



FLOREAT REDINGENSIS

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2014

Reading School: Past, Present and Future

Editorial



This year's theme, 'Past, Present and Future', seems particularly appropriate. In a decade, our School will be celebrating its 900th anniversary. Gothic revivalist architecture forms the backdrop to our daily movements ("not the lifetime of one man only / But of old stones that cannot be deciphered"). Blue (actually black) plaques celebrate the

success of former pupils. Boards display lists of head teachers, School Captains, heads of various School-affiliated organisations. People still talk about and try to find the mysterious tunnel which runs under the School ...

So there are plenty of ghosts rattling their chains in the corners, corridors and cobwebs – but consider how we manage to blend Old with New; to park a new refectory or LRC alongside the more faded grandeur of Big School and South House, or convert the forges and anvils of Technology into oscilloscopes and logic analysers.

This spirit of synthesis and compromise is reflected in many of the articles before you. Read how our Sport colleagues continue to achieve up to date results with out of date facilities, or Mr Baldock twists Shakespeare to make it relevant for 21st-century students; the way Mr Hussain glows with electro-magnetic energy when summarising the development of Technology, or Mr Holt waxes nostalgic (but observant) when considering some of the decisions he witnessed in his time here. Finally, applaud Mr Evans's determination to keep the message of his chapel services relevant without compromising principle or moral integrity ("in a secluded chapel / History is now and England.")

My thanks go to those of my colleagues, inside and outside School, who offered material for publication; to Frances and Caroline in the Development Office for their paging, design, print-buying and distribution expertise; to Rebecca Cooper for proof-reading. They and all of us stay on the road at the end of which "both a new world / And the old are made explicit, understood / In the completion of its partial ecstasy."

Mr Beahan (Poetry courtesy of T.S. Eliot)

Features

- 27. *What is lost when the last speaker of a language dies?*
Extracts from Christian Shaw's McIlroy Prize Winning Essay
- 32. *Literacy across the curriculum*
Mrs Harden becomes *Rooted in Writing*
- 42. *Teacher Teach Thyself*
Mrs Hardwick shows why learning is a life-long process
- 43. *A day in the Life of a Business Manager*
Mrs Richardson goes behind the scenes at the business end of Reading School
- 44. *Hold on to what is dear*
Mr Evans explains the role of a Christian Chapel in a Multi-Cultural School

Regulars

- | | |
|--------------------|----------------------|
| 4. School Captains | 24. Public Speaking |
| 5. Sixth Form | 26. English |
| 6. RSPA | 28. Student Writing |
| 7. Development | 31. Book Festival |
| 8. ORA | 33. Maths |
| 10. Economics | 34. Chemistry |
| 11. Classics | 34. Biology |
| 12. History | 35. Touraid |
| 14. Geography | 36. Sport |
| 16. MFL | 38. Computer Science |
| 18. Art | 40. CCF |
| 20. Music | 45. Boarding |
| 22. Drama | 46. We bid farewell |

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David Morley Architects (davidmorleyarchitects.co.uk): drawings on front cover and drawings on page 7
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Reading School: Past, Present and Future



As Headmaster of Reading School, I believe that it is important to respect the past, celebrate the present and seek positively to influence the future. Our School has been, for centuries, at the centre of life in Reading, and in its long lifetime, Reading School has continued to produce young men who have gone on to achieve success.

Core Values

We are immensely proud of, and fully committed to, the continuance of this rich tradition of excellence. With help and financial assistance from the Reading Foundation, Old Redingensians Association and Reading School Parents' Association, our boys are encouraged to flourish outside as well as inside the classroom, within the context of our core moral purpose: to provide opportunities for committed, able boys to pursue excellence, nurture integrity and develop leadership skills in an environment of shared values, to help them achieve their full potential regardless of socio-economic background.

Restless for Improvement

Whether it be the superb fundraising efforts linked to Touraid, the County Cup victories in Rugby and Football, excellent Oxbridge offers, 104 participants in the Student Leadership Programme for Year 8-10 pupils or the first-rate Boarding Ofsted report, it is clear that the School is currently in a strong position. The report (April 2014) observed that *a continual drive and focus on improvement is embedded in the culture of the school*.

We must be restless for improvement; must see complacency and mediocrity as the enemies of excellence. Looking to the future, we should aim to be a centre of excellence in all areas of School life, from Chemistry to Chess, from Latin to Lacrosse. We should be fully committed to high standards in all aspects of teaching, pastoral care and school management. The forthcoming development of a joint Leadership Academy with the John Madejeski Academy is evidence of local partnership encouraging a wider vision. The successful ACMF bid of £2.88 million for the redevelopment of Biology and Chemistry, following the completion of the successful Computer Science project, is evidence of an unswerving focus on developing people and provision. We need to turn strategy into reality working in partnership with Reading Foundation and 'energy creators' who can facilitate networks to strengthen our core purpose and display system leadership.

World Class by 2025

These are the key characteristics I believe we should be striving to attain:

- a passion for achievement and excellence
- success against 'stretched' benchmarks
- exceptional teacher practice and quality
- inspirational leadership at all levels
- extensive co-curricular programmes supported by the wider community
- engagement with a range of sustainable partners across the globe

We must, furthermore, consolidate our current status as a centre of excellence for boarding. As one of only 40 state boarding schools in the country, we need to develop facilities to meet evolving needs, including increased numbers. As for the enrichment afforded by extra-curricular activities, the objective of combining breadth of provision with depth of participation can only be achieved with the positive commitment of both parents and pupils.

The 'Reading School Way'

The challenge is to incorporate our traditional values into a strategy for the future that translates vision into practical steps that will enable us to surpass 'Shanghai' and learn from the best of the 'Scandinavian way.' The challenge is to create a 'Reading School Way' that equates with quality of performance on a global scale. The combination of high academic standards, an improved range of co-curricular activities and highly effective personal relationships is of considerable importance in our preparation for 2025, the 900th anniversary of Reading School. We need to build on our rich inheritance and current strengths to create an even more exciting future, one in which the provision of the highest quality teaching and learning facilities will be a priority, along with the attraction, recruitment and development of excellent, innovative staff who share a commitment to the Reading School values of *Excellence, Integrity and Leadership*.

A. Robson

Reading School Fast Facts:

- In 2013 17 pupils went on to study at Oxford and Cambridge Colleges.
- In 2013 we achieved our best ever GCSE results with 84.5% of pupils receiving A* & A grades.
- 86% of pupils study Mathematics at A Level.
- In 2013 Reading School was 10th highest state school nationally for both A Level and GCSE results.

School Captain's Farewell



I can safely say that being School Captain has been occasionally stressful, often tiring, but never dull! Being in charge of things like Open Days and speaking in public have been real highlights for me, and have developed important skills – I'm certainly more organised now than I was a year ago! I am especially proud of the School's work with Launchpad, the charity which I nominated, and the work of the School Council in trying to improve pupil experiences at school.

It has also been fantastic to be able to delve into the way the School works, getting to know a host of members of the School community along the way, and I have been amazed at the effort which goes on behind the scenes to ensure its smooth running. I said on my election that I wanted to give something back to the School which had done so much for me, and I hope I have managed to do so.

I could never have functioned in my role without my team of prefects, who have been fantastic in willingly and efficiently going about their duties all year long. Of course, the greatest thanks must go to Chris Mountain, the Vice-Captain, who has provided

terrific support and deserves particular thanks for his enthusiastic work with the School Council.

I would like to wish the best of luck to my successor, and hope that perhaps he will have more success than I had in living the dream of keeping a goat on the field! As for myself, being School Captain has made for a fantastic last year of school. I speak for my whole year when I say that we have enjoyed our time at the top and indeed all the years leading up to it. Having built the securest of foundations at Reading School, we now feel both ready for the future and equipped to deal with it.

Domenico Cullura, 13S

School Council - update



This year's big issue has been break and lunchtime activities, with the huge demand for football space clashing against 'dead space' zones (such as behind the Chapel) which cannot be used for

either health and safety or planning rules. Over the course of two terms, we debated many possible solutions, but ultimately elected to make better use of the space we had. On 14th March, Alex Jenkins, Yousuf Mohammad-Ahmed and I spoke to Mrs Snow, the Head of Estates, and Mrs Greaney, representing the Parents Association, to present the case for buying three pairs of freestanding aluminium goals, an idea received very positively.

It can take time for anything passed by the School Council to be implemented – major decisions have to be ratified by Mr Robson and the parents and governors – but the 16 Key Stage 4 Prefects enjoy representing and arguing for students' views, and it's wrong to think that nothing ever gets done! The infamous 'logo' school uniform has gone as of next year, to be replaced by a uniform which is cheaper and better quality. Another improvement currently under discussion is having racks by the side of the Grab&Go, so students don't have to leave their bags outside in a puddle.

Our thanks go to Mr Norgaard, who helps run our fortnightly Monday meetings. Concrete results may take time and never be earth-shattering, but what we do achieve is the product of genuine two-way discussion and can represent real improvements to Reading students' lives in areas which might otherwise be overlooked or ignored.

Sam Miller, 10E

School Captain's Hello

The moment I found out I had been voted School Captain, I was simultaneously delighted to have been selected, and anxious about what the job would bring. Fortunately, looking down the list of prefects reassured me. I was proud to see such a strong group of individuals, and confident that we could build on the outstanding effort made by last year's team to help move the School forward.

So far, the main change to my day-to-day life has been the number of people asking me to exercise my right to graze a goat on the school field (I have to admit, I have

been tempted) but very soon I expect to become more involved in the business of running the School: writing prefect rotas, speaking at School events and leading the student body are just some of the responsibilities that I eagerly anticipate taking on.

One thing I am sure I will enjoy is working with Andrew Fisher and Sam Dexter: I could not have asked for better Vice Captains. After speaking with Dom and Chris, all three of us gained renewed enthusiasm for our roles. Together, we will work closely with staff and students,

relishing our chance to lead and inspire in our final year

Kieran Toms, 12W

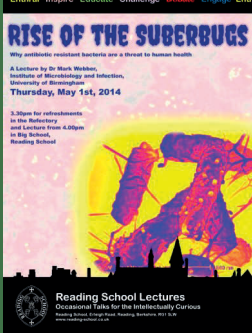
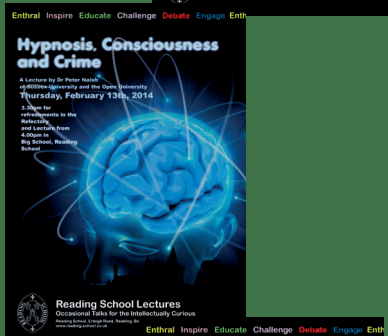
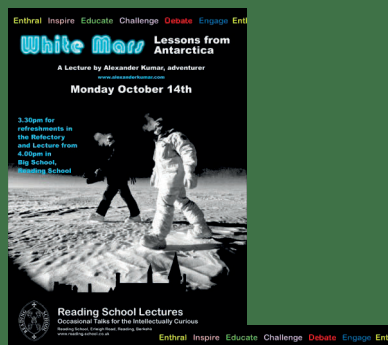


Inspire

Occasional Lectures for the Intellectually Curious

The Inspire Lecture Series (funded by a very generous alumnus) is open to all staff, pupils and alumni.

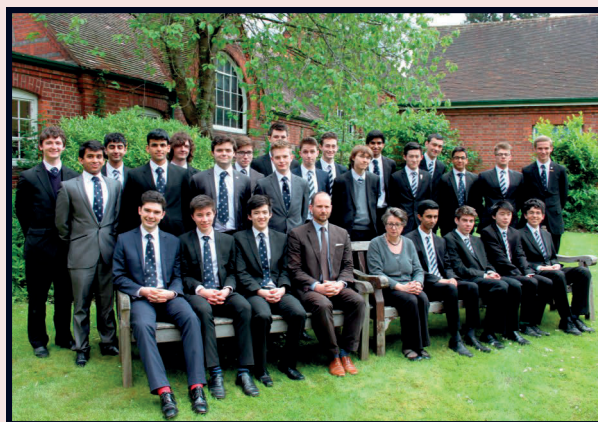
We hope to see you soon!



Uni-Bound

The vast majority of our Year 13 students leave Reading School to go on to the giddy heights (!) of undergraduate study. For many, this means 'Russell Group' or Med School. We are equally proud of all of them, especially if they receive and fulfil an offer for a course that reflects both their aptitude and their passion. For some, this means a much cherished (and highly competitive) place at Oxford or Cambridge. This year we are delighted for the 26 boys who were both talented and fortunate enough to receive an offer at these elite and extremely selective universities. This is a testament to their hard work and passion, and the practical and moral support provided by their tutors, subject teachers and families, throughout their whole time at Reading School. The photo does not do them (or their achievement) due credit.

Mrs Smith, Head of Year 13



The following 26 students have received offers from Oxford and Cambridge;

Soham Bandyopadhyay, Laurence Bashford, George Bates, Pranav Bharadwaj, Josh Breedon, Martin Chak, Charlie Chen, Stephane Crayton, Domenico Cullura, David Cuthbert, Peter Cuthbert, Phillip De Souza, Iain Dunn, Harry Gosling, Bobby He, Ivan Jackson, Joe Morris, Vineet Naik, Dan Noel, Charles Oakley, Bramman Rajkumar, Bradley Rowlands, Aaron Singh, Alexis Spyrou, Julian Sutcliffe, Adam Weller.

Year 12 Update



At the start of the year, 50 eager new entrants joined us from a wide range of schools, helping to make up a year group of 164 (each studying 4 out of 18 possible subjects): one of the biggest Reading School has seen! Early in the first term, the whole year group spent a day working on study skills and team-building activities, the first event in a vibrant PSHE program put together by Mrs Fooks,

involving a variety of external speakers and activities. One highlight was the talk given by Dr Mark Baldwin, senior sociology lecturer at Bath University, dealing with the subject of racism and homophobia.

Over the year, it has been heartening to see so many new and old students working together on a variety of projects: from House Events to Charity Concerts; from

sports teams and community Latin teaching to the School's Medicine Society. Of course, our main focus remains academic excellence. We were delighted to host three representatives from Harvard University's outreach program, and we now have several students who are considering applications to American universities alongside the more popular options of top universities in Britain. We hope that by now all students see themselves as very much a part of Reading School, regardless of whether they started in Year 7, 9 or 12, and look forward to celebrating with them on AS results day.

Miss Drummond, Head of Year 12

Reading School Parents Association

Events

Reading School Parents Association, RSPA, exists to support the work of the School, the boys and the parents at Reading. Our first event in the current academic year was a Wine and Welcome Evening for parents of new students in Years 7 and 9 held in September; this gave new parents the chance to meet each other, their class reps, the Heads of Year and RSPA committee members, and to have some of their initial questions answered over a glass or two of wine and some nibbles.

In November, the RSPA Careers Committee held a very successful careers convention to help boys from Year 9 upwards make choices for GCSE, A-level and university. Around 70 advisors from a wide range of industry and academic sectors made themselves available to offer guidance on career choices and field questions from both boys and parents.

More recently, Big School was transformed into a jazz club for the evening, courtesy of the Backhouse Club and the Arthur Lea Jazz Trio. To complement the music, the audience was guided through a selection of fine wines by an expert and provided with tasting notes. The evening proved very popular and very successful in raising substantial funds.

Spring Fayre

The main RSPA fundraising activity is always the annual Spring Fayre. Last year, the event raised over £5,500 which, together with a further £3,500 raised from other activities, was put towards the Book Project and helped to fund author visits, equipment for the LRC and a new cup for Junior Prize Giving. This year's Fayre was held on 10th May and, despite the weather varying between blue skies and heavy rain, was deemed highly successful, with over 500 people attending. The raffle proved to be very popular, as did the stalls run by the boys themselves, including the origami and the Puzzle Time Trail. The event raised in

the region of £6,500, which will be put towards outdoor equipment for the boys, including five-a-side goals and basketball hoops.

Other Initiatives

A couple of RSPA initiatives run throughout the year. The first, and also the easiest way for parents to help raise funds, is via **The Giving Machine** (thegivingmachine.co.uk) which links to hundreds of online shops, including Amazon, eBay and most high street retailers, and donates money to RSPA for every purchase made without costing you a penny.

Additionally, the second-hand uniform shop, located in the walled car park, is open on the first Friday afternoon and Saturday morning of each half term. Last year, the shop raised over £1,000 for the School through selling good quality uniforms, sports kits, lab coats and revision guides. Donations for the shop are always gratefully received and can be made either during the shop opening hours or left in Reception during School hours if clearly marked 'School Shop'.

Help Needed

All our events are organised by the RSPA and a small but wonderful team of volunteer parents. Funds raised are ploughed straight back into the School to make a real difference for all the boys. However, we always need more help, both on the committee and in running events. It is not unduly time-consuming and obviously the more volunteers we have, the less each has to do! RSPA meetings are open to all parents, so if you feel you have a little bit of time and enthusiasm to offer, then please do come along to our next meeting or contact the RSPA Chair, Mel Horton, for more information on melhorton@googlemail.com or 0118 989 0216.

Mrs Berney, Membership Secretary

RSPA



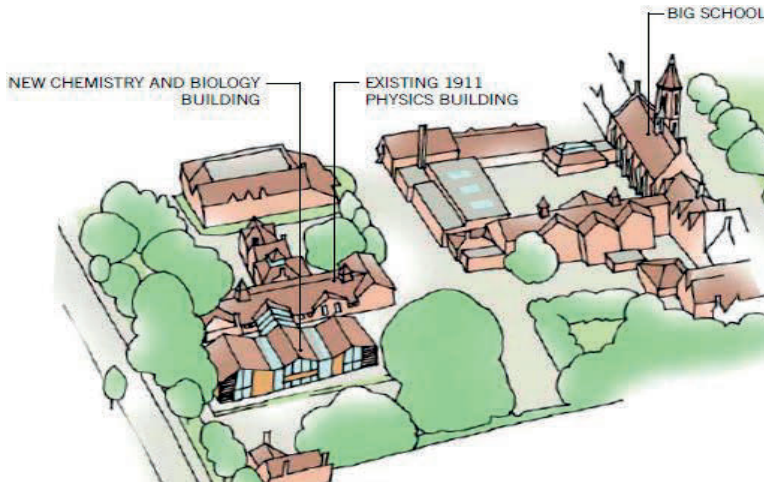
The Family Book Club



Wine and Jazz Evening
in Big School



www.readingschoolpa.org.uk



What makes a great school? Is it about having students who are keen and ready to learn? Or inspirational teachers who encourage them to achieve their potential? Reading School is probably a perfect combination of the two.

