

Work Experience

A cross section of work placements from this year.

School Officers

The new school officers are set to mark their final year at RGS leaving a legacy of learning by helping younger students.

Farewell to our Headmaster, Mr Pearman

The supreme quality for leadership is unquestionably integrity. (Dwight D. Eisenhower)

RGS News

Issue 47 Summer 2017



A Fond Farewell to our Headmaster, Mr Pearman





WELCOME FROM THE HEADMASTER

Dear Parents,

As I pen my last editorial for the RGS News, I would like to take this opportunity to thank all the parents for their support over the last thirteen years.

I have been spoilt with the number of farewells and I am deeply appreciative of all the good wishes I have received. As I look forward to retirement, I know that I will miss many aspects of my role as Headmaster of Ripon Grammar School.

I have worked with some wonderful, committed colleagues who work tirelessly on behalf of the students. I have also been fortunate to enjoy support from the governing body but, most of all, I will miss my involvement with the students. They are a wonderful group who exemplify the spirit of RGS, being inherently modest, thoughtful and cooperative. They have helped to engender the strong sense of community which, I believe, is the most identifiable feature of the school. The sixth form in particular have given a tremendous lead in terms of work ethic and commitment to their learning, and this pervades the ethos of the school in lower years.

As I sign off my last set of school reports, I can see that the future is very bright and those students in the early years, whose reports are not quite of the standard expected, will, I am sure, ultimately fulfil their potential by doing their very best as they mature through the school.

I would like to thank all the parents I have had the pleasure of working with and I very much hope to keep in touch with the school. I would also like to wish my successor, Mr Webb, a very happy and enjoyable tenure at Ripon Grammar School and there is no doubt that he is inheriting an outstanding school.

With my sincere good wishes, not only for the coming summer holiday, but also for the future. It has indeed been a pleasure to serve the community of Ripon Grammar School.

M L Pearman (Headmaster)

CELEBRATING our first year at RGS

During the course of this academic year, our Year 7 students have flourished, achieving highly in both the academic and extra-curricular aspects of school life.

The plethora of achievements highlights the extent to which they have excelled and settled into the RGS environment and we wanted to share some of these in order to pay them the recognition they deserve.

It is often easy to overlook the importance of achievements and commitments outside of school when, in fact, they should be greatly celebrated and encouraged. Therefore, along with the recognition of those who have achieved Headmaster's commendations, we invited our first year students to submit details of their extra-curricular achievements in areas such as sport, drama, dance and music in order for them to gain recognition and a great sense of personal pride and achievement for their commitments and efforts, both inside and outside of school. Here are a selection of those who volunteered to feature in the RGS News...

Beau Roddis, L6G



DANCE / DRAMA / ART

Many RGS pupils take instrumental lessons through the Music Department as well as outside school. Successes this year for individual pupils have included: Imogen Wren passing Grade 4 flute; Emily Hodgson achieving distinction in Grade 4 dance, drama and singing; Evie Dowland, who achieved distinction in Grade 3 dance, and Maddie Pond, who took part in a 24 hour music-a-thon for Cancer Research where over £2,000 was raised. The forthcoming junior production features first years as well as those from the second and third form: A Midsummer Night's Dream takes place on 13th and 14th July. Tickets available now.

Interested in learning a new instrument next year, or in joining Wind Band, Musicality or Man Choir? Speak to Mr Seymour in the Music department.



FIRST FORM SPORT

As well as the many successes achieved by lower school teams in hockey, football, rugby, netball, badminton and many more sports, the majority of our pupils are involved in sport outside school too. Running is popular, with Aimee Childs among the large number of pupils attending Ripon Runners. Triathlon continues to grow rapidly in popularity, with Indiana Barrett and Charlotte Wood participating in local competitions. Swimming is also very popular, with Agatha Scott and Evie Palmer-Jones competing at county level. Sam Ashton and many of his peers, both boys and girls, play football for local clubs in and around Ripon; Sam has also travelled to Belgium for a tournament this year! Georgi Houseman has played cricket as well as swimming at county level. Perhaps more unusual is Jodie Musgrove's passion for BMX racing. The first year are a varied and talented group, and we look forward to seeing their progress through the school....



SCHOOL OFFICERS

"Whatever people's opinions, I just love talking about politics."



The new school officers are set to mark their final year leaving a legacy of learning by helping younger students. Ripon Grammar School has appointed its new Head Boy and Head Girl and their deputies to lead the student body for the next 12 months. Each of the 17-year-olds has said they want to give something back to the school, from setting up clubs and mentoring other children, as a thank you for their "amazing" time there.

New Head Boy Ben Pimley, a North of England and Harrogate Hockey Club player and a black belt at Ju Jitsu, is a peer mediator and a paired reader.

Ben, of Bishop Monkton, who wants to study economics at university, said: "I have gained so much from my time at Ripon Grammar School and it is a pleasure to be able to help others in return. I've grown up following previous Head Boys and Head Girls and I'm very proud to represent the school."

Head Girl Annessa Cook, of Kirby Hill, has started a Mandarin Club at school and she and fellow sixth former Qian Zheng already have 15 members.

"I used to live in Hong Kong and when I went back last summer to see my dad I did a four-week intensive course. I'm returning to do work experience this summer and hope to develop my language skills even more. It's great engaging with younger pupils through teaching them a new skill," said Annessa.

Lorcan Gallagher, of Risplith, has started an Economics Society whose discussion topics so far have included Brexit, Donald Trump and economic recovery.

He said: "Economics is an option at A Level so we're hoping younger pupils will join the society to get a better understanding of the subject. RGS is a place of achievement, fun and, most importantly, where students feel safe and comfortable in the academic environment."

Footballer Luke Brothdale-Smith's community spirit went beyond the school when he took to the streets to campaign for Labour in the General Election.

Luke, of Bishop Monkton, who comes from a family of miners, explained: "Whatever people's opinion, I just love talking about politics. I'm a big believer in social justice. I've increasingly enjoyed education, which I owe to the engaging way in which our teachers care passionately about their subjects."

Annessa's deputies are accomplished musician, composer and actress Louisa Chatterton, of Copgrove, talented netballer Kate Charlton, of Marton-cum-Grafton whose recent work experience included working in the marketing department at prestigious store Selfridges, and Alice Peat, from Barnard Castle, who joined Ripon Grammar School's sixth form last year as a weekly boarder.



L6th Geography Field Trip to Liverpool & the Sefton Coast

A-level geography students undertake four days of compulsory field-work as part of the course and a 4,000 word course-work piece is written which contributes 20% to the A-level grade.

Therefore, following on from a successful two days studying Leeds city centre and the Holderness Coast in March, twenty-three students set out for Liverpool and the Sefton Coast at 8.00am on Tuesday 20th June.

Despite the early start, there was a sense of great anticipation among the group as we departed RGS at the prospect of carrying out independent field-work studies, helped in part by the glorious weather forecast for the two days. We arrived at the Hatters Hostel in the city centre at around 11.00am and, after dropping off overnight bags, we drove to our first location, the stunningly redeveloped Albert Dock.

Students chose beforehand either to investigate human or physical geography for the coursework piece and the first day in the city was aimed at collecting data for the human geography students. Those studying physical geography also collected data however, as this will be vital for exam questions next summer. Information relating to the success of the regeneration, (long-term upgrading), of Albert Dock was collected and this mainly took the form of business and consumer surveys, along with surveys of environmental and shopping quality. First-hand accounts are really valuable in formulating conclusions from our various investigations and this time spent interviewing the general public was enlightening - if a little daunting for some.

Next we moved to the sprawling 'Liverpool ONE' shopping centre to carry out similar studies, having first taken a scenic walk through the city, absorbing the rich culture and history. Although a little before our time, seeing the Cavern Club and statues of the Beatles really gave us a sense of how proud Liverpoolians are of their city. 'Liverpool ONE' boasts 160 major high street retailers and is the largest open-air shopping centre in the UK, with flagship John Lewis and Debenhams stores. Whilst here we were also able to eat lunch - with Nando's proving a popular choice.

The final stop on our retail tour of Liverpool was St John's Shopping Centre. Again we carried out studies relating to the success of regeneration attempts and it was fascinating to see the contrast between the three precincts, with each offering a very different shopping experience.

Exhausted after a long day in temperatures pushing 30°, we happily returned to the hostel for showers, before heading out for a meal at the Italian restaurant Zizzi. This was a brilliant idea by Mrs Wainwright and Mrs Keelan-Edwards, allowing the group to unwind, and a great time was had by all.

The next morning we awoke bleary-eyed at 6.45am and quickly ate breakfast and packed our bags in preparation for a short bus trip to the Sefton Coast. The day involved taking various readings relating to sand dunes at two coastal locations, Formby and Crosby. When we arrived at Formby, Fiona from the National Trust gave an excellent guided tour of the sand dunes and then the group was split into teams of six and spaced evenly apart at the high tide mark on the beach. The next hour and a half was spent working our way inland across the dunes recording, among other things; dune pH, soil temperature and vegetation type. It was great to be able to use highly accurate devices such as anemometers and clinometers and an informal race developed to see who could record all the data and reach the forest as quickly as possible. Even a brief rain shower was unable to dent morale as we developed a slick rhythm of data collection.

