalised Learning & Preparation for Life after Sixth Form**

Unlike the anonymity of a larger Sixth Form college, students at Read benefit from being well-known by their tutors, mentors and referees. This helps shape their university applications into becoming the best character references they possibly can be, thus allowing for the most successful and happy transition from secondary education, into higher.

Our aim is to maximise the potential of the individual student in class and out, so that universities and employers are receiving competent and enthusiastic young adults at the next important stage of their lives.

### **Applications to Oxford or Cambridge**

Former Read School Sixth Form students have gone on to study at Oxford or Cambridge and we offer a programme of support with prospective applications, including regular talks with university representatives and visits to individual colleges and faculties.





To make a competitive application by the 15 October deadline students should:

1. Choose a course and make sure that you have met or are on target to meet the admission requirements
2. Explore the colleges and decide whether to express a college preference or make an open application on your UCAS form
3. Note the admissions timeline and deadlines

Prospective Oxbridge applicants are advised to have a GCSE profile with a considerable number of A\*/A grades in it and have the potential to achieve three A grades or better at A Level.

Read School alumni who are Oxbridge university graduates are on hand to offer advice and orientation to Sixth Formers considering an Oxbridge application.

**Mrs P. Kavanagh** (Head Sixth Form)

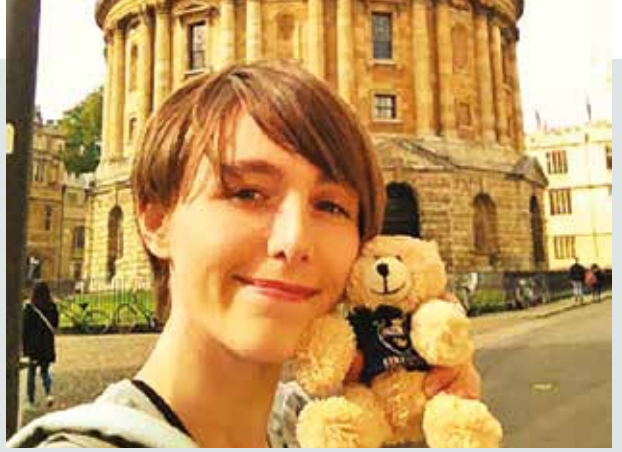
## Progress and Performance

We are proud of the progress our young people make in the Sixth Form. Our curriculum is designed to be personal and tailored to the needs of each individual, giving all the opportunity to thrive. A summary of our university destinations for the past several years is included below and it notable that the vast majority of our students achieve their first choice university places

### University Destinations 2014-2020

	2014	2015	2016	2017	2018	2019	2020	Total	%
Total Pupils	11	16	14	9	9	7	14	80	
University Places	10	15	14	8	8	7	11	73	91
Russell Group Places	4	6	3	5	2	1	3	24	33
Oxbridge Places	1	1	0	1	0	0	0	3	4
Employment/Apprenticeship	1	1	-	1	1	0	3	7	9





## Profile of a gap year student

# Jasmine Wells-Dean

### Years at Read School:

2014-2016

Before I started at Read School I never would have imagined that today I would be studying English literature at the University of Oxford.

I hadn't studied the subject for GCSE and I had a lot to learn when I started Sixth Form at Read School in September 2014. It wasn't all studying though – I also had a lot of fun with the friends I made at Read and am still in touch with most of them, as well as my old teachers.

Having studied German at A-level and made many friends among the international students at Read, I was inspired to learn more about different cultures and after completing my A-levels I moved to Switzerland to work as an au pair. It was very daunting, but to my surprise I found I wasn't homesick at all. Moving 1000 miles away from home and having to speak in three different languages at the dinner table was nothing compared with the challenges of looking after a baby and a three-year-old! I had to learn French fast because the older boy thought it was funny to offer to translate in shops and then tell the cashiers I had asked for twenty bags of sweets.

Part-way through my year in Switzerland I received an acceptance letter from Oxford University. It was hard to explain to the children that I had to leave: Ernest-Auguste didn't understand why I couldn't take a bus from Oxford to Zurich each day in time to pick him up from school but he happily made me a leaving card with the words "Vive la France" on it anyway. It was one of the proudest moments of my life when I heard Baby Edgar – who hadn't been able to talk when I arrived – say "ta-ra, love" in a strong Yorkshire accent as I left.

Since then I've been throwing myself into my new life as an Oxford student – although I definitely haven't been spending as much time in the library as my tutors would like! Trying to read medieval poetry is far more challenging than learning German or French ever was, but my time at Read taught me never to back down from a challenge. I could never have come this far without the support the teachers at Read gave me and my only regret is that I couldn't have spent more time there.



**I've been throwing myself into my new life as an Oxford student – although I definitely haven't been spending as much time in the library as my tutors would like! "**

# Apprenticeships

## Degree Level Apprenticeships

**Degree Apprenticeships offer an opportunity to be sponsored through your degree. You have a job with a company and your employer pays for your degree. You study for your degree while working. As a Degree Level Apprentice, you will be earning money while you learn rather than accumulating the student debt associated with tuition fees and student loans.**

Degree apprenticeships will not be right for everyone, particularly if you aspire to study an academic subject, like History or languages or wish to keep career options open but for some, it could provide a clear pathway to achieving your career ambitions if you have a specific field in mind.



**Read School Sixth Form students have gone on to pursue apprenticeships in Law, Finance and Engineering**

## A Proven Read School Pathway to Success.

Read School Sixth Form students have gone on to pursue apprenticeships in Law, Finance and Engineering and every effort will be made to provide students who wish to pursue this option with introduction to companies offering relevant apprenticeships.

Opportunities for learning about apprenticeships in the Read Sixth Form include:

- Annual visit to national Apprenticeship Show
- Careers Fair at Read School featuring companies offering apprenticeships
- Networking opportunities with alumni and parents via Read School Business Network, offering links with a multitude of industries and professional experiences
- Personal introductions to companies offering apprenticeships including individual coaching and mentoring opportunities



**Read School Sixth Form student, Caroline Raynor-Jones opted to join LCF Law as an Apprentice Solicitor after A-levels rather than studying Law at University.**

**Caroline is currently a Commercial Property Paralegal at Heptonstalls Solicitors, working on commercial and real estate transactions. She is also an associate member of CILEx Law School, working on obtaining her final law qualification... All without going to university.**



The decision on completion of my Sixth Form Studies which included A levels in Business Studies, Geography and Design Technology at Read in August 2015 offered two paths, a route to university to continue my education with a focus on Business Studies or to move into industry and take a more practical approach.

Having taken the view to take a more 'hands on' approach, I secured a position with one of the UK's top accountancy firms BDO, the role was to train as a tax specialist and gain ATT &

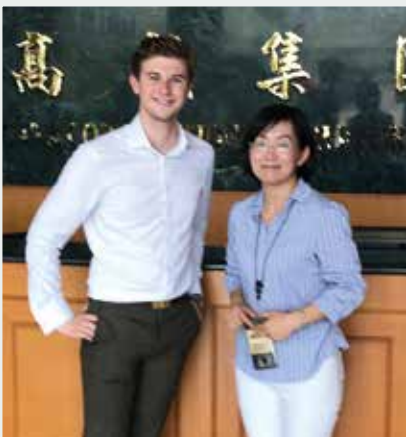
ACA accreditation. This decision also meant I had to move away from home and re-locate to Manchester, following an induction in the BDO London office and studying at Cambridge university.

After 12 months in the role I took the decision that I needed more stimulation and variety, and opted to move back to Yorkshire to join a European Domestic Appliance Manufacturer initially to support the management of their largest single account Kingfisher Group, then latterly, to stabilise their stock holding and supply chain.

This change in role has led to visits to Hong Kong and China to audit suppliers and their production methods but also to build relationships to ensure we maintained the best value for money, product quality & service lead times.

To benefit my understanding and to build on my business and economics knowledge gained at Read, I commenced a Business and Economics degree course through the Open University and am currently on target to graduate in 2022.