However, both teachers and students need decent, well-equipped classrooms if they are to perform at their best. Both also need opportunities to develop their skills inside and outside the classroom.

The Development Office plays its part by raising funds for more than 40 lunchtime and after school activities, run by teaching staff in their own time. Recent additions to the programme have included the Inspire Lecture series led by Mrs Smith, the Robotics Club, generously funded by the Verizon Foundation, and the Foster Wheeler Young Engineers Scheme.

Leadership



The Inspire Wall

We recently created the Inspire Wall to recognise pupils who have demonstrated Excellence, Integrity and Leadership in one or more of their activities. Over 100 boys were nominated by members of staff. We hope that their example will inspire others to make the most of their potential. Located by the stairs to Big School, the Wall complements the 'Tea Trays' in Big School, and shows commitment to excellence in the current generation of students.

Building for the Future

We have recently completed a major refurbishment of the computer science laboratories and the Lecture Theatre. This is part of our long-term strategy to bring our facilities up to the standards needed at a 21st-century school.

We have already started planning our next project, which will entail building seven new Biology and Chemistry laboratories over two floors. The building will be located alongside the Physics block and replace the single story Chemistry building which is in very poor condition. We are aiming to retain the old Biology building for general classroom use, if the planners allow.

The new labs will enable us to provide more practical teaching time in these subjects, which are amongst our most popular subjects at GCSE and A-level. The new building will also have better preparation and staff work areas, and will free up classroom space elsewhere in the school. Completion is planned for early 2016.

We have also completed a feasibility study with a view to improving our Sports and PE facilities, once the Science building has been completed.

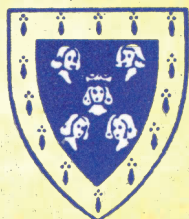
The proposal is to carry out major refurbishment of the gymnasium, including upgrading toilets, showers, and changing areas. We also plan to build a new sports centre with additional changing facilities and two new fitness rooms. Nearby, there will be an outdoor multi-use games area with an all-weather playing surface for five-a-side football, basketball and other sports. These will extend PE teaching time and prevent time lost because of bad weather, both of which are major restrictions on current PE and after-school activities. It will also provide some much-needed playing space for the boys at lunch and break times.

We have recently been awarded a grant of £2.88m towards the cost of building the Biology and Chemistry laboratories. We now need to raise some additional funds over the next 18 months to meet the cost of equipment and furniture, and will be launching a major appeal from September.

Miss Greaney, Director of Development

Can you help?

We are always interested in hearing from parents, alumni and others who might be willing to deliver an Inspire Lecture or who could help with university interviews or other mentoring projects. We also need to raise funds for our enrichment activities and our planned building projects. If you are able to help by giving your time, expertise or a donation, please contact Frances Greaney in the Development Office by emailing development@reading-school.co.uk or calling 0118 901 5600 ext 272.



The Old Redingensians Association

Greetings – to the ORA ('We few, we happy few, we band of brothers') and to those about to read these lines who know little about me. I'll start by trying to fill in some of the gaps.

I am the elder of two sons who both started their education at Alfred Sutton Primary School in Reading; myself in 1945 and my brother Peter in 1949. By chance, we both had good treble voices and, in turn, became Leading Choristers at St Bartholomew's Church in East Reading. What an education that was! Plainsong, Allegri, Bach, Byrd, Gibbons, Palestrina, Parry, Tallis and Vaughan Williams. Without my realising it, this became the foundation of my life-long interest in decent music. We both passed the 11-plus exam: I came to Reading School and Peter went to 'Stoneham', a newly-built grammar school in West Reading.

An 'innocent' singing education

My time at RS was academically OK but undistinguished; it was really my singing ability which persuaded those responsible for my education to allow me to stay. I joined the Operatic Society and received strong encouragement from Charlie Davis, Fred Griffin, 'Birdie' Nightingale and, in due course, Frank Terry.

I left RS in 1956 and joined the ranks of Her Majesty's Home Civil Service which tolerated my company for about 37½ years. A 'life sentence' you might think, but the last 20 years or so of my career were enjoyably spent on pioneering computer systems. These years turned out to be the best of my time with the Civil Service and I'm grateful for the experience it gave me.

I joined the ORs Rugby Club where I was a member for about three years. The away matches completed my rather 'innocent' singing education, with after-match sing-songs extolling the dubious delights of being on board 'The Good Ship Venus'; the exploits of 'Eskimo Nell', and the mishaps which afflicted the 'Four and Twenty Virgins' who rather misguidedly came down from Inverness.

Aged about 19, I joined a local Operatic Society, the Sainsbury Singers, which is still going strong and which gave myself and my brother frequent opportunities to sing (rather more conventional) leading roles. I particularly remember partnering Frank Terry in 'The Gondoliers'. Great fun. After about 13 years with them, I joined the Reading Phoenix Choir, with whom I spent about 23 happy years which involved European tours and success in numerous Choral competitions, including the major prize at the Llangollen Music Eisteddfod.

But life is not all song and dance, and about 12 years ago, I accepted Michael Maule's invitation to succeed him as Secretary of the OR Association. In 2012, Ken Brown asked me if I would like to be his Vice-President, an honour which I gratefully accepted. At the 2013 AGM, the Presidency was conferred on me in excellent shape, and I shall do my best to make sure that it is in a similar condition when handed on to Mike Evans later this year.

The Year Ahead

Council's main efforts for 2014 will be aimed at:

- continuing the support and development of the Enterprise Awards Scheme.



- considering issues relating to the development of the Redingensians Sports Ground
- organising a special event to commemorate the 150th Anniversary of the Royal College of Organists
- investigating the improvement of Disabled access throughout the School, particularly access to Big School
- effecting improvements to Big School (the OR's spiritual home)
- developing the Kirkwood Room Archive

As a footnote, I am pleased to relate that ORA Council membership has recently been enhanced by the addition of Ant Butler, Adam Carson, Domenico Cullura, Chris Mountain and Arthur Truslove. They will ensure a very welcome younger voice is heard in our discussions, and, perhaps more importantly, that our Association will continue to have a voice well into the future!

'Look to the Light and Strive for the Right'. Floreat Redingensis.

David B Cox

ORA President 2013/14

Return of an Old Boy



It is nearly ten years since I left Reading School. When I drove back through the school gates this year, it was with a sense of excitement and trepidation.

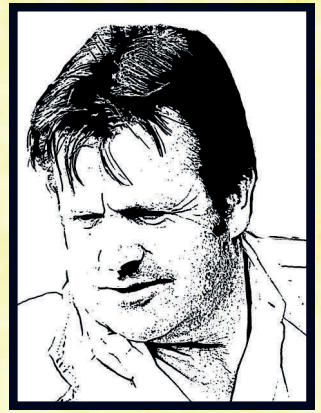
What had changed? Would my old teachers still be there? Would I even be recognised?

The drive to reception provided both reassurance and surprises. There were football goals on the front field! "Outrageous", some might say. I certainly remember when rugby union was the only football code allowed at Reading School. Having signed in at reception, I headed towards the Physics department passing familiar sights like the library and Art block. There was now a brand new Refectory! I

was impressed; finally somewhere to sit and eat a good hot meal. On the other hand, it means that great institutions, like quad football and the character-building tuck shop queue, have now gone the same way as Saturday school.

At the Physics block I was really pleased to bump into several of my old teachers: Mr Tucker, Mr Sharma and Mr Judd (thankfully they did recognise me!). It was like stepping back into class, except we were all a bit older - it was great to catch up.

Reading School Boy and Man: Ned Holt Reminisces ...



Quantity of experience is not always matched by quality of memory. When Mr Beahan asked me to reflect on my time at Reading School, therefore, and to consider comments on significant changes, memorable moments, or eccentric teachers during my time, I opted to concentrate on the first, on the basis that I may have been able to recall too few of the second and far too many of the third.

A number of changes might surprise today's students. For a start, most of them would not have been able to attend as day students. Before the 1980s, only those resident within the Borough of Reading qualified, leading to the anomalous situation of the School taking some boarders who actually lived within walking distance of the site. The boarding pupils, who were more numerous as a result of this regulation, formed a body known (imaginatively) as 'Boarders', which subsequently became School House when day pupils were added to the mix. The other three Houses did actually reflect geographical areas: East and West Reading, and 'County' mostly from Caversham and Emmer Green. The Houses played no pastoral role at all (pupils were not placed in House-based forms or tutor groups until the 1970s) but existed primarily to encourage and structure competition and sport, and the role of Head of House was a relatively minor one.

The physical character of the School has changed, too. I was a student here from 1966 to 1972. Both then and when I returned as a teacher in 1982, the School had entered into a period of neglect; only the squash courts had been

added to its facilities during the previous quarter century. Since then, the destruction of 'temporary' classrooms in what is today's play area, together with the construction of the Page building and the JKB, has shifted the sense of the 'middle' of the site significantly westwards. Those of you enjoying the Refectory today may be surprised at the nostalgic affection which ORs in their thirties to fifties still hold for the 'quad', which was the site of a complex maze of football matches (tennis balls only) every break. The result was a semi-organised shambles, astonishingly without serious injury.

One of the better management decisions I witnessed brought quad football to an end – though the subsequent suggestion that informal games should be allowed onto the then hallowed School Field was met with a remarkable degree of ingrained resistance. In a bizarre attempt to compromise, two senior members of staff actually discussed whether it would be feasible to allow pupils to play on the field if they removed their shoes and played in socks only! A slightly more substantial decision – indeed, probably the most difficult and controversial in my time – saw the abolition of Saturday morning School in 2002. Opponents spoke of running sporting fixtures and caring for boarders over the weekend; supporters drew attention to the need to find a better work/life balance. In the end, it is probably fair to say that the decision did not fulfil either the worst fears of the former, or the greatest hopes of the latter.

In many ways, the best changes didn't come from formal decisions at all; they were gradual and organic. In last year's

review, Mr Judd remarked on the change in the composition of the staff – in particular, the number of women employed. In the sixties, almost all teachers were white, male, and themselves educated at grammar schools or in the independent sector. It can only be a good thing to have a more diverse staff. I would also completely agree with Mr Judd's comment on how much more relaxed relationships now are. In 1980, students were only addressed by their surnames. Though no such policy decision was ever made, by 1990, first names had taken over. During the same period, the cane at last quietly disappeared – actually before this change was required by law. I have never heard a teacher regret its passing, though we've all been tempted to acts of violence at times!

The best changes helped to create a far better working and learning environment, and explain why the School I left in 2012 was such a pleasure to work in. Many regard their time at school as a 'golden era': but which is really the best decade ever for Reading School? Personally, I'd hazard a guess at 2015-2025.

*Ned Holt OR (1966-72),
History Department (1982-2012)*

Finally, I settled down to the task I had returned for, to mentor five students for the 'FW Young Engineers Scheme Competition' organised by my employer, Foster Wheeler. Their challenge was to design and plan the building of an oil refinery for a fictional client. Tasks included choosing a site, completing detailed civil engineering calculations and designing a process flow diagram for a hydrogen production process. All findings would have to be included in a final written report and presented to a panel of judges

from industry, in only four weeks. Many would say this was a tough ask for school kids of any age, let alone Year 10s. However, the boys tackled the challenge with relish.

From that initial meeting to the final presentation, I only had to apply the lightest of touches to the boys' work. Invariably, they would come back with the correct answer and surprise me with something extra.

Ultimately, we were just pipped to the post for the overall competition win. However,

the experience of observing the group's progress brought back memories of what it was truly like to be at Reading School. I realised, over the seven years I was there, boys were pushed and encouraged to excel at everything they did, to do more than the minimum and take pride in academic interests and achievements. In that sense, I can safely say nothing much has changed at all...

Floreat Redingensis

Rafiq Thayer OR (1998-2005)

Economics

The Economics, Business and Enterprise Association Conference at the Bank of England

Whilst a visit to the Old Lady of Threadneedle Street may not be everyone's idea of a perfect day out, for eight Year 12 economists last June, the EBEA Conference lectures offered a chance to step inside and learn more about one of the UK's great institutions.

The day's talks started with Ian McAfferty - one of the nine members of the Bank's monetary policy committee - offering an insight into how conventional monetary policy affects the economy. Terms such as quantitative easing and forward guidance are ever-present in the news, so it was interesting to find out more about the operation of these policies. The second talk focussed on the fiscal multiplier, another key A-level concept being discussed refreshingly beyond the confines of the syllabus. The morning's lectures provided much in the way of food for thought, but were soon superseded by thoughts for food and a buffet lunch, provided by the Bank.

The afternoon session began with a group

activity and a team from Reading School competing against a team of teachers for the prize of best presentation. It was Reading School who triumphed with their interesting and eloquent presentation (did we spot a brief smile on the faces of Mr Dawes and Mrs Smith?). Soon after, in a wide-ranging talk, Marwan Mikdadi connected the theory we learn in lessons to real-world situations as he traced the origins of the 2008 crash before considering the sovereign debt crisis in the Eurozone, the precarious fiscal position of the US and the potential for the re-emergence of Japan.

Our note-taking skills were tested and our assumptions challenged, but more importantly the event gave all a unique insight into both the role of the Bank of England and the future prospects of the UK economy. Interest, for once, was more than a charge for borrowed money.

Harry Gosling, 13C

Catering for Talent: The Institute of Chartered Accountants

In mid-March, myself, Joe Tichband, Lucas Jopp, Alexis Spyrou, Thomas Pena-Walsh and Jonny Evans, supported by Mr Dawes, attended the Institute of Chartered Accountants in England and Wales' Business, Accounting and Skills Education regional heats, for budding businessmen and chartered accountants. We took on the challenge of advising a (fictional) catering company, interested in expanding in local schools without compromising environmental friendliness or the promotion of low-cost healthy food.

Mentored by an ICAEW member, we were required to analyse and discuss the

situation before presenting our recommendations to the company board of (real-life) business experts and officials.

While team presentations were being assessed, student delegates were invited to tour an employment fair. Then came the results ... We were named 'Runners-Up' behind St Joseph's



School, also based in Reading. The team and I left proud of the work we had put into the event: we had a great time, and, in the process, actually learned a few things as well!

Jack Dunnigan, 13E

Image above reproduced by kind permission of the Chartered Institute of Accounts

4000 Years of Money: the British Museum's Citi Money Gallery



The Citi Money Gallery (sponsored by Citi Group) showcases the history of money around the world. Way back in October half-term, a group of our A-level Economics students were invited to participate in a Citi Money Gallery Student Advisory Panel.

Guided by Mrs Bosser, our students threw themselves into the task with enthusiasm and diligence. Here is what the Gallery Education Manager, Mieka Harris, had to say about their contribution:

As you will be aware, Robbie Cottle, Jack Dunnigan, Tom Russell and Timi Sanusi have been working with the Citi Money Gallery education programme at the British Museum. All four spoke eloquently at the conference held last week, which was the first time in England the major charity organisations supporting the delivery of financial education have been brought together. So many delegates commented on their professionalism and were very impressed with their involvement in the programme. It has been a real pleasure to work with them.

Images:

Above, Year 13 Economists at the British Museum.

Below, The Citi Money Gallery, The British Museum © Trustees of the British Museum



Classics

Latin community service goes down a "tempestatas"!



At the beginning of the academic year, Mr Cooper and Year 12 formed two teams to sally forth and bring a taste of Latin to some of Reading's primary school pupils. The first team (Alex Illingworth, Patrick Lillie and Matthew Graham) set off to teach a class of ten juniors at Hemdean House School in Caversham, while the other (Arjun Thayyil, Sam Dexter, Liam Duan and Robert Clark) went to Redlands School in Reading.

Latin vocabulary and grammar - mostly the present tense and adjectives - were taught through worksheets and games such as Hangman and "Splat!", and of course Minimus the Roman mouse! Both teams supervised a half-term project using Greco-Roman myths and legends as stories, encouraging the children to write and perform their own

plays based around them: some featured highly imaginative props, including a fabulously innovative snake-adorned Medusa's head! We also taught our groups to sing 'Happy Birthday' in Latin (*felix dies tibi sit*) accompanied by cake and chocolate, while the Hemdean team finished their sessions before Easter by making Roman *tabulae* (wax tablets) so the children could write like Romans!

The lessons were instructive and popular, and both teachers and taught expressed the hope that there would be more in the future. Our thanks go to Mr. Cooper, without whose help and advice the lessons would not have run as smoothly and successfully as they did.

Alex Illingworth, 12W

Greek City-States Day



A Classical Extravaganza!

Tuesday 22nd October: in separate classrooms, teams of brave Year 9s control the key cities of Argos, Corinth, Athens and Sparta. The War Department of Argos, with the assent of King and Council, make early preparations for conquest and the city of Kalamae (now Kalamata) falls with little resistance. Athens, however, challenges, and is defeated by, the feared barbarian warlord, Charles Bucknell. Near economic collapse is one debilitating consequence. Meanwhile, Corinth has become one of the finest cities in all Greece, competing closely with nearby Argos. Both celebrate their prosperity and military strength while Athens desperately attempts to retain some measure of sovereignty and Sparta remains strangely inert.

Towards the end of the day, a fragile peace is shattered

by the wicked Persian 'King of Kings', Xerxes, who invades Greece with an enormous army under the command of the feared organiser, Charles Bucknell. Under Total War, all four city-states unite to fight off the Persian hordes at Reading School's own Battle of Thermopylae. Xerxes' 'Army of a Thousand Nations' is held off and eventually calls it a day. Greece is saved! But at some cost - each city's army has been decimated.