Crosby offered a comparison of dune environments and we were also able to see the remarkable 'Another Place' cast iron figures by Anthony Gormley that adorn the beach - with some, eerily, submerged by the tide. A well-deserved ice-cream break was then taken before we boarded the sweltering coach for the journey home.

All in all it was an exceptionally informative and enjoyable trip, which will hopefully act as a catalyst for some perceptive and critically evaluated fieldwork studies. Collecting primary data is crucial to our investigations and everyone now has a clear idea about the direction of a large part of their A Level work. Special thanks must go to Mrs Wainwright and Mrs Keelan-Edwards for organising the trip and providing tremendous guidance throughout.

Ben Pimley, L6D





On 5th April, geography students from lower-sixth visited Iceland for five days. During this time the group of students managed to visit a range of characteristic land-forms including: geysers, hot springs and even the Eyjafjallajökull volcano which last erupted in April 2010. The trip was without a doubt jam-packed, with at least four activities each day.

The first day included walking around the capital, Reykjavik, and gaining an insight into Icelandic culture and lifestyle. This was followed by a trip to the Blue Lagoon, which the students said was one of the highlights of the trip. Here the students got the opportunity to have the full luxury of a geothermal spa, as they swam in the hot unique water, and applied silica mud to their skin. Similar to a face mask, the white silica mud can be applied to the face, leaving the skin incredibly smooth. It's a hard life being a geography student ...

The second day included visits to The Secret Lagoon, Gulfoss waterfall, Geysire Geothermal Area, Thingvellir and the Mid Atlantic Ridge. The following day included visiting Iceland's famous Hellisheiði Geothermal Power Plant, which is the largest geothermal power plant in the world. It generates 100% pure, green and renewable energy. Amazingly, the power plant provides more than 75,000 homes and businesses with "ON power" electricity in Iceland, including 90% of homes in Reykjavik. Whilst the students were inside the plant, they noticed how few staff there were inside, and shortly learned that the entire building only requires around two to three people to run it.

The final full day was spent visiting Seljalandsfoss Waterfall, Eyjafjallajökull Visitor's Centre, Skogafoss Waterfall, Vik, Reynishverfi beach and Sólheimajökull Glacier. The students had the incredible opportunity of walking behind the Seljalandsfoss Waterfall, and walking along parts of the Glacier, as well as a spontaneous trip directed by the bus driver to a secret waterfall hidden within the mountainous area.

Overall, the group of lower students thought the experience was amazing, and they recommend the field trip to all younger geography students.

Rosie Taylor, L6E



A-LEVEL GEOGRAPHY FIELD TRIP TO ICELAND 2017





SORRENTO TRIP

For the fourth-year trip to Sorrento, we departed Ripon Grammar School at 2am for Manchester Airport. We took the plane to Rome and arrived in 20°C heat!

We spent the first day in Rome, visiting major tourist attractions, including the Colosseum, and actually went down to where the gladiators would have fought! We then went to the very intricate Trevi Fountain, which was beautiful. On the second day we went to Herculaneum which is gradually getting more popular than Pompeii due to how well the artefacts are preserved. Amazingly, but sadly, you could even see the real bodies of people who were killed in the pyroclastic flow from Mount Vesuvius. In the afternoon we visited the Naples archaeological museum, which houses many of the largest original statues from Herculaneum. After that we went on an underground tour of Naples which was very informative and we learned how locals hid down there in the war but first had to clear out mounds of rubbish that was dumped down there previously. We also saw the wells that had been blocked so that ammunition couldn't affect the people that were staying underground. In the evening we visited a pizza restaurant and tasted authentic Italian pizza.

On the third day the year group walked up Mount Vesuvius and peered down the huge crater at the very top of the volcano. Our guide then decided to take us down an off-trail route to the bottom, which left us all skidding down the side of the gargantuan volcano, fearing for our lives! I took the route down clenching onto Mr Margerison's rucksack! It was a surreal and exhilarating experience! After Mount Vesuvius we travelled to Sorrento, a town alive with tourists, and went to an ice cream parlour where we learnt how to make our own ice cream (hazelnut ice cream and lemon sorbet). We then were allowed to walk around Sorrento for the remainder of the day, buying souvenirs and trying multiple flavours of Sorrento's famous sorbet! That evening we went to the beach on Piano Di Sorrento and relaxed after our busy day.

On the final day we visited Amalfi, an UNESCO world heritage site and we were able to explore the variety of tourist shops, and again more sorbet! Mrs Wainwright arranged a boat ride which took us up and down the Amalfi Coast, this was a bumpy journey but was very beautiful. The absolute highlight was when we saw dolphins that swam very close to our boat!



Our final excursion was to Pompeii. Our guide, Francesco, met us at the amphitheatre entrance where there are plaster moulds of real bodies that were buried under ash from the eruption of 79AD. It was spectacular to see mothers hugging their babies and couples lying together in a plaster cast formed under all the ash. Our guide showed us around the streets of unearthed Pompeii, taking us to the market place where we saw street vendors and the Roman baths. We then visited the beach for the last time and had a competitive game of football with some local residents, Italy vs England! The five days away were amazing and we all thoroughly enjoyed it! I encourage you all to go on the trip next year if you have the opportunity and I'll definitely be returning to Italy!

Tallulah Stannard-Graham, 4C

YORKSHIRE SCULPTURE PARK

This term all of the fourth year GCSE students and the art department went to the Yorkshire Sculpture Park along with a special guest, Mr Pearman.

The park had a guest sculptor, Mr Tony Cragg. I particularly enjoyed his work because of the seemingly fluidity of the sculptures he created even though they were made out of a variety of different materials such as marble, wood and plastic. Mr Cragg likes to take some of the Earth's natural resources, push them to their limits and explore the diversity of each material, appreciating and respecting the strengths and weaknesses of each. This is shown in some of his work when it seemed almost gravity-defying as some sculptures were very heavy and yet were balanced on two or three tiny pin-pricks which were in touch with the ground. My favourite of the sculptures was his sculpture made completely of thousands of dice individually stuck together which truly showcased his skills with so many materials. Mr Cragg's work, alongside many other world famous sculptors' work such as Barbra Hepworth's "Family of Man", which we are studying, made it a phenomenal experience.



We were very fortunate to have a window of windy but dry weather considering all the awful rain previously. We also had more than seventy students attending who were all packed into one double-decker bus but this did offer panoramic views upon arrival. We were also blessed with the presence of Mr Davis, who tried valiantly to keep us walking around the park and not get too absorbed in the art, and Mr Duckworth who inspired us all with his morale-boosting speeches on the bus!

Overall I think it has been a trip that won't be forgotten, and it has also provided us with some fantastic pictures for our GCSE sculpture work.

Susie Morgan, 4D

MUSIC

A-level Composition

Our A-Level music students have had a great opportunity to work with professional composer Philip Wilby during the year. Professor Wilby was a member of the music faculty of Leeds University and has had countless compositions published and performed all over the world. Professor Wilby has led master-classes and university-styled tutorials in composition which have been enormously beneficial to the students. He even came and acted as producer for the recordings of the A2 students' compositions. We were fortunate also in having local professional musicians perform the compositions.

Jazz Evening

Following the more 'classical' focus of the Spring Concert it was decided that our Summer concert would be exclusively Jazz. The school Big Band headlined the evening with the newly formed Jazz Trio (Oliver Bowett, Jack Stott, James Kitchingman) playing two smaller sets also. The programme also included numbers from all our choirs and the Wind Band. Several solos were given throughout the evening; Louisa Chatterton with the Big Band for "All of Me" and "I've got you under my skin"; with the Jazz Trio, Sofia Robinson "Seven Nation Army", Josh Belward, "Hit me baby one more time" and Archie Sladden, "Mack the knife". We were also treated to an excellent performance of "Take the A Train" by the Vocal Trio, Louisa Chatterton, Kirsty Arrowsmith and Katharine Chatterton. The Parents' Association kindly provided refreshments and the seating around tables, along with the low lighting, created a more intimate atmosphere.

James Kitchingman Composition

Third form student James Kitchingman was commissioned to compose music for a short piece of text used within a service at Ripon Cathedral. It was crafted in a very mature style and it was wonderful to hear it performed for the first time by the Cathedral Choir and the RGS Chamber Choir at a combined Choral Evensong in May. James' attention has now turned to composing the brass fanfare to be played at the opening of the school Commemoration Service at the end of the year.

Choral Scholarships

We were delighted to hear that A-level music students Sofia Robinson and Joy Sutcliffe have been awarded choral scholarships at the chapels of King's College, London and Merton College, Oxford respectively. As well as their routine duties of singing at chapel services, choral scholars have the opportunity to take part in concerts, tours, commercial recordings and live broadcasts, all worked around their academic studies. Congratulations on a superb achievement.

Music Colours

Many congratulations go to all who have received music colours this year, and the music department is proud to give the colours as a way of thanking them for their continued dedication to extra-curricular music clubs and activities, with both Half Colours and Full Colours. The recipients of the Half Colours are Barnaby Sladden, Benjamin Dearden, Jonathan Bennington, Katy Statham, Samyuktha Dasarathi, Alexander Peach and Mena Scatchard. The recipients of Full Colours are Georgia Stuart-Mills, Sofia Robinson, Hannah Pease, Oliver Bowett, Archie Sladden, Megan Boase, Jack Stott and Mhairi Maxwell.