**Sam Kavanagh**  
(Read School pupil 2008-2015)





# Careers

# Mentoring



**Read Sixth Form students benefit from a Careers Mentoring programme which supports them throughout Year 12 & 13.**

- In Lower Sixth students complete a Careers Questionnaire and personalised assessment which provides a snapshot of individual aspirations and working preferences
- An annual Careers Fair organized by the Business Studies department offers Sixth Formers a taste of potential careers in a range of industries including finance, law, architecture, web design, logistics, construction, dentistry and agricultural engineering with over 30 companies participating in this popular school event
- The Read School Business Network comprises a valuable network of parents as well as past pupils of the schools and is an opportunity for Sixth Form students to gain careers advice, personal mentoring and work experience opportunities



Read has great connections and contacts within industry which means there are endless opportunities for doing work experience in almost any field that interests you.

For me being a keen engineer, I was able to make a contact through the school which allowed me to gain work experience at Rolls-Royce for two weeks in the summer. This opportunity has been a great benefit to me, not only solidifying my career ambitions more, but it has meant my apprenticeship and university applications have stood out more from the rest which is obviously a great thing and helped me get a step further into making it to my career aspirations after A-levels.

Taking up work experience in a field that interests you is definitely something I would recommend to anyone when you are in Sixth Form as it really is a great way to utilise your time and make your application stand out above all the rest, and Read has great connections to do this through'.

**Zoe Bellamy** (Year 13)







## Professional Speakers

Throughout the Sixth Form students have the opportunity to participate in a range of careers talks from industry professionals, including:

- Forensic Science; the scent of death
- Careers in the hospitality industry
- 'Scrub up' – careers in medical science
- Accounting & legal apprenticeships
- Visits to national Apprenticeship shows



The Careers Fair illustrates so effectively how many different professional roles are available within any one company as well as providing insights into specific industries and the qualifications needed to follow that career path. It is very difficult to make post A-level choices if you don't have a clue what you want to do and the careers fair enables students to talk to professionals in a wide variety of fields which hopefully provides them with inspiration for the future"

**Mrs P. Kavanagh**

Head Sixth Form & Business Studies



Read School enjoys strong and historic links with Selby RUFC and the 1st team rugby squad benefits from training and development sessions from club coaches.

## Extra Curricular Programmes

# Sport



Team sport has traditionally been an important part of Sixth Form life at Read School. Set in 17 acres of land in a tranquil rural location, Read School enjoys excellent sporting facilities including a fully equipped sports hall, astro turf, cricket pavilion and extensive playing fields.

Our 1st teams enjoys success in rugby, hockey, football, netball, cricket, rounders and athletics and serve as positive role models to younger pupils within the school.







Within the Sixth Form we are lucky enough to have enough girls to play regular 1st team Netball and Hockey matches, both on a Saturday and during the weekly games lessons on a Wednesday afternoon. This gives us the opportunity to play against other independent schools, which in turn develops our leadership and teamwork skills.

Having timetabled training sessions helps to keep our fitness levels up and teaches commitment, a skill that is required in everyday life. Being part of the Netball team helps to create a balance between study and recreation, creating a better overall environment for us to work in.

I feel I personally have benefitted from being part of the girls' sport team, especially with being given the responsibility to captain in previous terms, improving my communication skills in regards to being motivational. Therefore being part of the 1st team makes being in the Sixth Form more enjoyable”.

**Grace Handforth** (Year 13)





## Sports Coach roles

'Throughout my time in Sixth Form, I helped to coach the Junior School and younger senior pupils in netball, hockey and rounders. Through interacting with the lower pupils, I aimed to improve their technique, skills and their overall teamwork.

Due to this experience, I have also developed my skills as I had to teach other pupils what I'd learnt, which allowed me to better understand the sports. Furthermore, I was able to improve my leadership and communication.

My overall experience of coaching the lower pupils was, ultimately, highly rewarding because I was able to see them grow, progress and develop in their training. I hope that my coaching made an impact on these younger pupils so they can be inspired to continue and develop a passion of these sports'. – **Lucy Barrick**







Sport has historically been central to the curriculum in Read School Sixth Form



In my final year of Sixth Form I have been awarded the role of Sports Ambassador. This role has involved picking teams, taking a leadership role on game days, refereeing and coaching the younger teams. Doing this has meant that I have had to learn to be patient with the children who don't pick up the required skills as quickly as others, I've had to spend extra time with them and make sure I cater my coaching and communication to the individual so as to maintain their interest in the sport while having fun and learning new skills.

As the captain of the Read School Football first team, I have been challenged with multiple ideas and have had to use my experience in sports to work out what has been the best option to take into the team to get the best result out of my players”

Nick Reed (Year 13)



# Extra Curricular Programmes

# Performing Arts

**Auditions take place for the school play in June and rehearsals start in September up until the week of the performances which are usually in the week prior the February Half Term.**

The past few years have been large cast musicals such as Oliver, The King and I, Annie, The Sound of Music and this year Beauty and the Beast.

I was very honoured to take the lead role of Maria in the Sound of music last year and wondered how I was going to top that. When Mrs Maunsell asked me to play Gaston this year I was hesitant – could I really play a misogynistic, boorish man? I took inspiration from Lord Flashheart from Black Adder and found the role thoroughly enjoyable as it allowed me to explore the more comedic side of acting whilst also still allowing some more sinister moments.

The school play gives the opportunity for pupils from across the senior school years to work together on a creative project, something that does not often happen and allows a sense of camaraderie to develop across barriers like year groups.

Last term I was also lucky enough to be asked to help out with the prep School play, working behind the scenes, supervising in the wings and helping during

rehearsals when more individual support was needed. Hopefully I will be acting with some of the very talented year 6 pupils when they join the cast of the senior school play next year

and I look forward to helping out with the next years Prep School performance.

**Frankie Turton** (Year 12)









# Duke of Edinburgh Programme



Read School prides itself on offering the Duke of Edinburgh Award Scheme to all pupils who wish to undertake the challenge and is a licensed D of E centre.

The Gold award is split up into 5 sections which are each equally weighted, these being Volunteering, Skills, Physical, Expedition and Residential.

The expedition is possibly the most arduous of the sections, with candidates having to plan and undertake a 4 day, 3 night expedition in the Yorkshire Dales, camping at different locations each night and carrying all their kit/food with them.



The residential is a 5 day, four-night event where the young person goes to help in an organisation and these are available on the DofE website. This is organised by the young person themselves.

The other 3 sections are also individual to the young person, the only stipulation being that each activity is for an hour a week. Physical is often a sport, played in or out of school; Skill can be a musical instrument or cookery and the Volunteering can be helping in a Charity shop, Food Bank or similar. The combination of these 3 is almost limitless and may be adapted to accommodate individual interests.

### Time Scales (Gold having achieved Silver):

- Volunteering section: 12 months

- Physical and Skills sections: One section for 12 months and the other section for 6 months
- Minimum time 12 months - award must be completed by the age of 25. (Many young people start their Gold Award in Read School Sixth Form and finish it while at University.)

### Direct Gold (no prior Silver attainment):

- It is possible to participate in the DofE programme without having completed the bronze or silver awards. If you didn't do Silver; you must undertake a further 6 months in either the Volunteering or the longer of the Physical or Skills sections.
- Minimum Time 18 months.

**Mr D. Gisbourne,**  
Head of Duke of Edinburgh Programme





## A personal experience

I decided to take on the challenge of doing the Gold Duke of Edinburgh Award, because I believed it would be a great opportunity for me to grow as person. The different sections you must complete within this award are skills, physical and volunteering section and these must be done over a certain period of time, with a week-long expedition in which you have to map read, camp and navigate to certain destinations. As you move up from bronze, to silver and finally gold, the time period to complete these gets longer, and this helps you to show potential employers your commitment and determination. The most obvious difference in the gold award is the 2-week residential. I volunteered at Revitalise, which is a holiday site for people with unfortunate disabilities. This experience was a massive eye opener to me and helped me understand people much more than I already did. I made friends with many of the volunteers with whom I'm still good friends and this made the experience even better. Overall, D of E is challenging but it's highly rewarding and anyone can do it with a positive and optimistic mindset.