The benefit, of course, is that aspects of Classical Antiquity are taken out of books and classrooms and brought to life by the organisers and enthusiastic members of Year 9. Thanks to them, and to Mr Cooper, Miss Drummond, Miss Rogers, Miss Moore and Mr Hurst for supervising and advising.

Alex Illingworth, 12W

Ancient Historians at the British Museum

25 brave Year 11s have formed the first cohort to take this qualification. Study of the 2nd Punic War, Agrippina's schemes and manoeuvring in Imperial Rome and the remains of Egyptian Pharaohs has been complemented by research into the events of the Persian war that were the inspiration for the film '300' and a visit to the British Museum to gather evidence for their Controlled Assessment. Students have also benefited from Miss Moore's personal experience of digging in Egypt, which has given them a taste of the challenges of archaeological research and how it relates to Ancient History.

Ancient Historian Chris Butler particularly enjoyed learning about Hannibal's epic trek over the Alps with elephants and observed, "Ancient History provides the opportunity to study and learn from the culture of those who've come before us." It also inculcates useful transferable skills in analysing evidence and assessing the reliability of sources, as well as slightly more specialised knowledge like how to use collapsible ships to assassinate royalty or cattle as decoys in battle, or how best to deal with an elephant charge. You never know.

Miss Drummond, Classics Department



Tom and Chris beside the Egyptian goddess Sekhmet or "The Powerful One"

History

A Colourful Year

The past 12 months have been a fantastic time to be a member of the History Department. We have been able to build upon superb results last summer, with every year group having made us proud. Further down the School, students have consistently produced work which is interesting, thoughtful, creative and sometimes provocative, using knowledge and skills which will

empower them in the 21st century. We have been delighted with the enormous increase in GCSE numbers for next year, showing the lower years are buying into our vision. While we are saddened to say goodbye to our Year 13 classes, we are safe in the knowledge that several will be studying History at university, including two places at Oxbridge.

Summer Trip to Auschwitz



This summer will see the Reading School trip to Auschwitz, and a group of Year 10s prepared by attending a talk given by Harry Bibring, a Holocaust survivor.

Mr Bibring's talk captivated the audience, and the student report on the School website is well worth a read to gain a sense of how much impact one man's story of the past can have.

Sam Miller, 10E, writes:

One of the most moving events of the entire afternoon came when Harry Bibring explained to us exactly why he persists in coming to schools and recounting his experiences. Succeeding generations, he said, had failed to learn from the Holocaust.

Harry Bibring appealed to the pupils to ensure that the 21st century was a less bloody and barbaric one than the 20th. We have to act as soon as classification of people occurs, because it is the first step on the path which includes symbolisation, dehumanisation, polarisation, and eventually extermination.

World Class Speakers

The Department has had a number of world-class speakers come to talk to the boys this year.

The Year 12 historians were treated to a fascinating talk by Professor Christopher Duggan, who is Professor of Italian History and Director of the Centre for Modern Italian History at the University of Reading. He recently won the prestigious Wolfson History Prize for his latest book, *Fascist Voices*.

The students have been studying Mussolini's fascist regime in Italy in the 1920s and 30s. Professor Duggan's talk covered Italian identity and the complicity and willingness of the Italian populace to buy into fascism. He also made connections between Mussolini's regime and the Third Reich, unravelling a period of history that is intrinsically connected to our present.



Inspirational Colleagues



This year saw one new and one returning teacher in the Department, both of whom have been tremendous assets.

Mr Kearle, when he has not been coaching the County Cup winning team in rugby, has consistently shown passion for the subject and commitment to the students. Mr Robson was also welcomed back to teach our Year 13s, and his experience has been much valued and appreciated.

At a time when politicians, commentators and pretty much everyone else have debated what history content should be taught and how, we are proud that our vision, values and lessons are inspiring students across the School.

The future, it seems - at least here at Reading School - is History.

Mr Bailey-Watson, Head of History



Year 9 First World War Commemoration

Remembering the Great War

The Year 9 First World War Commemoration Day with Abbey School (pictured above) was the beginning of our attempt to engage students with the importance of the 100-year anniversary of war breaking out.

The whole of Year 9 was involved in investigating the role of Reading School and the local community in the war, and its lasting legacy. Our boys worked superbly with the girls of the Abbey and the final outcomes were remarkable, challenging pieces of work.

Below are just a few of the drawings that the boys produced on the day.

The Department showed its strong ties to the debating society as a packed room witnessed staff and students go hammer and tongs over the motion, *This House regrets British involvement in the First World War*: one of the most eloquently argued and passionately delivered debates of the year!



Geography

Gone are the days of chalk on board and colouring in countries on global maps. These days the Geography Department are living their geography, not just colouring it! This year, our focus has been on teamwork

and collaboration: without outstanding support from Classics and other colleagues, it would not have been possible to achieve so much.



Comenius

A two year multi-lateral cultural exchange with France, Spain and Turkey began with a visit from our three partner schools. The theme

this year was 'Classical Time Lights the Way for our Future'.

21 Reading boys from Years 8 and 9 proved excellent hosts. We participated in a variety of activities including trips to the Roman Baths in Bath and The British Museum in London, and a typically British banquet, to which each of our 21 boys brought a classic British dish, enabling our guests to get a real taste of Britain! All who attended the end of visit presentations could not fail to be impressed by how much the students had discovered and absorbed. The influence of the entertainment, trade, language and architecture of our Roman predecessors is certainly alive today.

Phase Two of the exchange took place with a number of our boys visiting Spain, where they visited the Royal Palace of la Granja, and Alcala and Toledo, both World Heritage sites. We look forward to visiting both France and Turkey next academic

year. A big thank you must go to Miss Drummond, Miss Moore and Miss Rogers for their tireless work in structuring the activities and their exceptional knowledge of our classical history.



In the words of Frank Sinatra: 'Come back to Sorrento; let me live!'

The ever-popular combined Classics and Geography pilgrimage to Sorrento, organised by Mr Norgaard and led by Miss Rogers, proved a great success once again.

The delicious combination of history, culture and ice-cream were devoured by our eager Year 10 students. Pompeii, Vesuvius, Herculaneum, Capri and the now notorious 'Magicworld' water slide park all received the rapt attention of our boys.

Thank you to the boys for their impeccable conduct and the staff for all their effort and enthusiasm.

I feel privileged to lead such a vibrant department and indebted to all the teachers, support staff, students and parents who make what we do possible.

Mr Norgaard, Head of Geography



128 pairs of soggy, smelly socks!

Year 10 Geographers ventured to Shrewsbury to investigate the Carding Mill Valley Stream for their Controlled Assessment. Preston Montford Field Study Centre was the venue. Their report accounts for 25% of the overall GCSE grade, but the real enjoyment comes from applying geographical concepts in the real world. The boys loved working in the water, measuring the different cross-sectional characteristics of the river. The trip has left them all with many unforgettable memories, including 45-a-side football and scrambling to get to dinner before everyone else!

Meanwhile, the Year 12 students visited Juniper Hall Field Studies Centre in Boxhill to investigate the River Tillingbourne and develop Geographical techniques for their Paper 2 exam. After being briefed extensively about data methodology, sampling techniques, details of the river system and potential risks, our determined students set off for the river site, where they were immediately plunged literally knee deep into cold, murky waters. 'Colouring-in' was, of course, impossible until their return to class!



Preston Montford



Juniper Hall

World Geography, World Champions!

In the Junior National Geographical Society World Championship held in St Petersburg, Russia, Joseph Grimmett, James Woolaghan and Joshua Blake secured 15th place in the world. This is the very first time all the competitors representing Great Britain have come from the same school.

Competing in the National Championships was a fantastic experience and has shaped me as a person. I feel that having the opportunity to go to Russia and lead Team Great Britain has developed my leadership skills. (Joseph Grimmett, 11C)

Edward Clennett represented Great Britain in the Senior International Geography Olympiad held in Kyoto, Japan, coming 23rd out of 126 individually and gaining a silver medal. In the national placings, we came 12th, the highest ever.

I enjoyed learning about Japanese culture, as well as the cultures of other countries, as I made lots of new friends from around the world. (Edward Clennett, 12W)



Geographical Association - WorldWise Competition

In the summer, we returned to our more familiar domestic GA competition: once again Reading School hosted this prestigious regional event, with 30 teams from 15 schools competing. Reading was represented by two teams and Reading School emerged victorious. A huge well done to James Woolaghan, Joshua Blake and Sanjay Arulchelvam.

It was a fantastic night, and I'm really sorry that I will be too old next year to give the tournament another go. However, I hope that, like in years before, this victory will lead to another chance to win the national or international finals. (James Woolaghan, 10E)



Fougères Work Experience: Feb 2014



Some of our French AS class spent a fantastic week in Fougères experiencing all France has to offer. Henry, George, Eduardo, Paddy, James, Ed and I taught in local primary schools, so different from ours, even if they're just over The Channel! It was a delight to meet so many kind and chatty youngsters who were all interested in learning about our different customs and culture. We also spent a day in a French secondary school which was totally different from a day at Reading, being a mixed school with more pupils and more modern buildings and facilities. Our host families were very welcoming and treated us as one of their own (the mum of my family even cried when I left!). We are all looking forward to our correspondents visiting us soon. If you're ever offered the opportunity to visit or host, I suggest you take it!

Oliver Maitland, 12W

Munich trip: July 2013

The Year 8 Munich trip was a trip to remember. I don't recall a single moment where I was not having a great laugh with my friends, trying something new, or testing out my German speaking skills in a real-life situation. Will Dunnigan remarked, "Where else but Germany can you get Ice cream shaped like spaghetti?" and, in light of the wonderful weather, Ben Iddon's verdict on the best day was "when we went swimming; the slide was *sehr cool*". We've all fallen in love with Munich – when will you?

Thomas Wheatley, 9E

Spelling Bees Are Buzzing!

Shreyas Pandit, Mithesh Duddekunta and Carlos Bustamante-Campos, our Year 7 French Spelling Bee champions, went on to represent the School in the regional final, where they managed to spell 14 words in one minute. *Bien fait!*

Miss Cia's, Subject Leader French & Spanish

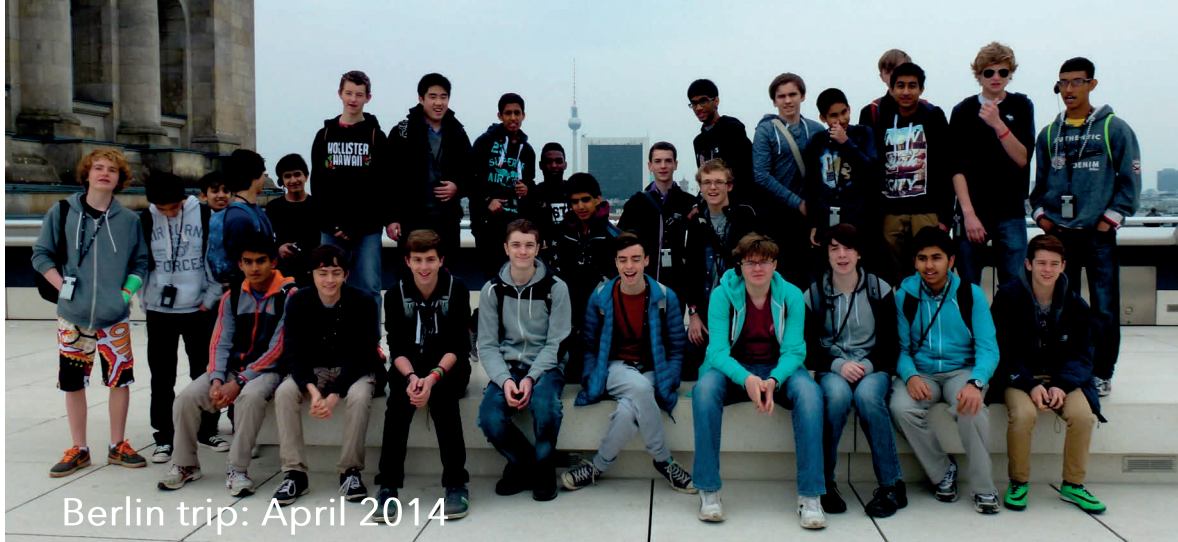


Schloss Neuschwanstein, Munich



BMW Welt, Munich





Berlin trip: April 2014



At the beginning of the Easter Holidays, Year 10 and 11 students of German visited Berlin. Lots of German was spoken – something especially helpful for the Year 11s, who, with their speaking exams round the corner, experienced first-hand the link between language study and the real world. We did a lot of walking in the centre of the city (still full of cranes) witnessing how often exciting new

architecture sits next to more historic sights. Museum visits alternated with cinemas, ice cream stops, a river cruise, a zoo, a rally and much more. All in all, a highly active and fun-filled trip which all agreed they would like to do again.

Dr Materlik, Subject Leader German

Cordoba trip: April 2014

Immersion is an excellent way of improving one's grasp of a foreign language, and the opportunity to visit another country to achieve this is not one readily available to everyone. I had the great fortune of attending this enrichment trip with a group of 40 students from Years 9 to 11, last Easter holiday.

The 4:15 departure time was not, perhaps, over-appreciated by the students (nor, I suspect, by the accompanying teachers, Miss Ciaï, Miss Ancel, Mr Beckey and Mrs Chhokar) but it, and the 12-odd hour journey were immediately worth it once we arrived in the sunny city of Córdoba, where we were to stay for the following four nights. Waiting for us was a dish of fresh churros with 'chocolate' (pronounced *chocolah'tay*) a real thick, rich hot chocolate sauce, after which we went off to our respective temporary homes. My host family made every effort to make myself and my roommate, Harry Dean, feel comfortable, introducing themselves and inviting us to watch television with them.

The following day, we visited the mosque, a synagogue which is one of the largest in Spain, and the castle of the Christian monarchs, all of which were amazing both as sights and photo opportunities. Even as someone who does not have a great interest in history, I could appreciate and enjoy learning about the rich history of these sites, and did so for the rest of the trip, too. After an exhausting but fun hour of flamenco dancing and a game of football, we returned to our hosts who served us homemade Spanish omelette for dinner, before we retired to bed.

The third day involved a coach ride to Granada, a city with spectacular views from both sides of the valley. We started on one side, a residential area with typically narrow streets, before taking a long and winding route down through the pretty, cobbled roads, stopping occasionally to admire the view and shelter from the heat. Lunch was eaten once we reached the bottom, but we soon set off for the top of a very, very large hill where La Alhambra awaited. The Palace

may have been the main feature, but the gardens and landscape were definitely the most stunning.

Sunday was the hottest day yet, but 28°C in the shade wasn't going to spoil things, so on went the sun cream – and the trip to Seville. Every minute was packed with great things: the Plaza de España (used as a film site in two of the Star Wars films); the still-operational bullring with its museum of bullfighting, and the grand cathedral, home to la Giralda. It was a shame to leave, especially as it was our last proper day in Spain, but eventually we left the beautiful city that many in the group said they would love to live in and went back to spend one last night with our host families.

La mañana, reluctantly, we abandoned the heat and returned to the rain. The trip had featured great food, great sites, great coach rides and a great ambience. It was an incredible experience for which the MFL Department can count me in next time round. Worth every penny.

Ruben Beecham, 10W



ART

Words and images (mainly) by Sean Laing and Tomi Amole, 8C

Artwork

Year 12 Bijoy Das has been working hard on this fantastic paper dress for his AS level main project. Floral patterns and natural forms are clearly reflected in his piece, and they remained incorporated when he moved on to different types of folds, such as pleats. The finished article, full of vibrant colours and on a frame crafted by James Smith, is now on display in the Art Department. We wish Bijoy good luck and hope that he will attain an excellent mark after three solid weeks of hard work!

Another exciting piece of artwork is Stephane Crayton's eggs. He paints miniature versions of

famous pictures on eggs – and they look stunning! His work was one of a few pieces to be entered into this year's Saatchi Young Art Competition (another was the 'Coke Dragon' by Henry Stow, which you can also see) making it into the top 1000 – a real accomplishment when you consider that over 10,000 schools from around the world entered the competition.

If you would like to see these or any other works in the Department, just ask or pop in and see for yourself!



Paper dress back



Paper dress front



Help Needed! New Computer for Animation

As more and more people are wishing to do animation and other 3D Design projects during Art lessons and for GCSE and A-Level, the three current computers accessible to students are no longer powerful enough to run the programs required. We have already secured one new computer for use in the Art Rooms, but this won't be enough.

In response to this, the Art Publicity Team (<http://www.rsartpub.com/>) has put forward a proposal to build a powerful Workstation PC for animation and other use. This will not only open up new learning opportunities for Art, but will enhance the technical knowledge and expertise of the Year 8 students building the PC.

Sadly, this won't be free – and there isn't room in the Art Budget to accommodate the expense. If, therefore, you would like to make a donation to support this worthy initiative, please contact development@reading-school.co.uk for more information. Also, if you or anyone you know can obtain PC parts at discounted prices, please let us know!

Portraits

Martin Chak has produced several fantastic portraits this year, including these of Mr Judd and Mr Bailey-Watson.



3D Printer

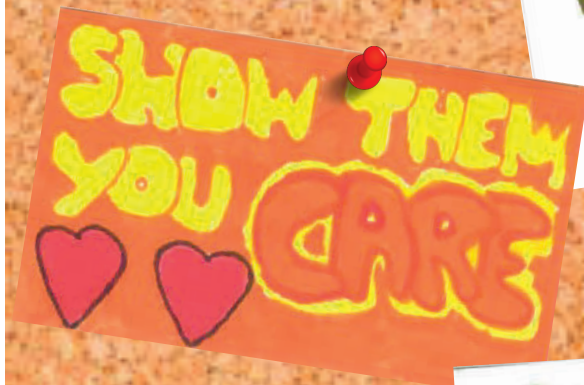
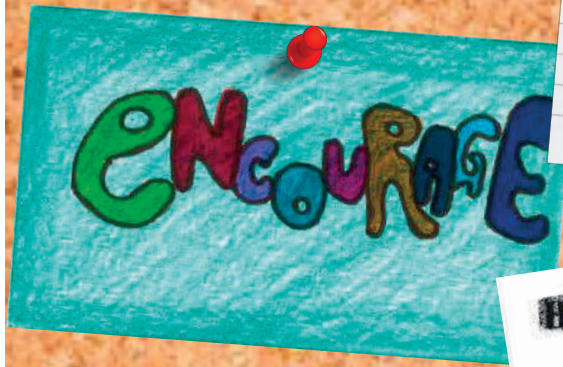
Jacob Munonyedi recently caught up with Naaglis and Dimitri, two boys who have completed extensive work on the School's 3D printer (a facility generously funded by the ORA) to talk about their work.