Katharine Chatterton, L6C



Working with Boroughbridge High School and the Wellcome Trust, this year we have launched a project for a small group of third-form students that aims to conduct real scientific research in conjunction with a partner and we have been very fortunate to work with Systagenix, a wound management company. They have the Centre for Excellence in Wound Management and are based in Gargrave.

The project began with the careful selection of twelve third-form students and a trip to the centre in Gargrave where students had the opportunity to look around the different labs there, explore some of the different wound dressing products Systagenix produce and learn about skin regeneration. The students were then split into three teams and each given an individual brief regarding a patient with a different type of wound, for example a diabetic leg ulcer.

Back at school, the three teams then worked to test out anti-microbials, anti-odour and different dressing materials to investigate what dressing would work for their patient. We learnt a lot about what didn't work!

During this testing phase, we also visited York University for a practical session to develop sterile techniques and presented our project so far at Café Scientifique in York one cold February evening. Each team made a prototype of their dressing, along with any substances they were going to use in their dressing, and have sent it off to Systagenix. We are currently waiting for their feedback.

The project culminated on Thursday 29th June when we visited Yorkshire Air Museum for Inspirations 2017, a national STEM conference, at which many schools presented their projects. We faced tough questioning from the judges and learned a lot from the other projects on display there. It was a really interesting day and although we didn't win any prizes, we'll be back next year to try again.

Our thanks go to Systagenix with their help in this year's project. If you're in KS3 – watch out for next year's!

Miss Hargreaves



Maths Challenge

On Tuesday 25th April 2017, Shen Jie Yaw (2C), Amy Burgess (2B), James Arcidiacono (3A) and Simeon Mitchell (3E) went with Ms Heslop to MacMillan Academy for the UKMT Regional Finals of the Team Maths Challenge. We were competing against 22 other schools from both the state and independent sectors. Each team is comprised of 4 students from the second and third form.

There were four different stages to the competition with points awarded at the end of each stage. We were familiar with the stages because we had met Ms Heslop at lunch-times prior to the competition in order to get some practice.

THE STAGES:

- Team questions
- Cross-number - a numerical crossword with two people doing the down clues and the other two doing the across clues
- Shuttle - two people work out an answer to a question, and then pass it to the other two people of their team so they can work out their answer and so on
- Relay - two people work out the answer to their question then raced to the teacher to get the next question for the other two people.



Overall, we came second which is quite an achievement. We all had a great day and I would encourage other students to participate.

Mr White would like to thank all the pupils involved and especially Ms Heslop for taking the time to prepare the students as well as taking them on the day.

Shen Jie Yaw, 2C, with additional text by Mr White

Pictured above - Our silver medal winning mathematicians: (Top) Amy Burgess and Shen Jie Yaw, (Bottom) Simeon Mitchell and James Arcidiacono

ECO PROGRAMME

Eco-Schools is the largest schools programme in the world designed to empower students to look after their environment and create financial savings for schools through greater efficiency in waste and energy usage.

The School Council have been working towards the Silver Eco-Schools Award over the last two years and we are now close to completion. The seven major stages are: creating an eco committee, carrying out an environmental review, developing an action plan, monitoring and evaluation, informing and involving, drafting an eco-code and linking to the curriculum.

Schemes such as the Biffa Red Bins and school water bottles have been School Council initiatives and the next stage is the renovation of the area around the base of the science block, next to the tennis courts. It is being upgraded using money from the Parents' Association, a 'Bag2School' and a grant. We will be planting wild flowers and creating wildlife habitats with the aim of creating a recreation area that also reminds students of the need to protect our precious environment.

We are determined to achieve the Silver Award in the next few months, before moving onto the prestigious Green Flag Award. Environmental sustainability is increasingly a global issue and the School Council is keen to make RGS a leader in this field.

Ben Pimley, L6D



KEEP
BRITAIN
TIDY

RGS STUDENTS TAKE TO THE SKIES



“It was a fantastic experience”

On Friday 23rd June two Ripon Grammar School students, Euan Ellis and Geordan Branton, took part in an air experience flight at RAF Linton on Ouse. Both are cadets at the Ripon squadron of the Royal Air Force Air Cadets.

The day consisted of first arriving at the gates of the station in uniform to prove that the cadets posed no threat to anyone or anything. Once inside the cadets received a safety briefing on what to do in an emergency in the air. They were then fitted with flying suits, gloves, helmets and a parachute before walking out onto the tarmac with their instructors.

A Grob Tutor aircraft, as illustrated, was used for the training activity with the Yorkshire University Air Squadron acting as the pilots for the day. They were in the air for 45 minutes and were able to take control soon after take-off. Unfortunately, the poor weather conditions prevented them from flying over Ripon and pictures are not allowed whilst in the air.

Cadet Ellis, who had never flown before, said it was a “fantastic experience to see the area with a birds eye view”.

The air cadets offer flying experience as one of the many activities the cadets can do. Cadets can also go shooting and take part in sporting activities along with many of the military aspects of the RAF such as drill and academics. The Air Cadets consists of more than 40000 cadets, nearly twice as many as there are RAF personnel.

For further details of how to join the air cadets please go to:
<https://www.raf.mod.uk/aircadets/want-to-join/join-as-a-cadet>



DT CLUB

Thursday lunchtimes at RGS witness any number of budding lower school creatives flocking to T1 (the school's most extensive technology facility) in the interest of partaking in the sixth-form-lead design technology club, attentively managed by Emily Stell, Freddie Saynor and Molly Morrell, and overseen by teacher Mrs Schofield.

One might find it surprising how rapidly a design project can begin to take shape, for within the space of half an hour a week a huge range of incredibly varied products have been whipped up.

Students are presented with a selection of briefs which they may wish to undertake (Christmas decorations, phone cases and desk tidies have been amongst the most popular since the club came to fruition in September 2016) or they may determine their own and have a free rein of the facilities, with the supervision and input of the sixth form team. Imogen Wren can be quoted saying ‘at DT club you can be independent and make whatever you want. It’s a great chance to learn new skills and catch up with friends!’

In recent weeks students attending DT club have been introduced to CREST – a project-based awards system for the STEM subjects (science, technology, engineering and maths, for those unaware) run by the British Science Association. For students who may be considering a STEM career, the CREST Awards can help to spark their interest and show the range of applications for STEM subjects whilst simultaneously allowing them to attain a recognised qualification. RGS’ students were given the opportunity to complete their bronze CREST Award, which required that they design and manufacture a prototype television stand to certain specifications – a brief met with resounding enthusiasm by roughly three-quarters of attendees, who are currently on their way to earning bronze CREST status. Bella Watson happily stated ‘I like it when we do group activities because it’s a good way to build teamwork skills. The teachers and sixth formers are really friendly and helpful – we can bring in anything and they will always be there to help us’.

The sixth form leaders agreed unanimously that managing the club not only provided younger students with new contingencies but that it also helped to build on their leadership and mentoring skills, knowledge of department practices and problem-solving proficiency. Emily of L6G was quick to mention ‘I find helping younger students with their projects immensely rewarding and a great way of forging lasting friendships, meaning that students have someone they feel as though they can rely on later in school life’.

Molly Morrell L6F and Emily Stell L6G

IN CONVERSATION with Mr Pearman

What is your fondest memory of your time here at Ripon Grammar School?

My fondest memory is probably going to be results days, as the majority of the students are happy with their results and get what they need to move on to the next part of their lives – it is amazing to see the joy on their faces when they see their results which they never expected to get.

What has been your biggest challenge as headmaster?

When I arrived in 2004 the facilities were poor – the labs were wooden, old and horrible and the classrooms not very well maintained. It was hard to show families around and we only really had the library as a good facility.

What has been the biggest change in the school since you have started?

The improvements in buildings and facilities is a big change, and also the school is a lot bigger than when I arrived – in 2004 there were about 780 students, and now there is nearly 200 more. The school is also a lot more successful academically. When we did a student survey for the upper 6 leavers, one student said that it was fine to be in the learning centre in free periods – it is fine to be working hard and doing your best whereas in some schools it would be ridiculed. This shows how the attitude to learning has changed in a positive way.

What will you miss most about the school?

The students. They always cheer you up when you're feeling miserable and, really, it is the students who you come to work for, to give them opportunities and help them make progress. I will, of course, also miss the staff who are talented and dedicated to their roles.

What legacy do you hope to leave behind?

My legacy as a head here is really for other people to decide when they look at me and at the school, so I will leave it to them – hopefully it is a positive one.

Do you think you have paved the way for the new head to fit in comfortably?

Yes, I'm happy to say that I don't think I could have left the school in better shape – the students are passionate about learning and the teachers passionate about teaching. I wish I had got a new dining facility, but finding funding is hard, though the school is in a fortunate position financially. I hope he enjoys the job as much as I have done.

What is your proudest achievement?

Academically the school is doing really well now which is good – it is the fourth year in succession that we are the top school in Yorkshire and North East, which means students can aspire to be better – to get into good universities and improve and expand their life choice options. I passionately believe every student is valued here, including students who work really hard and always try their best but don't always achieve top grades; they are incredibly important to recognise.