Lucy Barrick

---





# World Challenge

## India Expedition

At the end of the summer term 13 pupils travelled to India on the trip of a lifetime; it represented the culmination of two years fundraising, planning and training, to say we were excited would be a huge understatement.



**Satisfaction lies in the effort, not in the attainment. Full effort is full victory.”**

**Mahatma Gandhi**

After 3 flights and a 12 hour bus journey we checked into our first hostel in the northern town on Manali. Pupils were given specific responsibilities and spent the next two days in Manali changing Dollars into Indian Rupees, working out budgets, booking accommodation, booking excursions, planning and booking transportation and getting a flavour of life in India. An early morning start saw us load 4 jeeps and begin the 12 hour journey; crossing the Rohtang Pass (3978m) and driving to the start of the trek in Kaza. The drive was incredible and really set the theme for the next two weeks. Against a huge back drop of the mountains we

spent our first night in our tents. The pupils had selected a really challenging trek, 14 days, 140k, sleeping regularly at altitudes of 4200m and crossing the Bhawa Pass through the snow at 4890m, it was certainly going to be a challenge.

The trek was an absolutely amazing experience. Our longest day walking was 9 1/2 hours, 3 days we made vertical ascents of 800m or more, 6 nights were spent sleeping at 4000m or higher and everyday the routine of making and breaking camp, purifying water, eating enough calories and preparing equipment for the day ahead was done with great success.

*As the team missed the school's annual summer ball, the boys decided to recreate the event in India.*





We picked up 3 stray dogs; the most resistant being 'Ginger' who after raiding a couple of tents cookie stash, swam across the river to join us after we took the trolley slide crossing and then he crossed the Glacial Pass at 4890m! A couple of members of the team wanted to adopt him, alas the prospect of even a friendly rabies infected 'nip' meant he was always at arms length. Tiger (our local trekking guide) his team of cooks and the donkey men were incredibly supportive and amazed us with their cooking abilities. On the final night they managed to cook a chocolate cake, pizza's and pasta, a welcome change from some very tasty curries, noodles, dhal, breads and rice dishes; for those prepared to experiment and get stuck in we certainly didn't go hungry. On the two rest days some fun cricket was played with a cleverly manufactured bat made from walking poles and a piece of discarded wood. Although we gave a good account of ourselves I think the boys from Manali just about snuck a win. Katie won the inaugural Himalaya Garden Golf Tournament by 3 shots, with score keeper Jake issuing Mr Hill a hefty fine of 200 rupees for golf club abuse. Much to the

amusement of the boys, Anna (our World Challenge Mountain Leader) and some local children some of the girls even managed to continue their extensive skin treatment routine with a couple of face masks. There were dark times on the trek for nearly everybody, altitude sickness, tonsillitis, sun burn, blisters and general fatigue; however great achievements usually come with great suffering, and all managed to dig deep and find coping strategies to get them through the hardest days. The scenery was simply breath taking. We went through lush river valleys, dry and dusty canyons, scree covered slopes and skirted through the snow along the base of the glacier at 4890m. All this was against a back drop of mountains rising to 6000m around us. We star gazed at the brightest Milky Way any of us had ever seen and became experts in the art of digging our 'poo' toilet hole and constructing a rock toilet seat platform. As we completed our final few kilometres the boys hearts were broken when we learned that England had been knocked out of the World Cup in the semifinals, it wasn't coming home. Arriving in Kafnu half way into our 4 week adventure we had completed the

trek phase. Relief was evident in most of the groups faces, but there was also excitement, the rest and relaxation phase was about to begin and it would start with an overnight stay in a nice hotel in Rampur and a much needed hot shower.

We departed Rampur and drove to Shimla where the group had chosen to spend a few days recovering and seeing the sights of this interesting town. The accommodation group had decided to go under budget with our accommodation to allow them a bigger budget for a really posh hotel in Agra.



**We went through lush river valleys, dry and dusty canyons, scree covered slopes and skirted through the snow along the base of the glacier at 4890m.”**





Although very basic the Blue Diamond hostel was adequate even with the bucket showers, a good decision. Shimla was the location for the English governors, generals and viceroy's during the summer months up until 1947 when India gained independence and the English walked away. It was an interesting town in the hills with much to explore. The group explored the markets, the boys shopped for smart Indian suits and the girls purchased Indian Elephant pants and souvenirs. We visited the Viceroy's Palace and ate some great curries in small street side restaurants. After three days exploring Shimla we became used to the street monkeys, street sellers and mass of people but it was time to move on. Bodies and clothes cleaned we took a 5 hour bus journey to the train station ready for the 16 hour overnight sleeper train to Jodhpur.

For some of the group the few hours spent at the train station watching the rats scurrying on the tracks, watching the locals cross the train lines, eating train station curry and watching the hundreds of locals waiting for their trains was a highlight; for some it was their worst nightmare! The sleeper train proved to be a lot of fun, a narrow platform for a bed, 8 in a carriage, on 3 levels was certainly another

expedition first. Luckily we did get some sleep and soon we were grabbing back packs ready for our arrival in Jodhpur.

Jodhpur was the location for the project phase of the expedition. We stayed in a really comfortable guest house run by the wife of the Sambhali Trust Founder, Govind Singh Rathore. The Sambhali Trust set up and run houses for girls and orphans and Empowerment Centres for women from underprivileged or outcaste backgrounds, they are a Non Government Organisation doing amazing things in this city. Our short stay certainly had an impact on everybody in the group as we learnt about the work of the trust and the problems the women and girls have in the Indian Society and Culture. We soon got to work in the newly acquired girls home, filling cracked plaster, cleaning down walls and painting the inside of their home bright colours. On day two and three the artists in the group added some lovely murals and quotes to the newly painted walls and the less artistic attacked the roof terrace area, painting and brightening up this area where the girls dance and play. We spent a really fulfilling evening with the 20 girls handing out small gifts and playing games with them, dancing and drawing with them; later that evening the 'House Mother's'



**“The sleeper train proved to be a lot of fun, a narrow platform for a bed, 8 in a carriage, on 3 levels was certainly another expedition first.”**

cooked us a delightful curry, rice and breads. We said our good byes and left the house knowing we had brought additional smiles and happiness to the girls who live there and also our financial contribution will add additional certainty to the trusts future.

Our final destination was Agra, but first a 5 hour train journey and a 5 hour bus ride; India is such a huge place and we had barely scratched





the surface of Northern India, yet it seemed like we were always travelling vast distances.

The accommodation girls had done well, The Grand Maple Hotel was our best accommodation to date. Those of the group who weren't suffering from "Delhi Belly" really appreciated the luxury; unfortunately they were in a minority and the Imodium tablets were in high demand. Braving the monsoon rain and clutching toilet rolls we headed to the Taj Mahal. Even in rainy conditions this really is an impressive place. Our guide explained the story behind its construction and we wandered around taking photos and viewing the amazing architecture. Agra Fort was next on the agenda for some of the group, another impressive sight, home of the Mughal Dynasty, the Emperors of India. On the final evening we reviewed our experience, chatted,

looked at some photos from the trek and packed our backpacks one last time. Before heading to Delhi airport we stopped off at an Elephant Sanctuary. The Sanctuary save Elephants that are being abused by their owners; the elephants might be held for use in temples, street performances or the circus, whatever their use they've all had horrific experiences and treatments from the people who poached them, tortured them and owned them. It was heart breaking to hear the stories and see the behaviour brought about by the physical and psychological abuse; however they are now safe and on a road to recovery and a new life. Unfortunately these Elephants will never return to the wild, but the Sanctuary do as much as possible to create a better place for them. We brought t shirts and souvenirs and were pleased to be able to financially support another amazing place and group of volunteers.