Some of their 'prints' are sourced online from sites such as www.Thingiverse.com, where free models can be downloaded and printed out with ease, including the 'Companion Cube' (image at the bottom of this panel) from the Portal series of games. Recently, however, they have started designing their own prints using open-source free software such as Google Sketch-Up 8. Another popular piece of software is the Makerware that comes bundled with the 3D printer. One of the more challenging prints they undertook was a large cup – so large that the printer had to be left running overnight! Both boys commented on length of time being one of the major drawbacks to the 3D printers currently available.

If you are looking to try 3D printing yourself, speak to the Art Department, or consider buying one yourself! 3D printers range from the £70 "Peach Printer" (<http://www.peachyprinter.com/>) to the £2000 MakerBot replicator 2X (<https://www.makerbot.com/>). Happy printing!

Postcards

As part of this year's Whole School Art Event, we invite you to be part of our 'SHARE AN IDEA' postcard show. The idea is to create a design showing how you could make things better for someone else, staff or student. Below are some examples. If you would like more information please talk to Ms Willoughby. Postcards are available from the LRC.



Music



Inter-house Music Competition

Competition and standards were fiercer and closer than ever at this year's Inter-House Music competition. East House, the reigning champions, began with an 'improvised' item, followed by some excellent solos, most notably from music captain Stephane Crayton on violin, accompanied by Anthony Tat, playing Kreisler's *Praeludium* and *Allegro*.

Next were West House who began with David Sharman conducting his own arrangement of *Pompeii* by Bastille, a recent chart hit for the band. He also led a fine performance of Rossini's *Largo al Factotum* arranged for saxophone quartet.

School House performed third, led by Chris

Poon, whose arrangement of a memorable cue from the film *Inception* formed the basis of their large ensemble piece. Nikolai Lester and Roy Wang both performed with real panache on the piano, rounding off with their reimagining of Fergie's *A Little Party Never Killed Nobody*.

County House took the stage, beginning with a post-rock trio arrangement of Satie's *Gymnopédie No. 1*, Sam Wood leading vocally from the front. Noam Rosenbaum gave a spell-binding rendition of Doppler's Hungarian Pastoral Fantasy on flute before the highlight of the set, a very moving performance of *One Voice*, featuring the vocal talent of Edwin Hughes, during which all of County's performers took to the stage.

After a rousing interlude by the Big Band, this year's adjudicator, Showstoppers' Andrew Pugsley, announced School House as the winners, a real turnaround for the house which has spent the past few years languishing in fourth place!



Big Band Ball

On Saturday 8th February, over 140 people danced the night away to two full sets of big band music played by the award-winning Reading School Big Band in a fabulously decorated refectory. Solo turns from singers Andrew Matthews, Stephen Parkinson, Jacob South-Klein and Jonathan Sinclair fired up the crowd, who all said they could not remember the last time they had had such fun.

The Big Band had even more success later in the year when they were once again invited to take part in the Music for Youth National Festival in Birmingham, following their excellent performance in the regional festival at the not-very-regional Cheltenham Town Hall. They will be performing a specially commissioned piece by Robert Holmes and Andrew Matthews called *Funkety Funk*.



Pianothon—who could forget?



We played for 11 hours and 25 minutes in Big School on 22nd November 2013 and raised enough money to purchase a Clavinova! Thanks to all the students, parents, and staff who supported the event.



Composers' Concert

This year, just two days after the ball, we held our first ever composers' concert in Junior School. Designed to develop composition skills, a series of workshops led by top-level professionals was followed by premieres of seven A-level and three GCSE compositions. Of the many excellent new works on offer, the one that fewest of the audience are likely to forget is Tristan O'Leary's *Year by Year the*

Monkey's Mask Reveals the Monkey. This lament on Western imperialism in Japan pushed the boundaries by exploring the full sonic possibilities of its diverse ensemble.



The Mavron Quartet perform with Anthony Tat at the Composers' concert

Year 7 Concert



A large number of solo items and two smaller groups featuring the beginner violins (both trained and conducted by Bobby He) showcased the huge amount of new talent there is in the year group. The evening rounded off with the now traditional massed performance of Carey Blyton's *Dracula!* featuring Ben Cheeseman in the lead role and conducted by our excellent PGCE student, Mr David Hughes.

Mr Meehan,
Director of Music



Now firmly established as a Reading School institution, the Year 7 concert played to a packed Big School at the end of January. As usual, there were some great sounds from the Year 7 Orchestra, directed by Mrs Green this year, playing a new set of movements by Mr Meehan called *Pictures of Winter*.

Spring Concert—a showcase for the RSO (Reading School Orchestra)



Toby Davies Memorial Concert

This year we were shocked and saddened by the death of Toby Davies who had left Reading School in the summer to join the prestigious Purcell School, a specialist institution for aspiring young musicians. To commemorate the life of this keen young composer, we were very fortunate to join forces with the Purcell School, along with members of Berkshire Maestros' ensembles, in a special concert on Sunday, April 27th. Many compositions by Toby himself were featured, including *Don't Let The Sun go Down* performed by Harry Davidson and *Autumn Thoughts*, beautifully rendered by Robert Holmes on the piano. Both Sam Wood and Mr Meehan were privileged to have their compositions, *The Day God Called You Home* and *The House I Grew Up In* respectively, performed by members of the Purcell School. The concert concluded with a piece performed by 13 members of Reading School, based on a video Toby had made of an idea he had probably been working on one wet Sunday afternoon. Completed by Mr Meehan for our performers, it allowed Toby, through the wonders of modern technology, to perform alongside his classmates one last time.



DRAMA

PGCE Student Rachel Tyrell reports on this year's highlights

A-Level Drama: Practical Performances

On Tuesday 18th March 2014, Reading School hosted the AS and A-level performance evening. The night consisted of four fantastic performances. Year 12 students presented three scripted extracts: *The Dumb Waiter*, *Mojo* and *Gasping*, while the Year 13s delivered

a devised performance, *The Hunt for V3*. The night was a roaring success, with the audience expressing huge excitement in response to all four performances.



Harold Pinter: 'Dumb Waiter'

Adam Albin and Max Brian-Boys captured the emotional realism in Pinter's 'The Dumb Waiter.' They also demonstrated great skill in highlighting the absurdity of the characters' circumstances through effective comic timing and characterisation.



Jez Butterworth: 'Mojo'

With impeccable timing and focus, Charlie Taylor and Toby Darrington produced a perceptive and amusing interpretation of 'Mojo'. They created a pair of highly complex and erratic characters who drew the audience into their volatile situation.



Ben Elton: 'Gasping'

The comical and ridiculous 'Gasping' was a great opportunity for Jacob South-Klein, Stephen Stanton and Michael Canning (not shown here) to present quick-witted and deceptively complicated characters depicting the destructive effects of commercialism and greed.

A Level class: 'The Hunt for V3'



Arron Dempsey, Toby Morris, Andreas Papavassiliou, George Prové and Sam Chapman created an utterly hilarious comedy which featured fast-paced scene changes, exceptional multi-roleplaying and a huge array of one-liners. Set in various countries during WW2, 'The Hunt for V3' followed the American military legend 'Chuck' and British Old Etonian 'Charles' on their adventure to Germany to find and destroy the V3. The actors' skill, creativity and wit had the audience in stitches throughout.

Overall, this was an excellent night's entertainment, with a mix of comedy and tension keeping the audience constantly on their toes.

Year 11 Showcase Evening - gallery of stills

Our Year 11 students presented their GCSE scripted performance pieces during a Showcase Evening on 20th November, 2013. Groups performed extracts from *Journey's End*, *Neville's Island*, *Teechers*, *SUS* and *Stalag Luft*. Fantastic performances and sophisticated interpretation of the texts truly captured the audience's imagination: the students' investment of time and effort helped make the evening a wonderful success.



Palin and Jones: 'Escape from Stalag Luft 112B' featuring Jake Taylor and Nicolai Lester



John Godber: 'Teechers' featuring Jack Ginger, Cameron Ward, Stanley Glendinning



Barrie Keeffe: 'SUS' featuring David Jordan, George Henderson, Somto Okereke



Tim Firth: 'Neville's Island' featuring Oliver Sankey, Jamie Porter, Moammar Hussain



R.C Sherriff: 'Journey's End' featuring John Livesey and Tim Kenyon



Tim Firth: 'Neville's Island' featuring Jonathan Smith, Sami Dai, Joe Grimmett

Public Speaking & Debating

Our society has flourished over the past year, with weekly debates on an eclectic range of subjects, from 'Immigration is a positive force in the UK' to 'This House believes that Manchester United is no longer great'. Our weekly debates (Thursday lunchtime in G3) continue through the second half of the Summer Term, after a break for the internal exams.

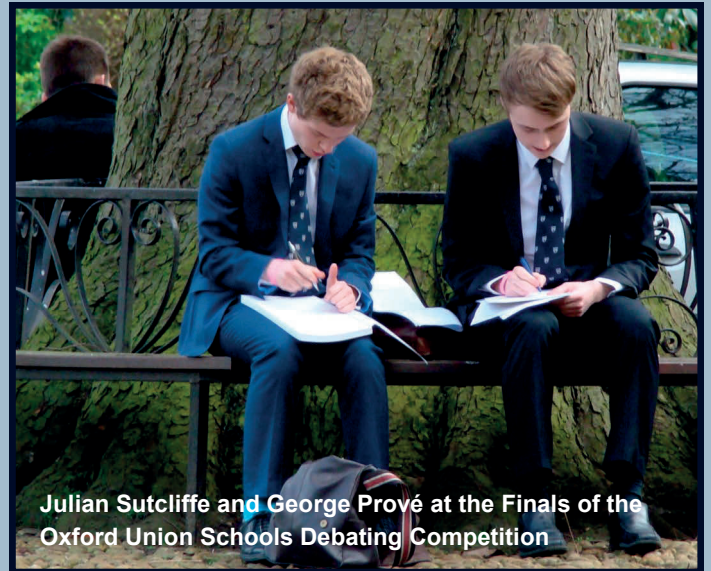
Success Speaks!

Reading School's debaters have enjoyed more success in national competitions this year than at any time over the last decade! We have reached the Area Finals of four competitions: the ESU Schools Mace, ESU Public Speaking, Oxford Schools' Debating and Rotary Youth Speaks.

Our ESU Mace team (George Prové and Julian Sutcliffe) reached the Southern Regional Final held at Dartmouth House in London. At this level, debaters are performing at a standard which makes them eligible for selection for the ESU's national team

The same two also made it through to the Finals of the Oxford Schools Debating Competition, held at the Oxford Union on March 15th, where they joined representatives from the 95 school teams (out of 700+ who started) who had made it that far. Although they went from strength to strength in the course of a demanding day, preparing four motions in no more than 15 minutes each on topics as diverse as subliminal messaging and the relationship between Russia and the Ukraine, the four finalists eventually selected were Eton, Dulwich College (two teams) and Latymer Upper School.

They all fielded very accomplished speakers who tackled the motion, 'This house believes that all WW1 centenary commemorations should exclude any references to bravery or the positive experiences of participants' with considerable aplomb. It was interesting to note that, despite the best efforts of a generation of British military historians, the image of Haig and his



colleagues as incompetent and uncaring remains lodged firmly in the minds of at least these representatives of today's youth. In the end, one of the Dulwich teams emerged as *victor ludorum* but all who had competed during the day were able to leave with their heads held high.

To make it into the top ten percent of teams nationally is a great achievement and George and Julian deserve our heartiest congratulations. Next year, we intend to enter the World Individual Debating and Public Speaking Championship tournament in Hong Kong. Watch this space!

Mr Hurst

Reading School Pass Notes No 2: School Inspections

Is it true that Reading School has regularly excelled in school inspections?

We are very proud that the recent Ofsted inspection of our boarding provision rated us as Outstanding. In our last full Ofsted inspection the whole school was rated as Outstanding. There should be another full inspection by Ofsted shortly.

That's fantastic, but what about that inspection in 1648: I heard you didn't do so well then?

Ah well, that was mostly about politics you know.

Politics? Whatever do you mean?

In 1644, William Page was forced out as Master of the School. He had been recommended by William Laud, an Old Boy of Reading School, but hated by the Parliamentarians. Once the Parliamentarians had control of Reading during the Civil War, they ousted Page and replaced him with Thomas Pocock. Pocock was much favoured by the Parliamentarians, but he may not have been very good at his job.

So, what happened during the inspection?

In 1648, three Oxford Dons undertook a detailed inspection of the School. Pocock was quizzed closely on a variety of subjects. It seems that the Dons took issue with Pocock's lack of knowledge about how Latin and Greek were taught, the general methods used in teaching and whether or not he prayed with the students. Pocock didn't even answer clearly about "times of remission" granted to students.

Was Thomas Pocock sacked?

In 1649, Reading Borough gave Pocock a golden handshake of £20 to leave his post as Master of Reading School. He was immediately replaced by a Mr Waddon, who had little experience, but was said to be 'civil, godly and learned'.

What happened to William Page?

William Page went on to study medicine and in 1661, when the monarchy was restored, he relinquished the right to be reinstated to the School Mastership. Medicine then, as now, proved a more lucrative occupation than teaching!

The Policy Team

When Captain George Prové and Deputy Julian Sutcliffe leave for university, their king-sized shoes will be filled by the new Joint Captains, Aleksandr Stepanyan and Jacob South-Klein, ably supported by a Policy Team of nine, who plan the debating programme, manage competitions and support competitors with training. The nine are: George Henderson, Neil Shabong, Ritvij Singh, Ryan Yao-Smith, Freddie Gingell, Kiran Phadnis, Neil Kokkaparampil, Nikunj Paliwal and Yousuf Mohamed-Ahmed. Their work, in turn, is complemented by a five-member sub-committee, who run the Year 8-10 debates and take over the PT's role when the older boys go on study leave. Our thanks to all for their sterling efforts this year.



The Policy Sub-committee

LAMDA Exams

52 boys undertook LAMDA public speaking sessions in the Spring Term, with exams held at The Swan Hotel in Streatley on Sunday 6th April. Speeches set by the Academy included The Best Day of My Life, Dreams, European Rugby, GM Crops, The Benefits of Video Games and Inequality in India. The boys develop such confidence and technique, work incredibly hard and are really supportive of each other as they meet the challenges of speech writing and then, crucially, of how to deliver their message effectively – a set of skills which will surely help them prosper in any path they follow after Reading School.

Mrs Williams, Head of Public Speaking and Debating



Bulletin and Fact Check



George Henderson in full oratorical flow

- We now run British Parliamentary Debate Training and Impromptu Speaking to support boys doing competitions, LAMDA examinations and debating generally.
- We are introducing an internal debating competition, based on British Parliamentary Style Debating (the format used in the Oxford Schools' Competition) for Year 10s.
- Our inter-school debating programme is set to expand. We already debate against Kendrick and The Abbey, and have approached The Holt and Bluecoat.
- In November, Omar Uwais and Aleksandr Stepanyan represented the Army Cadet movement nationally at the Chamber Event in the House of Lords commemorating the centenary of the outbreak of WW1 - broadcast live on the BBC Parliament Channel.

 Find us on
Facebook and



Sohum Shah runs the Facebook page for us – please Like us! We also have a new Twitter account, **@RSPubSpeakDeb**, managed by Aleksandr Stepanyan with Kiran Phadnis.

English—a Bard-Load of Magic

450 years ago, Shakespeare mewled and puked his way into the world. Little could he have known the effect his deathless verse would have, in 2014, on teenage boys in leafy Berkshire. It has been another spectacular year in English at Reading School, and our students have continued to excel, whether they like to admit it or not. In a perverted tribute to the wondrous William, they have proved his ideas to be utterly false: we have no snail-like, “whining school-boys” who creep “unwillingly to school”. On this notable anniversary, Reading School’s English ambassadors have yet again put Shakespeare’s ‘Seven Ages of Man’ cliché to the sword...

Regardless of their successes in the classroom (where GCSE results continue to rise, A-Level results persist in shining, and the brand new Living Texts results for Year 9 provide a rousing preparatory trumpet blast) there’s been a Bard-load of magic outside of lesson time.

Mrs Harden and Mrs Romano welcomed Year 7 boys to the school with their new English Club, an inspiring opportunity for our students to fill their lunchtimes with games, reading for pleasure and writing skills.

Book Festival

We were all delighted to join in the success of the 2014 Reading School Book Festival, with some of the guest authors combining their visits with workshops for English classes: Year 9 boys are now all experts in the Art of Fear, thanks to Alan Mayhew.

Our BBC News School Report team has grown, with Year 10 and 11 students returning to assist Mrs Geraghty-Green and the Year 8 journalists with their news-houndery. On the News Day itself in March, stories ranged from the local aftermath of winter flooding, to the visit of

our Tour Aid partners from Kenya, IKEA’s impending arrival, and the state of hair fashion on our campus. The results of this year’s investigative efforts can be found on both the School’s and the BBC’s websites.