What change would you like to see in the future?

Definitely a new Dining facility to facilitate the huge rise in the number of students (over 900 now) as it is still the same size as when there were 600 students. Also the 3G pitch that will be built near Johnson house which has taken four years to plan for and has just received planning permission.

How do you feel about leaving?

It's a real mixture really – at times I'm quite sad because I will miss it – I wanted to go whilst I was still enjoying it and I'm lucky enough to be able to do that. I will miss the unpredictability of the job; every day is totally different. However, no one can go on for ever and I'm excited about the possibilities of retirement.

What are your plans for your retirement?

I'm going to do lots of travelling. I'm going to the south of Italy for three weeks in September and also have plans to visit my son who works in New Zealand and visit other family in Australia. I will also have a lot more time for my hobbies such as cycling and bird watching.

What is your favourite thing about the school?

My favourite thing is something which a lot of students and other people say about the school, which is the sense of community here and people being kind to one another, as being kind is something that is often underrated.

What is the best piece of advice you could give to the next head?

Simply enjoy it – it is a fantastic school with fantastic staff and students.

Rosie Taylor, L6E and Phoebe Senior, L6A



A FOND FAR

EWELL TO MR PEARMAN

After thirteen years leading Ripon Grammar School, Mr Pearman will be retiring this summer. His time at RGS has been marked by some big changes and improvements, with new facilities, record-breaking grades and, most importantly, the continuation of the excellent teaching and sense of community which make RGS so special. Wanting to get different perspectives on Mr Pearman's role as Headmaster, we asked students who have had contact with him in different contexts to give their views. What is apparent is the positive impact he has had on those he has worked with in all of these settings, through his organisation, kindness and commitment.

From my earliest days at Ripon Grammar School, the Headmaster has always been a friendly face around school and, at the same time, someone who commands great respect. Despite always knowing the huge influence Mr Pearman has had on the school, taking on the position of Head Boy has given me a deeper appreciation of what goes on behind the scenes and how much work goes into running the school effectively. I have only worked with Mr Pearman for a short time but it has been an absolute privilege and his support has been vital in helping Annissa and I settle into our new roles. Weekly meetings with the Headmaster may sound daunting but the atmosphere is relaxed and this is testament to his great rapport with students. My abiding memory will be his genuine interest in the welfare of students and the feeling that he wanted you to do well.

Ben Pimley, Head Boy

I have found Mr Pearman's guidance over my seven years at Ripon Grammar School invaluable with his kindness and warmth which, I believe, is felt throughout the whole school environment. Having just finished my last year at RGS I feel incredibly grateful to have been able to learn in such a motivational, cheerful and encouraging school, facilitated by the dedicated and enthusiastic staff and led by a wonderful headmaster. During my time in sixth form, I have been a part of the RGS News editorial team meaning that I have been able to get to know Mr Pearman more; as a group we have enjoyed laughs and learnt a lot. On behalf of all involved, I would like to thank him for an interesting and enjoyable experience.

Poppy Dunstan, U6E

“Ripon Grammar School has prospered, especially in recent years, is thriving today and will continue to flourish in the future”

Mr Pearman

Mr Pearman has been the most understanding and helpful chemistry teacher and headmaster. In a subject that I have struggled with, Mr Pearman's teaching has made the subject both fun and captivating. Having only been at Ripon Grammar School for a year in the Lower Sixth, I have not known Mr Pearman for as long as many other students. However, in such a short time, I have come to know him very well and have greatly enjoyed his lessons. He is a wonderful, calm teacher who is very reassuring (especially around the stressful exam period). Although he has a busy schedule due to his position as headmaster, he always makes time for his students which I find admirable. I know that everyone in his chemistry set thanks Mr Pearman for this year as an introduction to A level chemistry - he will be missed tremendously.

Henry Turner, L6A

Mr Pearman has been an important part of my time at Ripon Grammar School, especially during my year as Deputy Head Girl, a view I'm sure is shared by all those who have been school officers during his time as Headmaster. His greater involvement of school officers in the running of the school has been an important part of his legacy and has been beneficial to all those who have worked with him. We have met weekly with Mr Pearman and these meetings have been invaluable in supporting us in our roles.

I speak for all of the school officers when I say how valued Mr Pearman's guidance, advice and sense of humour have been. Especially memorable was his agreement to take part in the staff pantomime that we organised for charity week: his starring role as Zazu in 'The Lion King' is something I'm sure all students present will never forget!

I, along with the other school officers, would like to thank him for his continued support and wish him all the best for his retirement.

Katie Veitch, U6B

Being chosen by Mr Pearman for the Rank Fellowship Award for outstanding leadership potential was a great honour to me. Mr Pearman is an incredible role model and has many of the qualities that I admire in a leader, including his commitment to the school and his thoughtful relationships with staff and students. This is an amazing opportunity and I am grateful for the skills that I have learnt from him for this award.

Clemmie Lumsden, L6D

Mr Pearman's regular visits to the boys' boarding house at tea time to catch up on our future prospects are another example of how he genuinely cares for each and every student.

Ross Sullivan, U6E

I have been in the girls' boarding house for the last six years and Mr Pearman has made a big difference to our boarding environment. His weekly visits have allowed him to involve himself in the community of the boarding house, always asking how we are and always keeping up to date with our academic studies. His great determination has been greatly admired by the students and staff in Johnson House. He was the driving force behind the new extension being built, which has been a massive success. His efforts have created a better home and work place for not only the sixth form students but for everyone else too; a real legacy in our opinion.

I have always admired how he knows all our names, always makes time to chat, treats us fairly and helps us set good examples. Boarders can be a troublesome lot - previous years have consisted of a piece of burnt toast leading to a full fire brigade response! - but Mr Pearman has always kindly taken everything in his stride!

We wish him well and look forward to hearing his news of life beyond RGS. Good luck and please come visit us soon.

Annie Fry, L6B

LIBRARY NEWS



Creative Writing at Beningbrough Hall

At the beginning of their first year at RGS, all first form students read the book, *Wonder*, by R J Palacio. It sparked some wonderful discussions about bullying and empathy and posters were produced to highlight anti-bullying. Later all the students were given a creative writing challenge inspired by the book and three winners from each class were selected.

Finally the day came when the twelve competition winners received their prize – a visit to Beningbrough Hall near York to take part in a creative writing workshop. We were greeted warmly by Cathy Thornton, Learning Officer, and taken into the fabulous house to begin. The first task was to use the house portraits and imagine oneself as the person in the picture, thinking about what their thoughts might be, where they were and so on. To make it even more fun, this was done as a form of writing consequences – students worked in three groups and the stories were passed along the groups for additions to be made. This really sparked the students’ imaginations and they came up with wonderful scenarios which Cathy read out at the end. The second activity was to write ‘diamond poems’, a format I’ve never come across before. The idea is to start with a different noun at the top and bottom of the diamond and then fill as follows, trying to lead from one to the other:

NOUN, 2 ADJECTIVES, 3 VERBS, A PHRASE, A PHRASE, 3 VERBS, 2 ADJECTIVES, NOUN

Firstly we all thought of different vocabulary and then, as a group, the best choices were made into the diamond poem.

Each of the three groups was then led to a different area of the house – the attic with WW2 memorabilia, the entrance with a piano or the servants’ quarters in the cellars. They then had to be inspired by their surroundings to complete a creative writing challenge. Each group was also given a character and an object to include in their story.

MASTER
egocentric commanding
patronising patrolling ordering
feasting on power
slowly dehumanising
rushing working slaving
forced agonised
SERVANT

The group in the entrance had to create a play script, adding in a mad auntie and a rusty old safe; the writers in the cellar were asked to write a spooky story which included a housekeeper and a bottle; and the team up in the attic created letters from a soldier to his family, mentioning a small, skinny child who spoke German and a knitted teddy bear. The World War 2 letters produced are shown below.

After such hard, but enjoyable work, the students were given some free time to enjoy their prize visit and to look around the grounds and other areas of Beningbrough Hall, such as the Potting Shed and the Washhouse.

Many thanks go to Mrs Mars for accompanying us, to Mr Davis for driving the minibus and, of course, to Cathy for her wonderful day of creative writing. A last well done on your win to: Matilda Lee, Sam Cann, Poppy Bailey-Gough, Sam Sanderson, Agatha Scott, Ella Willoughby, Maddie Pound, Louise Smith, Bella Weston, Eva Scullion, Barnaby Paterson and Isobel Bean.