Our final curry meal was taken on route to Delhi airport, for some it was a curry too far and the most they could manage was a nan bread, for others curries back home just won't be the same. The Expedition came to an end in Leeds Bradford Airport with some happy reunions with family members; however I am sure the experiences and memories will remain with the group for many months and years to come. For all the group this really was a once in a lifetime experience; for some they may never return to India, for some the travelling, exploring fuse has been lit. I hope for all they will reflect on an amazing expedition and go forward in their lives stronger and more prepared as a result of this experience. Thank you team for making it such a memorable expedition.

**Mr G.Hill,**  
World Challenge Expedition Leader





# Over 100 years of history

**Read School Combined Cadet Force (CCF) is one of the oldest Cadet Forces in the country with 100 years of history.**

Many of the Sixth Form take an active role in the CCF, continuing their service from Year 11 and becoming officers, helping with the training of the younger cadets. This improves their self-confidence and self-discipline, enhances leadership skills and offers the opportunity to participate in military and adventurous training at camps in the UK and overseas.

The CCF also offers the opportunity to gain CVQO-led qualifications, such as BTEC Certificates and Diplomas as well as leadership and management qualifications from the Institute of

Leadership and Management (ILM). These are accessible to everyone, regardless of ability, skill or previous experience and offer a valuable complement to academic qualifications.

Past Read Sixth Form CCF cadets have been successful in gaining the prestigious Duke of Westminster and Lord Lieutenant's Awards which are designed to recognise and reward the most deserving cadets for extraordinary achievement – a great boost to a UCAS personal statement, CV or apprenticeship application.







The Combined Cadet Force or CCF in the Sixth Form offers many skills to those who participate. Cadets in the Sixth Form usually are senior Cadets and will lead younger cadets in tasks or take lessons and teach the younger ranks.

Being in the CCF in Sixth Form enables cadets to be able to achieve a BTEC level 2 and 3 and be entered for many awards such as my recent award the Lord Lieutenant's Cadet of East Riding, supporting the Queen's representative for Yorkshire.

Being in the Combined Cadet Force has developed my character and boosted my confidence for later life giving me skills like self-discipline and self-care like ironing which will be particularly helpful in going to university."

**Cdt Flt Sgt Woodall,**  
Senior CCF Cadet 2019-2020





# Positions OF RESPONSIBILITY

## Zoe Bellamy (Head Girl 2019-2020)

'Being Head Girl at Read is a position of great responsibility, as well as immense privilege, meaning it is an honour to have been given this opportunity.

For myself, the position has helped me gain more confidence as well as further develop leadership and communication skills as I have been set with tasks which require me to manage the Sixth Form and make sure all duties that are required are distributed fairly.

I work alongside the Head Boy and Deputies to complete the set tasks which requires us all to work as a team. Also, being a Head of the school requires you to be an approachable person in order to help other pupils with any problems they may have, as well as set a good example to all pupils within the school.

The opportunity itself is one I feel very humbled to have had and I hope that through this role I can give something valuable back to the school, after everything Read has done for me'



## Profile: Harry Woodall (Head Boy 2019-2020)

'Being Head Boy at Read is a leadership position within the school and comes with many responsibilities such as writing and delivering speeches for school occasions such as Commemoration Day and the Draxonians' Association dinner, which has helped to develop skills in public speaking.

Other duties include the day to day running of the Sixth Form life and reports. This position has helped me gain confidence in leading a team

through organising roles between the prefects and life skills like having high calibre conversations with Governors and visitors to the school.

Being given this position is truly an honour and is seen highly by employers and universities, making my CV definitely stand out above others to universities due to the skills that can be gained and developed from the position and I would strongly recommend to any pupil who is considering applying for the position to do so.'

# Community Responsibility

## Classroom Support Assistant (CSA) work

Read School students are always keen to put something back into the Read School community. This is what gets them recognised by employers when they look at their CVs, or by universities when looking at their personal statements. We offer students the opportunity to be challenged and to grow, ready to thrive in the competitive world outside.

The Classroom Support Assistant (CSA) programme is a system of allowing Sixth Formers into the classroom for a subject they are proficient in to assist the learning and mentoring of younger students, often allowing them to work alongside a team of teachers and pupil support assistants.

At Read students are part of a larger community where they will lead and inspire others; indeed, being a CSA in a class of their choice will enable them to pass on their skills and knowledge to others who will then feel the benefit. We guarantee that the opportunity to assist others in their lives is one of the most self-motivating tools they own.





## Past pupil profile

# Matthew Torn



### Years at Read:

1997-2011 (Head Boy 2010-2011)

### A levels studied:

Geography Business Studies and PE

### Pathway since Leaving Read:

Joined the rugby academy at Bishop Burton for three years. Alongside the scholarship I got my degree in BSc Sports Coaching development and fitness.

Did a PGCE ready for teaching at York St John and 5 years later, I'm in an established primary school teaching at a lovely school and became the PE coordinator.

### Memories of Read School:

Small classes I loved, but the opportunity through sport I gained was so valuable. I enjoyed the Sixth Form with some very good friends.

Becoming the captain of the 1st XV rugby was a highlight. I played in all the sport teams - Rugby, football and cricket. Represented the school in various Rugby sevens tournaments, most successful one being held in Fylde.

I did my Duke of Edinburgh Gold award whilst at school, the leadership, map reading and working as part of a team is always a huge benefit.

The benefits of the Sixth Form: small class sizes means more opportunity if you don't understand something.

### Advice for pupils considering Read School Sixth Form

Enjoy your school years - they go so fast and cherish every moment. School is the pathway for many opportunities, once you apply yourself you'll be aiming for the top. But most of all, smile every day, happiness is the true key in life. I loved school life that much, I'm still involved!



**I loved school life that much, I'm still involved!"**



## Past pupil profile

# Kallum Stewart

### Years Studied at Read School:

Secondary (2009 – 2013)  
Sixth Form (2013 – 2015)

### Subjects Studied at Read School Sixth Form:

A-Levels – Mathematics (A), Physics (A)  
and Design & Technology (B)  
AS Levels Further Mathematics (A)  
and Spanish (C)

### Pathway since Leaving Read:

2015-2020 - Mechanical Engineering Master's  
Degree at The University of Nottingham  
(predicted a First Class Honours)

Multiple industrial spells completed at  
Rolls-Royce plc. and Balfour Beatty

Track Cycling Success – Multiple time Scottish  
Champion and Scottish Record Holder, British  
University Sports Medallist and Top 10 ranked  
within British National Championships for the  
last 3 years

### Memories of Read School:

Fond memories of boarding from 2009-2015,  
friendships were made that remain to this day

Sixth Form was a small and close-knit group.  
The reduced class sizes in this period gave  
excellent teacher to pupil contact time and  
significantly helped each individual develop  
within their chosen subjects.

Gold, Silver and Bronze Duke of Edinburgh awards  
completed. This scheme was challenging but very  
rewarding and is highly regarded within industry.

Sport was a strong focus during my time at Read  
School's Sixth Form. The attributes and values  
instilled in me by the sports staff have greatly  
aided my progression into elite sport.

### Advice for pupils considering Read School Sixth Form

Firstly, come to an Open Day to understand the  
vast amount of subjects, activities and sports that  
Read can offer to potential students.

Speak with the Sixth Form staff to appreciate their  
UCAS expertise and previous experiences. They  
are incredibly supportive with your progression  
into further education or employment.

If there is a subject, sport or activity that you  
are passionate about but doesn't feature on the  
brochures, speak with the staff about potentially  
facilitating this. This happened for a small group of  
students in our Lower Sixth Form year wanting to  
study further mathematics. The staff managed to  
facilitate our desire to study this additional subject  
alongside our existing A-Levels.