A Meadow of Creativity

Mrs Harden has nurtured literacy and extended writing beyond the borders of the English curriculum, and the Rooted in Writing initiative (see page 32) has blossomed into a terrific school-wide meadow of creativity. There have been bushels of other opportunities for our boys’ talents to flourish: we’ve supported entrants into a myriad of local and national competitions, such as Radio Two’s Five Hundred Word Story Challenge, the Young Writers’ War and Conflict contest, our own Eisteddfod and the McIlroy Essay prize. You can peruse with pleasure examples of the work produced on the pages which follow.

Ms Postlethwaite’s one-on-one Learning Support sessions are as popular as ever: boys from every year group have once again been moved and enthused outside of regular class time, and have seen their

writing results rocket in a sweep of academic subjects.

New Terrain

The current Year 10s have embarked on a journey into mystical new terrain; they’ll be the pioneers, the first Reading School students to sit English Language IGCSE in the autumn of 2014. We’ve also introduced a daring new element to the GCSE Literature course: the legendary thrill of unseen poetry is now a firm part of our KS4 curriculum.

Mrs Hall, Mrs Romano and Mr Beahan have trekked across the country gathering the best professional practice in order to guide our intrepid explorers on this adventure.

In the summer of 2014 we can look back and truly say that the English department has presented ‘All the world’ to our students, and they have in turn ripped up the scripts and done something much better than Shakespeare could ever have hoped.

Mr Baldock, Head of English



McIlroy Essay Competition Winner 2014

What is lost when the last speaker of a language dies?

Nelson Mandela once remarked, 'If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.'

An alternative outlook on the concept of language is expressed in the Old Testament. Genesis: 11 describes the tale of the Tower of Babel. Up until this point in the Bible, the people of the Earth had one language, which allowed them to come together and construct a vast tower, until God scattered man into different countries with different dialects to prevent their further accumulation of power. Language diversity in the Bible is referred to as a 'curse', designed to separate and isolate humans from each other, to prevent development.

It has to be said that this interpretation of language does bear some relevance today. Indeed, the immense industrial growth in almost any developing nation has been the result of the accumulation of tribes under one language. If Saudi Arabian communities had not come together to form one predominantly Arabic-speaking nation, the country would be a shadow of its currently wealthy self. The death of languages is perhaps the only way that countries can advance efficiently.

On the other hand, because of the manner in which language is linked with identity, if individuals feel that their language is dying because it holds no use, they see their identity as without purpose. If parents no longer teach and pass on language to their children, the family heritage is broken and traditional values lost.

The social costs of the death of a language are substantial. Take Belarus. During and after the Second World War, the Belarusian language suffered dramatic decline as Russian became the principle means of communication in all major industries and in the media. Eventually, Belarusian was only taught in rural schools. Simultaneously, the nation suffered social disruption, higher levels of depression and ranked sixth in the world for total number of annual suicides committed, despite a population of only 9 million. This has been linked to the disintegration of the native language, which fragmented the country and still causes conflicts and social tensions to this day between Belarusian speakers and Russian immigrants.

The relationship between language and environment is another thing to consider. Indigenous languages often hold useful biological and medical insights that would be lost if the language were to die. For instance, the Micmac tribal language has special words to describe how trees sound in the wind. The names change as the sounds in the wind change, so if a

Micmac elder remembered what a tree used to be called and is called now, this can portray the effects of acid rain on the species. If the language is lost, these profound interactions and insights into ecosystems, many of which remain undocumented by science, are lost. Thus, the study and conservation of these languages can benefit environmental and wildlife preservation efforts.

Leaving aside the contention that no language actually 'dies', it simply evolves into a more popular and adaptable dialect (like Old English or Latin) what can actually be done to preserve the distinct features of a language? The revival of Hebrew in Israel is one rare example of the resurrection of a language after it had become extinct in everyday use for an extended period. Today, Hebrew has become a national language learnt by Jews globally.

Yet Ghil'ad Zuckermann affirmed that 'the Hebrew revivalists who wished to speak pure Hebrew failed. The result is a fascinating and multifaceted Israeli language, which is not only multi-layered but also multi-sourced.' Moreover, the growth of Hebrew and of Israel has contributed significantly to the reduced number of speakers of Palestinian Arabic in the occupied Palestine territories. It is also thought to have reduced the number of speakers of Yiddish.

So even the most successful language revitalisation of recent times may have ended up contributing to further language decline. It has been estimated that by 2100, 90% of the world's languages will have ceased to exist. And yet there seems no obvious stance on the issue. When a language disappears, the knowledge and culture that have been a part of the language through generations of use, disappear with it. But how can we expect cultures to keep peace with each other when they cannot understand each other?

Overall, the most reasoned stance appears to be that, although it is unfortunate that so many languages are on the verge of dying, this is simply the price of progress. The matter of preserving languages should be undertaken by those who have a private and personal interest in seeing them protected.

Christian Shaw, 12E

This is an abridged version of Christian's essay.

Reading School Fast Facts::

- Over 30 mother tongue and additional languages are spoken by students and staff at Reading School
- They include Cantonese, Telugu, Hungarian, German, French, Spanish, Dutch, Italian, Portugese, Lithuanian, Arabic, Tamil, Sinhala, Havgave, Japanese, Mandarin, Swedish, Urdu, Hindi, Malayalam, Russian, and Twi.

Student Writing

BBC Radio 2's '500 Words 2014' Competition

The story below went through to the 2nd round of this national competition for younger writers, taking its place in the last 1,000 of the original 319,000 entries.

The Race

Only a short way to go...

The apex soared, bleak and dead despite the riot of colour, movement and anticipation. My whole body ached as the effort exhausted me. Another milestone passed and the banner rippling red and yellow in the ever-strengthening wind signified the beginning of the end.

Suddenly, we were three.

Out of the corner of my eye, a flash of white and red was visible and dark green behind. The road sloped upwards and I groaned, but quickly stopped myself. I had known it would be like this. This was my chance, and the time to the end of the pain was dropping fast.

'Keep focused, keep focused,' was all that was in my mind. I couldn't stop now, not this close. My legs burned in the sun and the incline was getting steeper all the time. I stood and grinded once again. We were making progress through the shadow of the trees that lined the way up the constantly growing gradient. I was tiring, but felt refreshed by the reassuring clamour at my side.

As we were ascending, a gnawing hunger clawed at my stomach. I dropped behind, desperate to collect food from the machines that had tailed us from the halfway point. I grabbed an energy bar and scoffed it, precariously balancing as I did so. I stomped down again and rejoined the two others once more. Another banner flowed in the wind and I now saw the peak for a second time. We were exposed to the tormenting sun and the high winds that whipped across us.

I had to keep going, get to the top, keep going until the end. There was no time for a break without losing touch with those flashes of white, red and green. There was no time to slow, not this close to the end. The slope was ever-steepening and my feet yearned to stop. But they mustn't.

All of a sudden, we progressed into the shadow of the ascent; menacing brown towers loomed around me and the echoes of encouragement willed me on. A small landmark wrinkled in the gusts that the breeze brought, indicating that we were nearly

there. And we were. The path wound up the mount for a fraction of what we had already come through and then it would come down to the final effort. Then I could stop; not before, only then.

Along the side of the road, barriers stood in neat lines, the bright yellow standing out against the dark elevation. I started to wind up, gripping so hard with my hands that they left imprints. Hopefully, I looked behind me and saw that the white, red and green colours were now receding and I was once again alone. A cacophony greeted me and I finally let out a smile from beneath the agony and pain that my body was experiencing.

At last ... I straighten, lift my hands off the handlebars and roll triumphantly over the line.

Ashley Linkens, 8S

Eisteddfod Creative Writing Competition: Junior Section Winner:

This Old Ship

The sea's violent weeping
Washing me in blood and aching
Overpowering torrents of grief
Drowning in tears shed by the sea
Waves shatter sharp against me
Winds rip the sails away
Rain like bullets pierces my face
Rotten wood run through with pain
Rusty nails defiled by shame
Rope-tied heart, forever frayed.

Patch up the holes with tape and paper
Cover the surface of something deeper
Conceal the cracks, paint over the scars
I'll guard my heart, seal it in a jar.
I'll hide the anguish in a deep-sea jail
Wipe tears away with newspaper sails -
A new compass of glass and false direction
Should blot out a history of imperfection.

Blood seeps through every board
No part of it untouched by storms
But this old ship will keep on sailing
Because I have places to go.

Mithesh Duddekunta, 7S



Poetry Page

The Shadow

Mimicry is in its movement.
It stalks, quietly, emotionless,
Untouchable. Invisible but to
The height of day. Artificial yet
Natural; still but changing,
Tacky yet smooth
It clings to your soul.

Jake Taylor, 11E

Saturn

There it hangs – Saturn, its swirling rings in a beautiful pattern;
The droplets of ice, near-perfectly sliced, as they spin round the centre.
The planet so smooth, as if it would soothe perfection's desire,
But what lies upon the surface I enquire?
No-one knows, for the task that is posed is too hard to try.
I hear you ask why, but the answer is here –
What race could survive in these black depths of space?
Emptiness. A vacuum. Too far. Absence of matter.
Pressure too high. Inefficient.
What beauty are we missing out on?

Tomi Amole, 8C

Star

A
star
drifts in
the sky
staring down
at the Earth. It gazes down from the sky, its arms wide
and open. The star does not hate, it does
not love. It is a neutral entity
just freely floating across
the heavens. One can never
stop a star in its long walk
in the wonder of
space unknown.

Kai Faulkner, 7W

Rocket

Ahh,
Oh look I can see
Yes, I'm finally free!!
But I am stuck to a tube and I can
Hear some
Crackling.
It seems
That my
Tail is on
FIRE!!
I'M ZO-
OMING
UP IN
TO THE
AZURE
SKY – I'M
GONNA
BLOW
BUT
WHAT
CAN I DO?
MY LIFE
IS SHORT
LONELY AND
I'M ALIVE
ONLY
TO ENTERTAIN

Pawan Ayyar, 7W

School Planner

it comes on the first day.
A new year, so a new book.
It's similar but not the same.
It's not mine, just
a tangle of pages,
cloned and anonymous.

Then the name is written
and like a ray of sunshine
the light of conception
shines upon the planner:
it is born, your child,
ready to be filled.

James Craig, 11W

Reading School Book Festival

The inaugural Reading School Book Festival took place during the first week of March and coincided with World Book Day on the 6th of March. The aim was to inspire an enjoyment of books and reading throughout the whole School and build on the excellent progress achieved by the Reading Generation project last year. Staff and pupils were keen to be involved from the start, producing a range of videos and artwork to promote the visiting authors.

Alan Durant

Poet and author Alan Durant kicked off the Book Festival with talks to the whole of Years 7, 8 and 9. He spoke about how much he had loved to read as a child and how this love of reading inspired his passion for writing, encouraging his audience to look around them and take inspiration themselves from the Old Boys named in the tea trays on the walls.



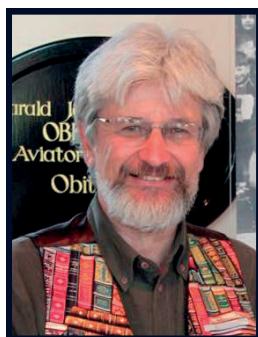
Beverley Naidoo

Award winning author, Beverley Naidoo, gave a powerful talk to both Year 11 and our Sixth Form English students about what it was like growing up and living in South Africa under apartheid and how these experiences influenced her work. Beverley said that her characters were based on reality, which she said could be a very scary thing.



Rather than discussing the process of writing, she talked about the inspiration for her books and growing up in Apartheid South Africa. This made the talk both interesting and entertaining. (Scott Jackson, 11E)

Martin Parsons



Old Redingensian and School Governor, Professor Martin Parsons, gave an after-school talk on the Impact of WW1 on Reading School.

It made me want to learn more about this school as I know I'm privileged to be in a place with such an amazing history. (Sam Slocombe, 7E)

Richard van Emden

Leading WW1 historian, Richard van Emden, gave talks to Year 10 and Sixth Form History students based on themes in his book *Boy Soldiers of the Great War*. He stunned those listening with statistics about juvenile casualties and the revelation that attending a school like this would have led many to become officers leading a platoon of up to 60 men as a second lieutenant, by the age of 18.



The fact it was specifically on young soldiers helped me appreciate a different side to WW1. (Sebastian Young, 10E)

Jon Mayhew

Popular fantasy author, Jon Mayhew, started the day running a workshop for a class of Year 9 pupils on the *Art of Fear*, in which he explained how his stories are filled with 'waves of tension', to keep the reader engaged. Other tips included: using shadows, darkness and echoes, the classic 'show not tell' rule, triplet phrases, as well as sensory description and time references, like a countdown to add urgency.



Talks to Years 7 and 8 focused on the inspiration behind his new book series, *Monster Odyssey* (Jules Verne and TV programmes like *Stingray*). He also spoke with passion about real-life monsters like the giant squid and the possibilities that abyssal gigantism might hold for future deep sea exploration. Jon got the boys to pace out the length of the giant squid and use their imagination by naming new 'fictional' sea creatures.

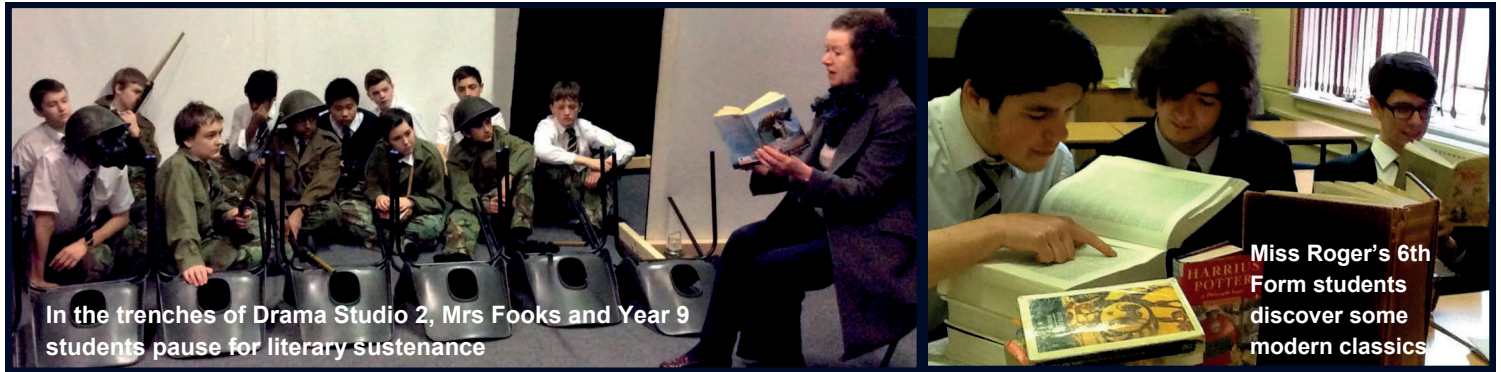
This workshop was really good fun: I think I created one of my best pieces of creative writing! (Alex Vanlint, 9S)

Muchamore Live

The LRC also hosted our first ever live virtual streamed author event on World Book Day, when our most borrowed author, Robert Muchamore, answered questions about the phenomenal success of his CHERUB series and talked about his career and brand new series, *Rock War*.



Reading School Book Festival



Drop Everything and Read (D.E.A.R.)

On World Book Day, all staff and pupils at Reading School were encouraged to stop what they were doing for 20 minutes to read. The aim was to further promote our vibrant culture of whole school literacy.

The feedback has been overwhelmingly positive, with many pupils asking for a longer time to read next year. It was especially popular with Key Stage 3 and it is great to see so much reading for enjoyment across the whole School. Classes were encouraged to take a photo at the end of their D.E.A.R. period and the results were so good that we decided to give out lots of prizes!

72% of pupils participated in DEAR this year and 82% said we should do it again

Reading School's Top Ten Authors:

Here is the Reading School Top Ten author wishlist, based on our Book Festival feedback survey:

1. Robert Muchamore
2. J.K. Rowling
3. Anthony Horowitz
4. Derek Landy
5. Rick Riordan
6. Charlie Higson
7. Michael Grant
8. Mark Walden and George R.R. Martin
10. Malorie Blackman

What Happens Next?

We could not have run a whole School Book Festival without the tremendous support and enthusiasm we had from the whole School community, including prefect and pupil librarian teams, ICT, the Estates team, catering team and reception staff – we would like to thank each and every one of you, not forgetting the most important people: the boys themselves. We are already looking forward to next year's festival.

Some excellent suggestions to think about for next year include:

- A general book sale or book swap
- New book information from bookshops or publishers
- Creative writing in English lessons e.g. short stories
- Book-related competitions

Mrs Kesteven, Learning Resource Centre

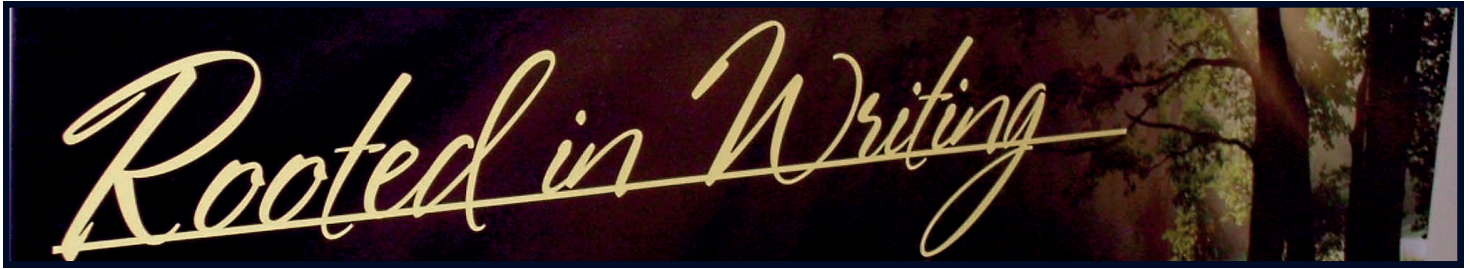
Creative Writing Competition

The winners of this Summer Term event were James Dryden, Ridge Falcao and Keiran Relf, all from 7E.