Final words go to Sam Cann with a ringing endorsement for Beningbrough Hall:

“Beningbrough Hall is one of the nicest places I’ve visited. All of the staff were very friendly and always willing to give information about everything, from banisters to ironing. The grounds were very well kept and very beautiful. It is the perfect place to relax and chill out among assorted plants and birds. I would definitely recommend it to others and I am certainly going to visit again.”
Mrs Dring, Literacy Co-ordinator/Learning Resources Manager

*To my dearest and most treasured son,
How are you? Are you well? Are you being fed well?
I hope you are okay. Your mother and I are doing well.
We are currently looking after a small, German child
who is a Jew and has been evacuated so he can't be
shot in Germany, but it is a secret so don't tell anyone.
Have you still got your knitted toy bear that your
mother made for you when you were young?
Please send a reply soon as your mother and I are very
worried about you.
Lots of love,
Your loving father xxxxxxx*

Dear Sir,
We regretfully inform you of the death of your son. He was shot during a raid on Berlin.
Your son was well liked amongst our forces and made many dear friends who are most sorrowful. His last request was that we were to send you this knitted bear and the letter enclosed.
Commander Thompson

*To my dearest Mother, Father and my new brother.
By the time you have got this message it will be too late. I love you both so very much and wish you the best! Please inform the boy that you are looking after that I love him dearly! Please find attached the knitted bear you made for me when I was born and give it to my new brother.
Tell him to never give up...
Love,
Your son, Charles xxx*

Pupil Librarians

At Ripon Grammar School, as in many other schools, we have a group of Pupil Librarians to help us run the library on a day to day basis. Anyone who is interested in the role can ask for a job description which lists the sort of duties that need to be carried out as follows:

- Keeping the library tidy
- Taking responsibility for an area of stock
- Shelving returned resources accurately
- Helping to issue and return resources
- Helping to choose resources for the library
- Dealing with enquiries and requests from users
- Helping to prepare new resources to go into the Library
 - Helping to repair damaged library resources
 - Advising users on books they will enjoy reading
 - Helping to prepare displays
- Helping out at special events such as author visits, open evenings etc
- Undertaking any other reasonable duties as required by the librarian

Applicants are then asked to fill in a short application form, answering questions such as why they would like to become part of the library team and what special contributions they can make. If they are successful in being appointed, they will be mentored by an existing pupil librarian who shows them the ropes. When they feel confident they will be tested on three short checklists, making sure they are confident with the way the library resources are organised, how to repair books and how to use the library management system on the computer. Once this is completed they have earned their LIBRARIAN badge of honour.

A busy break or lunch time can see fifty or more students in the library at once, (particularly on a cold day!) and they might all be undertaking different tasks – homework, reading or research. The pupil librarians are therefore a vital part of our library, often manning the desk so that I can circuit the library making sure everyone is doing what they should be and checking whether they need any help finding information, choosing a reading book or using the computers. Pupil librarians are also usually keen readers and so are excellent at recommending books to their peers. They often make suggestions of titles to be purchased for the library and come up with good ideas for displays.

In addition, taking on a role such as pupil librarian is a great way to gain confidence and to improve organisational and communication skills. It is excellent work experience to put onto any CVs or applications in the future. Life would be much harder in the library without my team of helpers and I'd like to thank them for their assistance and enthusiasm.

Mrs Dring, Learning Resources Manager

“I have gained so many skills while being a librarian”

Here are some words from one of our long-standing pupil librarians:

“I started being a pupil librarian at the end of my first year at RGS. The idea of being a pupil librarian was suggested to me by a member of staff to help boost my confidence and to help develop my social skills with students of all ages throughout the school.

“The job comes with a variety of duties that need to be completed during your shift. These can include loaning books out to people, returning books and re-shelving them in the correct places. You also have a section of Fiction and Non-fiction books that you are responsible for keeping tidy and in order. Some students may need a little assistance on which book to read next, so it also comes under the role of a pupil librarian to help recommend books.

“As well as doing a variety of jobs while on duty, all of the other librarians that work behind the desk are very kind and helpful, willing to offer any advice that you may need to help complete your duties properly. I have also done many displays with the library, which has given other students suggestions for books to read that others have enjoyed. The displays have also allowed me to play around with my creative side, widening my comfort zone.

“Around once every half term, all the pupil librarians get together to have a meeting to express any concerns or suggest any improvements to the system that will help everything move more smoothly. This is also the time where everyone catches up and finds out how everyone else is getting on both in and out of school.

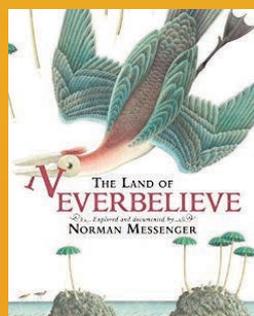
“Personally, I have gained many skills while being a librarian, including gaining a huge confidence boost and helping me get to know more students with similar likes to me. This has helped me in many different ways. It has also been a thoroughly enjoyable experience and I am sure that this feeling will continue for the following years of being a pupil librarian.”

Lucy Pringle 3B



STEM LITERACY with Primary Schools

This year, for the first time, we invited local primary schools to join us for a literacy session as part of the STEM (Science & Engineering, Technology, English and Maths) scheme. Small groups visited RGS Library to take part in some writing work based on the fabulous book, 'The Land of Neverbelieve' by Norman Messenger.



The book is an explorer's account: “On setting foot on the island I was immediately spellbound. There could be nowhere else on Earth quite like this. Such trees, plants, creatures and intriguing people you would never believe. This was a place I had to explore and record... When Norman Messenger stumbled upon the Island of Neverbelieve, he couldn't quite believe his eyes: here was a world where chocolate grew on trees, mountains told stories, and fish flew in the sky at night.”¹

Using this book fitted in nicely with KS2 science studies of Living things and their habitats. I adapted resources and ideas available online, particularly those provided by The National Literacy Trust, to come up with a task sheet so that pupils could create their own log books to take away with them. The island is divided into different habitats, such as The Magical Lake and The Spooky Dark Mountains, with creatures and plants specific to each area. Each group of pupils wrote about a particular habitat and the animals and plants found there and how they had adapted to their surroundings. They could then invent their own creatures to live in that habitat.

All the pupils worked really hard and enjoyed studying the amazing illustrations in the book, reading the details and looking up any unknown vocabulary. We were unable to finish all the tasks in the session at RGS, so pupils took work back to their own schools to continue.

Here's a note from Mrs Lyman at Markington C E Primary School: “We continued the 'Land of Neverbelieve' work with my class. The children designed and described their own islands – as they had enjoyed it so much!

Mrs Dring, Learning Resources Manager



¹ Messenger, N (2012), The Land of Neverbelieve, London, Walker Books

SPORT NEWS



U12 Netball

The Year 7 netball team has had a great season, becoming a force to be reckoned with in the Harrogate District. To stretch them further we entered the National Schools' Cup and, following a successful trip to Dowdales School in the Lake District, managed to get through to the third round of this prestigious competition before bowing out to Newcastle Girls' High School who went on to win the competition. The girls trained twice a week in school with more than 30 girls regularly attending practice. This enabled us to have A, B and C team fixtures against local schools and meant that every single girl who came to practice has represented the school in a Level 2 competitive game. We were very lucky that Mrs Hartas from Ripon Uniform Shop sponsored a strip for the Year 7 team. We also were successful in a bid to the Parents' Association to purchase post protectors in RGS colours which look magnificent and will keep the girls safe as the game gets faster and is more readily contested. The girls are pictured here in their new strip in front of one of the new post protectors.

Throughout the year, Ripon Grammar School has accomplished many sporting achievements with impressive performances from first year to the sixth form first team, in a variety of different sports, including successes in rugby, breaking records in athletics, and good quality on the cricket field.

Rugby has proven to be very successful this year with all year groups playing to the best of their ability. This was shown in The Yorkshire Cup when several teams including the under-18s, under-16s and under-14s came runners-up in their year group. Alongside this there was further victory from the under-15s and the First team being the overall winners of the White Rose Cup.

During this summer term, Ripon Grammar School has had many athletics achievements, starting the term with the Track and Field Cup in May, where the Junior Girls' team came first in the Regional B final. As well as this, the Intermediate Girls' came second and the Intermediate Boys' came fifth in the same competition. Another event for athletics was the North Yorkshire Schools Athletic County Championships where we collected six county champions for North Yorkshire. These individuals were Sola Sowole for the 100m and 200m, Helena Da Costa winning the 800m, Anika Schwarze-Chintapatla competing in the 300m and triple-jump and Archie Lawson also winning the 800m. Along with all these fantastic victories, Mr Milner, acting as team manager, will be leading Maya Mellor and Sola Sowole to represent North Yorkshire for the English Schools' Athletic Championships in Birmingham. With Sports Day coming up, many athletics records have already been broken this summer, including Elliot Hutchinson breaking the 200m record from 1980 and Helena Da Costa breaking her own record three times for the 800m. This is an incredible achievement for these students who have clearly excelled in their sport. We hope for more records to be broken this Sports Day and for further success in athletics.

Although there was a slow start to the cricket season and, having been knocked out of some cup competitions due to competing against a high calibre of opponents, performances were improved, undoubtedly aided by the very generous contribution from the Parents' Association of cricket covers and a bowling machine. A high point of the cricket season so far is the under-14s qualifying for the quarter finals of the North Yorkshire Cup. There have also been some outstanding individual performances from Lewis O'Donnell, achieving 93 not-out against St John Fisher's as well as being the School's top scorer and part of the North of England Trials. Another top individual performer is Oscar Lees who recently got a superb 75 not-out against Norton College.

Considering all of the spectacular sporting achievements across another successful academic year, we will no doubt see a number of impressive performances in the remaining weeks of term.

Sports day 2017 will inevitably showcase this plethora of talent within the school, which continues to strike a great balance between success in the examinations hall, and success on the sports field.

Clemmie Lumsden, L6D and Meg Boase, L6C

EQUESTRIAN



We have had a very successful year with the riding club.