## Past pupil profile

# Elizabeth Townend



### Years Studied at Read School:

Sixth Form: 2016-2018  
(Head Girl 2017-2018)

### Secondary school:

Carlton Holy Family

### Subjects Studied at Read School Sixth Form:

I studied at Read for the two years of Sixth Form, before moving onto university. I studied History, Psychology and English Literature at A-Level throughout my time here.

### Pathway since Leaving Read:

Since leaving Read, I have completed my first year living and studying at Leeds Beckett University, studying Primary Education. I am currently in my second year and in the middle of my placement at a local primary school in Leeds.

### Memories of Read School:

Read gave me experiences that were both educational and exciting. Within my first week at Read, we were taken on a team-building day, where friendships were made. These lasted throughout my time at Read and further.

Many of the experiences that Read School provided me with have been important within my journey of becoming a teacher. Alongside my three A-Levels, I helped out in the Junior school in my free periods which really set me on my current career journey.

Read teaches you to become self-managed, independent and have a strong work ethic. This is alongside making lifelong friendships, creating amazing memories and in general just having a great Sixth Form experience.

### Advice for pupils considering Read School Sixth Form.

Overall, I would recommend Read School Sixth Form to everyone as I thoroughly enjoyed my time there! My advice for someone looking to join the Read School Sixth Form would be to speak to as many people as possible throughout the school, as everyone is willing to help you as much as possible at Read.



**Many of the experiences that Read School provided me with have been important within my journey of becoming a teacher.**



## Past pupil profile

# Bobby Zhang

**Years Studied at Read School:** 2012-2014

### **Subjects Studied at Read School Sixth Form:**

Having completed my secondary education in China, I joined the Read School in 2012 at my age of 16 and studied there for two years.

My subjects at A-level were Maths, Further Maths and Physics and I achieved A\*A\*A.

### *Pathway since leaving Read:*

I enrolled in the mechanical engineering course in the University of Sheffield. After graduating from the university, I am now a member of a structural biomechanics research group in the civil and environmental engineering department at Imperial College, London. My research is to "combine finite element and musculoskeletal model using highly discretised anatomical muscle model"

### *Memories of Read School:*

I was initially impressed by the long history in spite of the small size of the school. I was, however, more impressed by people's hospitality, ranging from pupils and teachers to kitchen ladies. As soon as I moved in, I really felt like this was a place I could call home.

The very first impression for me was that everyone was well-mannered and well-behaved. Teachers were very responsible in their positions and knowledgeable in their professions. One thing that I like about the Read School was the small size classes for pupils in all different years. This allows immediate feedback from the teachers if you have suffered any problems with homework; it is also advantageous in getting along well with your classmates and you are familiar with everybody in a relatively small community.

### *Boarding Experience.*

As a boarder, I enjoyed my leisure time at Read School. There were a number of activities going on during the weekend, such as watching movies, ice skating, shopping in the town and so on. The House Master was in office 24/7 to help us solve any questions and there were many social opportunities that to be enjoyed, including rugby and hockey. The Sixth Form common room is a wonderfully pleasant space to catch up with friends.

### *Advice for pupils considering Read School Sixth Form.*

The days back at Read School were terrific and I cannot express how lucky I was to have the chance to attend the Sixth Form. I would like to take this opportunity to send my sincere gratitude towards my teachers and friends whom I met during my time there - the time in Read seemed to end, but our friendship will be ever ongoing!





## Past pupil profile

# Robbie Olover

### Years Studied at Read School:

1999-2014 (Head Boy 2013-2014)

### Subjects Studied at Read School Sixth Form:

Physics (A\*), Maths (A\*), French (A\*) plus Biology and Further Maths at AS

### Pathway since leaving Read:

Masters degree in Physics at Corpus Christi College, University of Oxford (1st class honours degree) now 2nd year PhD student and tutoring at St Anne's College, University of Oxford

### Memories of Read School:

Unrivalled access to teachers with small class sizes which really stretches your knowledge and ensure no gaps. This is pretty similar to the Oxford University tutorial system at times More academic freedom than ever before which I found very liberating and enjoyable.

You transition to being more on par with teachers for example you have discussions on academic topics rather than the "classic" student/teacher relationship of being told what is correct.

I was 1st XV rugby captain at school and also played for East Yorkshire through all age grades as well as the Scottish Exiles Northern team.

At Oxford I played for all three levels of the university teams, mainly in the 2nd XV and also got to go on tour with the Blues to play against the Croatian National team. I also captained the Colleges XV to a successful varsity victory over Cambridge last year.

As part of my Duke of Edinburgh Gold award I also had the chance to do a work experience programme with the Top 14 French rugby team Union Bordeaux Bègles (UBB) which the school set up for me. This enabled me to indulge two of my passions – the French language and rugby.

### Advice for pupils considering Read School Sixth Form

If you're looking for unparalleled access to experts in their subject areas, there's no better place than Read!



**If you're looking for unparalleled access to experts in their subject areas, there's no better place than Read!! "**



## Past pupil profile

# Alex Smales

### Years Studied at Read School:

2007-2013 (Head Boy 2012-2013)

### Subjects Studied at Read School Sixth Form:

Physics (B), Maths (B), Biology (C)

### Pathway since leaving Read:

Since leaving Read, I went on to study an integrated masters degree in Mechanical Engineering at the University of Hull, graduating with a 1st class in 2017.

Following this, I went through Initial Officer Training at RAFC Cranwell where I graduated from at the start of 2018.

I then completed RAF Engineering training at RAF Cosford.

After completing my training, I was posted to MOD Abbey Wood to be part of the Certification team in the Eurofighter Typhoon Delivery Team which is focused mainly on adding capability to the aircraft which is really interesting and rewarding.

I have been in the Typhoon Delivery team for almost a year and a half and I have really enjoyed my job and I have been able to travel including attending NATO meetings in Munich.

### Memories of Read School:

I was at Read School for around 7 years and I really enjoyed my time at the school. I think the friends that I made along the way were the highlight of my time at the school along with some fantastic teachers who helped me discover the subjects that I enjoy.

A memory that I think is one of my favourites is when some cows managed to break onto the front field during a sports day and everything had to stop as the teachers tried to herd the cows away.

I was also very active in the CCF at the school in which I spent 5 years. From this, I gained valuable insight into the RAF through camps and station visits which eventually led me to choosing my current career path. This is something I am very thankful to Read for as it was an opportunity I know lots of other schools don't provide.

I owe a lot of my successes to my time at Read and the teachers at the school. They helped me to discover what my strengths were and then helped me to find the right university and career path for me to follow

### Advice for pupils considering Read School Sixth Form

My advice to current students is to listen to the advice the teachers are giving you because it's good advice. Work hard and focus on what you want to achieve. I didn't do as well as I could have at A level because I took my foot off the gas a bit towards the end.

It's never too early to consider what you want to do when you finish school, look at universities, plan what career you want.

Finally, have fun. I met some great people at my time at Read and had some great experiences.



## Past pupil profile

# Amy Broomhead



**Years Studied at Read School:** 2008-2015

**Subjects Studied at Read School Sixth Form:**

At A-level I studied French, Spanish and Business Studies

### *Pathway since leaving Read:*

When I left Read I went to Sheffield Hallam University to study Languages with International Business.

Read really helped me make this decision because it was right for me and the course really aligned with what I wanted to achieve from university. I did a six month study abroad semester in Spain and a year-long marketing work placement in Paris.

Once I finished university I used my marketing experience I gained on my work placement to get a job in Sheffield in Marketing where I get to continue to use my languages with our international marketing campaigns.

### *Memories of Read School:*

To be honest I can't pinpoint any favourite memories from Sixth Form at Read because I thoroughly enjoyed it all.

Being a classroom support assistant on classes with younger students, competing in school sports, the foreign exchanges, school plays, even just sitting and chatting in the Sixth Form centre.

Read really supports you not only performing well academically but also supporting your personal development by offering so many extra-curricular activities.