Author Jon Mayhew had this to say about James's entry: *I loved this piece; it's very imaginative. I think we'd all like to find a small part of the world where dinosaurs still roamed!*

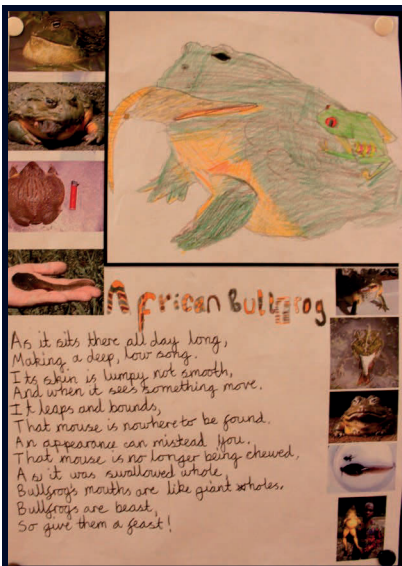


Literacy Across the Curriculum



2013 was the year of 'The Reading Generation', made possible through the generous donation of £9,000 from the Reading School Parents' Association, which enabled us to start a Family Book Club, a whole-school Biography Reading Challenge and DARE point collection cards for borrowing books. Following on from this success, Reading School have decided that 2014 is to be The Year of Writing!

We have seen the creation of the 'Rooted in Writing' initiative, with passports for Years 7-9 to encourage them to tackle both general and subject-specific writing tasks, like 'Write about a place that you find amazing and give reasons why' or 'Write a poem inspired by a plant or animal'.



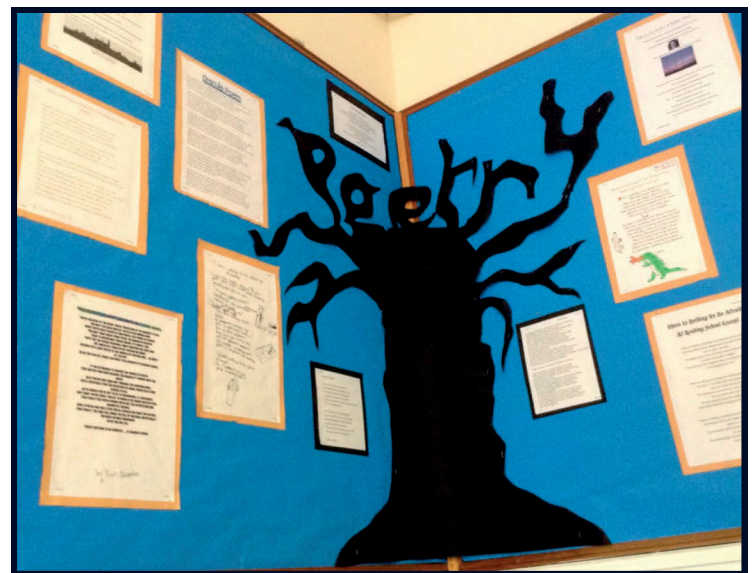
Lots of departments have been inundated with amazing examples of students' extended writing, now displayed under specially created banners.

In addition, we have all been putting lots of effort into improving the boys' general literacy skills, insisting on technical accuracy in their writing, no matter what subject they are writing in.

Support from parents in encouraging boys to use DIRT - Dedicated Improvement and Reflection Time - would be greatly appreciated, as well as reminding them to check for mistakes with capital letters, spelling and punctuation.

Here are the sort of questions we ask boys to use when reflecting on their learning:

- *Are you happy with what you have achieved?*
- *Have you used DIRT to ensure your finished piece is better than your initial one?*
- *How could you improve further? Be honest!*
- *Is there any support you need from your teacher?*
- *Is there anything you need to take responsibility for independently before your next task?*
- *What level do YOU think this piece is?*



There are helpful sheets in student planners and all Year 7s and 8s should have their Literacy Mats to help them when writing both at home and at school.

Our boys respond well to competitions, and this is another productive strategy for improving writing skills. Apart from our own exciting Eisteddfod writing competition, there are a whole variety of local and national competitions, such as 'The Poetry Games', the 'The Lancaster Essay', The BBC's '500-Word Story' and 'The Young Writers' Competition' all of which we actively encourage the boys to enter.

So - Keep Reading and Get Writing!

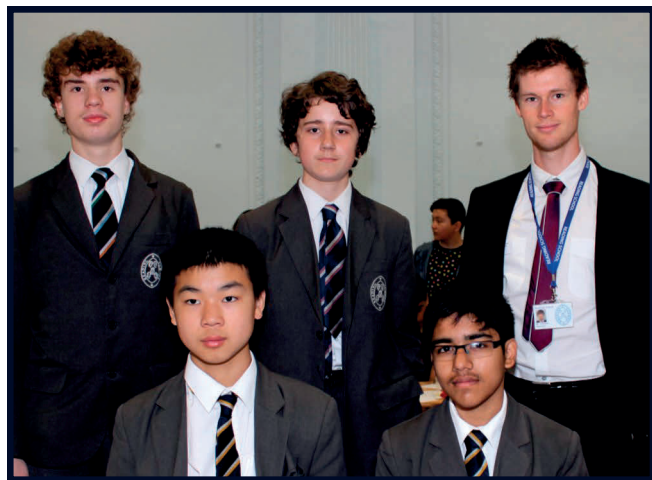
Mrs Harden, English Department



Maths—It All Adds Up

Our boys have again this year excelled in local and national competitions organised by the UK Mathematics Trust and the British Maths Olympiad. What follows is a summary of their achievements.

National Junior Maths Challenge



Our team, Elijah Price, Karthikeyan Neelamegam Ganesh, James Sun and Istvan Darok, won the Regional Finals in March with full marks. This won us a place in the National Finals at the Royal Horticultural Halls on June 23rd, as one of only 80 schools to qualify from over 1,600 entries. After a gruelling day of competition, the boys did supremely well to come joint second behind last year's winners, City of London School.

Intermediate Maths Challenge

The Intermediate Maths Challenge held at Reading School on 6th February yielded 77 Gold Certificates, 40 Silver and 25 Bronze.



65 boys qualified to go forward in the competition, 33 of whom gained Merits and five Distinctions. Those who distinguished themselves were Karthikeyan Neelamegam Ganesh, James Sun and Ryan Wong (Y9), Minghua Yin (Y10) and Alfred Wong (Y11). Ming and Alfred were both invited to attend a week of further challenges and training to be run by the UKMT in Leeds in July.

Senior Maths Challenge

In November, our team came third in the regional heat. The individual challenge resulted in 38 Gold Certificates, 66 Silver and 45 Bronze. Of the boys who were awarded Gold Certificates, 30 progressed to the next round with the top nine taking part in the Olympiad Round 1.

Soham Bandyopadhyay, Martin Chak, Vineet Naik, Tom Russell, Shabaris Sriraman and James Sun all received certificates of participation. Alfred Wong and Roy Zhang received distinctions and progressed to Round 2. Adam Weller received a distinction, a silver medal, a book prize and progressed to Round 2. He also received an invitation to a training camp in Hungary over the Christmas break and was among just 20 UK students eligible to take part.



Following a sterling performance in BMO2 at the beginning of February, Adam was selected to attend an Olympiad training session at Trinity College, Cambridge in April. Here he offers his thoughts on the experience:

The idea of an Olympiad competition is not so much to see what a student knows, either in or beyond the school syllabus, but to test their ability to apply what they know in new ways. It's like a sports competition, but for the subject concerned, with prestige attached for the individual and country participants. From a personal point of view, BMO participation is not only a challenge to prove how well you can perform, but can look very impressive on your UCAS application!

Mr Walder, Head of Maths

The Monkey and the Coconuts

Five men and a monkey were shipwrecked on a desert island. Knowing that they would need food, they spent their first day on the island gathering coconuts, which they collected into a pile.

That night, while the rest of the men were sleeping, one woke up. He realised that when morning came there might be an argument about how the pile should be distributed. Some men might claim that they did more work, and therefore deserved more coconuts.

Determined to get his fair share, the man divided the coconuts into five equal piles. There was one extra coconut left over. The man gave the coconut to the monkey, and hid his own share. Then he pushed the remaining four piles back together.

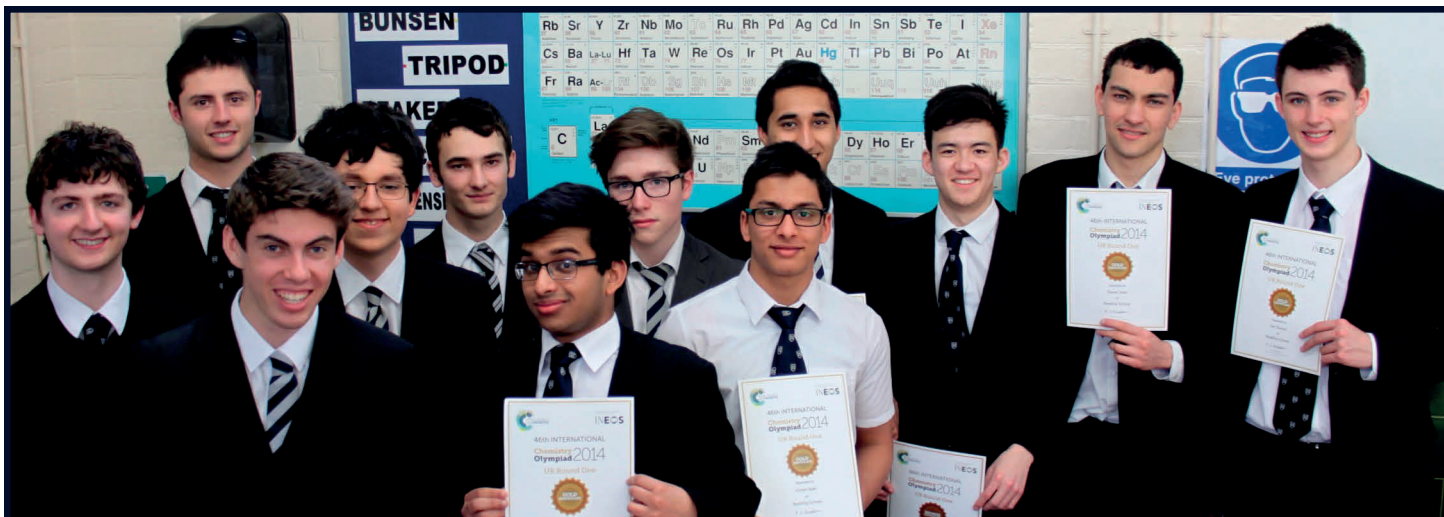
An hour later, the next man woke up and did the same thing. One by one, each man woke up, divided the stack into five equal parts, and took one part out. Each time there was an extra left over coconut which the man gave to the monkey.

Next morning the men got up and divided the remaining coconuts into five shares. Once again there was an extra coconut which was given to the monkey. Each man must have known that there were coconuts missing and that he was getting more than his fair share, but they didn't say anything because they were all guilty.

How many coconuts were there in the beginning?

Mrs Sikkel

High-Flying Scientists



Chemistry

30 Reading School students joined the 5,682 students nationwide who participated in Round 1 of the Chemistry Olympiad in February. We achieved our best result in 10 years, with 10 Gold Awards (nearly 5 times the national average), 10 Silver and 7 Bronze. Two students, Iain Dunn and the irrepressible Adam Weller, made it through to the second round in March.

Mr Longstaff, Head of Chemistry

For a taste of the competition, try this question on spot cream from the Round 1 paper!

"The drug tazarotene (sold under the trade names of Zorac® or Tazorac®) can be prescribed as a cream that can be applied to the skin to help to treat acne and certain other skin conditions. It is commonly sold as a 0.05% cream by mass. The molar mass of tazarotene is $351.46 \text{ g mol}^{-1}$. Assuming that tazarotene cream has a density of 0.90 g cm^{-3} , calculate the concentration of tazarotene in the cream in mol dm^{-3} ."

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Biology

Out of 22 Reading School entrants for this year's UK Biology Olympiad, a total of nine Gold Awards were secured – a particularly praiseworthy achievement when you consider that six Gold Awards was the highest total in the past, and only 323 Gold medals were awarded in the whole of the UK.

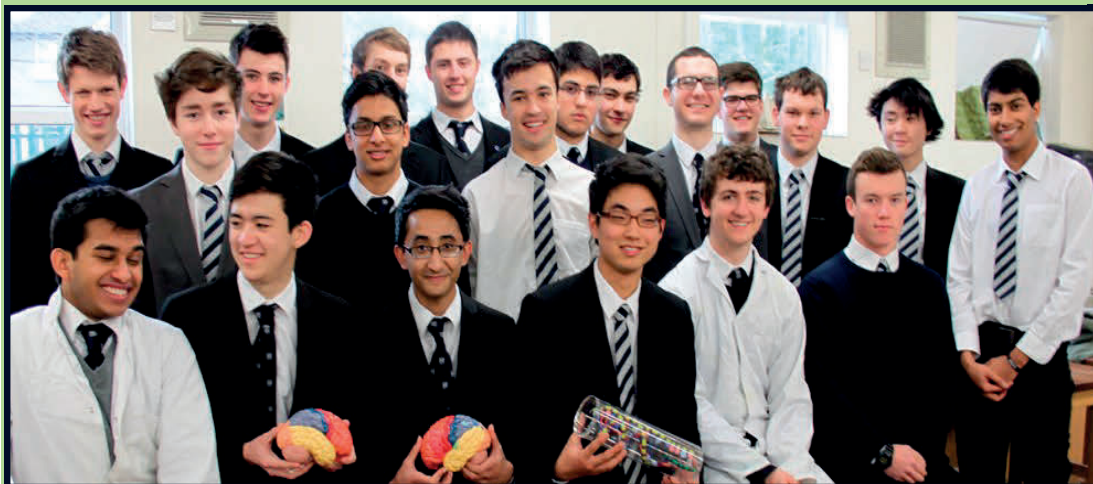
Special praise must go to Soham Bandyopadhyay and Josh Breedon, who were placed in the top 16 nationally, from a record field of 5,057 entrants. We were one of only two schools which had two students placed in the top 16. They went forward to the selection process, organised by the University of Warwick during Easter, to find the four students who would represent the UK in the International Biology Olympiad in Bali this July.

All participants agreed that they had profited immensely from the competition, which offers high-achieving Biology students

the chance to tackle demanding tasks based on a broad syllabus incorporating International Biology specifications.

A special mention must be made of Mingua Yin, 10W. As one of the top scorers in the Biology Challenge Competition, Ming was invited by The Society of Biology to attend their 2014 Award Ceremony in June at The Royal Society, London, where he received a prize and commemorative certificate from Professor Alice Roberts, Professor of Public Engagement in Science at the University of Birmingham, and presenter of many BBC science programmes, including *Coast* and *The Origins of Us*.

Mrs Maunder, College Leader in Science



The Trip of a Lifetime – Touraid

12 months ago, Reading School committed to the Abbey Touraid project, with the aim of raising £10,000 to fund a trip for 10 Kenyan students and accompanying staff to the UK. I am delighted to report that the project was a resounding success.



Our visitors arrived on a grey March morning to see the Kenyan flag flying on the terrace. Having survived a long journey and the initial shock of our English weather, the students and staff from the Sure 24 Orphanage in Nakuru embarked on a whistle-stop itinerary, spending days out in London, Portsmouth, and Legoland, whilst also taking part in both football and rugby matches at the Madejski Stadium.



The boys also spent valuable time in the classroom with their Year 8 host students. They seemed particularly to enjoy Latin, and were eager to try and teach our boys a little Swahili in return. The Kenyan staff were overwhelmed with the friendly atmosphere and generous amount of time donated by different departments in the School. Being able to pick up teaching resources and information about administration was invaluable to Millie, the Headmistress of Sure 24, whilst rugby coaches, Jackton and Nick, spent ample time in the PE Department honing their coaching skills.

The ten days flew by, culminating in a Festival of Rugby hosted by Abbey Rugby Club, with teams from Swaziland, St Lucia and our Kenyans, joined by local clubs and hosting schools. On the pitch, the Kenyans stood out with their skill and bravery, but were eventually outmuscled by a strong Abbey side. Our Year 8s exacted some form of revenge by drawing in the Final with Abbey, thus being crowned the joint champions. The spirit of the competition was superb throughout, and with former All Black, Zinzan Brook, on hand to offer encouragement, it was a day that will live long in the boys' memory.

Parting with our visitors was a day of mixed emotions. In such a short space of time, the impact these boys had made on the host families and the School as a whole was profound. Whilst we were sad to see them leave, we did so knowing that we had made some difference to their lives. Even just getting a birth certificate and a passport will hopefully provide these young men with opportunities in the future.

We are indebted to the many people who made this project possible, hosting, fundraising or donating kit. Our aim now is to ensure that a legacy is maintained with our Kenyan friends. In the short term, we sent them home with 50kg each of clothing, rugby kit and school stationery. In the long term, we will strive to continue our fundraising efforts (which had reached over £11,000 at the time of writing) whilst exploring ways of establishing a long term educational link with Sure 24.



Sure 24 looks after 150 boys and girls in three houses and is funded entirely by donations. Sammy Nawali, who runs the organisation with Millie, made this comment: "The boys who came on this trip appreciated all they were given and all they learnt – but, being the boys they are, they refused to make use of anything they had received until everything had been shared between all the other children in the orphanage. They return home more positive and with more purpose: having seen what people in the UK can achieve, they now realise that they too can achieve their dreams and ambitions, if they are just willing to try."

Asante Sana

Mr Teixeira, Physics Department and Boarding



Sport – The ‘Student Athlete’

Every Open Evening I am left flabbergasted. The parents who come to see if this is the right place for their child’s education, always make the same statement: ‘I know Reading School has a reputation for academic success, but they don’t really do much sport do they?’ Seven years ago, when I first started here, I didn’t know how to respond.