Eddie Henson qualified individually for The Hickstead National Equestrian Team Finals for arena eventing in the 95cm and 105cm classes. He came 20th and 14th respectively out of 120 entrants.

Eddie Henson, Isabella Royson and Beth Smart have also qualified as a team for the 105cm show jumping finals at Addington Manor in Milton Keynes in October.

Beth Smart has qualified individually for the 110cm show jumping finals.

Our junior team, comprising of George White, Isabel Bean, Mia Barnett and Charlie Warne, have also been successful in representing the school at events. Our congratulations go to them all.

Mrs Henson

Sports Leadership

Sports Leadership is an option in Year 10 games lessons. This year's sports leaders were fortunate in that we were able to secure them a placement at Sharow Primary School every Thursday afternoon so they could help with the after-school club there.

We helped to develop 'Pop Lacrosse' which proved to be very popular. The students would each take a small group of primary children and teach them some skills and the rules of the game. Once our six week programme was completed the children were then going to become 'Lunchtime Leaders' so that other children at the school could enjoy a more active lunchtime. Mrs Dixon, a teacher at Sharow Primary school, said the help of the sports leaders was invaluable in giving the children the confidence to try a new game and then explain it to their peers. She said the whole programme had been a complete success and is keen to be involved again next year.

The RGS students, as part of the 'Step Into Sport' Volunteer Scheme, then had to log all their voluntary hours on the Youth Sports Trust website. Jessica Pawley and Isla Sloan have been volunteering in the local Cancer Research shop and Mrs Illingworth, who runs the shop, was thrilled with how good both girls were.

The principles of 'Step into Sport' are to develop leadership through sport and leadership in sport with the overall aims of the programme being to drive 'personal change' in young people by supporting the development of interpersonal skills, self-confidence and a sense of responsibility and 'structural change' through our work with key agencies to offer broader opportunities for young people to make a formal and valued contribution to the delivery of sport.

The SISVP is the online portfolio for 14-19 year olds to participate in school and community volunteering programmes that are involved in Step into Sport. The new online system allows every young volunteer to log hours and manage their volunteering online whilst allowing organisations who are involved in the programme the opportunity to monitor the young volunteers they are working with.

The bronze award is achieved if a student manages 50 volunteer hours, silver for 100 hours and gold for 200 hours. This year for the first time the Youth Sports Trust awarded four of our students - Emmi Scaife, Amy Crompton, Charlotte Crum and Anika Schwarze-Chintapatla - the Double Gold certificate for 400 volunteer hours, an amazing achievement.



Congratulations to former student, Jack Laugher, on being awarded the MBE for services to diving. He is pictured here with his Olympic Gold Medal winning synchro partner, Chris Mears. Photo courtesy of David Laugher.

<p>DOUBLE GOLD</p> <p>ANIKA SCHWARZE-CHINTAPATLA AMY CROMPTON EMMI SCAIFE CHARLOTTE CRUM</p>	<p>GOLD</p> <p>JESSICA PAWLEY ISLA SLOAN ARAMINTA PRAUD KATRINA LEWIS</p>
<p>SPORT LEADERSHIP AWARD WINNERS</p>	
<p>SILVER</p> <p>PHOEBE HALL TILLY WILLS ROSE COTTRELL</p>	<p>BRONZE</p> <p>SOPHIE ANDREW ABIGAIL BURKE ALICE WELSH EMMA BELWARD SUSIE MORGAN VERITY LANGDALE</p>

WORK EXPERIENCE

Port of Felixstowe

The Port of Felixstowe, Suffolk, is the largest port in the UK and the 35th largest in the world. This was where I spent my work experience in May 2017. It is a container port and 46% of imported goods that arrive in the UK come through Felixstowe. It handled 4 million containers (TEU) in 2015 alone, and it employs 2,500 people. So, after always wanting to go to sea, I was very excited on my first day, and I was definitely not disappointed! Portmaster Ashley Parker was my supervisor and we embarked on a tour of the port. We stopped at the MSC Clara to have a look at the twist-locks, which hold the container in place when at sea. Next, we stopped off at the Selandia Seaways, a Roll-on Roll-off ferry operating the Felixstowe to Vlaardingen (Netherlands) lorries-only service for DFDS Seaways. I was given a tour of the bridge by the Second Officer, and learned about her role and life at sea and being away from her native Poland for six weeks at a time; it can definitely be tough. I was then given a tour of the tug, Svitzer Sky, before transferring to the Svitzer Deben to collect the 19000 TEU CSC Arctic Ocean. Because the ship is so big it cannot enter Felixstowe alone, so it relies on tugs to guide it safely into port and for manoeuvring safely onto the berth. As the Deben was the tug on the stern of the ship, it was required to perform an indirect towage around Languard Point. This allows the tug to exert a greater steering and breaking force on ships. The tug is then dragged around the corner at an angle by the ship. We then pushed the ship onto the berth so it wouldn't use too much power in the port.

The next day, I crossed the River Orwell to Harwich, where the Harwich Haven Authority are based; they control the traffic in the "sunk" area and the River Orwell. I was given a tour of the operation there and I was the lucky enough to go out to sea on the pilot boat, PL St Brendan, to collect the pilot from the ship APL Charleston, bound for Le Havre. On the way we passed the world's smallest principality, Sealand. We then drew alongside the ship whilst both vessels were moving and the pilot climbed down a rope ladder onto the boat. I was then allowed to drive the pilot boat back to Harwich. Luckily visibility was very good!

I then went onboard the buoy-laying vessel, Haven Hornbill, to observe the building of a buoy before driving the pilot boat back into Felixstowe.

On Wednesday Ashley and I started the motor on the oil spill motor as practice for an emergency.

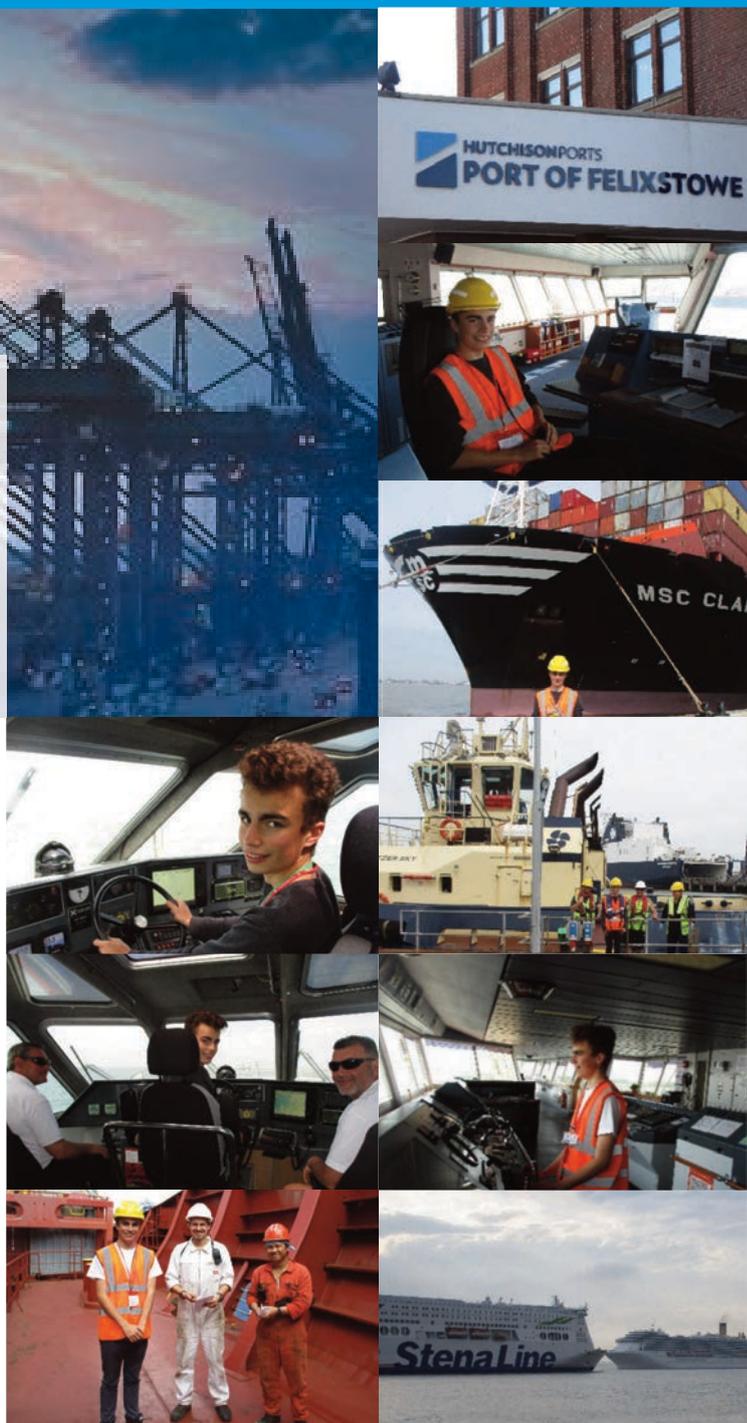
Once it had been started, we boarded the 7000 TEU Maersk Kotka for an in-depth tour of a working container ship, the officers were German and the crew Filipino, I was given the tour by the young German Third Officer, who had already visited Mexico, Bahamas, USA, Belgium and the UK on this one voyage!