While in Sixth Form I was able to take part in the French exchange, complete my Duke of Edinburgh Gold award, compete for the school sports teams and hold a senior role within CCF where I gained the Duke of Westminster award and was awarded the ILM Level 3 in 'Leadership'.

### *Advice for pupils considering Read School Sixth Form*

My advice for those considering going to Sixth Form at Read is to take every opportunity you get. The joy of being at Read is that it is a smaller Sixth Form which you can really take advantage of everything that comes your way, you're not competing for spaces on trips or schemes.

Once I left, I realise how amazing it was to have class sizes of four to six pupils at A-level. Those close relationships with the amazing teachers at Read means they can really tailor your teaching and work through topics you struggle with, rather than just following the plan and leaving to catch up in your own time.

My main advice would be to really consider the experience you would get from Sixth Form at Read compared to other institutions.



## Past pupil profile

# Alice Campbell-Wood

### Years Studied at Read School:

1997 – 2013 (Head Girl 2012-2013)

### Subjects Studied at Read School Sixth Form:

French, Spanish and PE

### Pathway since leaving Read:

I went on to study at my first-choice university (Leeds Carnegie) and achieved a First Class Honours degree in BSc Sport, Physical Activity and Sport. Memories of Read School:

Over the years, Read provided me with countless opportunities and memories:

Overseas trips, sporting fixtures, music concerts, camping trips and the popular Duke of Edinburgh Scheme. I particularly enjoyed the challenges associated with obtaining the gold award. I learnt valuable skills and made friends for life and to this day I will never forget Mr Gisbourne's words of wisdom "2 pairs of thin socks are better than 1 thick"!

During my final year in Sixth Form, I was elected Head Girl and assumed many leadership responsibilities as well as playing a key role in many aspects of school life, including sporting events and the Student Council.

### Advice for pupils considering Read School Sixth Form

I felt that the Sixth Form prepared me well to embark upon the next stage of my life. Read School is so much more than a school; it is a close-knit community where many parents are involved as teachers, teaching assistants, administration

staff and members of the PFA. This cooperative and wholehearted approach from people with a genuine interest in the school means that there has always been huge commitment and determination to succeed.

For those considering further study, I would most certainly recommend Read School Sixth Form. I feel that it provided me with just the right sized stepping stone to life outside of school. As a Sixth Former I was given freedom and independence but at the same time felt well supported and always knew that the teachers had my best interests at heart. It was comforting to carry on my A-level journey with those same teachers who had guided me so well through my GCSE studies.

**I felt well prepared for university life as I had been provided with many invaluable experiences and leadership opportunities including coaching sport to younger members of the school and umpiring competitive fixtures. Read made me into the person I am today and gave me the confidence, skills and qualifications to chase my dreams.**

In addition to working for the NHS, I coach at Selby Hockey Club and am pleased to say that I have recently returned to Read School to coach girls' games. Chase your dreams but always know the road that will lead you home again!



## Past pupil profile

# Bryony Chapman



### Years at Read:

2008-2015 (Year 7 – Upper Sixth)

### Subjects taken at A-level:

French, Spanish, History and Music

### Pathway since leaving Read:

After I finished my studies at Read, I went on to study French and Hispanic Studies at the University of Liverpool. Now that I have graduated, I am currently living in London, working for a sports company where I am combining two of my passions, sport and languages.

### Memories of Read School:

A lot of my memories came from my involvement in extracurricular activities. Whether it was playing in the sports teams or performing in various music or drama productions, you were always encouraged to showcase your talent, and always with a lot of support behind you.

Another was completing my Gold Duke of Edinburgh award. The weekends away for the practice walks and the expedition hold many stories, ones that I still tell today. Spending time with a group of friends, walking through the beautiful countryside with many laughs, some tears but all completely worth it. I was even fortunate enough to meet the Duke himself when I collected my award from Buckingham Palace, so you could say that it was an unforgettable experience all round.

However, as a student with a love of languages my highlight has to be the exchange programmes. I was lucky enough to have participated twice in the exchange programme with Saint-Genès, a school

in Bordeaux. The first time I went, I fell in love with the city, enjoying the beautiful architecture, the great food and a personal highlight, meeting and watching the UBB rugby team in action! But upon my return I was able to get some work experience in the Novotel, completely immersing myself in the language in a working environment, completely putting myself out of my comfort zone, but I got a taste of what I would like my future to be like. The many friends and connections I took away from the experience have also proven useful, and since leaving Read, I returned once again to the city I fell in love with, living there for 6 months and working as a language assistant at Saint-Genès.

### Advice for pupils considering Read School Sixth Form

The good thing about Read is that it prides itself on being a family, something I deem to be very valuable, especially during two crucial academic years. In the Sixth Form, you create a strong working relationship with the teachers who support you every step of the way, from the beginning of the syllabus until the final exam. Even today I still receive messages from many of them, checking in and wanting to hear what I'm up to!

The small classes allow you to have full engagement with the subject, and lessons can be tailored to the students so you end up having a stronger understanding. Additionally, your fellow peers are your support system outside of the classroom, providing advice, jokes and (many) cups of tea every day, and these friendships last after your time at Read has come to an end.



## Past pupil profile

# Kelsey Hutton

### Years at Read:

1999-2011 (Year 2 – Upper Sixth)  
(Head Girl 2010-2011)

### Subjects taken at A-level:

Art, English, French and Biology

### Pathway since leaving Read:

Since leaving Read I studied Womenswear Design at Parson Paris, The New School of Design for 4 years.

After being selected to present my final collection at the end of year fashion show I won a slot at the Who's Next Fashion Fair in Paris to again show my final collection at their annual fashion show that showcases I graduate from all the top fashion universities form around the world.

From that I was then approached to show my work at a fashion event in Miami. After that I worked for a year in London before returning to Paris to train at Chanel's haute couture school of embroidery Ecole Lesage. On completion of that course I was offered a job at Ralph and Russo which I turned down to take an unpaid internship at Aamir Beading and Embroiderers where I now currently work between London and Mumbai.

### Memories of Read School:

I had such a wonderful time at Read Sixth Form, we had such a great bunch of people throughout my time there making all the extra curriculum events even more entertaining.

I loved the annual Sixth Form bonding trip where we got to socialise as a new group of Sixth Formers outside of the school. Even the after-school events were a highlight my favourite was when we had to cook a meal for no more than £5. A test to prepare ourselves for life at uni away from home - it's safe to say half the groups was less than edible but we managed somehow to survive University!

And of course I cherished the opportunity to be Head Girl, something I wanted to achieve from when I first came to know about the position in Prep School. The opportunity to be a prefect, head girl or boy is a great opportunity to learn about responsibility and managing people something that sets you apart from others which is a bonus when applying for universities.

### Advice for pupils considering Read School Sixth Form

I would definitely recommend anyone to stay at Read School for Sixth Form. The smaller class sizes mean you get more attention as an individual and your Sixth Form years are crucial for starting yourself on your career path.

Having the one on one advisor when you are applying to universities and deciding what you want to pursue really helps with your application and I am sure that is what helped me get accepted to one of the top university for Fashion Design in the world.



## Past pupil profile

# Nick Hunguh



### Years at Read:

2011-2017 (Year 8 – Upper Sixth)

Previously studied in home country of Vietnam

### Subjects taken at A-level:

Maths, Further Maths, Physics, Chemistry, Business (3A\* and 2A, respectively)

### Pathway since leaving Read:

Imperial College, London (2017-2021) – MEng Materials Science and Engineering

Future career paths: Most likely Consulting, followed by Strategy/Business Development positions at a blue-chip firm. Engineering and I just wasn't meant to be!

Professional life: I've worked at CNN London and a start-up over the last two summers, doing mainly advisory work. I've also volunteered with Coachbright, as one of their social mobility tutors.

### Personal life:

I'm currently the President of Comedy Society – we run comedy workshops and host events to go to Comedy Clubs. I also do stand-up semi-professionally.