U13 Berkshire Cup Winning Rugby Team

The Summer 2014 Open Day took place recently and, this time, I had my answer ready. U13 Berkshire Schools Cricket Champions; National School Chess Champions; U13 Berkshire Schools Rugby Champions; U15 National quarter-finalists in the Rugby NatWest Vase; KS3 Berkshire Schools Badminton Champions with the KS4 team runners-up; U16 Football Team (‘The Invincibles’) undefeated County Cup Champions; an U18 Lacrosse Side unbeaten this season; the U16 Lacrosse Team winning the Holder Trophy ... Not bad for one year, and it’s been like this for a while.

On top of that, we put out seven rugby teams, ten football teams, six cricket teams, two lacrosse teams, two badminton teams, a rowing team, a chess team, a triathlon team and (for the first time this year) two athletics teams. The annual house competition

allows all year groups to have at least 14 sporting competitions annually (in addition to all the other house competitions on offer) with the KS3 Cricket Competition on the School field, athletics at Palmer Park and Senior House Rugby under floodlight at Reading Rugby club being highlights. Mr Bellinger is organising a football tour to California and has set up a School Sports Council to drive improvements with student input; Mr Allen has started his Top Class Sports in Top Class Venues initiative, while Mr Beckey is now looking at a Rugby and Lacrosse tour to Canada.



2014 National Schools Chess Champions
The first state school to win in 30 years!

Punching Above Our Weight

For a department of four, we punch above our combined weight, but we

would not be able to offer the range and quality of activities we do, without the time and effort of staff outside the department. Mr Teixeira, Mr Bywater, Mr Kearle, Mr Longstaff, Miss Drummond, Mr Evans, Mrs Readings, Miss Moore and Mr Wheal ensure we offer rugby, football, triathlon, hockey, chess, lacrosse and rowing to all our students. Special thanks go to Mr Pedlow, who runs ‘The Three Bs’: basketball, badminton and bridge. Parental support, furthermore, is always appreciated: we need the whole of the School community working together to ensure the depth, breadth and quality of provision continues.

Day in and day out I witness participation, commitment, leadership and excellence on the sports fields of Reading School. I believe in the concept of the ‘student athlete’. I value sport as a tool for education, health and personal development, and it brings me joy to see so many of our students involved in representing their house or their School and taking great pride in that privilege. Yes, we have a reputation for academic success, but I am convinced that we are starting to change the view that that is all we are.



Mr Beckey, Director of Sport



Senior Football Team 2014



U14 Badminton Team
Berkshire County Champions 2014

Sports Personality of the Year

James Smith, Year 13, was voted 2013 Reading School Sports Personality of the Year. James enjoyed considerable success in Ice Skating during 2013, including becoming U18 British Champion and winning five gold medals at regional competitions.



James received his award at our annual SPOTY Ceremony on December 18th.

Second place went to Matt Wadsworth for his achievements in chess, and third place went to Cameron Ward for his achievements in squash.

The Sports Personality of the Year awards recognise sporting excellence and achievement by students, both within and

outside of school. Other award winners were:

- **Individual Sports Performance of the Year: Ben Loader**, who scored 100 in 20 Overs against St. Bartholomew's this summer
- **Sportsman of the Year:** David Jordan, for his consistent commitment to his teams in rugby, football and cricket.,
- **Team of the Year: 2012-13 Under 12 Football Team**, Winners of the 2013 Berkshire Cup
- **Coach of the Year: Mr Teixeira:** Coach of the U15 Rugby Team, and co-founder, with **Mr Bywater**, of the Triathlon Club

House and representative colours were also awarded for boys representing their house or school in rowing, chess, football, cricket, lacrosse and rugby

Our Guest Speaker for the evening was Richard Moon, former England Rugby Union Player and founder of the Rugby Union Players Union.

He gave boys several pieces of advice, including practical tips on training, nutrition and time management. He said: "*Sport teaches you to work in a team, how to cope with pressure, and develops drive and ambition. Above all it's fun!*"



Thanks to Gilman and Soame (gilmanandsoame.co.uk) for reproduction of official team photographs on page 34, not including the chess team.

The Nominees

1. **Campbell Nugent, 7W, Tumbling:** selected for the GB National Squad, for the World Trials, and to compete at the Belgian National Open. Silver Medal at National Championships. Gold Medal in Team Event at Welsh Open.
2. **Dan Trussler, 13GB, Sprint Kayaking:** from Novice to National Finalist in 18 Months. Competed at K1 and K2, both Sprint and Marathon Distance. Promotion to Division 1 Competition. Plays rugby for Reading School and Abbey in his spare time.
3. **Sam Liu, 10C, Table Tennis:** Southern Regional A Squad. Qualified for British Junior League. Represents Berkshire. Multiple Competition Winner in 2013. Current House Table Tennis Champion.
4. **Matthew Wadsworth, 9E, Chess:** selected for England for the 7th Year in a row. Ranked No. 1 in England at U14. Ranked Top 20 in the World at U14. Finished 19th in British Open Championship. Part of the Berkshire team who won the National U18 Youth Championship.
5. **Tom Henderson, 10C, Trampolining:** second at the U15 British Championships in Synchro. Second at the Welsh Open in Individual. Reading School SPOTY 2012.
6. **Dev Gakhar, 10C, Karate (Kata):** Fifth Kyu. Individual Kata Medal Winner and Team Kata Medal Winner at Tiska National Karate Championships. Plays cricket and badminton in his spare time.
7. **Cameron Ward, 11S, Squash:** risen 55 places in National Rankings over last 12 months. Now Ranked top 10 in England. Finished 9th at the English Championships. Member of the Berkshire team who won the National County Championships. Selected for British Championships.
8. **James Smith, 13GSW, Ice Skating:** U18 British Champion 2013. Five Gold Medals at Regional Competitions in 2013. James is now looking to improve his technical work to compete internationally at U21 Level.

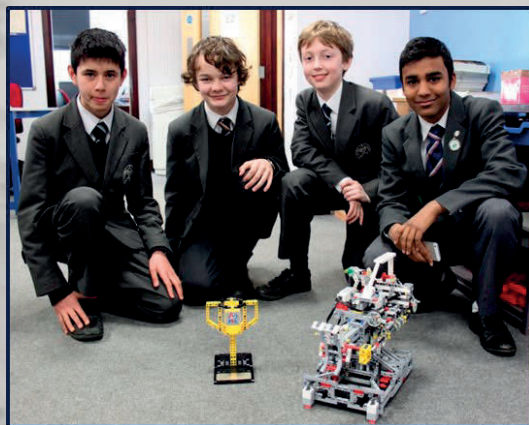
Physics, Computer Science & Engineering

Having won funding from the Academies Capital Maintenance Fund following a capital bid, the School embarked on an ambitious refurbishment programme for Physics, Technology and the Lecture Theatre last summer. The aim was to bring facilities online as soon as possible to accommodate and resource the teaching of new curriculum subjects.

Phase 1: Page Building Technology Suite

The existing Technology rooms were overhauled to create a new suite of laboratories and a work area. Work was completed in eight weeks, with chairs arriving the day before the start of term!

The new Computer Science and Engineering Department started life in September 2013 with a thoroughly revised curriculum. Students have enjoyed the new facilities to their fullest extent, including the Lego Robotics capacity, with a team of students from Year 7 to Year 10 entering the First Lego League competition and winning the prize for best robot!



Phase 2: The Wood Workshop

The focus now shifted to making the most of the space occupied by the old Workshop and surrounding stores. The Workshop was a radical innovation in the 1920s, created to foster skills in machining and working with materials, the erstwhile equivalent of computer programming!

Now, almost 100 years later, we are taking another leap forward to create the infrastructure needed to prepare our students for the future. The generous donations of parents and alumni and the Haines bequest, a legacy from a former Master of Reading School, formed the seed capital for this phase.

Over the last two decades, the importance of woodworking and metal working declined and our facilities came to the end of their productive lifespan, requiring major renovation to bring them in line with current specifications. The Workshop closed in May 2013, after nearly 90 years of service.

During the overhaul, we rescued an original bench, the anvil and tools. These will be kept on display to remind students of the history of the Workshop and our School's ethos of striving to be at the forefront of education.

In conjunction with our architects, ASP Partnership, we drew up plans for two levels using the dimensions of the old building to create two new laboratories and a staff work area. Work began in earnest in the New Year 2014 with completion achieved on the 31st March 2014! The new laboratories will come into service during the second half of the Summer Term, adding much needed capacity to the school's computing infrastructure.



Facilities for the 21st Century

New Curriculum

The curriculum that we can now deliver is radically different from that offered at other schools. By the end of Year 9, all students should be able to design and create a program; design and build an electronic circuit; design in 2D and 3D; and problem solve by analysis, abstraction and modelling.

Along the way, they will use Edmodo as our collaboration platform of choice, providing a space for the entire community to discuss matters of interest and work across year groups.

Students will experience a range of programming languages from Python to Java, with enterprise-grade technologies such as PHP and MySQL covered at GCSE and Sixth Form.

Next year, we aim to support mobile app development using Android. Electronics and hardware are not neglected: a new Printed Circuit Board facility will soon come on-stream and, with the ubiquity of Raspberry Pi and Arduino in the hacker arena, we fully anticipate students will let their creativity loose on integrating hardware and software.

A key benefit of the new laboratories is to provide the infrastructure to finally apply Computing to Maths, Physics, Chemistry and Biology, just as they are at university. Students of A-level Physics will use Matlab and as a result gain a far better grasp of essential concepts whilst preparing for university study.



Phase 3: Lecture Theatre

The final phase of the project is to upgrade the Lecture Theatre. This was originally built as the Physical Laboratory Lecture Theatre in approximately 1900, with a refurbishment in the 1960s. The most recent change was the installation of a projector in 2005.

In April 2014, we secured Listed Building Consent from Reading Borough Council, which will allow us to upgrade the seating, lighting, heating, acoustics and audio-visual equipment, and to reinstate a demonstration facility. This will, again, be a boon for Physics, who use the Theatre to deliver core content at A-level.

I am pleased and proud of what has been achieved in this vital and rapidly-changing arena of School activity. With a great deal of hard work and good will,



we have accomplished much in a short space of time, and are well on our way to being able to provide our boys with the sort of technical and applied science education they need and deserve.

Mr Hussain, Head of Computer Science and Engineering

Funding the Future



Take your seat
in the Lecture Theatre...

Sponsoring a seat in the Lecture Theatre is one of the ways you can help Reading School. The cost of sponsorship is £250 per seat. If you wish, the seat can be named to commemorate your family's association with the school or to remember a loved one. Your gift will be recognized on a plaque mounted permanently on the wall of the Lecture Theatre, and your name can also be added to the list of benefactors that we will publish on the School website.

If you would like to help in another way, please contact Frances Greaney in the Development Office (fgreaney@reading-school.co.uk)

CCF

The active strength of Reading School CCF is represented by about a hundred cadets who have been involved in a wide variety of activities both in school and in some far-flung parts of the UK. In addition, we have been able to attract a number of new adult instructors, which means that the staffing situation in the contingent is at its healthiest for some years. Since last year's edition, the helm of the contingent has been taken over by Major Simon Donegan, formerly of the Irish Guards, who has made his presence felt in a tolerant and good humoured-fashion, not least in his reorganisation of the CCF office!

We have continued to run a variety of successful offsite activities. The Army Section enjoyed a packed week at Longmoor Camp at the beginning of July 2013 and the cadets returned refreshed in September to prepare for the October Field Day which involved the entire contingent deploying on the Aldershot Training Area. We also ran two overnight exercises at Bramley where new recruits were introduced to the joys of "administration in the field" as well as elementary fieldcraft and night navigation.

Before the Easter Holidays, the Army Section took part in their March Field Day where they were able to consolidate their knowledge of section battle drills – everyone enjoyed running around and generating a variety of loud noises on the training area! Weapon handling skills were the focus of visits to Otmoor Range and Ash Ranges – the first of these enlivened by views of parachute landings in the distance.

Participation in competitions included the South East Area Cadet Skill At Arms Meeting in September, where we improved considerably on our performance of the previous year, and Exercise "Rolling Thunder" at Blandford, the UK-wide cadet signals competition, where we came 8th out of 24, with Richard Sullivan awarded 3rd place in the individual leadership category.

On the RAF side, Rory McBride has been awarded a Gliding Scholarship and Philip Meerman and James Roberts have been awarded Flying Scholarships. These awards are very hard to come by and a positive reflection on the calibre of our cadets.

We also have a healthy crop of applicants for the Cadet Leadership Courses at Frimley Park and the Air Cadet

Leadership Courses which will be run this summer. Finally, 13 members of the RAF Section took part in the Air Squadron Trophy Competition held at RAF Halton in February and performed very creditably overall, particularly in the Aircraft Recognition event.

Our training in School on Thursday afternoons has also continued in a purposeful vein and has been well attended. All the regular attenders have been able to complete their proficiency training at different levels.



The highlight of our onsite training was the visit of the new commander of 145 (SE) Brigade, Brigadier Andrew Hughes, MBE, in November. Brigadier Hughes observed a variety of activities and met the cadets. At the end of his visit, he affirmed his pleasure at what he had seen and his enthusiastic intention to return in the future – so we must have got something right!





As well as our normal training, there have been a number of significant individual achievements, including one of national importance. Omar Uwais was selected as one half of the Army team of key speakers to represent the Army Cadet movement nationally in the commemorative debate in the House of Lords on 29th November: "The Great War- Remembering the Past; Talking to the Future". Aleks Stepanyan was one of the invited floor speakers. They were in the company of over 150 cadets and veterans from all three services, and both spoke eloquently and sensitively in the course of a thoughtful debate which impressed the Lord Speaker, Baroness D' Souza, and left those adult observers watching with much to think about, but also a great deal of pride in the members of our Cadet Forces throughout the country.

Our continued popularity and success is only made possible with the continued support of our adult staff and the leadership of the senior cadets. Major Donegan, Wing Commander Walter and Captain Hurst have been joined by two new commissioned officers, Second Lieutenant David Morris, OR, and Pilot Officer Kieran Cox (one or two more new faces are likely to join us soon – watch this space!) while Lieutenant Andrew Ferguson and Captain John Flexman have been invaluable supporters of our offsite activities.



All have been kept up to the mark by the senior cadets, notably Conor Black (RAF section) and Richard Sullivan, our senior cadet this year – a man who has possibly spent as much time in the CCF office as Wing Commander Walter! The enthusiasm of the cadets is the lifeblood of our contingent – long may it continue to flow.

Capt. P. F. E. Hurst



'Teacher Teach Thyself'



CPD at Reading School

At Reading School we believe passionately in the need to support all staff by providing the best possible framework for Continuing Professional Development. This year, members of staff have undertaken training provided by external bodies on areas such as coaching and feedback and marking. Others have chosen to witness good practice by visiting high-performing schools like St Olave's Grammar School in Orpington and Pate's Grammar School in Cheltenham. We are never complacent about what we do and we constantly look for opportunities to reflect on and improve our practice.

Practical and Valuable Skills

One excellent addition to the CPD framework this year has been the creation of a team of Teaching and Learning Coordinators. Mr Beckey, Mrs Harden, Mr Norgaard and Mr Bailey-Watson have been briefed to consider the way we provide CPD training at Reading School and ensure that it meets our current needs. For the first time, members of staff have been given the opportunity to indicate the CPD sessions which they feel are important for them and, above all, relevant to what is happening in the classroom. These optional in-house sessions have focused on a variety of practical and valuable skills, including the use of iPads in the classroom, data analysis and report writing. We have also held a number of whole-staff training sessions, for example on the 'BlueSky' system, an online tool to help manage and monitor the professional learning of staff, and on E-safety, a requirement we take very seriously in this age of technology. Our essential goal remains the provision of training tailored to meet the needs and expectations of pupils and staff at Reading School.

We are extremely fortunate to have members of staff keen to keep abreast of current research into pedagogy and to develop new skills themselves. For example, Mr Bailey-Watson's MSc in Learning and Teaching at Oxford University (he has just received a distinction in his dissertation) and Mr Hussain's Master's Degree in Educational Management and Leadership at Warwick University.

Some of our science teachers have attended a PITTSKE Physics course, which focuses on teaching the subject by using practical strategies. We have also seen staff travelling to Denmark, Spain and France to start professional dialogues with colleagues abroad and foster relationships and exchanges with other world class schools that will result in an even richer experience for our pupils.

Lifelong Learning

One important aim for us is to teach our pupils that learning is not just confined to the seven years they are with us, but is an ongoing, lifelong process. Our teaching and associate staff are positive role models for the 'Ready for Learning' skills and attitudes which we are trying to embed in Reading School: resilience, reciprocity, reflection and resourcefulness. The 'Four Rs' are also at the heart of our Professional Development programme.

With new teaching and learning communities being set up by groups of staff to look into areas such as marking and feedback, we are really starting to engage with the latest research but make it relevant to our departments and our pupils. Pupils and parents can be confident that we are doing all we can to uphold the excellent academic standards at Reading School. To adapt Vladimir Nabokov: 'The desire for success can never be satisfied; the error of complacency only realised in retrospect'.

Mrs Hardwick , Deputy Head Teacher

You can find out more about the importance of Continuous Professional Development here:

Career development framework for school support staff: Guidance handbook (TDA0180), TDA, 2005;
www.tda.gov.uk/upload/resources/pdf/f/f/framework_guidance_handbook.pdf.

Professional standards for teachers (TDA0313), TDA, 2007;
www.tda.gov.uk/leaders/teachers/professionalstandards.aspx

Ofsted report "Good professional development in schools";
<http://www.ofsted.gov.uk/resources/good-professional-development-schools>

A Day in the Life of a Business Manager

Behind the scenes in every school is a large team of staff supporting the work of the teachers. As School Business Manager, I am responsible for ensuring that these background functions, the administration, the running of the site and the school finances, operate efficiently. There is no such thing as a typical day, particularly in Reading School!



Funding

As I write, the preparation of the School Budget for 2014-15 is at the forefront of my mind. Education funding has a level of protection within the public sector, but with the school leaving age rising, the same amount of money is spread more thinly and Parliamentary focus has been on tackling deprivation and low achievement, areas where we don't score many points! The net effect for us is less money next year, despite having more pupils, but we still have to make the budget balance. This year we received £4,990 per pupil – compare that to the fees of local independent schools!