In the afternoon I undertook a stability course, which involved loading a model ship so it was stable, but also factoring in port rotation, oversized cargo and the need to put hazardous cargo at the front, away from the engine and crew accommodation. Thursday was spent in the operations department, learning how they plan where vessels berth and how the cargo is loaded, which can be a stressful job at times. I attended a planning meeting to decide on the number of quay side staff for the next 24 hours. In the afternoon I boarded the Express Rome, a OOCL ship that had just arrived direct from Singapore. I went on-board with the planners to discuss loading and unloading plans and to check they were agreed with the captain. Out of the crew of 22 there were 11 different nationalities, ranging from Zimbabwean to Filipino to Greek. Lots of different languages were being spoken at once!

On my final day I moved to the commercial department, where they liaise with the shipping lines and sign very expensive contracts. I was given the task of calculating the cost of oversized cargo. I was also allowed to drive the crane simulator which was extremely realistic! Shipping companies are all in alliances, and these have recently changed so I learned what this meant for Felixstowe. They have lost some customers but gained others.

In the end I was very sad to leave but I left with some incredible experiences, made possible by the brilliant people at the port. It hasn't changed what I want to do either, only motivated me more.

Jack Ibbotson, 4E



Masham Art Gallery

For my work experience I went to Masham Art Gallery for a week. Immediately I was shown how to operate the till and I dealt with customer enquiries. Then I had a tour around the gallery and I learnt that everyone working there had to memorise information about every piece of art work!

The hours I worked were very flexible and but very demanding. I helped the owner update the gallery's website and I learnt many new IT skills. During the week I was introduced to one of three employees and we spent the whole day setting a new exhibition which they change every three months. Later in the week, I designed and printed posters on the computer, with the owner's assistant, and then we updated the Gallery's Twitter page. I was able to use my social networking skills to set up an Instagram account.

On my final day, I went with the owner to ArtisOn which is located just outside Masham. ArtisOn organises and holds regular art workshops where people go for a few days to learn new artistic skills. I helped set up all the equipment for making paper dresses and clay hares. I also helped set out for lunch and then did the washing up. It was a very calm week and although I was a bit nervous initially, it was a truly great experience. My work experience confirmed my interest in art as a further career and the people I worked with were very supportive; the week was a very valuable experience.

Maisie Heap 4B

Moorside Infant & Junior School

From the 22nd-26th May I attended my chosen work experience at Moorside Infants and Junior School. I had written a letter to the school explaining which year groups I would like to work with, and I also attached my CV.

On my first day I didn't know what to expect. I was nervous but also excited to find out what the week entailed. To start with I was in Nursery; the staff were very nice and immediately let me join in with helping the children. At first, it was hard to entertain the children whilst still making sure they were learning something, but I quickly picked up ways of successfully doing this. Although this gave me a good insight into different teaching styles, nursery wasn't for me as it was repetitive in the afternoon due to having different morning and afternoon students.

From Tuesday to Thursday I was in Class 2, a mix between Year 1 and Year 2 students. Although this seemed stressful, having to cater for two different year groups, the teacher managed well and the students were often split into their own specific year groups. For me, this was my favourite class to work with; the students were attentive and focused which made it easy to teach them. Again, the staff were very nice and even let me take small groups of children outside to do art and maths. This was fun and certainly not what I was expecting to be doing. It taught me how to deal with students if they were misbehaving or not concentrating, and also let me develop my own personal teaching style. During my time in this class there were many different teachers as there were some meetings which the teachers had to attend. This was actually very informative as it showed me many different ways in which the teachers controlled and kept the class focused, including how they set their lessons out. While in this class, we did many activities including maths, English, art and spellings. Having this range showed me what kind of things I would be teaching if I was to go into this year.

On the last day I decided that I wanted to go into Year 4/5 as I wanted to get a full range of different age groups. This was a lot more structured than my previous classes, which enabled me to yet again see a very different, more cautious teaching style. As this year group was a lot older than the previous students they seemed to misbehave more which was something that was a little harder to control. Nonetheless, the teacher managed very well and gave me a good insight into how I would maybe control misbehaving students. Whilst in this year group there was less work for me to be doing with the students as they were more independent.

Furthermore, the work load was of a higher standard and there was a lot more for the students to accomplish. As the students were doing literacy, my job was to help them with their spelling and punctuation along with helping them with their vocabulary choices. Overall, I really enjoyed my work experience at Moorside School. It was fun and I was always busy. Although it's not necessarily exactly what I would like to do in the future, I definitely want to work with children; either in paediatrics or teaching. As I was working closely with children over the week it gave me valuable experience that will benefit me in the future with my chosen career.

Jessica Pawley, 4E



Bettys Craft Bakery

During the last week of the spring term I undertook a work placement at Bettys Craft Bakery. Before the placement began I had written two application letters and attended an interview. Upon arrival on Monday morning I was provided with a locker and my uniform which consisted of chef's whites, boots and a hairnet! After the induction and tour of the inspiring bakery, my tasks commenced. I was working in confectionary and my first task was icing and feathering raspberry and almond cakes. Closely following team leader Sam's instructions, I succeeded in decorating 12 of these cakes. The afternoon was filled with precision in delicately piping 400 flowers on 200 elegant fondant fancies. After only a few hours I had developed skills that I never thought I possessed!

On Tuesday, I was working in the chocolate room, undertaking tasks such as blister packing blackcurrant chocolates and enrobing ganache bumble bees and Gugelhupf. On Wednesday morning I was working with a talented team in chocolate packing, hand foiling white chocolate guineas and using the picking notes to complete the orders for the six café tea rooms. In the afternoon I joined the peaceful team in cake decorating and observed celebration cakes being decorated and made some birthday parcels that would go on a birthday cake. On Thursday and Friday, I was in the pastry room where the base products (cakes, biscuits and Fat Rascals) were being made. Thursday morning was filled with shaping and decorating the famous Fat Rascal with cherry eyes and 3 almond teeth. After lunch, I followed the intricate specification and decorated the rich fruit cakes. My last day was where I truly learnt about the methods undertaken to ensure perfection. I learnt how to make and bake the classic Bettys macaroons, making lemon, chocolate and champagne varieties.

I really enjoyed and valued my work experience. Through it I developed many skills and I learnt a lot about Bettys as a business and the people who work there. So much care goes in to every item and the people who work there are so dedicated. I will never look at Bettys products in the same way again!

Araminta Proud, 4E

ESF in Asia

ESF stands for English Schools Foundation which is a foundation in Asia to provide schools for international students. It has 22 schools with 20,000 students and 60 different nationalities. The foundation is the largest school-providing system in Asia and is renowned for its success with the International Baccalaureate, with 16 students out of a global 65 students receiving full marks whilst at ESF.

For my work experience I was working within the sports department of ESF where I helped to coach football for a week at the ESF schools. I primarily did after-school classes starting at 2 pm and finishing at 8 pm. The classes were taught at individual schools where the parents would pay by term for their son/daughter to play. The after-school class within the sports department of ESF is the lowest part where you first play and then, if you are recognised, you can progress into the academy.

When I helped with the football coaching my main focus was to help set up drills for the session or, especially for the younger students, to help them concentrate and understand the drills they were doing.

Furthermore, as the week progressed, I began to take a more active role in the sessions where I would start to have more influence in the type of drill we did. The session was normally subsided with a game at the end where the students could hopefully practice the drills done at the start of the lesson. Whilst doing my work experience I worked with a variety of coaches, all who had different experiences within Hong Kong and ESF, which helped to give me an understanding of work and especially a job in a continent which is relatively unknown by myself and other young people in England.



During the week, I began to become more independent as I would have to travel to work in a different country. This began with unfamiliarity, which I believe was a very important lesson that you are very unlikely to gain whilst in a relatively controlled environment like school.

This demonstrates the importance of work experience and therefore the effort you should put into finding a work experience you believe will help you now and in the future.

One aspect I noticed, as a stark contrast to Ripon, is the independence and the desire to work from students, with almost all children being fluent in a range of languages – this broadened my horizons as I have only seen a Grammar School with students not necessarily needing to learn plural languages due to the widespread use of English. Furthermore, I had to appreciate how to control the children during the class which helped to develop my responsibility within a workplace. Also, I would say that meeting new students everyday meant I had to push my confidence more and more because I was coaching new people every day.

Overall, I believe this work experience was very interesting as it helped show the work environment, especially in a foreign country. The week helped to develop qualities which I believe will be important in the future and will help me in other areas. Furthermore, although I wasn't working in a school environment, I began to learn what it would be like to work as a teacher. With this being a possible interest for me I believe it gave valuable insight and, if anything, made me want to become a teacher even more. Finally, seeing the work ethic of children out in Asia and intelligence they have opened my eyes from the closeted environment of England to the real hunger of other people my age. This, I believe, will make me more determined with the work I do in and out of school after seeing the amount of work other children do.

Seb Lyons, 4D

NEWS FROM THE PARENTS' ASSOCIATION



This term has been all about the Grand Prize Draw and the Midsummer Masked Ball, two fantastic fundraisers which we hope gave everyone a chance to be involved. We'd like to thank all the parents who generously donated raffle prizes for both with some magnificent auction prizes for the ball, hampers and, of course, gave so generously of their time to organise both of these.