I now play American Football (very cool sport, would definitely recommend to current Sixth Formers)

I won the Autumn Students' Taekwondo Championship last year; Beginner's section

### Memories of Read Sixth Form:

Cadets: leadership skills, friendships, physical fitness. HUGE CV potential, especially if you hold senior roles.

Small class sizes: I had a lot of interactions with classmates and a lot of help from my teachers which got me the grades I achieved

Boarding house: Independence, a family-oriented atmosphere. Taking care of younger boarders. A home away from home and it was lovely to spend time there

Friends: I'm still in touch with the rest of the Sixth Form gang, especially Matthew Roberts who completed a Gap Year Commission at Sandhurst before studying Engineering at Manchester University.

Going to church: It's taught me all the hymns I'd like at my wedding – and how to carry a cross!

### Advice for pupils considering Read School Sixth Form

You will gain experiences and friends for life which is not to be underestimated. The Sixth Form is about a lot more than acquiring A-levels.



## Past pupil profile

# Sam Barrick

### Years at Read:

2011-2018 (Year 7 – Upper Sixth)

Head Boy 2017-2018

### Subjects taken at A-level:

English, Maths and Physics

### *Pathway since leaving Read:*

Since leaving Read, I have been at Hull University studying Politics. At the end of my first year I was moved from the standard BA Politics course to a more specialised and prestigious course called British Politics and Legislative Studies that includes a year working in the House of Parliament.

To gain accession onto this I had to do an interview and I'm certain that the mock interviews and one to one practice we got for writing personal statement related documents was invaluable in allowing me to move onto the course.

### *Memories of Read Sixth Form:*

Staying at Read for Sixth Form was a privilege that I will always remain grateful for. I was able to do so and it had a number of long-term benefits for my education and future prospects.

Had I been at a state Sixth Form college, I wouldn't have had nearly as many opportunities to improve my CV, interpersonal skills, which prove invaluable in interviews or have such strong focus on my studies, given the small class sizes.

Additionally, the excellent teacher to pupil ratio, meaning teachers know pupils so well that teaching can be tailored to every pupil's respective needs is an invaluable aspect of Sixth Form at Read as you

have the ability to attain higher grades given the increased focus and assistance you will receive.

The academic benefits are by no means the only pull of Sixth Form at Read. At state Sixth Form colleges, the setup is rigid and you are left to fend for yourself. You are given classes to attend and left to write your own University application, with very little guidance and barely told about other options other than going to University.

At Read, a plethora of people came into school to tell us about UCAS applications as well as other opportunities including apprenticeships, diplomas and studying abroad.

Sixth Form staff take the time to carefully analyse, and help improve, applications to University or apprenticeship schemes. This gives every pupil at Read a head start on all other applicants. In addition, there is what is included in these applications. Read gives you opportunity to add a multitude of 'stand out' items on your CV or UCAS Personal Statement.

Personally, I was able to go to India on a World Challenge expedition. In nearly 2 years at University, I have found just one other student who had a similar opportunity.

Read also has a special bond with its pupils, the staff genuinely care about how they do both during and after school. Consequently, they will go above and beyond what is normally expected of them to make you do the best you can. Whether that be by marking practice essays you email during the Easter holidays or by speaking to people they know in corporations to help arrange work placements. This sort of care and attention isn't widespread and something to be cherished about Read.



## Past pupil profile

# Mathew Roberts



**Years at Read School:** 2012-2017  
(Year 9 to Upper Sixth)

### Subjects Studied:

A-levels in Maths (C), Physics (B), Chemistry (C)

### Pathway since leaving Read:

On completion of my A-levels in the summer of 2017 I applied to join the British Army as a Gap Year Commission Officer. Here the school, and its Combined Cadet Force, which I massively enjoyed, supported my application. This was fundamental in my passing of the Army Officer Selection Board.

In the September of the same year I attended the commissioning course short at the Royal Military Academy Sandhurst, becoming a 2nd Lieutenant in the Royal Electrical and Mechanical Engineers (REME).

From Sandhurst I was posted to 4 Battalion REME and spent the next 9 months travelling from Canada to Germany (with some time skiing in the French Alps) with the Army, having the privilege to lead some of the army's most intelligent soldiers.

In September of 2018 I began Studying Mechanical Engineering at the University of Manchester under an Army Bursary. On completion of my degree I will be returning to the armed forces to continue my career as a regular Officer.

### Memories of Sixth Form

I always look back with extreme fondness of my time at Read School, especially Sixth Form. Here having our own space and independence, made for a fun, relaxed but studious environment.

Of course, some of the best memories are the times I had in that common room making some of the closest friends I have to this day.

Outside of the common room my time spent in the CCF was greatly enjoyed, attempting to lead and teach cadets made for an interesting challenge. Trips through the CCF, to Cyprus and then parachuting in Netheravon are highlights of my school career.

Times spent on Duke of Edinburgh expeditions come quickly when I think back to my time at the school. Trying to navigate around the Yorkshire Dales for multiple days proved challenging but ultimately rewarding, getting a much-deserved ice cream on the final day!

Within the school the relationships formed both with my peers as friends, and teachers as mentors have created some of the best times, I have in my life so far.

I thoroughly believe that my grounding and the opportunities presented to me while at the Read School have allowed to pursue what is my dream job.

### Advice for Potential Students

Say yes wherever you can! At Read there are countless, educational, travel and recreational opportunities presented to you. By taking advantage of them you truly will be able to do anything you set your sights to.

## Past pupil profile

# Megan Hughes



### Years at Read School:

2002-2015 (Head Girl 2014-2015)

### Subjects studies:

I studied Biology, Chemistry, Maths and Physics

### Pathway since leaving Read:

I studied at St Anne's College, Oxford, graduating with a degree in Neuroscience. One of my passions at school was hockey and I played for Oxford University, acquiring triple varsity champion status.

Then I completed a PGCE in Biomedical Science at Oxford before taking up a teaching job at Wallingford school, just outside Oxford where I have recently been promoted to Head Key Stage 3 Science.

I am currently considering doing a part time Masters Degree in teaching and learning over the next couple of years.