Value for Money

I need to ensure that we are getting the best value possible from the services we buy in, and since I joined the School in 2010 we have re-tendered for catering services, cleaning, grounds maintenance and copiers – each time seeking to improve the quality of the service and save money. I also seek to improve efficiency in the way we operate, and over the past few years we have introduced online payments and parent information, as well as biometrics in the Refectory. Of course, all these systems have to work properly, so every day I carry out control checks to ensure (particularly on the payments side) that the systems synchronise correctly.

One of the joys in working here is the beauty of the buildings we have, but they are high maintenance so I rely heavily on Amanda Snow, the Estates Bursar, and her team: Eamonn, John, Ben and Glyn to keep things working and looking good. Teenage boys can take it out of buildings and there is always a long list of reactive tasks to undertake, as well as planned refurbishment works (generally over the summer) and the essential health and safety checks to ensure the boys and staff are safe.

Academy Status

When the School became an Academy in 2011, nothing much changed on the outside, but our entire legal and financial framework was re-constituted as we became a company. Ania Dimpleby and Debbie Janes in the Finance Team work hard to maintain the accounts and payroll and ensure there is full and accurate information to support the multiplicity of returns we have to provide to the Education Funding Agency, HMRC and the Pensions Bodies.

One of the greatest advantages of becoming an Academy was the facility to bid for capital funds. Prior to 2011, we had been starved of capital for many years and were struggling to maintain the buildings that we had. In 2011, we submitted a successful bid to part fund the Refectory and refurbish the roofs on the main buildings, since when we have obtained funds to upgrade the alarm systems, introduce computer science and most recently we were thrilled to be awarded £2.88m to build a new Science Block to house Biology and Chemistry. The bid requires us to fund £250,000 from our own resources, and the 1125 Fund, managed by Frances and Caroline in the Development Office, is key to our fund-raising efforts – we remain so grateful to all the parents and former pupils who contribute to the Fund.

Keep Smiling

At the heart of the efficient functioning of the School is the Administration Team, led by Jo Lidbetter, who is ably supported by Rebecca, Shelley, Beverley, Katie, Jas and Emily. They administer all the School data: trips, exams, reports, pupil progress, attendance and everything else that needs to be done with no one to do it. In the world in which we operate, it doesn't matter how good you are if you don't have the evidence to prove it, and all our

funding, league table rankings, etc., depend on the accuracy of the data the team provides, and they keep smiling throughout.

So how would I describe a day in the life of a School Business Manager? Lots of meetings, lots of analysis, too many emails, a bit of crisis management (when the rains come down and the floods come up), project planning and the occasional cappuccino and cake from the Refectory – how did we ever function without it?

Mrs Richardson

Team Members



Amanda Snow



Ania Dimpleby



Debbie Janes

Chapel Notes:

'Hold on to what is dear'

Most boys at Reading School are very fond of singing the famous lines of William Blake's poem, 'Jerusalem':

*I will not cease from Mental Fight, nor shall my Sword sleep in my hand
Till we have built Jerusalem, in England's green & pleasant Land.*

Many are equally enthused by the stirring couplets of 'I Vow to Thee my Country':

*And there's another country, I've heard of long ago,
Most dear to them that love her, most great to them that know.*

There are a number of other hymns too which are guaranteed to inspire voluminous singing and on occasions our services attain a rarified sense of genuine, earnest and communal spiritual animation. This is no mean feat at 8:30 in the morning and certainly it is unusual at any time to find 250 young men engaged in either meaningful contemplation or acoustic warbling.

Spiritual Litmus Test

Nevertheless, we do not always achieve such expressive heights. Whilst 'Mine eyes have seen the Glory of the Coming of the Lord', 'Hark the Herald Angels Sing' and 'Abide with Me' are sung with a certain amount of gusto, it is increasingly apparent that there is a fair percentage of melodies and verses with which none of us feels particularly familiar. Following generous funding from the Old Readingensians, we are replacing the old hymn books this year, and around forty hymns will be 'culled' from the current weatherworn and battered edition, which has nonetheless served us well over 17 years of being sat on, dropped and picked apart by nearly 3,000 boys. The difference between the old volume and the new therefore acts as something of a litmus test for the spiritual PH of the School. Whilst a number of hymns are no longer well enough known to be included, a few popular ones, such as 'When the Saints Go Marching In' and 'Swing Low Sweet Chariot' will be added. This musical shift is telling, and begs a number of questions:

In a deeply heterogeneous school which prides itself on diversity, colour blindness and cultural inclusivity, is it inevitable that the hymn book shrink inexorably generation after generation?

Should our aim be to focus on a collection of four 'football terrace' favourites, three 'national' anthems, two Victorian carols and a partridge in pear tree?

Is the Chapel of any relevance or value beyond its role of antiquated repository of patriotic hymnal curiosities?

What place is there in a multi-cultural community for an unashamedly Christian Chapel, replete with altar, stained glass saints and crucified Christ shining through the East window?

Melting-Pot Spirituality

Inclusion policies, political correctness or an oversimplified view of multi-faith relationships might suggest we ought already to have adopted a 'lowest-common denominator' form of collective worship. The School could easily fulfill its Ofsted obligation to deliver 'Spiritual, Moral, Social and Cultural' outcomes through following a rota of basic moral tales from diverse

cultures, but a diet of dumbed-down melting-pot spirituality lacks intellectual rigour and is neither nurturing nor challenging enough for the remarkable minds that occupy our pews. Equally, narrow, uncritical liturgical iteration or hollow regurgitation of creedal formulae may peddle certainty or satisfy a hunger for tradition, but it will never generate a widespread breadth of resonance, or fortifying, inspirational, formative insights.

In our diverse community there is no room for mindless repetition that takes the appearance of religious devotion, yet neither is there any good reason to deny the heritage and tradition of which the Chapel is a part. Aphorisms uprooted from their context and parables that have been ethnically cleansed may generate palatable modern moral platitudes but Reading School students deserve a more reasoned depth of animating, world-view shaping wisdom.

So in some sense we steer between Scylla and Charybdis: promoting reflection and worship that is honestly inclusive but avoiding the reduction of distinct traditions to a relativistic moral pulp.

The Kingdom of God

Our Chapel rests within the Christian tradition which takes its spiritual values from the example of the Jewish rabbi who accepted the outcasts and talked of the Kingdom of God as a tree that is big enough for all "the birds of the air to come and rest in its branches." Perhaps it is possible to be both broad and deep, 'firmly rooted' and yet 'fundamentally inclusive'. A revised hymn book is a small but symbolic step on the road to acknowledging the developing and diverse nature of our congregation. At the same time, it is my hope and intention that Chapel, as recently suggested by our School Vice-Captain, will remain a place where we learn "to question what is questionable and hold on to what is dear."

Mr Evans, Chaplain and South House Housemaster





A Stand-Out Year in Boarding!

It's been a truly outstanding year for boarders. Alongside the usual mix of fantastic trips, house competitions and inspirational clubs, the past year has also seen some significant improvements in the boarding houses (new showers, new ICT rooms and new laundry amongst others) as well as a visit from Ofsted which provided us with an opportunity to showcase what is great about boarding at Reading School.

Ofsted Call

In March this year, we were visited by two Ofsted inspectors who spent three days looking into the effectiveness of our boarding provision. During an extensive review, the inspectors were really able to get a feel of what it's like to be a boarder at Reading School. Amongst other things, they spoke to a range of groups (including boys, parents and staff), observed boarding clubs, attended staff meetings and had meals with the boarders.

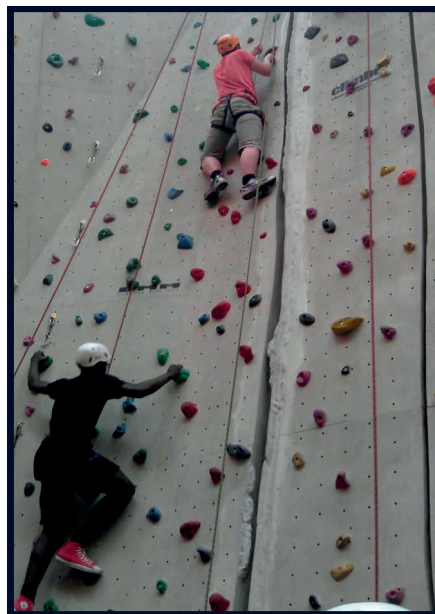
Their award of "outstanding" reflects ratings in each of the four main inspection parameters: Outcomes for Boarders, Quality of Boarding Provision and Care, Boarders' Safety and Leadership and Management of Boarding. Everyone involved in boarding is rightly very proud of the findings of the report.

Here is a selection of their report findings:

- *Boarders thrive in a warm, friendly and open environment. They say they feel 'part of a family' and 'it's like having 70 brothers'.*
- *Boarders and parents comment on how pupils have changed in their time in boarding, growing in confidence, self-esteem and independence.*
- *Boarders cannot speak highly enough of the matrons and their role in providing excellent care and support, describing them as a*

'really good listener'; 'much more than a matron'; 'half mum, half friend'.

- *The behaviour of boarders is exemplary; courtesy and mutual respect are embedded in their interactions. Staff and prefects adopt an excellent approach to behaviour management, with a strong emphasis on rewards.*



Scaling New Heights

Thursday 3rd April saw the first ever boarding trip to the Reading Rock Climbing Centre. Following a short introduction to the basics of climbing, all the boys were given the chance to conquer their fears and test out their powers of strength and endurance on the wall. It was really great to see so many having a go and giving it their all!

Trips are an integral part of the boarding calendar. This year, the boys have experienced a range of activities, from watching 'Matilda' in the West End, scoring strikes at bowling and perfecting their water-skiing skills. Massive thanks go to the staff who have helped run these trips.

Prefects

This year also has seen the implementation of a new boarding prefect system. Ably led by our two House Captains, Jonny Bryant (East Wing) and Freddie Reeves (South House), this illustrious group of Year 11s, 12s and 13s has been a shining example for the younger boys in both houses.

Those who are leaving will be replaced by a new team of boarding prefects who have stood out by virtue of their conduct, maturity and enthusiastic participation in boarding house life. Congratulations go to Paddy Byfield, Charlie Harding and Jayden Wong in South House, and Timi Balogun, Vignesh Pradhan and Stanley Glendinning in East Wing.

Future plans

As mentioned in the Ofsted report, boarding is continually looking to improve and develop, and this year has been no exception. Following on from the opening of new IT rooms in each house (which certainly make for better prep!) we're now looking forward to improved laundry arrangements and for work to begin on a new Medical Centre. We are sure that these changes to the fabric and routine of boarding will only serve to enrich further the experience of boarding for those of our boys whose school (for long periods of time) is also their home.

*Mr Nicholas
East Wing
Housemaster*



We say farewell to:

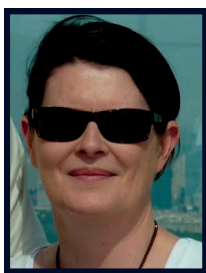
Anne Hardwick – Deputy Head



My teaching career has taken me on a journey through schools in Northumberland and Durham to Reading School in 2004 as Head of Modern Foreign Languages and later to posts here as Assistant Head and Deputy Headteacher. During my time, it has been a great privilege to work with pupils, colleagues, parents and governors. The next stage of my journey takes me to Dubai where I will be working as an Educational Consultant. I leave with many fond memories and a strong desire to maintain my links with Reading School.

Laurence Bosser–Economics

After 18 years in IT sales and marketing, I joined Reading School in September 2010. During my time here, I launched the Economics Business Forum and secured an internship with the British Museum for five Sixth Formers to design an educational resource for their Citi Money Gallery. My next step is into Further/Higher Education as Lecturer in Business and Economics at Farnborough College. I would like to thank Mr Robson and Mrs Hardwick for their help in the development of my career, and the parents who collaborated with me on making Business/Economics theories come to life for the students.



Mathilde Ciais – MFL



I joined Reading School in 2009 after completing a PGCE at the University of Reading and working as a French assistant. I am moving to take up a French teaching post at St Paul's Girls' School in Hammersmith, London, an independent day school of about 740 girls, where I hope to further my career as well as enjoy some of the cultural pleasures the capital has to offer. I could not have had a better start to my teaching career than here at Reading School. Thank you for everything, and bon courage à tous!

Also leaving us are Faramaz Akbarian (Physics and Chemistry) 2004-2014: retirement, and Tomasz Sobieniak (Maths) 2010-2014: relocating to USA.

Mark Roca – PE

I arrived at Reading School in 2007 to take up my first teaching post, and progressed to Subject Leader for PE. I am proud to have spent three years as a boarding master and to have coached Berkshire Cup winning sides in rugby, football and cricket. My fondest memories will be of the amazing international tours to New Zealand (rugby) and Grenada (cricket). I've loved setting up the annual Junior Inter-House Cricket day which has developed into a whole school activity. I am moving to Devon with my partner, Katie, to fulfill a long-cherished dream of living by the sea.



Sheena McMahon – Art

I embarked on my teaching career in 1978 after qualifying at Reading University. As Head of Department at Bulmershe School I worked closely with a newly-qualified teacher called Ghazala Willoughby! After almost 30 years, I made the decision to apply for a part-time post at Reading School, where Ghazala was Head of Department, so we reversed roles! It has been a pleasure to teach in a school with an exceptional reputation and students who produce such original, intelligent work. I would like to thank all staff for being so warm and welcoming, especially Ghazala, who has been so supportive over the last five years. I now look forward to devoting more time to my ceramics. If you would like to see what I do, please visit my website www.sheenamcmahon.com or get in touch direct.



Amanda Moore – Classics / Cover Supervisor

I joined the staff here in January 2013, working initially as a cover supervisor and rowing coach, although my role has recently grown to include helping Sophy Rogers with SEN issues. Before joining Reading School, I was a postgraduate researcher in Archaeology at the University of Reading, but soon realised I much preferred teaching undergraduates, so decided to move into teaching. I start a PGCE in Classics at Cambridge University this September, and am really looking forward to having responsibility for my own classes. I will miss Reading School, but especially a Classics Department which is one in a million!



Learning the Trade

We say goodbye to most of our PGCE students who have lent their youth and energy to some of our more established practices and practitioners this year. (From left to right):

Lizzie Ayers (Science): laughingly looking forward to starting this September!

Markus Orgill (PE): moving off to Moultsford Prep School in Oxfordshire.

Chelsea Zahra (ICT): soon starting at the new UTC College in Reading

Rachel Tyrell (Drama): heading to Hazeley Academy, Milton Keynes, in September.

David Hughes (Music): haring off to Harvard with his partner.





Accommodation in a 'banda'



School bus – something from the 60s?



Slow but sure ...

Recharging the Batteries: A Summer Getaway

Secret Tanzania

We all know how dedicated and hard-working Reading School staff are, but we all also accept that there are times when you have to shut off; that all work and no play makes Jack a dull boy. No one could ever accuse our Head of Maths, Mr Walder, of being dull. One way he manages to keep up his energy and enthusiasm is to go for a complete change of pace and scene. Here's an idea of what he got up to when he shuffled off the coils of the working world last summer holiday ...



Mrs Walder and I decided some time ago to spend each of our summer holidays somewhere new, different and exotic. Last summer, we booked ourselves on a 'Secret Tanzania' package, which took us to Saadani National Park, the Selous Game Reserve and finally to Zanzibar.



Out on a limb next to the Indian Ocean



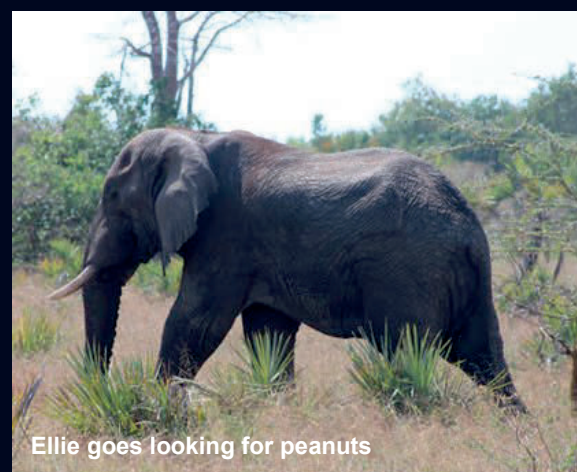
'How cheerfully he seems to grin ...'



Are you lookin at me?



Who dat man?



Ellie goes looking for peanuts

Phases of the Moon



Composite image courtesy of Mr Tucker, Physics Department, astronomer and photographer www.t2landscapes.co.uk

DIARY: KEY DATES

2014

Thursday, September 18th

Inspire Lecture—The Political and Economical Consequences of leaving the EU, 4.00pm, Big School

Thursday, October 16th

Commemoration Service, 2.00pm, Minster of St Mary the Virgin, Reading

Tuesday, November 4th

Junior Concert, Music School, 7.00pm

Sunday, November 9th

ORA Remembrance Service, 10.30am, Chapel

Tuesday, November 11th

Remembrance Service for Years 7 to 9, Chapel
Remembrance Service for Years 10 to 13, Chapel

Thursday, November 20th

Inter-house Music Competition, 7.00pm, The Concert Hall, Reading Town Hall

Saturday, November 29th

ORA AGM and Annual Dinner, 5.00pm, Refectory and Big School

Monday, December 15th

School Carol Service, 7.30pm, St Luke's Church

Wednesday, December 17th

Reading School Sports Personality of the Year

Thursday, December 18th

Senior Prize Giving, 2.00pm, The Great Hall, University of Reading, London Road Campus

2015

Friday, January 23rd

Year 7 Concert, 6.30pm, Big School

Saturday, February 7th

The Big Band Ball, 7.30pm 'til late, The Refectory

June 27th—28th

OR Cricket Weekend

Wednesday, July 15th

Junior Prize Giving, 2.00pm, Big School

Monday, July 14th

Summer Concert, 7.00pm, Big School