The money raised will be well spent. In addition to funding the school minibus we have already pledged nearly £1,000 for the biology department to buy an autoclave, which will be invaluable for supporting the practical side of the syllabus. We have also agreed £100 for the school officers to buy a compost bin, bird food and nest boxes and a bench as part of their work to improve the environment and which contributes towards the Eco award. Nearly £500 was donated for the geography department to fund a range of weather equipment which will be used on field trips by both GCSE and A level students. And we have also supported the D of E participants with weatherproof maps!

I'd like to thank all the ladies who have manned the refreshment tables at all the parents' evenings, drama nights and music concerts, and all those who baked so beautifully; the cakes and biscuits have all been delicious! Special thanks must go to Emma Spick who has enthusiastically organised and cajoled all our volunteers and who must hold the prize for selling the most cups of tea in a year!

We've had some new social events including the 'Sing-along Grease' movie evening and the Games Club, both small but fun evenings which will hopefully develop into annual events.

If you'd like to get involved, have an idea for a new event, would like to bake, join us on 'Walkies', or run our social media for us please do get in touch. We desperately need some extra pairs of hands and even if you can only spare an hour every couple of months it all helps. Please contact me at julia_w_61@hotmail.co.uk or leave your details with Mrs Kinread in reception.

Have a great summer!

Julia Whitham
Chair, Parents' Association

RIPON CATHEDRAL 22-29 JULY

EXHIBITION OF FLORAL HAT
SCULPTURES, WW2 WOMEN'S
MEMORABILIA



Sixth former Patrick Lindley is to become the first Vice-Patron of an educational charity recognising the vital war work carried out by over seven million women.

Patrick - who intends to do a computer science degree at university in September - was one of the original website team from RGS which created www.monumenttowomenwhitehall.com for 'Raise Your Hats - Thanking the Women of WW2'. The charity promotes the national monument to the Women of WW2 which stands next to the cenotaph in Whitehall at the end of Downing Street.

The project, launched in January 2015, was co-ordinated by Head of IT, Mr Walker, Chairman of Raise Your Hats, working with RGS parent, Mrs Langdale, mum to Richard (who left in 2016) and Verity, currently in form 4E.

The Women In World War 2 website, designed by students of Ripon Grammar School, has now attracted 100,000 hits worldwide and thanks to this profile, and support from Ripon MP Julian Smith, the charity was then awarded a Heritage Lottery Grant to build a professional website. Patrick was then invited to join the RYH committee and played a key role in designing the logo, with Ripon based company Bronco, as well as presenting an assembly about the project.

Patrick says: "It is not often you see a sixth former on the committee for a national organisation. I have been involved in spending our grant on a new website which has given me an insight into dealing with professional and charitable organisations. This unique experience has also been useful for university applications.

"When Mr Walker first asked me if I would be involved in a live IT project with Mrs Langdale, who founded Raise Your Hats, I jumped at the chance to combine my interests in history and IT and have the opportunity to make a difference. We want to encourage everyone to discover the heroines in their own families and share the information on our website.

"As a committee member I was involved in designing the logo - there are hats on the monument symbolising the many different roles millions of women had to do to replace men sent to fight abroad. The quill is an historic writing tool and it dips into the heart of a star shaped flower meant to represent the medals and thanks most women never received but so rightly deserved.

"I was very shocked to be invited to be a vice-patron but everyone said they did not want to lose my contribution once I go to university and they want me to be part of any future success."

Mr Walker said: "Patrick is a great student. He has worked hard for the charity since it started. When he, Jacob Turner and Matthew Ford first built the website they gave up four hours a week for months to do it. I am very proud of them."

Mrs Langdale said: "Patrick's enthusiasm and belief in the importance of recognising millions of World War Two women meant we could not do without him as we go forward with the project.

"Our first exhibition in Ripon Cathedral attracted hundreds of Thank You letters and was widely publicised in all the local papers and on Stray FM. We uncovered many untold, unknown stories that are part of our national heritage.

"I urge anyone reading this article to ask themselves who in their own family, gave their best efforts to helping Britain and the Allies win the fight for freedom and democracy and to share it on our website."



www.monumenttowomenwhitehall.com

LOTTERY FUNDED

ORIENTEERING CHAMPIONSHIPS



This year the World Schools Orienteering Championships were held in Palermo, Sicily. I was selected for the 'W1 select' England team consisting of five girls, and was incredibly excited to compete in my first international event.

The WSO Championships takes place every two years and more than 800 athletes competed this year. There is a large focus on fair play, competition and developing friendships between different countries.

The whole event started with a huge opening ceremony and each team paraded through the streets of Palermo chanting and waving their flags. After the opening speeches the Torch was lit, like in the Olympics, while this year's anthem was played. We were full of excitement for the week ahead.

There were teams from twenty-seven different countries all over the world including China, Israel and New Zealand etc. People lined the streets to cheer us on (Tour de Yorkshire style). I felt very privileged to be part of the forty athletes from England.

The competition area was in the Bosco della Ficuzza near Palermo. It is the largest forested area in Sicily and the arena was located in front of a typical Mediterranean style villa. As soon as we arrived we were hustled into quarantine. Here we had to wait without any contact to "the outside world" until our start. Everything was live-streamed to Facebook, and the radio made their way around interviewing athletes. Even in the start-boxes, massive cameras were filming our progress. This really added tension to the athletes and spectators and I needed to make sure I stayed focused.

The terrain was nothing like I had ever experienced. I was surprised at how technical and physically demanding the forest was. The map was covered with spiky green thickets on a rocky slope with many very indistinct features like streams without water, unclear vegetation boundaries and invisible paths. I started the first race determined not to get lost. The key was a steady and accurate orienteering. The winner would be the one who made the least mistakes and was prepared to get scratched most. I came fifteenth.

The middle distance race the next day was in a similar area and this time I was more prepared. I mainly took compass bearings and paced to the controls. Scratched from top to bottom by the Italian undergrowth, I arrived twelfth at the finish, scoring highest for my team.

I knew I could have done even better if we had another race, but it was a great result and our team managed to gain an overall fifth place.

Even our rest days were full of cultural activities. My favourite was the 'friendship relay' where we had mixed country teams of three people. I was teamed with a girl from New Zealand and a boy from Belgium.

The 'mass start' was the craziest part of the race. Athletes were heading off in three different directions and as soon as the whistle blew there was a stampede of colourful tops sprinting down the alleyway to the first control. People were falling, diving and jumping all over the place and the first control was absolute mayhem. There was no orderly queue but a rush of eager athletes trying to dib the first control and getting very squished in the process.

Once I had recovered from the first control I was really able to enjoy the race. We were running straight through markets and the old streets of Palermo. Cheering spectators once again had lined the streets and were reaching out for 'high fives' as I sprinted past. I was either running up the staircase of an old roman statue or dibbing a control on the corner of a gelateria. We finished the friendship relay holding hands and then were quickly off for the best post-race recovery snack I have ever had... Italian ice cream. I really enjoyed my first International competition and I am honoured to have represented England in the sport I love.

A big thank you must go to Ripon Grammar School, the Jack Bloor Memorial Fund, YHOA (Yorkshire and Humberside Orienteering Association) and Ebororienteers who helped me raise money to finance this trip. Not only did the event help me as an athlete but it was also a very memorable and valuable experience for me.

I'm looking forward to putting my experience and the things I've learned into practice at the Junior European Cup in Austria.

Tara Schwarze-Chintapatla, L6B



PHOTO CLUB

These are a selection of photos from our last trip to Eavestone Lake. We are hoping to enter some in to the British Wildlife Photography Competition.

Mrs Garmory

A LUCY PRINGLE B SCARLETT EYLES C DAISY CHILDE
 D MOLLY CUSHING E AMY BURGESS F ELOISE FORSYTH
 G CAITLIN WEBBER H MOLLY THOMPSON I IMOGEN HUBBARD
 J ELOISE FORSYTH K DAISY CHILDE L MOLLY THOMPSON

FINAL WORDS...



Mr Pearman arrived at Ripon Grammar School in September 2004 and in that time he has transformed the school into the vibrant, energetic and purposeful place that it is today. His achievements in leading the school from good to outstanding and the consistent improvement in results have been dwarfed by the legacy he leaves; the development of the buildings and infrastructure are just the visible sign of his dedication to improving the lives of the young people who have attended the school in his time as the headmaster and will ensure that those of us who follow in his footsteps have a wonderful environment within which to work.

'The supreme quality for leadership is unquestionably integrity. Without it, no real success is possible, no matter whether it is on a section gang, a football field, in an army, or in an office.'

Dwight D. Eisenhower

However, this is underpinned by a less obvious feature – his calm and measured demeanour masks his drive to raise the ambitions and expectations of those who attend the school (both staff and students) and it is this that we must work hard to sustain. It has, quite simply been a pleasure and a privilege to work both with and for someone with so much professional and personal integrity and it is this we will miss the most. Enjoy your retirement – you have earned it!

Miss Murray, Mr Auger, Mr Fell and Mrs Keelan-Edwards - on behalf of all the staff at RGS