### Memories of Read School:

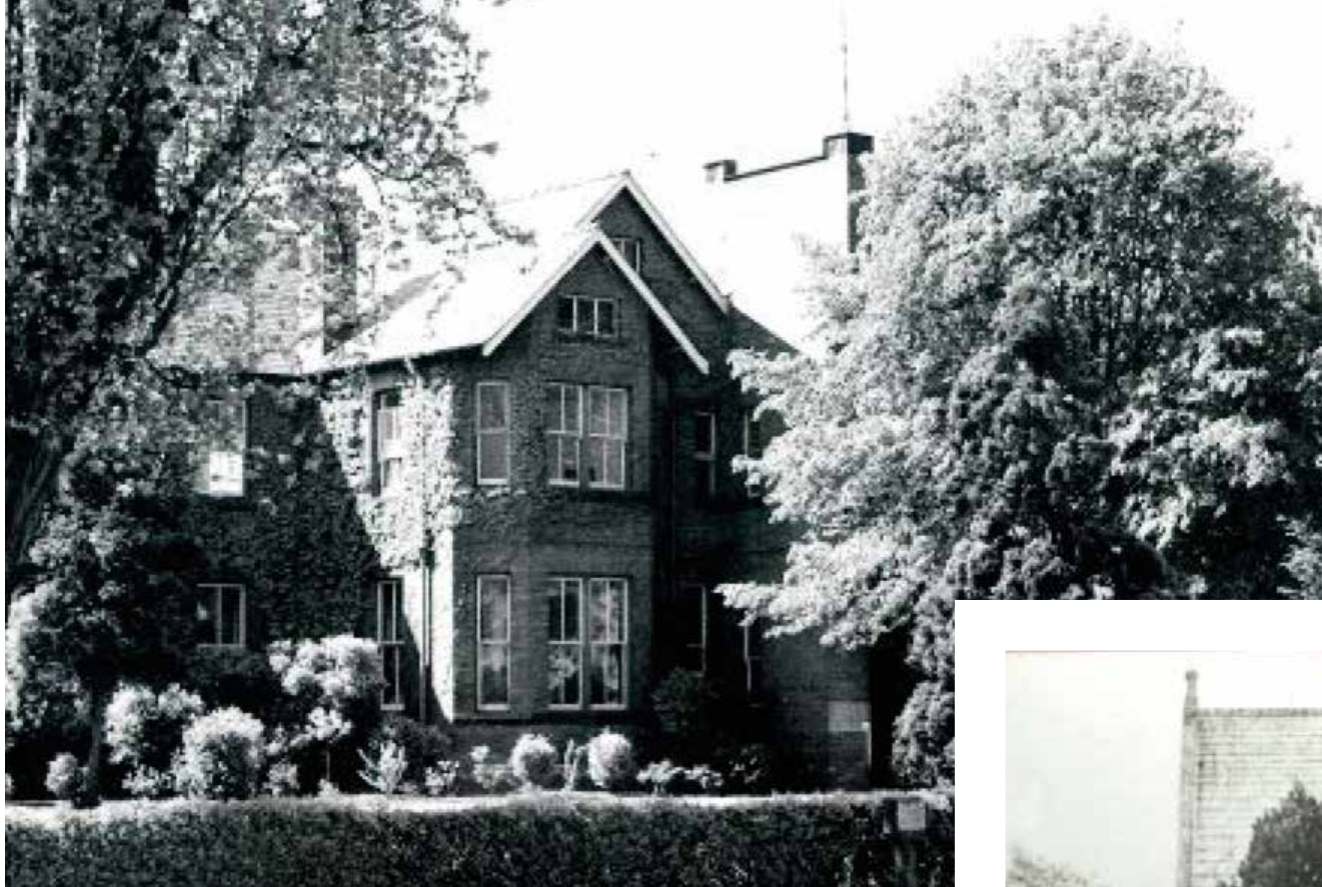
Read Sixth Form was a fantastic experience. We really gelled as a year group, through the small classes and extra curriculum activities. These included the water sports activity day in Doncaster, Christmas parties and an after school mixed hockey club.

### Advice for pupils considering Read School Sixth Form

To anyone considering Read Sixth Form: you get out of it what you put in! The fantastic staff are always there to support you and help you grow personally and academically, but you must make the most of every opportunity the school gives you.



**The fantastic staff are always there to support you and help you grow personally and academically.**



# Draxonians' Association

## A Noble History

During 2020-21 Read School celebrates 354 years of excellence in education.

The school had humble but visionary beginnings, being founded by Charles Read, a local philanthropist, who offered free education to children of the parish without any entrance qualifications.

In 1667 this was a wonderful plan and over the following centuries the concept has proved reliable and powerful. Read School has grown over the last 354 years and has seen successful former pupils spread around the world.

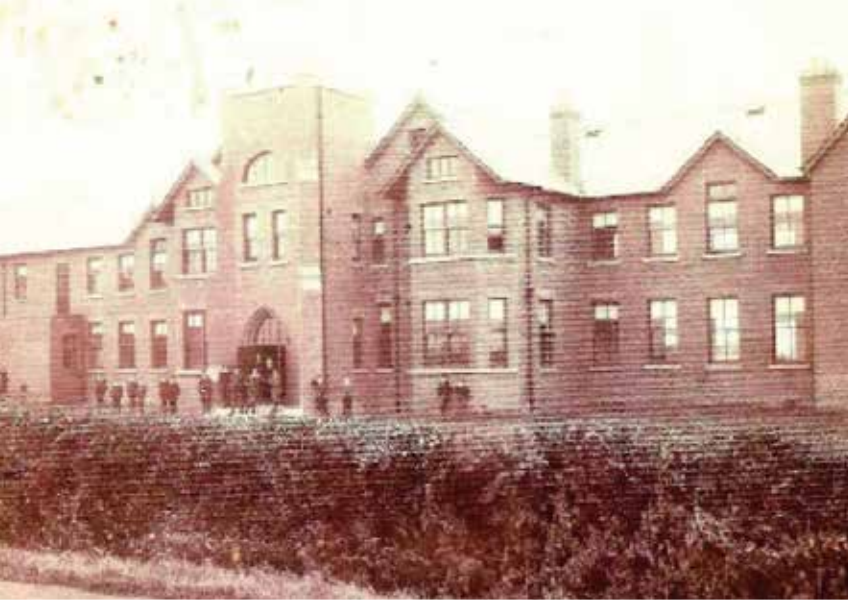
There have been times of growth and consolidation, experiences of war and hardship, periods of independence and state involvement, developments for teaching of boys and girls. Through all these years of change and progress the school has always remained true to the original concept of the founder Charles Read: that all children have access to the school without academic restrictions. Within this inclusive environment, Read School strives to enable each pupil to grow in confidence to the best of their ability and on leaving take a positive personal career path within the demanding world.

There have been others since Charles Read who have also greatly contributed to the success of the school, either from a teaching capacity or as external benefactors and Old Draxonians are now found around the world in many corridors of life.

## Membership for Sixth Form Leavers

The Draxonians' Association is a fellowship of past pupils and staff of Read School. It provides a vital link for School alumni and former staff to keep in touch with their colleagues and the school and for the school with them.





Through all these years of change and progress the school has always remained true to the original concept of the founder Charles Read: that all children have access to the school without academic restrictions.”

---



It also forms a valuable network, allowing members to connect and for early career alumni and current pupils to benefit from career support. The achievements of Read School Old Boys and Girls are perhaps the greatest testament to the opportunities our School provides and the Draxonians Association enables us to keep track of these. The Board of Governors invariably has Members who were pupils at the School and the goal of the School is to grow the Association with each successive year of Leavers.

Funds from membership fees and an optional 100 Club which is drawn termly contribute

towards the vital work done by the Draxonians Association. Membership provides participation in the Draxonians' network (a useful source of professional networking and mentoring) and access to regular newsletters and invitations to reunion events held in school.

In recent years the Draxonians Association has paid for refurbishment of the all weather games area, the building of the new Saddler Music Centre, the repairs to the school clock and a number of smaller items. We are proud to have a strong Draxonians Community who share the School's values and ambitions and we are grateful for all the support we receive.

Draxonians are always welcome to visit the school and we also encourage former pupils of the school to attend reunions which are happy occasions when former pupils of all eras can enjoy exchanging their experiences and hear the latest news from the School.

We hope that all Sixth Form leavers will be very proud of having been a pupil at Read School and their continued association with the School will not only benefit them but will help the School's name and ethos alive worldwide over many decades to come.



Established in 1667, Read School today remains true to its original ethos and commitment to a rounded education for all pupils, as well illustrated by this excerpt in the Draxonian prospectus from circa 1928:

‘The aim of the School which is worked on Public School lines, is to give a thoroughly sound and practical education of an all-round nature, not limited to any special or professional purpose. The work of the School is not subservient to the mere passing of examinations and boys are encouraged to work from motives other than those of acquiring examination results.

The Classes are kept as small as possible and in this way an attempt is made to individualise a boy’s progress, and to ensure thoroughness.

By the games and other organizations, the corporate life of the School is brought prominently forward, and much is done to inculcate and develop habits of self-reliance and strength of character, as well as to foster a sense of honour and moral rectitude’

---

*Edward Watkins (MA Camb)*

*Late Scholar and Prizeman of Sidney Sussex College, Cambridge*

*Read School Headmaster 1917-1934*







# READ SCHOOL

---

## DRAX

The Read School, Drax, Selby,  
North Yorkshire YO8 8NL, UK

01757 618248

Admission enquiries: [headspa@readschool.co.uk](mailto:headspa@readschool.co.uk)

General enquiries: [enquiries@readschool.co.uk](mailto:enquiries@readschool.co.uk)

[www.readschool.co.uk](http://www.readschool.co.uk)